



Taralga Public School

Behaviour Support and Management Plan

Overview

Taralga Public School is committed to explicitly teaching and modelling positive behaviour and to support all students to be engaged with their learning. Our key program prioritised and valued by the school community is Positive Behaviour for Learning.

Promoting and reinforcing positive student behaviour and school-wide expectations

Taralga Public School has the following school-wide rules and expectations:

School Rules

1. Follow Directions
2. Use friendly talk
3. Hands and feet to self

School Expectations

1. Be a learner
2. Be Respectful
3. Be Safe





School Conduct

Students are expected to respect the rights of others in the school community. The school policy on Student Welfare emphasises the importance of developing student self-esteem and self-discipline.

We promote three core expectations: Be a Learner, Be Respectful and Be Safe.

Our School rules are:

- * Follow directions
- * Use friendly talk
- * Hands and feet to self.

Student behaviour will reflect these expectations and rules.

Taralga Public School Positive Behaviour System

These notes have been written so that students, parents and teachers will understand what kind of behaviour is expected and what will happen when students perform admirably or misbehave.

The aims of the Taralga Level System are:

1. To provide a consistent framework for the day to day encouragement of positive social behaviour.
2. To provide students and staff (including visiting staff) with clear consistent procedures to respond to student behaviour.
3. To reward positive social behaviour.
4. To record (in a convenient form) student behaviour for future analysis (when necessary).

The Taralga Positive Behaviour System supplements the existing policies of Taralga Public School and the DET and should be read in conjunction with:

- * Taralga Public School Student Welfare and Discipline Policy;
- * Taralga Public School Procedural Fairness Policy;
- * DET Anti-Bullying Plan;
- * DET Suspension & Expulsion of School Students Procedures.

For the Students

Your behaviour matters and you are the best person to control that behaviour. This system means that you have to make decisions about your behaviour. The student whose behaviour deserves commendation will not go unnoticed. The misbehaving student can decide to make some positive change or to accept the consequences described in these notes.

For the Parents

The notes below provide information that will assist you when discussing behaviour problems with your sons and daughters and provide necessary guidance and support.

For the School Staff

The notes below provide a standardised consistent approach to problems that arise from time to time in the school situation.



Weekly Outcomes

Positive Behaviour

Student's positive behaviour that is noticed by staff is documented on the weekly behaviour sheet. These students will be acknowledged in the Newsletter and may receive a Quincy Quoll PBL Award. Students who demonstrate positive behaviour all week receive 10 minutes of extra play on Fridays and may be entitled to other term rewards.

Negative Behaviour

A negative placement on the weekly behaviour sheet will not usually be made as a first response to negative behaviour. Other methods will be used to first draw the student's attention to the need to change their behaviour. Eg:

1. Clear verbal reprimand
2. Name on the board / time out in the playground / removal from game or activity

Students who have a negative placement will usually spend some of their playtime in thinking time on the same or next school day; these students may also be excluded from school privilege activities and may need to complete a behaviour reflection form.

Teachers will make it clear to students that they are being placed on the behaviour sheet and the reason for this action. The student is counselled by a teacher and positive behaviour strategies are discussed.

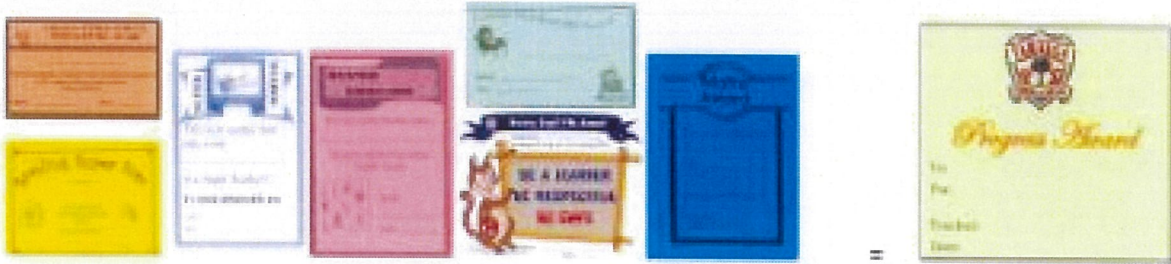
If this behaviour continues three times a week, a letter is sent home to parents to invite discussion about the student's behaviour. The student may also be excluded from attending school excursions. Please see our Student Welfare & Discipline Policy for more information.





School Awards

5 Peer Support Awards; 5 Super English Awards; 5 Homework Awards; 10 Spelling Awards; 10 Super Reader Awards; 10 Maths Awards or 10 Quincy Quoll PBL Awards = 1 Progress Award.



10 Progress Awards = 1 Honour Ribbon

3 Honour Ribbons = Certificate of Commendation



2 Certificates of Commendation (6- Progress Awards/6 Honour Ribbons) = Award of Excellence Banner



3 Awards of Excellence Banners = Blue Banner – Achievement of Three Awards of Excellence



| At Taralga Public School we value: | SAFETY | RESPECT | RESPONSIBILITY |
|------------------------------------|---|---|---|
| ALL SETTINGS | <ul style="list-style-type: none"> We keep our hands and feet to ourselves We walk on hard surfaces We stay to the left | <ul style="list-style-type: none"> We follow adult instructions We speak respectfully We use our manners We respect ourselves and each other We use appropriate voice We put rubbish in the bin | <ul style="list-style-type: none"> We use equipment as intended We are in the right place at the right time We look after ours and others belongings We share and cooperate |
| CLASSROOM | <ul style="list-style-type: none"> We walk around the room We tuck our chairs under our desks | <ul style="list-style-type: none"> We listen to the speaker We speak at the correct time | <ul style="list-style-type: none"> We follow instructions the first time We try our best |
| PLAYGROUND | <ul style="list-style-type: none"> We stay in bounds where the teacher can see us We use equipment as intended We wear a hat or beanie | <ul style="list-style-type: none"> We include others We play fairly We respect other's games | <ul style="list-style-type: none"> We ask permission to leave the playground We be a problem solver We leave the playground when we hear the bell We agree on rules before we play We return all equipment to the correct place We sit if we are still eating |
| BUILDING AREAS | <ul style="list-style-type: none"> We walk We keep to the left | <ul style="list-style-type: none"> We speak with quiet voices We stop talking when there is a speaker | <ul style="list-style-type: none"> We sit in our class lines We go to the bathroom and get a drink before lining up We hold our sports equipment with two hands |
| FIXED EQUIPMENT | <ul style="list-style-type: none"> We play safely on the equipment We only play on equipment we can reach We walk | <ul style="list-style-type: none"> We are patient and take turns We are mindful of others | <ul style="list-style-type: none"> We wait for the teacher before going on the equipment |
| TOILETS | <ul style="list-style-type: none"> We report any problems We use taps and toilets correctly | <ul style="list-style-type: none"> We respect others privacy We wait our turn | <ul style="list-style-type: none"> We wash our hands We leave when finished We leave toilets clean We use toilets during breaks We put hand towels in the bin We use one squirt of soap |
| HALL | <ul style="list-style-type: none"> We stay where the teacher can see us | <ul style="list-style-type: none"> We leave equipment in its correct place We only use equipment the teacher has organised for us | <ul style="list-style-type: none"> We wait for the teacher before entering |



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| | | | |
|--------------------|--|---|---|
| | | | <ul style="list-style-type: none"> We wait for the teacher before leaving |
| ASSEMBLY | <ul style="list-style-type: none"> We walk to the assembly area | <ul style="list-style-type: none"> We enter and exit in two lines We enter and exit quietly We sit quietly We listen to the speaker | <ul style="list-style-type: none"> We leave our belongings in the classroom We stay in class lines We participate sensibly |
| OFFICE | <ul style="list-style-type: none"> We ask permission to go to the office | <ul style="list-style-type: none"> We say please and thank you We knock politely | <ul style="list-style-type: none"> We wait patiently and quietly |
| BUS AREA | <ul style="list-style-type: none"> We walk on the path We wait inside the gate until the teacher walks us out to the bus | <ul style="list-style-type: none"> We put rubbish in the bin | <ul style="list-style-type: none"> We ask for permission to leave We keep toys and equipment in bags |
| LIBRARY | <ul style="list-style-type: none"> We walk around the room | <ul style="list-style-type: none"> We clean up after ourselves We listen to others | <ul style="list-style-type: none"> We put books away in the correct place |
| TRANSITIONS | <ul style="list-style-type: none"> We keep to the left We stay on the paths | <ul style="list-style-type: none"> We move quietly with voices and feet We respect others artwork | <ul style="list-style-type: none"> We are in the right place at the right time |



Behaviour Code for Students

High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

As part of the NSW Department of Education, our school expectations for student behaviour are underpinned by the Behaviour Code for Student (Appendix #2).

NSW Department of Education

Behaviour code for students NSW public schools

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

Engagement

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

education.nsw.gov.au





Behaviour Support Planning

Supporting student behaviour is critical for promoting, engaging and lifting student performance and wellbeing. Our school aims to provide inclusive learning environments that are collaborative, supportive and cohesive. For students whom display 'behaviours of concern' an individual Behaviour Support Plan will be created in consultation with all stakeholders (Appendix #3).

Whole School Approach

| Care Continuum | Details |
|--------------------|---|
| Prevention | <ul style="list-style-type: none"> • Beginning of year Whole School Expectations explicitly taught • K-6 Weekly focus (based on PBL data) in newsletter • K-6 Whole School Start of Week Assembly • Strong teacher / student relationships • Alternative play spaces • Termly communication with parents around TPS Wellbeing processes • TPS Student Profiling Snapshot • PBL Fast and Frequent (Quincy Quolls) |
| Early Intervention | <ul style="list-style-type: none"> • Taralga Public School Behaviour Management Flowchart (Appendix #4) • Social Story creation/s • Visual cue / story board creation/s • Zones of Regulation • Proactive approach to home / school relationship • Ongoing Brain-Breaks (when required) • Peer Support Program • Buddy [K/6] Program • School Learning Support Officer • K-6 Mindfulness Focus |
| Targeted | <ul style="list-style-type: none"> • Check In / Check Out <i>If required, targeted processes for transitions exist</i> • Classroom / Playground Monitoring <i>If required, our school has a template for Classroom Monitoring and Playground Monitoring that are communicated to parents (Appendix #5a & #5b)</i> • Learning & Support Team (Appendix #6) |
| Individual | <ul style="list-style-type: none"> • Individual Behaviour Support Plan (Appendix #3) • Structured Playground Plans • Outside agency assessments (observations and recommendations) • Support from DoE Delivery Support Team members (Out of Home Care Liaison, Assistant Principal Learning and Support, Behaviour Specialists, Network Specialist Facilitator and School Counsellor) • Application/s for Integration Funding Support and / or Supported Learning setting • Differentiated and student – oriented Executive Interventions |



Reflection and Restorative Practices

| Action | Details |
|---|--|
| In-Class Behaviour Tracker | <ul style="list-style-type: none">Inappropriate student behaviours are monitored |
| Teacher-Directed In-Class Reflection | See TPS Behaviour Management Flowchart (Appendix #4) <ul style="list-style-type: none">If required, students may be directed to In-Class Reflection (Appendix #8 & #8b) |
| Teacher-Directed Buddy-Class Reflection | See TPS Behaviour Management Flowchart (Appendix #4) <ul style="list-style-type: none">If required, students may be directed to an assigned Buddy Class for reflection and reset purposes (Appendix #9) |
| Reflection Time | See TPS Behaviour Management Flowchart (Appendix #4) <ul style="list-style-type: none">If required, students may be directed to 'Reflection Time' for either break (or both) times throughout the school day. At 'Reflection Time', the student engages in a restorative justice process with a member of staff. The student completes the Reflection Time Sheet *Appendix #10) and a letter (along with a copy of the Reflection Sheet) is sent home to parents (Appendix #11) Students bring their recess / lunch with them to Reflection Time. Toilet breaks are provided, as necessary. Reflection Time notifications are recorded in Wellbeing. A copy of the Wellbeing Hub Reflection Sheet and Parent / Carer signed returned slip is kept in the student record card. |

Partnership with Parents / Carers

Taralga Public School will partner with parents / carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies.

Taralga Public School will communicate these expectations to parents / carers by providing ongoing communication to parents around our Wellbeing processes (termly) via the school newsletter. The newsletter is provided to outline for our community our Wellbeing processes at Taralga Public School.

In Term 1 each school year, the Principal (or delegate) will present the Behaviour Support and Management Plan with the schools Parents and Citizens Association.

Our Behaviour Support and management Plan is located on our school website at <https://taralga-p.schools.nsw.gov.au/>



School Anti-bullying Plan

Bullying behaviour had three key features. It involves the misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. The NSW Department of Education requires all NSW public schools to have an Anti-Bullying Plan (Appendix #12) which details the strategies implemented to reduce student bullying behaviours.

Our school has an Anti-Bullying Plan which can be found on our school website by visiting <https://taralga-p.schools.nsw.gov.au/>

Suspension

At Taralga Public School we use preventative whole-school strategies and practices to support positive behaviour. Suspension is the removal of a student from a school for a period of time. The purpose of the suspension is to allow the school to implement appropriate supports in the absence of the student to mitigate the unacceptable risk to health, safety, learning and wellbeing posed by the student's complex and challenging behaviour. The allocated time imposed for suspension lies with the Principal (or delegate).

Our school will provide a student and their carer with a **Formal Caution to Suspend** (Appendix #13) for a particular behaviour of concern before proceeding with a suspension (if appropriate). A formal caution is valid for up to 50 days from the date the caution is issued.

Our school uses suspension as a behaviour management response. When determining if suspension is appropriate our school will determine whether a student's behaviour of concern:

- Causes **actual harm** to any person; or
 - Poses an **unacceptable risk** to health and safety, learning and / or the wellbeing of any person
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- TPS Notice to Suspend template (Appendix #14)
 - NSWDoE Suspension Parent Factsheet (Appendix #15)
 - Behaviour Parent Factsheet (Appendix #16)
 - Suspension Appeal template (Appendix #17)
 - Return to School Planning Meeting template (Appendix #18)
 - Individual Behaviour Support Plan (Appendix #3)



Attendance

Supporting positive school attendance is a shared responsibility: everyone has a role. Education in NSW is compulsory for all children between the ages of 6 years and below the minimum school leaving age. The Education Act 1990 requires that parents ensure that their children of compulsory school age are enrolled at and regularly attend school.

Taralga Public School student attendance is monitored daily via the classroom teacher. Our school has a defined process for attendance reporting and monitoring of attendance concerns (Appendix #19)

Parents / carers are reminded of their obligations around student attendance and their responsibilities around explanation procedures through the school newsletter and other communicative channels (Appendix #20).

This plan will be reviewed at the start of every school year. The plan will be communicated to appropriate stakeholders at the start of every school year.