

PNSW Department of Education
Terranora Public School
Behaviour Support and Management Plan



Overview

Terranora Public School is dedicated to explicitly teaching and modelling positive behaviour while supporting all students.

We aim to foster excellence, opportunity, and success for every student, every day. We are committed to developing respectful, responsible learners within a safe and nurturing learning environment.

Our practices are grounded in the principles of positive behaviour support, trauma-informed practice, inclusive practice, social and emotional learning. We set and uphold high expectations for student behaviour through role modelling, explicit teaching, and structured responses.

Social and emotional learning is prioritised, which supports good mental health, positive relationships, and the prevention of bullying.

Terranora Public School rejects all forms of bullying, including cyberbullying, by maintaining a commitment to providing a safe, inclusive, and respectful learning environment that promotes student wellbeing. Our staff are dedicated to using evidence-based approaches and strategies that foster a positive climate where bullying is less likely to occur.

Everyone in our school community plays an active role in building a welcoming culture that values diversity and encourages positive relationships. A crucial part of this supportive culture is fostering respectful relationships and an understanding that bullying is unacceptable, both online and offline. Our staff actively address and respond to incidents of bullying behaviour.

Our commitment to maintaining and supporting positive student wellbeing practices is embedded in our Strategic Improvement Plan, specifically through Strategic Direction 2: Wellbeing and Engagement, with the goal of implementing a thoroughly planned approach to wellbeing.

Partnership with parents and/or carers

Terranora Public School will partner with parents and carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, by liaising with staff, community and the Terranora Public School P&C Association. Terranora Public School will communicate these expectations to parents/carers through the school newsletter, Facebook page, at Terranora Public School P&C Association Meetings and school website. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

School-wide expectations and rules

Terranora Public School has the following school-wide expectations and rules: **To be respectful, engaged, and safe learners.**

Respectful Learner	Safe Learner	Engaged Learner
Show kindness and empathy	Follow school and class expectations	Be prepared and ready to learn
Respect and appreciate others	Move and play safely	Try your best and persevere
Be polite and use manners	Be responsible and sensible	Ask for help and support others
Act with honesty and fairness	Respect personal space	Actively participate in activities
Take care of property and belongings	Care for yourself and others	Listen and follow directions

Behaviour code for students

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01>.

Whole school approach across the care continuum

Terranora Public School embeds student wellbeing and positive behaviour approaches in practices across the care continuum to promote positive behaviour and respond to behaviours of concern. These approaches and strategies are built on a foundation of evidence-based effective practices that set the tone for engagement with learning and respectful relationships. These practices include:

- stating and explicitly teaching classroom and school expectations
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement through our Terranora Tickets
- discouraging inappropriate behaviour
- providing active supervision of students
- maximising opportunities for active engagement with learning
- delivering thoughtfully structured, engaging lessons that offer students opportunities to make choices
- differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy	Details	Audience
Prevention	Transition	<ul style="list-style-type: none"> School tours, transition programs and parent and carers information sessions, together with related school-based documentation. Engagement with early childhood settings, previous schools/centres and allied health personnel and services. Transition support at all key transition points, including students meeting their classroom teacher/s prior to starting the new year and transition programs/visits with local high schools. Additional small group transition support P-K and 6-7. AURORA Learning Community student events. 	Students Early Childhood Centres Parents and Carers/ OSHC Agencies Prospective families Learning Community Staff
Prevention / Early Intervention	Classroom Management	<ul style="list-style-type: none"> Expectations explicitly taught in alignment with school values. School and class values and expectations displayed. Positive reinforcement and rewards through Terranora Tickets. Consistent communication and professional learning for staff of values, expectations and related support documents. 	Students Staff Casual staff
Prevention	Whole School Systems	<ul style="list-style-type: none"> Department of Education Wellbeing Framework and policy implementation. Access to a free Breakfast Club program. Communication of rules, expectations and changes via School Bytes, Facebook P & C meetings and the school website. Risk Management procedures. Engagement with incident and behaviour data to support staffing, rule and process management and updates. Support Plans completed and shared with key stakeholders for: Individualised Education Plans (IEPs) for students with disability or with additional needs (eg: EAL/D, Itinerant Support for Hearing, Social and Emotional Support), Health Care Plans, Toileting Plans and Personal Learning Pathways for First Nations students, Adjustment Register for students with other adjustments. 	Parents and Carers/ OOHCA Agencies Prospective families Staff Executive Learning and Support Team (LaST)

Care Continuum	Strategy	Details	Audience
Prevention	Playground / Classroom Interventions	<ul style="list-style-type: none"> • Chill Out room during break times. • Quiet (ball-free) playground areas. • Weekly Behaviour Focus to explicitly teach positive student behaviour and expectations. • Implementation of school-wide Terranora Tickets program to recognise and reinforce positive student behaviour and expectations. • Provision of Learning and Support Staff where required. • Strategic resourcing of innovative playground areas and purchasing of shared toys and educational playground resources (eg: sporting equipment, sand play toys, lawn games). • Lunch break earlier than recess, to support students eating a wholesome larger meal earlier in the day and water stations. 	Students Teachers Executive LaST
Prevention	National Day of Action (NDA)	<ul style="list-style-type: none"> • Our school participates in the annual Bullying NO Way: National Week of Action against Bullying and Violence August each year. 	Staff Students 3 - 6
Prevention	Child protection	<ul style="list-style-type: none"> • Delivery of mandatory NSW DoE Child Protection program K-6. • National Child Protection Week 1 – 7 September 2024 run by the National Association for the Prevention of Child Abuse and Neglect (NAPCAN) to raise awareness of child abuse and neglect prevention. In 2024, the message that ‘Every child in every community needs a fair go’ will be complemented with the theme ‘Every conversation matters’. 	Students K - 6
Prevention	BroSpeak SistaSpeak	<ul style="list-style-type: none"> • Delivery of strong cultural mentoring programs at our school to inspire and motivate young First Nations students about the importance of Aboriginal and/or Torres Strait Islander culture and education. Delivered by trained staff members. 	First Nations and Torres Strait Islander students 3-6

Care Continuum	Strategy	Details	Audience
Prevention / Early Intervention / Targeted Intervention / Individual Intervention	Friendly Schools	<ul style="list-style-type: none"> An evidence-based initiative involving the whole-school community to build social and emotional wellbeing, supportive environments and significantly reduce bullying and social aggression. It is a collaborative approach that engages all members of the community in building the school's capacity to provide a friendly and supportive environment. 	Staff Students Community
Prevention / Early Intervention / Targeted Intervention / Individual Intervention	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	<ul style="list-style-type: none"> The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents. 	Staff Students
Early Intervention / Targeted Intervention	Reminder Reflection, Referral	<ul style="list-style-type: none"> Whole school behaviour management intervention program that responds to emerging, minor, medium and major behaviours of concern through a continuum of strategies, and provides targeted support to encourage positive behaviours. 	Staff Students
Targeted / Individual intervention	Zones of Regulation	<ul style="list-style-type: none"> Small group and 1:1 intervention sessions to foster social skills, self-regulation and emotional control, build resilience and conflict resolution skills. 	Individual students K – 6 School Support Officer
Early Intervention	Staff Discussion	<ul style="list-style-type: none"> Early identification at stage meetings, communication meetings and with stage assistant principals for students requiring support for learning, behavioural and/or wellbeing matters. 	Staff
Early / Targeted / Individual Intervention	LaST	<ul style="list-style-type: none"> The LaST works with teachers, students and families to support students who require personalised learning and support. Students are referred to our weekly LaST meetings for discussion and processing to ensure relevant staff are aware of 	LaST Individual students Families Staff

Care Continuum	Strategy	Details	Audience
		pertinent details to support students or groups of students as required. Support may include, School Counsellor, or other DoE school services personnel, including HSLO, AP-H, AP-V, Early Intervention, etc. LaST staff develop and maintain ILPs, IEPs and PLPs in collaboration with teachers and parents to establish any risk assessments, and short/long term goals. Team approach supported by our Assistant Principal Curriculum & Instruction with clear guidelines and processes.	
Targeted and Individual Intervention	School Counsellor	<ul style="list-style-type: none"> Specific individual counsellor support for students as required. Students to be referred through in-school system for support. 	Individual students Families
Targeted / Individual Intervention	Attendance support	<ul style="list-style-type: none"> Assistant principals and Home School Liaison Officer monitor student attendance using data sheets and support students, families and teachers to address barriers to improved attendance and set growth goals. 	Individual students Assistant principal Home School Liaison Officer Staff
Individual intervention	Individual behaviour support planning	<ul style="list-style-type: none"> This may include developing, implementing, monitoring and reviewing behaviour support, behaviour response and risk management plans. 	Individual students Parent and carers Classroom teacher LaST Assistant principal

Planned responses to inappropriate behaviour and behaviours of concern, including bullying and cyberbullying

Terranora Public School has a restorative approach to behaviour. This means students are expected to take responsibility for their actions, understand the impact of their behaviour, and be willing to work with staff to find solutions. It's not about punishment. Instead, we use restorative justice practices, which involve open conversations and collaboration among students, families, and staff. This approach helps ensure everyone in our school community feels respected and committed to each other's wellbeing.

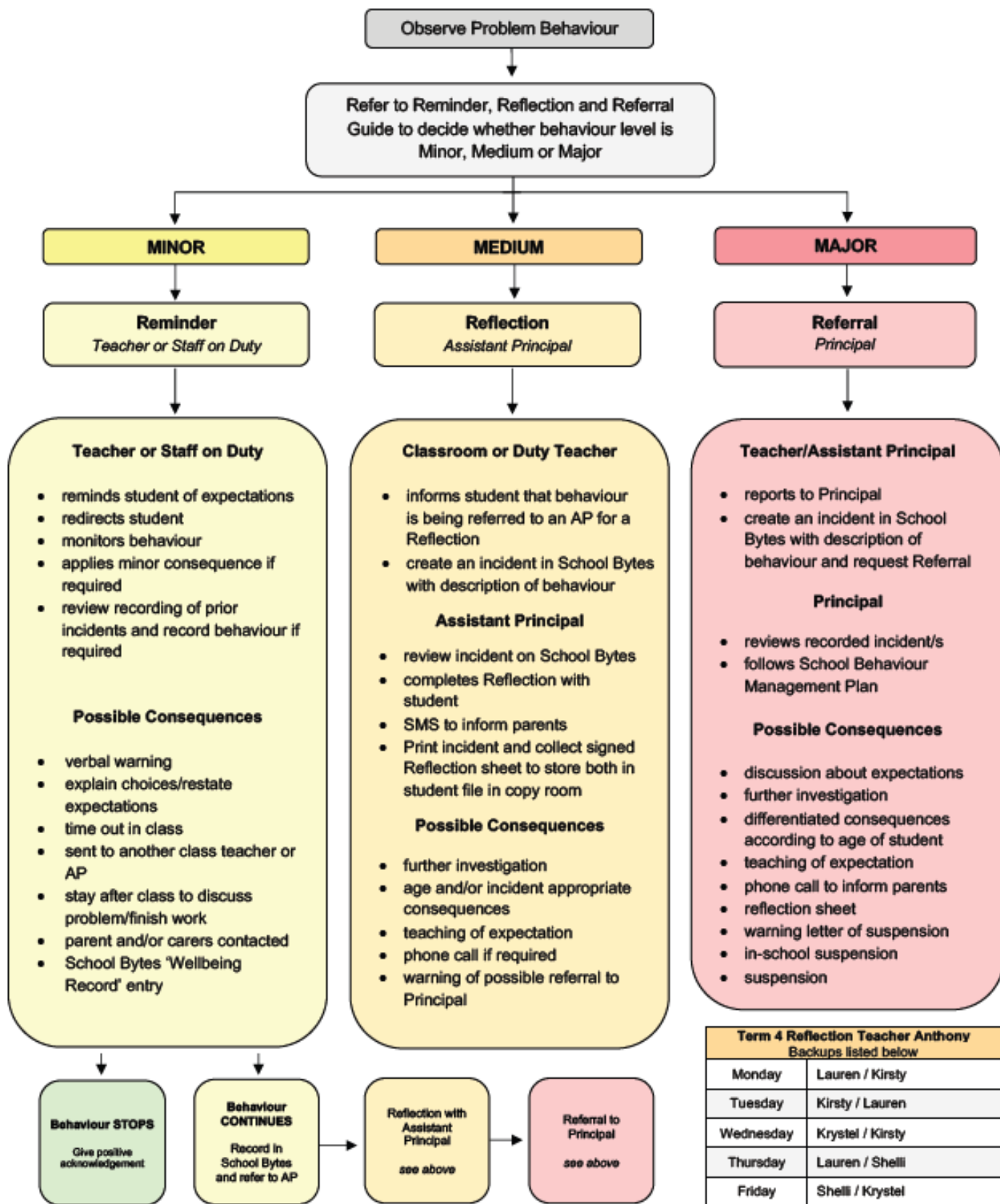
Our goal is to reduce exclusions, disruptive behaviours, conflicts, bullying, and minor disruptions. We aim to enhance positive behaviour, learning opportunities for everyone, student attendance, and overall educational outcomes. It requires students to take responsibility for their actions, understanding the impact of their behaviour, and willingness to work together with staff to find solutions. It is not a punitive approach to behaviour management. At Terranora Public School we implement restorative justice practices involving open conversations and collaboration between students, families, and staff. This ensures that everyone in our school community feels respected and invested in the wellbeing of others.

We aim to reduce exclusions, disruptive behaviours, conflict, bullying, and low-level disruptions. We strive to improve positive behaviour, learning opportunities for all, student attendance, and educational outcomes.

TPS Reminder, Reflection, Referral Guide 2024	
BEHAVIOUR	ACTIONS
REMINDER - MINOR LEVEL BEHAVIOUR	
<p>Example Minor Behaviours:</p> <ul style="list-style-type: none"> calling out / out of seat off task disrupting or annoying others late to class / lines misuse of equipment anti-social behaviour social issues avoidance of work swearing aloud running on concrete out of uniform / no hat not following game rules / unfair / disruptive play exclusion of others 	<p>Teacher or Staff on Duty Actions:</p> <ul style="list-style-type: none"> reminds student of expectations redirects student apply minor consequence if required – refer to flow chart monitor recording of prior incidents and record behaviour if required multiple incidents observed of the same behaviour. Teacher checks School Bytes and discusses with relevant Stage Assistant Principal N.B. If repeated behaviours become disrespectful or defiant these are considered as medium level behaviour that requires Reflection <p>Recording of Minor Incidents</p> <ul style="list-style-type: none"> minor behaviours not requiring Reflection Time are to be recorded on School Bytes by creating a 'Wellbeing – Student' record do not create an Incident for a minor behaviour, unless it is considered a medium level behaviour and requires a Reflection
REFLECTION - MEDIUM LEVEL BEHAVIOUR	
<p>Example Medium Behaviours:</p> <ul style="list-style-type: none"> reoccurring / repeated minor behaviours aggression or intimidation disrespectful and/or defiant minor damage to school /others' property swearing at another student continual disobedience intentional putdowns misuse of technology hands/feet on or tackling escalated recurrent teasing ongoing exclusion of others suspected sexualised behaviour 	<p>Classroom or Duty Teacher Actions:</p> <ul style="list-style-type: none"> informs student that the behaviour is being referred to an Assistant Principal and requires a Reflection create an incident in School Bytes with description of behaviour and select reflection <p>Assistant Principal Actions:</p> <ul style="list-style-type: none"> view School Bytes incidents to confirm Reflections remind student and classroom teacher via email of Reflection meet student at the front of office at 10:55am with their lunch discuss behaviour expectations with student complete reflection sheet with student which is sent home to be sighted and signed by parent and returned the following day to AP record date and resolution/consequences in School Bytes and notifies class teacher, teacher involved and Stage AP SMS sent and if required a phone call made to notify parent students return Reflection sheet to Reflection duty AP the next day print School Bytes incident and attach to Reflection sheet to store in Red Incident Record folder in student file in copy room
REFERRAL - MAJOR LEVEL BEHAVIOUR	
<p>Example Major Behaviours:</p> <ul style="list-style-type: none"> theft significant damage to school/others' property ongoing anti-social behaviour / social issues inappropriate use of technology serious aggression or violence endangering safety of self/others verbal abuse of a teacher ie. swearing or threatening racism and/or discrimination 	<p>Teacher and/or Assistant Principal Actions:</p> <ul style="list-style-type: none"> report incident to Principal records incident in School Bytes <p>Principal Actions:</p> <ul style="list-style-type: none"> reviews recorded incident/s follows School Behaviour Support and Management Plan discusses behaviour and acts accordingly after a student Reflection depending on the situation resolution/consequences to be discussed with student, parents, Classroom Teacher and/or Assistant Principal

Version 3 – 19.09.2024

TPS Reminder, Reflection, Referral Flow Chart 2024



Term 4 Reflection Teacher Anthony Backups listed below	
Monday	Lauren / Kirsty
Tuesday	Kirsty / Lauren
Wednesday	Krystel / Kirsty
Thursday	Lauren / Shelli
Friday	Shelli / Krystel

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Detention, reflection and restorative practices

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reminder – Brief discussion with the student to remind them of the expected behaviour. Redirect student. Might include a minor consequence as listed on Reminder, Reflection and Referral Flowchart.	Immediately 10 minutes	Teacher / SLSO	May be documented in School Bytes as a Wellbeing Record
Reflection – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student.	Next day at either lunch or recess break	Assistant Principal	Documented in School Bytes as a Wellbeing incident
Referral – withdrawal from free choice play and relocated to office for supervised play following disruptive behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices.	Next break	Principal	Documented in School Bytes as a Wellbeing incident
Restorative practice – Social and emotional learning to help students calm themselves when they feel angry, make friends, resolve conflicts respectfully and make safe choices.	Lessons are ongoing	Staff School Support Officer	Documented in School Bytes LaST notes

Review dates

Last review date: Term 3, 2024

Next review date: Term 1, 2025

School Anti-bullying Plan

Bullying behaviour has three key features: the intentional misuse of power in a relationship, ongoing and repeated actions, and behaviours that can cause harm. At Terranora Public School, we reject all forms of bullying, including cyberbullying. We are committed to providing a safe, inclusive and respectful learning community to promote student wellbeing.

Terranora Public School is dedicated to implementing Friendly Schools and other evidence-based approaches to foster a positive environment where all students' learning needs are met, and they feel safe and recognised. This commitment aims to create a school culture where bullying is less likely to occur.

All members of our school community play an active role in building a welcoming school culture that values diversity and fosters positive relationships. A cornerstone of this supportive culture is the emphasis on respectful relationships and the understanding that bullying is unacceptable, both online and offline. School staff are committed to actively responding to any instances of student bullying behaviour.

At Terranora Public School, we have developed school expectations and guidelines for how to address inappropriate behaviour, guided by our core values: Be Respectful, Be Engaged, and Be Safe. Our Anti-Bullying Plan is an integral part of our School Behaviour and Support Management Plan. It has been developed using the guidelines from the Friendly Schools program, Bullying of Students – Prevention and Response Policy and other NSW Department of Education support resources. This plan is reviewed annually.

To promote a positive school culture, reduce and respond to bullying, our school engages in the following practices.

Strategy
<p>Staff are required to:</p> <ul style="list-style-type: none"> • Provide explicit teaching and engage students in discussions about bullying and behaviour expectations. • Be vigilant in identifying signs of distress or reported incidents of bullying. • Actively patrol during supervision to minimise incidents. • Report bullying incidents to appropriate staff members. • Follow established procedures to address and manage bullying behaviour.
<p>Students are required to:</p> <ul style="list-style-type: none"> • Understand the definition of bullying. • Be proactive in supporting their peers. • Use appropriate strategies to resolve disagreements. • Encourage and involve all students in activities. • Be an upstander, not a bystander, and report any instances of bullying.
<p>Parents are required to:</p> <ul style="list-style-type: none"> • Be familiar and supportive of the existing school guidelines and procedures. • Have open and healthy lines of communication with their child's class teacher to address any issues or concerns in an appropriate way.

Procedures

To address all instances of inappropriate bullying behaviour, the following actions will be undertaken as needed:

- The bullying incident is reported to the teacher.
- The investigating teacher discusses the issue with the students involved.
- The behaviour is documented online in School Bytes, and the student whose behaviour is deemed unacceptable attends a structured Reflection session for debriefing and planning.
- The student is encouraged to acknowledge and take responsibility for their behaviour, with consequences clearly outlined if the behaviour continues.
- Parents are informed about the incident.
- The behaviours of the involved students are observed and monitored after the intervention.
- Check-ins are conducted with the student who was targeted to assess their wellbeing.
- If the student reoffends, the class teacher, stage supervisor, or principal will arrange a meeting with the parents.
- Other actions in line with NSW Department of Education policy may be implemented, including potential suspension if necessary.