

Overview

Our school is committed to explicitly teaching and modelling positive behaviour and to forming partnerships with families to maintain successful student learning outcomes.

Our goal is to inspire every child to participate positively in the school community and beyond. We teach our students how to connect, succeed and thrive by modelling and reinforcing safe, respectful and resilient behaviours.

Principles of positive behaviour support, trauma-informed practice, inclusive practice, and social emotional learning underpin our daily practice. High expectations for all students are established and maintained through effective role modelling, explicit teaching, and planned responses.

To achieve our mission, key programs prioritised and valued by the school community are:

- Yarning circles
- TOPS wellbeing lessons
- Living Ripples
- Zones of Regulation
- The Student Representative Council
- Student champions

These programs prioritise student voice, social and emotional learning, and positive relationships. These programs help prevent bullying.

Towradgi Public School counteracts bullying behaviours, including online (or cyber) bullying by providing a safe, inclusive, and respectful learning community that promotes student wellbeing. We respond immediately to allegations of bullying and always maintain a welcoming school culture that values diversity.

Partnership with parents and carers

Towradgi Public School partners with parents/carers to establish expectations for behaviour management by:

- inviting parent/carer and student feedback through school surveys, Tell Them From Me surveys
- consulting with the P & C and local AECG
- Listening effectively to parental concerns and seeking external support where appropriate

Towradgi Public School communicates whole school behaviour expectations to parents/carers through the school website, Schoolbytes and online learning platform, Seesaw.

School-wide expectations and rules

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

To be safe, respectful and resilient learners and to show commitment to the school **values Connect, Succeed and Thrive**. Our school motto *Gabu nga bul lali, Gabu nga ngabin* is Dharawal for *We stand together, We stand strong*.

Safe	Respectful	Resilient
Safe hands and feet	Use kind words	Use a growth mindset
Appropriate use of equipment	Listen to peers and teachers	Seek help when required
Follow instructions	Care for Country	Celebrate success

Behaviour code for students

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.

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01>. This document translated into multiple languages is available here: [Behaviour Code for Students](#).

Whole school approach across the care continuum

Our school embeds student wellbeing and positive behaviour approaches and strategies in practices across the care continuum to promote positive behaviour and respond to behaviours of concern, including bullying and cyber-bullying behaviour.

These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships. These practices include:

- stating and explicitly teaching classroom and playground expectations
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- contacting parents about inappropriate student behaviour
- providing active supervision of students
- maximising opportunities for active engagement with learning through brain breaks
- providing carefully sequenced engaging lessons that provide options for student autonomy
- Learning activities that meet the needs of all learners

Care Continuum	Strategy or Program	Details	Audience
Prevention	Yarning Circles	Yarning involves respectful active listening and learning to create an ongoing culture of reflection. It is a practice that First Nations peoples have used for thousands of years to share knowledge.	All
Prevention	Tops Wellbeing Lessons	A comprehensive whole school wellbeing program that addresses the ACARA Personal and Social Capabilities and unpacks how to connect, succeed and thrive	All
Prevention	Student Representative Council	A collection of peer-selected K-6 students who meet each fortnight to raise student concerns and provide input for upcoming events and initiatives.	
Prevention	Child protection and PDHPE units	Teaching child protection education is a mandatory part of the syllabus. PDHPE units facilitate social and emotional learning so that students can relate in positive ways.	All
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	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.	All
Early Intervention	Social stories	Small groups or individual students read social stories with class teachers to learn about positive behaviours	Individual students K - 6
Targeted / Individual intervention	Conversations based on Ross Greene's CPS approach	Teachers use the PLAN B cheat sheet 'collaborative and proactive solutions' from the Lives in the Balance website and/ or adapted script to understand what's happening for students and to create strategies for change.	Individual students K - 6
Targeted / individual intervention	Attendance support	The LST refer students to the attendance coordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, attendance coordinator
Individual intervention	Individual behaviour support planning	The classroom teacher with the LST, develop, implement, monitor and review: behaviour support, behaviour response and risk management plans. AP and/ or principal may implement a behaviour monitoring card.	Individual students, parent/carer, LAST, AP

Planned responses to positive appropriate behaviour, inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying

Identifying behaviour of concern, including bullying and cyberbullying

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour. **Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm.**

Towradgi Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- directly observing a student's behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
- a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
- concerns raised by a parent, community member or agency.

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support.

Responses to all behaviours of concern apply to student behaviour that occurs:

- at school
- on the way to and from school
- on school-endorsed activities that are off-site
- outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
- when using social media, mobile devices and/or other technology involving another student or staff member

Preventing and responding to behaviours of concern

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses an immediate risk to the safety or wellbeing of the student or others.

- **Teacher managed** – low level inappropriate behaviour is managed by teachers in the classroom and the playground (moving around the classroom, talking out of turn, disputes between peers not involving physical violence, playing on the field without a hat).
- **Executive managed** – behaviour of concern is managed by school executives (physical violence, objects being thrown with force, intentional damage to property, leaving the supervised area and not returning, verbal abuse).
- Corrective responses are recorded in Schoolbytes. These include:

Classroom	Non-classroom setting
<ul style="list-style-type: none"> ● rule reminder ● re-direct ● offer choice ● seat change (within classroom) ● thinking time in buddy class ● conference (with AP) ● communication with parent/carer ● behaviour monitoring card 	<ul style="list-style-type: none"> ● rule reminder ● re-direct ● thinking time with teacher on duty ● conference with AP ● communication with parent/carer ● behaviour monitoring card

Towradgi Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. The rules and expectations for each area of the school are communicated to all staff and students. Students are reminded of routines and expectations every Monday morning at the whole school assembly.

The use of verbal and non-verbal specific positive feedback is the most powerful way to:

- help adults and learners to focus on positive social behaviour
- increase the likelihood that students will use the expected behaviours and skills in the future
- decrease unexpected behaviour and reduce the need for corrective responses
- enhance self-esteem and build an internal focus of control.

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour are teacher managed.	Targeted/Individualised Responses to behaviours of concern are executive managed
1. Behaviour expectations are taught and referred to regularly, especially during Monday morning assemblies. Teachers model expected behaviours.	1. Refer to school-wide expectations, clearly restating the expectation and the reason for the expected behaviour	1. Teachers contact the office to seek help from executive staff members for high level behaviours of immediate concern such as physical violence.
2. Verbal and non-verbal specific positive feedback reinforces school wide expectations	2. Indirect responses including proximity, non-verbal cues and redirection.	2. Executive staff member walks with the student displaying unsafe behaviour and/or moves other students away.
3. At assemblies, students receive awards for connecting, succeeding and thriving in alignment with the TOPS United wellbeing program.	3. Wait time for students to comply with rules/ expectations.	3. Teacher records incident on Schoolbytes. Executive/principal contact parents and may consider further action e.g., formal caution or suspension.
4. Social emotional learning lessons are taught in PDHPE and through the TOPS United wellbeing program.	4. Thinking time with the teacher on duty or with the buddy class teacher.	4. Considering current and previous behaviour, the student may be referred to the Learning and Support Team so that a behaviour support/ response plan can be collaboratively created.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teachers use phone calls and messages home to communicate student effort to meet expectations.	Teachers contact parents by phone when a range of corrective responses have not been successful. Individual planning and referral to the Learning Support Team may be discussed.	Parent/carer contact is made by the executive to discuss any support and behaviour responses, including referral to the LST, school counsellor or outside agencies.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Schoolbytes. These may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- communication and collaboration with parents/carers
- formal caution to suspend, suspension or expulsion.

The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion Procedures](#) apply to all NSW public schools.

Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

- [Incident Notification and Response policy](#)
- [Incident Notification and Response Procedures](#)
- [Student Behaviour Policy](#) and [Suspension and Expulsion procedures](#)

Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](#) and reporting links for most sites, games and apps can be found at the [eSafety Guide](#).

Detention, reflection and restorative practices

Toilet and food breaks are always included when withdrawal from free choice play at lunch play 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?
Conversations based on Ross Greene's CPS approach – a structured conversation to identify the expectation a student is having difficulty meeting, why this difficulty is occurring and strategies that could help.	After ongoing misbehaviour	Classroom teacher meets with student	Conversations documented in Schoolbytes
Phone call to parents/ carers to explain the incident of highly unsafe behaviour and/or ongoing disruptive behaviours	5 minute phone call home by executive staff member	Assistant principal	Phone calls documented in Schoolbytes

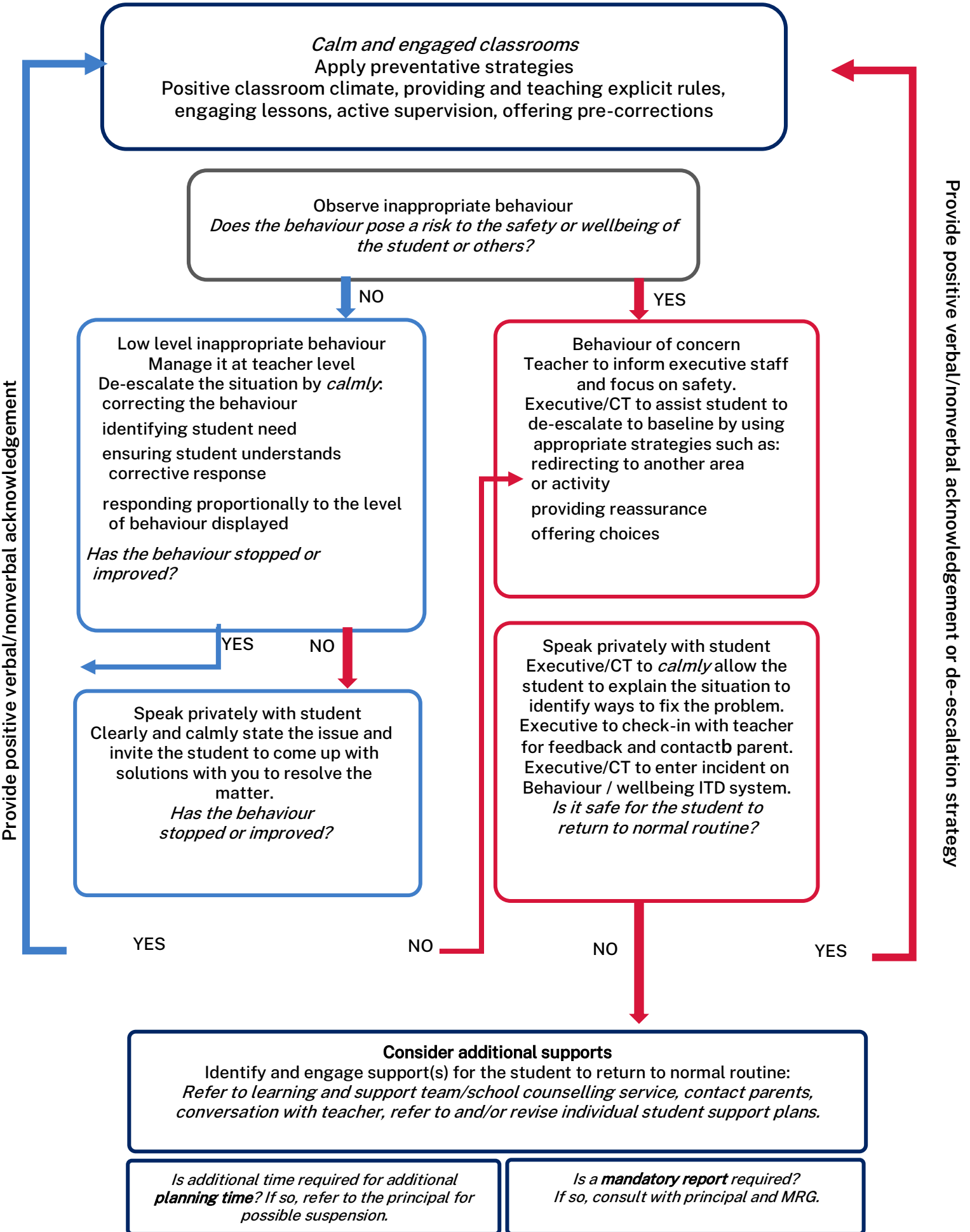
	after the unsafe behavioural incident/ after a week of low-level disruptive behaviours		
Behaviour monitoring card – students earn ticks for positive behaviour in the classroom and at lunch and recess play and show the card to the assistant principal/ principal at the end of each school day for a week.	Daily monitoring for a week	Assistant Principal/ principal	At the end of the week the principal/ AP records the impact of the behaviour monitoring card in Schoolbytes.

Review dates

Last review date: [3/12/2024: Term 4, 2024]

Next review date: [3/12/2025: Term 4, 2025]

Appendix 1: Behaviour management flowchart



Bullying Response Flowchart

The following flowchart explains the actions Example Public School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.

