

Tumut Public School Behaviour Support and Management Plan

Overview

At Tumut Public School, we are dedicated to providing a high quality education for all students that is free from discrimination in a safe, caring, disciplined and stimulated learning environment. We recognise and aim to cater for individual student's needs and abilities so that they become successful learners, confident and creative individuals and active and informed citizens. We promote and acknowledge quality teaching through effective leadership, staff cohesion and development, innovative programs, a passion for learning and a collaborative relationship with parents and the wider community. Through this plan, we aim to help students develop into their best possible selves, by providing them with the necessary support and guidance to succeed. This plan supports our school vision:

Tumut Public School, as a community of learners, strives to create a culture of excellence, opportunity and success for all.

Promoting and reinforcing positive student behaviour and school-wide expectations

Tumut Public School Values

Integrity	Excellence	Respect	Responsibility
Saying what you mean and doing what you say you will do, even when no one is watching.	Doing your best, trying hard and not giving up.	Being kind, caring about others feelings, and following rules to keep everyone safe and happy. Respecting school rules makes our school a great place for everyone.	Doing the right thing for yourself, others, and the world around you, and owning up to your actions and choices.
Cooperation	Participation	Care	Fairness
Working together and helping others to get things done.	Joining in, trying your best, and being involved in activities.	Being kind, helpful, and thoughtful toward yourself, others and the world around you.	Treating everyone equally, being honest and making sure everyone gets a fair go.

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](#).

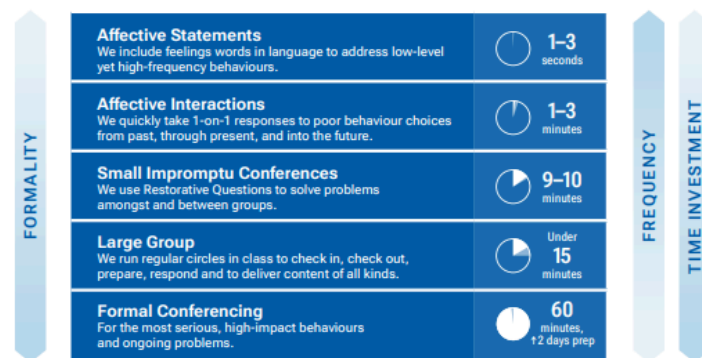
Whole school approach across the care continuum

We explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations by:

- Using Real School as a whole school approach



We follow the restorative continuum to elevate student behaviour, empathy and relationships



We support each other to elevate student behaviour restoratively

- We work together restoratively through a lens of high expectations and high support.
- Staff work up and down the continuum as required.
- We build trusting, supportive classroom communities where we find effective ways to respectfully hold ourselves and one another accountable for the impact of our own behaviour.
- We create safe, supportive spaces in our schools where we learn to bravely engage in and learn from crucial honest and sometimes difficult conversations.
- We use the Restorative process to solve problems and differentiate the outcome to meet student need.
- Teachers are supported by leadership to embed Restorative Practices in practice.
- We empower children to use their skills and knowledge to build trusting relationships and repair harm.
- Staff work collaboratively with families as valued partners to support students' engagement, conduct and achievement.
- We commit to embedding circles as daily pedagogical practice.

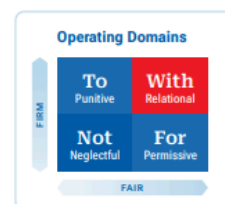
Restorative questions

For those who have done the wrong thing

- What happened?
- What were you thinking about at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right again?

For those who have been harmed

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?



- Delivering intervention in different ways along a [continuum of care](#) – from prevention to intensive individual support to best meet our students' needs.



- Having a planned approach to wellbeing using evidence-based strategies that are strengths based, preventative and focus on early intervention.

This is prioritised as a strategic direction within our school improvement plan.



Care Continuum	Strategy or Program	Details	Audience
Prevention	Real Schools Restorative Practices	<p>Affective Statements and Interactions We use Affective statements and Interactions to support low level behaviours We empower children to use their skills and knowledge to build trusting relationships and repair harm.</p>	All
	Smiling Minds & Grow Your Mind	<p>Large Group Circles We run regular circles in class to check in, check out, prepare, respond and to deliver content of all kinds.</p>	All
		<p>Mental Health Program</p>	All

Care Continuum	Strategy or Program	Details	Audience
	<p>Child Protection Lessons</p> <p>Attendance</p>	<p>A mental health and wellbeing approach based on a combination of social and emotional learning and resilience.</p> <p>Child Protection Teaching child protection education is a mandatory part of the syllabus.</p> <p>Attendance Monitoring Staff monitor the ongoing attendance of students and encourage regular attendance at school</p>	<p>Students K-6</p> <p>All</p>
Early intervention	<p>Real Schools Restorative Practices</p> <p>Attendance Support</p> <p>Learning Support</p>	<p>Small Impromptu Conferencing Small Impromptu Conferences with restorative questions to solve problems amongst and between small groups of students.</p> <p>Attendance Monitoring Staff monitor prolonged absenteeism and make attendance phone calls as required. Attendance AP and Principal regularly monitor absenteeism and discuss with staff.</p> <p>Meetings Staff and families engage in meetings on an ongoing basis to discuss the learning needs and accommodations for students.</p>	
Targeted intervention	<p>Real Schools Restorative Practices</p> <p>Attendance Support</p> <p>Learning and Support</p>	<p>1:1 Conferencing The AP Wellbeing utilises the P3 P3 F3 framework to work with students to discuss repeated minor and major incidents and impact.</p> <p>Attendance Monitoring and Support Staff refer students to AP Attendance and Principal who work with families to improve attendance, including identifying attendance barriers through attendance letter one and two.</p> <p>Team Meetings Staff work with the Learning Support team to identify and address learning and wellbeing concerns with students using a range of strategies and resources.</p>	
Individual intervention	Real Schools Restorative Practices	<p>Formal Conferencing The AP Wellbeing and Principal engage students, families and teachers in a formal</p>	

Care Continuum	Strategy or Program	Details	Audience
	Attendance Support	meeting to address behaviour, formalise structures and set goals. Attendance Support Meetings Principal applies for attendance support with the Home School Liaison Officer to plan meetings with students and families to address barriers to improved attendance and set growth goals.	
	Learning and Wellbeing Support	Learning and Wellbeing Meetings The AP LST and Principal work with the Team Around the School (APLaS, LWO and Behaviour Specialists) to support the ongoing behaviour management, learning and wellbeing support for students, in consultation with families.	

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

Planned responses to behaviour that does not meet school expectations are supported in the following ways.

Prevention	Early Intervention	Targeted/Individualised
Responses to recognise and reinforce positive, inclusive and safe behaviour	Responses to minor inappropriate behaviour	Responses to behaviours of concern
Behaviour expectations are taught and referred to regularly through Priming and Reflective Circles that align with school values	Small Impromptu Conferences (P3 P3 F3 conferencing, 1:1 conferencing) using restorative questions are conducted giving students the opportunity to reflect and meet classroom/playground behaviour expectations.	Contact the office to seek help from an executive teacher straight away if there is a risk. Otherwise notify the student's stage supervisor or executive ASAP or before the end of the school day.
Verbal and non-verbal positive feedback is used through Affective Statements and interactions for acknowledging expected behaviour.	Use indirect responses including proximity, signals, visuals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	Executive/CT to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirecting to another area or activity, providing reassurance or offering choices. Incident review and planning is scheduled for a later time, determined by the connect and nature of the incident.
Social and emotional learning lessons are taught (PDHPE, Resilience Project, Grow Your Mind (K) weekly.	Check-ins and Monitoring: Regular emotional and well-being check-ins with students, to	Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may include

	<p>identify early signs of distress or social challenges.</p> <p>Targeted Small Group Support: Provide focused support for students who show early signs of emotional or social difficulties. This could be in the form of small group sessions on emotional regulation, friendship skills, or managing stress.</p> <p>Restorative Conversations: Address minor behavioral incidents early by having one-on-one restorative conversations with students, where they reflect on their behavior and its impact on others.</p>	<p>completing a risk assessment and/or collaboratively developing a behaviour support/response plan.</p>
<p>Explicit teaching of bullying, racism and cyberbullying awareness and strategies.</p>	<p>Teacher records on Behaviour wellbeing google documents by the end of the school day. Monitor and inform parents/carers if repeated. For some incidents, a referral is made to the school's anti-racism contact officer (ARCO) or behaviour executive.</p>	<p>Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan.</p>
<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>
<p>Teacher contact through phone call, email or Seesaw are used to communicate student effort to meet expectations. Recognition awards for positive individual behaviour are given at fortnightly school assemblies.</p>	<p>Teachers contact parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to the Learning Support Team may be discussed.</p>	<p>Parent/carer contact is made by the school executive to discuss any support and behaviour responses, including referral to LST, school counsellor, outside agencies or Team Around a school.</p>

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviours, are reported to school executives and recorded on School Bytes system. These may include:

- Reviewing and documenting the incident
- Determining appropriate response/s, including supports for staff or other students impacted
- Referring/ monitoring the student through the school learning and support team
- developing or reviewing individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- reflection and restorative practices
- liaise with Team Around a School for additional support or advice
- communication and collaboration with parents/ carers (phone, email, face-to-face meeting)
- 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.

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.

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, for example through the school counselling service.

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 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.

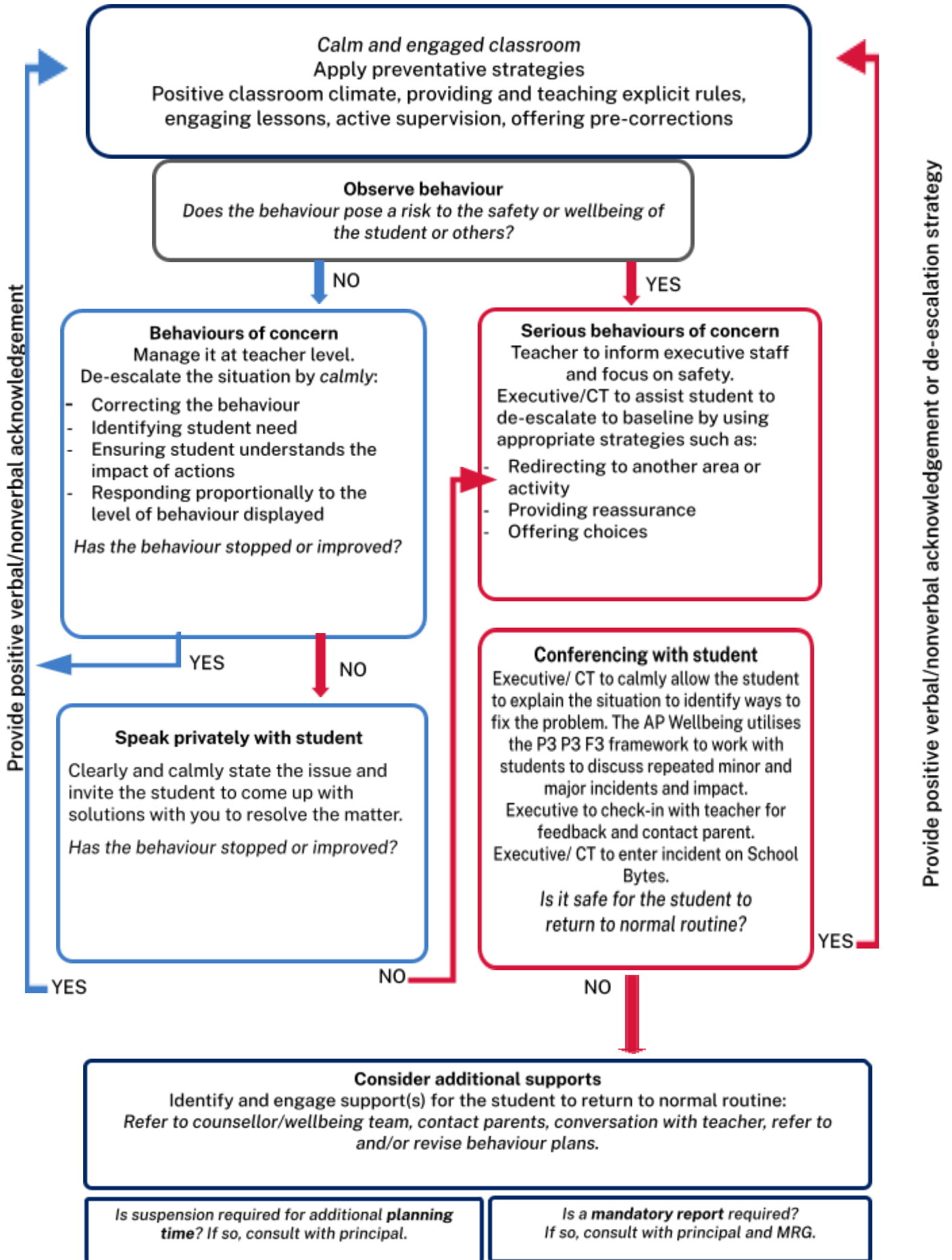
Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection Room	Next day at lunch	Assistant Principal-Wellbeing	Documented in School Bytes
Restorative Practice- individual and group	Next day at lunch	Assistant Principal-Wellbeing	Informal record, signed with students and revisited
Alternate play plan- withdrawal from free choice play and re-allocation to office or classroom for supervised play following breach of behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices- individual or group	Next break	Assistant Principal-Wellbeing/ Principal	Documented School Bytes and Google Docs

Review dates

Last review date: 20/12/2024, Term 4, 2024

Next review date: 19/12/2025, Term 4, 2024

Appendix 1: Behaviour management flowchart



Appendix 2: Bullying Response Flowchart

