NSW Department of Education 

# School Behaviour Support and Management Plan - Telarah PS

**Overview**

Telarah Public School is committed to ensuring that learning drives everything we do and all our school systems are developed to enable every student to learn every day and experience success. Our approach enables every student to access and participate in learning, supported by reasonable adjustments and teaching interventions tailored to meet individual needs. This plan reflects our school’s evidence-based tiered behaviour management approach that is aligned with the Department of Education’s (DoE) Student Behaviour Policy,

Positive Behaviour for Learning (PBL) underpins this, with our school values of Safe, Positive Learners working to establish a learning culture of high expectations where all students are supported to connect, thrive and succeed. Zones of Regulation (ZoR) are embedded in PBL to develop skills in social and emotional regulation so that students can successfully be learners and engage with learning. PBL Lessons are Lessons are taught weekly and incorporate trauma-aware teaching strategies, positive education and wellbeing practices to support every student to be ready to learn and thrive.

Effective planning for behaviour support is undertaken during Learning and Support Team (LST) meetings and is a continuous cycle of planning and improvement:

1. **Identify –** What is the issue? Define the behaviour of concern.
2. **Assess –** Gather your evidence, look at what your evidence might mean – a function of the behaviour.
3. **Plan –** Develop strategies to get the change you want – positive behaviour support.
4. **Implement –** All support. Consistently follow the plan.
5. **Monitor –** Put in place a monitoring and review process of the implementation of the plan.
6. **Evaluate –** Analyse the information that you have gathered through monitoring and review. Has anything changed for the student? Do you need to change the plan?

Our School’s Behaviour Support and Management Plan strongly reflects the Department of Education’s [Behaviour Code for Students](chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https:/education.nsw.gov.au/content/dam/main-education/policy-library/public/supporting-documents/pd-2006-0316-01-behaviourcodestudents.pdf) and [School Community Charter](https://education.nsw.gov.au/schooling/parents-and-carers/going-to-school/school-community-charter).

**Partnerships**

Telarah Public School utilises our local Delivery Support Team, Maitland AECG and families to form partnerships in the development and implementation of student behaviour support and management strategies. The strategies are communicated through established channels including, but not limited to, kinder orientation, stage information sessions, PBL flyers, announcements on our school website and school Facebook page, parent email and targeted communication relating to specific student behaviours.

Our school has a strong focus on working with families to achieve positive outcomes for all students. We do this by sending home a PBL Flyer every Monday and this lets families know what we are working on, provides information and strategies for families to use at home. Our school has strong transition programs where each family is individually met and welcomed to our school with wrap around support for every child. Class teachers regularly report positive moments to praise and celebrate progress with families. and negative incidents with

**Three Tiers of Intervention – A layered support framework**

|  |  |
| --- | --- |
| **Tier 1 -Preventative interventions and universals.** | All students |
| * Preventative approaches that aim to establish and maintain safe, respectful learning environments for all students. | |
| **Tier 2 – Early or Targeted Interventions** | Some students |
| * Early or targeted interventions provide support for students or groups of students who are identified as being at risk of developing behaviours of concern. | |
| **Tier 3 – Individual Interventions** | Few students |
| * Students with highly complex and challenging behavioural, attendance or wellbeing concerns may need comprehensive systems of support that require regular reviews in consultation with parent/caregivers, other relevant specialist staff, service providers, inter-agency partners and/or Delivery Support Team. | |

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## School-wide expectations and rules

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| --- | --- | --- |
| **Behaviour Expectations – Students and Staff (PBL Values)** |  |  |
| Be Safe | Students and staff are allowed to feel their emotions but will always use safe words and actions. Staff and students are encouraged to use calm down time before problem solving and having another go. | Staff are the decision makers in the classroom and will provide instructions for students to do their best at school. Students are expected to follow staff instructions straight away and be in the right place at the right time. |
| Be Positive | Students are expected to work with and get along with everyone, using kind and positive to solve problems and have another go. | All students and staff are working on something, making plans to achieve progress and celebrating everyone. |
| Be a Learner | Students come to school ready to learn by wearing full school uniform and being organised with what’s needed for the day including a water bottle and fresh food lunch box. | In the classroom, students have a go at all class tasks and let others to do the same. Students are expected to do their personal best in the classroom and let their teachers if they’re not feeling good so we can make a plan |

## 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](https://education.nsw.gov.au/schooling/translated-documents/behaviour-code-for-students).

## Whole school approach across the care continuum

[Add as many rows as required to communicate the strategies and programs the school provides to support positive behaviour. The department’s endorsed evidence-based approaches that support behaviour include Positive Behaviour for Learning (PBL), trauma-informed practices, and the principals of inclusive practice.  Include approaches for antibullying, including cyberbullying. Additional information can be added as appendices as needed.]

| Care Continuum | Strategy or Program | Details | Audience |
| --- | --- | --- | --- |
| Prevention | Weekly PBL Lessons | Weekly PBL lessons are planned with our focuses of Be Safe, Be Positive and Be a Learner for all classes to present on a Monday. Flyers are sent to families in hard copy and on School Bytes to support the focus at home. | All students |
| Prevention | Zones of Regulation | Zones of Regulation are embedded into all school programs. Students and staff use the Zones to help establish how they are feeling and what strategies they can use to have a go at the task in front of them. | All students, staff and families. |
| Prevention | Breakfast Club | Breakfast Club is provided daily in our Kitchen Space and is open to every child, regardless of if they have eaten at home or not. | All students |
| Prevention | Fruit | Fruit break occurs in every classroom and there is the provision of free fruit for those children who require it or who would love an extra piece of fruit. | All students |
| Prevention | Movement Breaks | Movement/brain breaks are provided through the morning and middle session. | All students |
| Prevention | SAKGP | Our Garden/Kitchen Program is coordinated fortnightly for students in years 3, 4 and 5. | Students in years 3, 4 and 5. |
| Prevention | WOW Awards | WOW Awards fit within our PBL System. Students are awarded a WOW Award when they are spotted demonstrating a positive behaviour of expectation. When a student achieves 250 WOW Awards, they receive a prestigious Telarah Award. | All students |
| Prevention | PBL Badges | When students, achieve 10 Safe WOWs, 10 Positive WOWs and 10 Learner WOWs they are eligible to achieve their PBL Badge. To have their contract signed off, students need to have signatures from their class teacher, another teacher and assistant principal to demonstrate Safe, Positive Learner behaviours across the school.  Students nominating to be school leader, must have their PBL Badge. | All students |
| Prevention | Positive phone calls | Class teacher | Targeted students |
| Prevention | Classroom adjustments | Differentiated, Supplementary, Substantial or Extensive (NCCD) | Students with needs |
| Prevention | Restorative Conversations | Restorative approach teaching children how to resolve conflict while having a voice and making a plan to move forward. | Community |
| Early intervention | Teacher check in | When a student is having a hard time with emotions or their behaviour, teachers check in with student, attempt to problem solve and students reengage with class activities. | Targeted students |
| Early intervention | Communication with families | Phone calls to family to discuss what’s happening and problem solve together. | Families |
| Early intervention | Transition Programs | Includes high school, kindergarten, preschool, new enrolments and between stages. | Students with needs. |
| Early intervention | LST Referral | Referral made by CT/executive for additional support and advice. | Students with needs. |
| Early intervention | Behaviour Support Plan | Formal plan using strategies to minimise at-risk behaviour. | Students with at-risk behaviour. |
| Early intervention | Risk Management Plan | Formal plan for students who are presenting with safety risks for themselves and others. | Students with at-risk behaviour. |
| Early intervention | Learning and Support Teachers | Teachers providing intervention groups focusing on literacy, numeracy or wellbeing. | Targeted students. |
| Early intervention | Health Care Plan | Formal plan to administer medication and to inform staff of their responsibilities. | Students with health needs. |
| Targeted intervention | Calm Down Time | When a student is showing that they need a break, calm down time is provided in the classroom or playground. | All students. |
| Targeted intervention | Buddy Class | For students who reach buddy class on the behaviour flow chart. | All students. |
| Targeted intervention | AP Support | Students who require additional behavioural support from the stage AP are supported by discussing what’s happening, phoning home if required and making plans with the class teacher to be a successful learner in the classroom. | All students. |
| Targeted intervention | Counsellor Referral | Parent/carer permission for child to access school counsellor. | Students and families. |
| Targeted intervention | AP Learning and Support | Leads the Learning and Support team and manages access requests. | Targeted students. |
| Targeted intervention | Functional Behaviour Assessment (FBA) | Conducted by the Stage AP to assist with antecedent triggers. | Students with at-risk behaviour. |
| Individual intervention | Communication Plan | Communication plan determined with Stage AP and families. | Students with at-risk behaviour. |
| Individual intervention | Allied Health Support | In school support from external providers such as Ots or Speech Pathologists as organised by families. | Students with additional needs. |
| Individual intervention | Access Request | Completed by the school for Support Class placement or integrated funding support. | Students with additional needs. |
| Individual intervention | Learning and Wellbeing Officer | Provides advice and support to access non-school based resources. | Students with complex behavioural needs. |
| Individual intervention | Part Day Exemption | A formal plan to assist students to transition back to school. | Students with complex attendance needs. |
| Individual intervention | Warning of Suspension | Issued for concerning or repeated behaviours which meet a certain threshold. | Students with at-risk behaviour. |
| Individual intervention | Suspension | Issued for behaviour which endangers themselves or others or at risk or repeated major behaviours. | Students with at-risk behaviour. |

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

|  |  |
| --- | --- |
| **Positive Behaviours**  ***(Teacher Managed)***  Making safe choices  Increased effort and application in teaching and learning activities | **Possible actions:**  WOW Awards  PBL Awards  Praise at assemblies/lines  Display work to exec  Check in/reflection with teacher/exec |
| **Minor Behaviours:**  ***(Teacher managed)***  Non-compliance  Mild disruption  Out of bounds  Leaving area/learning space without permission  Inappropriate language/comments  Property mis-use  Inappropriate use of school technology  Unsafe Behaviour | **Possible actions:**  Check in/reflection with teacher  Incident recorded in School Bytes  In class time out  In playground time out  Buddy class  Alternate play or activity  Phone call to parent  Referral to executive |
| **Major Behaviours**  ***(Executive managed)***  Ongoing minor incidents  Absconding/truancy  Swearing  Disruption  Defiance  Deliberate damage to school property  Theft  Harassment  Aggressive Behaviour  Offensive Behaviour | **Possible actions:**  Check in/reflection with teacher  Incident recorded in School Bytes  In class time out  In playground time out  Buddy class  Alternate play or activity  Phone call to parent  Referral to executive  Loss of privileges  Warning of suspension  Referral to Principal  Suspension |
| **Extreme Behaviours**  ***(Executive/Principal Managed)***  Racism or discrimination  Leaving school grounds without permission  Bullying/victimisation  Cyber bullying  Physical Violence  Destruction of property  Illegal substance/weapon  Criminal behaviour  Sexualised Behaviour  Serious behaviour of concern. | **Possible actions:**  Check in/reflection with teacher  Incident recorded in School Bytes  In class time out  In playground time out  Buddy class  Alternate play or activity  Phone call to parent  Referral to executive  Loss of privileges  Warning of suspension  Referral to Principal  Suspension |

## Time out, reflection and restorative practices

To ensure the safety and well-being of all students and staff, as well as provide an educational environment where all students can achieve and succeed, it is essential that behaviour is managed appropriately. Where students do not respond positively to the standards and expectations of the school, it may be necessary to apply a fair, reasonable and proportionate action.

Lunch detention is a planned consequence that involves a single student, a group of students and generally being in a designated area for their stage. The purpose of this is to support the student to reflect on their behaviour, review expectations and coach prosocial behaviour/ skills.

The student/s are always supervised by a teacher and students are always able to leave freely should something pop up that requires a quick movement.

A close-up of a questionnaire

Description automatically generatedA restorative approach focuses on building and maintaining positive relationships across the whole school community. It aims to create an ethos of respect, inclusion, cooperation, accountability and responsibility.

| Strategy | When and how long? | Who coordinates? | How are these recorded? |
| --- | --- | --- | --- |
| Check in with teacher | 5 minutes to check in with teacher about what’s happening and attempt to problem solve. | CT | Classroom planning documents? |
| Break from class | 5-10 minutes in a pre determined space where there is teacher supervision, for example, seat outside classroom in a visible area. | CT/AP |  |
| Buddy Class | 20 minutes in a pre determined class, preferably in the same stage as the student so that they may jump into a learning task if they want. | CT/AP |  |
| Lunch Detention | 1 min per student age.  Students are always able to eat while missing play. Students may go to the toilet and return to continue their time away their play. | CT/AP |  |
| Regular check ins with students at transition points in the day. | A few minutes to check in with the stage. | AP | Student’s Behaviour Support Plan |

### Responses to serious behaviours of concern

* School Executive will debrief about incident and decide on required follow up which could include using the Department’s Suspension Procedures.
* The NSW Department of Education [Student Behaviour policy](https://education.nsw.gov.au/policy-library/policies/pd-2006-0316) and [Suspension and Expulsion procedures](https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-06) 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.

### Reporting and recording behaviours of concern

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

* [Incident Notification and Response Policy](https://education.nsw.gov.au/policy-library/policies/pd-2007-0362)
* [Incident Notification and Response Procedures](https://education.nsw.gov.au/content/dam/main-education/policy-library/public/implementation-documents/incident_proc.pdf)
* [Student Behaviour policy](https://education.nsw.gov.au/policy-library/policies/pd-2006-0316) and [Suspension and Expulsion procedures](https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-06).

## Review dates

Last review date: 15th November 2024

Next review date: 14th November 2025



### Appendix 1: Behaviour management flowchart (Alternative example)

Speak privately with student

What will happen here?

*Has the behaviour   
stopped or improved?*

*Calm and engaged classroom*Apply preventative strategies

Positive classroom climate, providing and teaching explicit rules,   
engaging lessons, active supervision, offering pre-corrections

**Observe behaviour**

*Does the behaviour pose a risk to the safety or wellbeing of the student or others?*

**Behaviours of concern**

Manage it at teacher level.

De-escalate the situation by *calmly*:

* List strategies

*Has the behaviour stopped or improved?*

NO

YES

NO

YES

**Consider additional supports**

Identify and engage support(s) for the student to return to normal routine:  
*Refer to counsellor/wellbeing team, contact parents, conversation with teacher, refer to and/or revise behaviour plans.*

*Is suspension required for additional* ***planning time****? If so, consult with principal.*

*Is a* ***mandatory report*** *required?   
If so, consult with principal and MRG.*

YES

**Serious behaviours of concern**

Teacher to inform executive staff and focus on safety.

* List strategies

NO

NO

YES

Provide positive verbal/nonverbal acknowledgement or de-escalation strategy

Provide positive verbal/nonverbal acknowledgement

Speak privately with student

What will this process look like?

*Is it safe for the student to   
return to normal routine?*

### Appendix 2: Bullying Response Flowchart