

## NSW Department of Education



# Taren Point Public School Behaviour Support and Management Plan

## Overview

Taren Point Public School is a small public school located next to the Georges River in the Sutherland Shire. Fifty percent of students have English as an additional language or dialect. Taren Point Public School is one of only three schools in NSW to offer a French Immersion program where students receive five hours of French language tuition while following the NSW Syllabus for the Australian Curriculum.

The school offers a wide range of learning opportunities that focuses on success for all students. Our school's core priorities are literacy, numeracy and student wellbeing, ensuring a strong foundation to build all other learning. The staff of Taren Point Public School is experienced, talented and committed to providing quality educational programs which meet student needs and develop the talents of each individual child.

Taren Point Public School strives to develop the whole child, providing learning opportunities for students in the performing arts, sport, digital technologies, gardening club and through our partnership with the local retirement village.

Taren Point Public School rejects all forms of bullying behaviours, including cyberbullying, by maintaining a commitment to providing a safe, inclusive, and respectful learning community that promotes student wellbeing. Staff are committed to establishing evidence-based approaches and strategies that promote a proactive climate where bullying is less likely to occur.

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline school environments. School staff actively respond to and address student bullying behaviour.

## Partnership with parents and carers

Taren Point Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and bullying strategies, by:

- inviting parent/carer and student feedback through formal and informal means such as school surveys, Tell Them From Me surveys, consulting with the P & C and local AECG
- using concerns raised through the complaints procedures to review school systems and practices

Taren Point Public School will communicate these expectations to parents/carers through the school newsletter, the Taren Point Public School Facebook page, School Bytes Parent portal, P&C meetings and parent information sessions. 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

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

To be safe, respectful learners.

Safe	Respectful	Learner
<b>All Settings</b>		
We keep our hands, feet and other objects to ourselves We walk We use equipment safely	We speak nicely to others We listen to others We wear our school uniform We use our manners We respect other people's space We respect school property	We are prepared for work We follow instructions We actively participate We challenge ourselves
<b>Learning Areas</b>		
We stay seated We keep our belongings tidy We put our chairs in We use equipment safely	We respect others right to learn We raise our hand to speak We listen to others We follow class rules	We attempt all tasks We ask for help if needed We are always on task We ask questions We challenge ourselves
<b>Toilets</b>		
We leave our food outside We always wash our hands We walk	We flush the toilet We respect others privacy We have one person to a cubicle We are water wise We let a teacher know if there is a problem	We are quick and leave promptly We make correct use of toilet paper, soap and water We use toilets during our breaks
<b>Assemblies</b>		
We walk in lines We sit quietly in the class line We sit still and upright	We listen and pay attention We stand with pride to sing the anthem We remove all hats We keep our hands by our side We receive awards with pride We applaud and encourage appropriately	We put our hands up to speak We listen We are on time We follow teacher instructions
<b>Playground</b>		
We keep our hands, feet and objects to ourselves We wear our hats We use the equipment with full teacher supervision We stay in bounds at all times	We speak nicely to others We ask a teacher if we are able to use this area We let a teacher know if there is a problem We share and take turns We are patient We leave flora and fauna alone	We teach others the rules of our games before we begin our game We help other children to use the equipment

## 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 cyberbullying 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 expectations
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- providing active supervision of students
- maximising opportunities for active engagement with learning
- providing carefully sequenced engaging lessons that provide options for student choice
- differentiating learning content and tasks to meet the needs of all students.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Breakfast Club	The school runs a breakfast club program that provides access to a free healthy breakfast and builds strong student-teacher connections.	Whole School
Prevention	Positive Behaviour for Learning	Positive Behaviour for Learning (PBL) is an evidence-based framework that brings together the whole-school community to contribute to developing a positive safe and supportive learning culture. The Framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.	Whole School
Prevention/ Early intervention	Zones of Regulation	Zones of Regulation promotes an inclusive collaborative evidence-based pedagogy which provides a variety of tools and strategies for regulation, prosocial skills, self-care and overall wellness. The social-emotional aspects of this program enables staff and students to form strong relationships and foster positive connections with all stakeholders.	Students K-6, and regularly revisited and revised with identified students
Prevention / Early intervention / Targeted / Individual	Australian eSafety Commissioner <a href="#">Toolkit for Schools</a> to prevent and	The toolkit supports our school to prepare, engage and educate the school community about creating and maintaining safe online environments to prevent cyberbullying incidents.	All students, individual students K - 6, families, staff

Care Continuum	Strategy or Program	Details	Audience
	respond to cyberbullying		
Targeted intervention	Attendance support	The principal will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, principal
Targeted / individual intervention	School learning and support	Learning and support resources are available in school to help any students experiencing difficulties in learning in a mainstream class, regardless off the cause.	Principal, Class teacher, individual students K - 6, families
Individual intervention	Individual Behaviour Support Planning	Planning is done in collaboration with the student and their family with support from Team Around a School where needed. This can include individual behaviour support and risk management plans.	Individual students, school learning support team
Individual intervention	Individualised learning plans (ILP) and Personalised Learning Pathways (PLP)	Class teachers, the Learning Support teacher, and Aboriginal Education Officer will work together to create either an ILP and/or a PLP for identified students. These will be communicated with family members and regularly reviewed.	Individual students, school learning support team

## 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.

Taren Point 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 child or young person'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, for example through their year advisor or school counselling service.

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**

Taren Point Public School uses the following strategies to recognise and reinforce positive student behaviour and behavioural expectations:

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.

Specific positive feedback may not be sufficiently reinforcing for some students, so the school-wide continuum provides the opportunity to pair verbal or non-verbal feedback with a positive, tangible consequence.

The school-wide continuum for acknowledging expected behaviour includes:

- free and frequent – for everyday use by all staff in all settings
- moderate and intermittent – awarded occasionally
- significant and infrequent – semester or annual types of recognition.

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour.	Targeted/Individualised Responses to behaviours of concern.
Behaviour expectations are taught and referred to regularly. Staff model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.	Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	Seek help from principal or other staff member if there is a risk to safety. Otherwise notify principal ASAP.
Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback	Principal/CT to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: <ul style="list-style-type: none"> <li>• redirecting to another area or activity, providing reassurance or offering choices.</li> <li>• Incident review and planning is scheduled for a later time determined by the context and nature of the incident.</li> </ul>
Tangible reinforcers include those that are: <ul style="list-style-type: none"> <li>• free and frequent</li> <li>• moderate and intermittent</li> <li>• significant and infrequent</li> </ul> Intermittent and infrequent reinforcers are recorded on the centralised recording system.	Use direct responses e.g. Rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before a low-level consequence is applied.	Principal collects information and review the incident from multiple perspectives and determine next steps. Principal records the incident on the centralised recording system and contact parent/carer by email or phone. Principal may consider further action eg: formal caution/suspension.
<b>Teacher/parent contact</b>	<b>Teacher/parent contact</b>	<b>Teacher/parent contact</b>
Teacher contacts parents by phone, email or face to face to communicate student effort to meet expectations.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful.  In some cases, individual planning and referral to LST may be discussed.	Principal contacts parent/carer to discuss any support and behaviour responses, including referral to the LST, outside agencies or Team Around a School.

## Responses to serious behaviours of concern

Responses, including students who display serious behaviours of concern, are recorded in the centralised recording system. 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
- reflection and restorative practices (listed below)
- liaise with Team Around a School for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, 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.

## Reporting and recording behaviours of concern

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

- [Incident Notification and Response procedure](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#)
- If a behaviour of concern is also a child protection matter use the [Mandatory Reporting Guideline Tool](#).

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.

Action	When and how long?	Who coordinates?	How are these recorded?
<b>Reflection conversation (problem-solving)</b> – What happened, what did you do, and what could you do instead next time.	Class time and break times as required	Teacher/principal	Documented in school record system
Minor behaviour response procedures: Verbal warning - opportunity to reteach the expectation that should be followed  In the classroom - name on board, if incorrect behaviour continues then,	ASAP	Teachers/Exec	Documented in school record system

time out in a buddy class. In the playground if the behaviour continues then the student walks with the teacher on duty.

Time out in buddy class

Reflection time: Students will be given time to reflect on their behaviour and will be required to complete an age appropriate reflection sheet that will be kept by the school executive.

<p>Major behaviour response procedures: Student will be informed of the expected behaviour and that they will be referred to a member of the school executive. The student will be removed from the setting if the behaviour is aggressive, dangerous, continues to disrupt the learning of other students, or places their safety at risk. The principal or school executive member will contact the parents as soon as possible to arrange a meeting to discuss the behaviour, and the student may be issued with a warning of suspension letter or immediate suspension, depending on the circumstances.</p>	<p>ASAP</p>	<p>Principal/School Executive</p>	<p>Documented in school record system</p>
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## Review dates

Last review date: 31 January 2025

Next review date: 27 January 2026





# Taren Point P.S

## Dealing with Minor and Major Problem Behaviours

**Observe problem behaviour**



No

**Does the behaviour need to be Exec managed?**

Yes

**Reminder**  
Remind student of expected behaviour.

**Reteach**  
Reteach the expected behaviour to the student.

**Choice**  
Give the student a choice to follow expected behaviour or accept consequence.

**Consequence**  
Apply a logical consequence.

**Complete Incident Report in Sentral**

Minor	Major
<ul style="list-style-type: none"> <li>• Not speaking nicely to others</li> <li>• Rough play</li> <li>• Out of bounds</li> <li>• Throwing food/sticks</li> <li>• Arguing/back chatting with the teacher</li> <li>• Not using the toilets properly</li> <li>• Keeps playing after the bell</li> <li>• Disrupting the class</li> <li>• Inappropriate use of technology (On a site that they should not be on)</li> <li>• Running in hallways</li> <li>• Re-entering buildings after dismissal</li> </ul>	<ul style="list-style-type: none"> <li>• Profanity towards another student/staff</li> <li>• Hurting others eg. hitting/kicking pushing, shoving etc</li> <li>• Leaving school grounds</li> <li>• Stealing</li> <li>• Racism</li> <li>• Repeatedly targeting a student (bullying)</li> <li>• Deliberately ignoring teacher instructions</li> <li>• Vandalising/stealing school property</li> <li>• Arguing/back chatting with the teacher</li> <li>• Misuse of technology (forbidden sites, explicit images)</li> <li>• Physical violence</li> <li>• Swearing</li> </ul>

**Inform**  
Tell student of expected behaviour

**Refer**  
Refer student to executive staff

**Record**  
Teacher completes incident report

**Executive Managed**

- Conference with student
- Conference with parent/carer
- Executive and teacher determine intervention
- Intervention and Consequence put in place

*Only record behavioural referrals after reteaching*