NSW Department of Education

Turramurra Public School Behaviour Support and Management Plan

Overview

Turramurra Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

Our goal is to inspire every child to participate positively in the school community and beyond. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful learners in a caring learning community.

Principles of positive behaviour support, trauma-informed practice, inclusive practice, and social emotional learning underpin our daily practice. High expectations for student behaviour 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:

- Positive Behaviour for Learning
- URStrong

These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying.

Turramurra Public School rejects all forms of bullying behaviours, including online (or cyber) bullying 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 positive 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 environments. School staff actively respond to student bullying behaviour.

Partnership with parents and carers

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

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

Turramurra Public School will communicate these expectations to parents/carers through the school newsletter 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

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

	Respect	Responsibility	Personal Best
All settings	✓ Care for own and others belongings ✓ Listen attentively ✓ Speak politely to everyone ✓ Place all rubbish in the bin ✓ Be honest ✓ Follow the instructions of all staff	✓ Wear school uniform ✓ Keep hands, feet and objects to yourself ✓ Be in the right place at all times ✓ Use facilities and equipment correctly ✓ Move safely around the school ✓ Report problems to a teacher	✓ Try your best at all times ✓ Be a team member ✓ Be prepared ✓ Accept awards proudly
Classroom	✓ Consider the rights of others ✓ Share and take turns	✓ Walk in and around the classroom ✓ Use classroom equipment and furniture safely	✓ Use time effectively ✓ Work cooperatively with others
Lines and Movement	✓ Be mindful of others ✓ Move quietly around the school ✓ Wait patiently ✓ Listen to the assembly teacher	✓ Stay in two straight lines behind leaders ✓ Walk at all times ✓ Stay on pathways ✓ Keep to your side of the stairs	✓ Play ends when the first bell rings ✓ Model appropriate behaviour for others

		✓ Carry equipment safely	
Toilet	✓ Respect privacy ✓ Conserve water	✓ Use toilets appropriately	
Playground	✓ Ask to join in games ✓ Follow the rules of the game	✓ Wear a hat ✓ Play appropriate games in designated areas	✓ Make sensible choices about what and where to play Solve problems whenever possible
Assemblies	✓ Enter quietly ✓ Applaud respectfully ✓ Stand still and quietly when required	✓ Use stairs when walking on and off the stage	✓ Learn the National Anthem ✓ Learn the School Song

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 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 learners.

Care Continuum	Strategy or Program	Details	Audience
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.	All
Prevention	URStrong	The URStrong program is a social-emotional learning initiative designed to enhance students' resilience and interpersonal skills. It focuses on teaching children how to build healthy friendships, manage conflicts, and develop effective communication strategies. Through engaging activities and workshops, URStrong empowers students to recognise and navigate social challenges, fostering a positive school environment and promoting mental well-being. The program aims to cultivate a culture of kindness and respect within schools.	All
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
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
Targeted / Individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	All

Care Continuum	Strategy or Program	Details	Audience
Targeted / individual intervention	Attendance support	The exec team refer students to the deputy principal who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, attendance co-ordinator
Individual intervention	Individual behaviour support planning	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, LAST, AP, DP

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. See Appendix 1.

Turramurra Public School staff will 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, for example through the 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

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 a 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.
- Executive managed – behaviour of concern is managed by school executive.
- Corrective responses are recorded on Sentral. These include:

Classroom	Non-classroom setting
• rule reminder • re-direct • offer choice • error correction • prompts • reteach • seat change • stay in at break to discuss/ complete work • conference • detention, reflection and restorative practices • communication with parent/carer.	• rule reminder • re-direct • offer choice • error correction • prompts • reteach • play or playground re-direction • walk with teacher • detention, reflection and restorative practices • communication with parent/carer.

Turramurra Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations through the Positive Behaviour for Learning (PBL) model.

Through PBL, students and staff benefit from:

- reduced inappropriate behaviour
- increased time focused on instruction

- improved social-emotional wellbeing
- positive and respectful relationships among students and staff
- support for teachers to teach, model and respond effectively to student need
- a predictable learning environment where staff and students know what is expected to deliver effective practices that can be sustained over time

We acknowledge that not all students are encouraged by the same thing or in the same ways. Younger students may be more motivated by adult attention while older students are typically more motivated by peer attention, activities, privileges, or freedom. When learning new skills, students need immediate and frequent reinforcement and as they develop mastery they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts.

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. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.	1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	1. Contact office to seek help from executive straight away if there is a risk. Otherwise notify student's stage supervisor or executive ASAP and before the end of the school day.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	2. 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 context and nature of the incident.
3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent	3. 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 low-level consequence is applied.	3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on Sentral and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.
4. Social emotional learning lessons are taught (PBL, URStrong) weekly.	4. Teacher records on Behaviour / wellbeing ITD system by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.	4. 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.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact via email or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at fortnightly school assemblies.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.	Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Sentral. 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
- detention, 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 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.

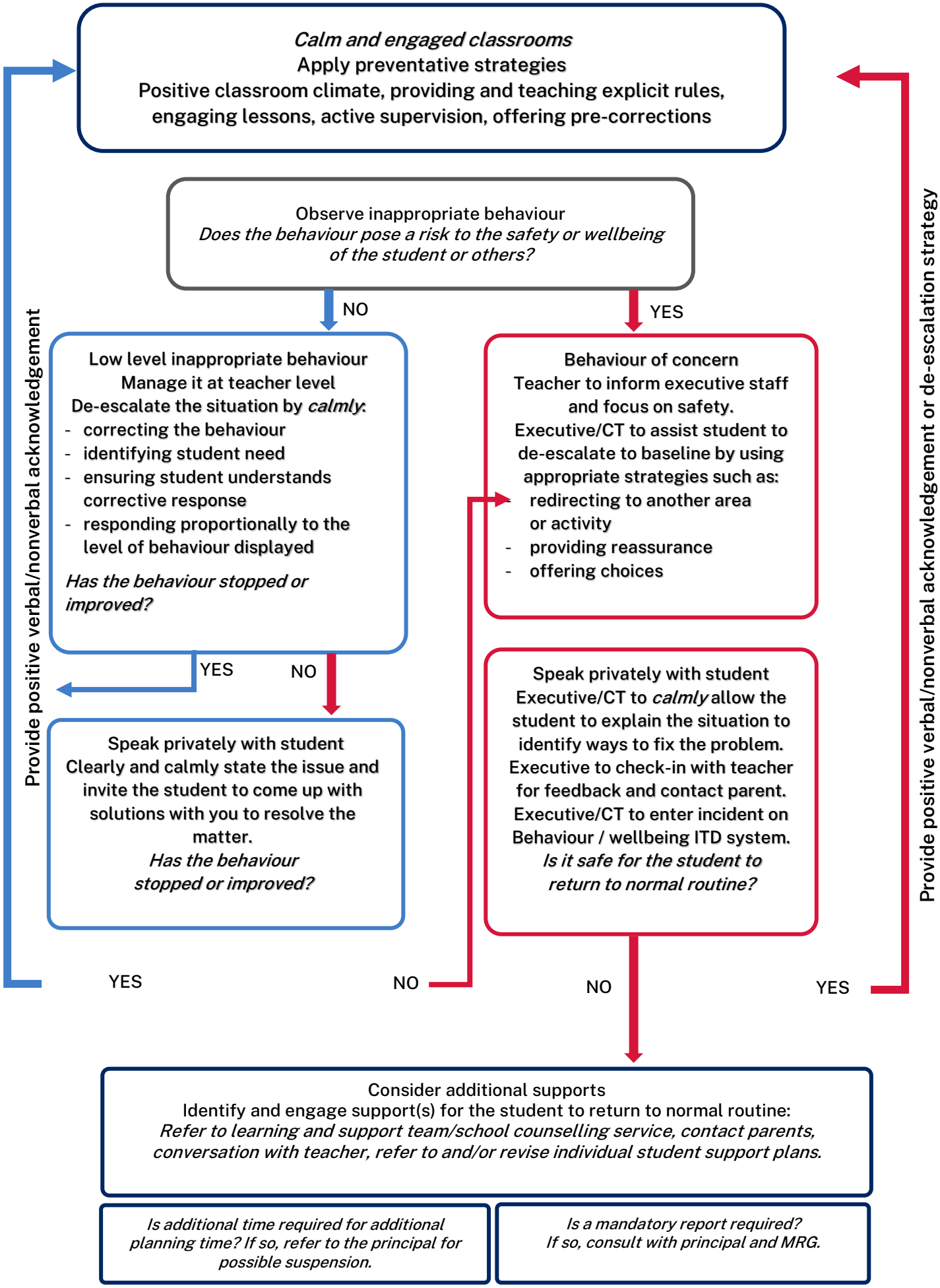
Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection– a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Next day at either lunch or recess break	Assistant Principal	Documented in Sentral
Alternate play plan – withdrawal from free choice play and re-allocation to a supervised play area or office or classroom for supervised play following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices.	Break Times, as required	Deputy Principal	Documented in Sentral
Restorative practice – peer mediation or circles in groups	Scheduled for either lunch or recess break	Exec staff	Documented in Sentral

Review dates

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026

Appendix 1: Behaviour management flowchart



Bullying Response Flowchart

The following flowchart explains the actions Turramurra 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.

NSW GOVERNMENT | Education

Behaviour code for students

Information for parents/carers and 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.

In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members.
- Follow school and class rules and follow the directions of their teachers.
- Strive for the highest standards in learning.
- Respect all members of the school community and show courtesy to all students, teachers and community members.
- Resolve conflict respectfully, calmly and fairly.
- Comply with the school's uniform policy or dress code.
- Attend school every day (unless legally excused).
- Respect all property.
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools.
- Not bully, harass, intimidate or discriminate against anyone in our schools.

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

Telephone interpreter service

If you would like to discuss this document with the Principal and need assistance with English please call the telephone interpreter service on 131 450, tell them what language you need and ask the operator to phone the school. The operator will get an interpreter on the line to assist you with your conversation. You will not be charged for this service.

Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect

- Treat one another with dignity.
- Speak and behave courteously.
- Cooperate with others.
- Develop positive and respectful relationships and think about the effect on relationships before acting.
- Value the interests, ability and culture of others.
- Dress appropriately by complying with the school uniform or dress code.
- Take care with property.

Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct.
- Negotiate and resolve conflict with empathy.
- Take personal responsibility for behaviour and actions.
- Care for self and others.
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour.

Engagement

- Attend school every day (unless legally excused).
- Arrive at school and class on time.
- Be prepared for every lesson.
- Actively participate in learning.
- Aspire and strive to achieve the highest standards of learning.

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

Managing Inappropriate Behaviour in the Classroom

Behaviour	Action/Consequences
The student: • does not follow class or school rules; • disrupts the learning environment.	• Prompt, redirect, reteach appropriate behaviour or cueing the student to class rules. • Reminder of all students' rights and responsibilities to learn and allow others to learn.
The student: • continues to display inappropriate behaviour by disrupting learning or breaking rules.	• Setting limits for a student by stating a positive direction and then giving a simple choice or consequence direction. • Teacher writes an in class yellow slip to record behaviour
The student: • continues to display inappropriate behaviour by disrupting learning or breaking rules despite the previous warning.	• Further reminder of appropriate behaviour. • Student is removed from activity or completes another activity in the classroom. • Additional yellow slip is completed
The student: • continues to display inappropriate behaviour by disrupting learning or breaking rules; • behaviour has not been modified as a result of time out in the classroom.	• Final reminder of appropriate behaviour. • Student receives a third yellow slip and is sent with work to a buddy class. • Behaviour is recorded on Sentral • Student will sit on silver seats or outside K-2 office during lunchtime • Reflection Sheet is completed and sent home. • The teacher contacts parents.
The student: • repeatedly displays inappropriate behaviour and has received three yellow slips; • is involved in behaviours such as fighting, hurting others, stealing or any other behaviour deemed serious.	• The teacher completes a behaviour notification which is signed by an Executive and sent home to be signed by the student's parent. • The student spends 1 lunchtime completing School Service.(eg. Sorting lost property) • The classroom teacher will contact the student's parents to discuss the behaviour and arrange a meeting with the parents and Assistant Principal. • Recorded on Sentral.

Turramurra Public School Awards

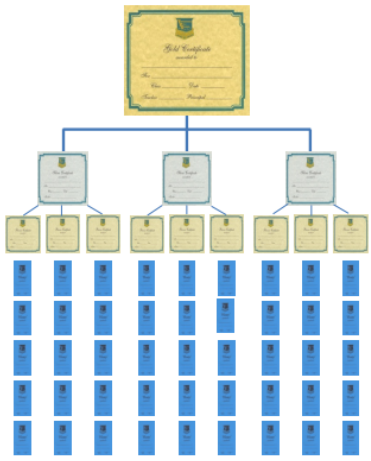
Turramurra Public School Award System

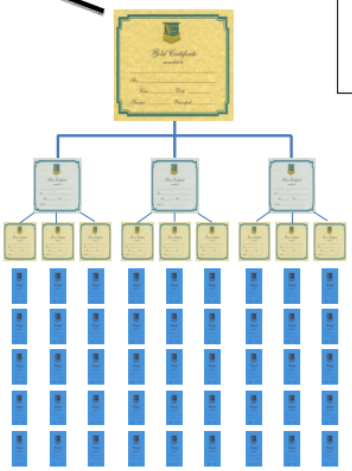
TPS school medal

To receive a TPS school medal you must collect **two** Gold Certificates from the Achievement, Sport and Participation awards (on the left, below) and **two** Gold Certificates from the Blueys and/or POWLS, Bronze and Silver awards (on the right, below).

Use this sheet to keep a record of when you received your awards and certificates. It will help you keep track of your progress towards a school medal.

Your Name:





A POWL and a Bluey count towards the same certificates

BEHAVIOUR INCIDENTS FLOWCHART

Observe Problem Behaviour

Problem Solve with student/s

Is the behaviour executive managed

Follow PBL minor behaviour response

Follow PBL Major behaviour response

Warning

The Questioning Sequence

1. *What are you doing?*
2. *What should you be doing?*
3. *What expectations are you breaking?*
4. *What were you trying to achieve?*
5. *What is a better way of getting what you want?*
6. *How are you going to make things better?*

Data input in Sentral.

responded to …. END

not responded to….
Time-out for whole session

- Reflection sheet may need to be completed – aggression
- Entered on Sentral

- Principal, Assistant Principals, School Counsellor – dependent upon staff availability
- Serious Incident Report submitted

not responded to….
Time-out

- Appropriate consequences introduced by playground teacher eg. *student walks with teacher, sits on bench for a period to reflect and teacher revisits, restricted play area, picking up papers.*

responded to …. END

Longer Time-Out

- Reflection sheet to be completed
- Intervention from LST may be needed
- Reflection sheets sent home and returned with parental signature of parent
- Entered on Sentral

responded to …. END

not responded to….
Any of the following can be used

Pink Slip completed and entered on Sentral

- Playground removal or restriction to smaller area
- Playground Reflection Sheet
- Learning Support Team referral
- School Counsellor informed
- Parent Interview: may involve Principal, Assistant Principals, Class Teacher, School Counsellor, Parent and Child
- "In-school" suspension may apply

responded to …. END

not responded to….
SUSPENSION

- Short Suspension: Principal follows "Suspension and Expulsion Procedures"
- Work provided by class teacher

Upon return

- Suspension Resolution Meeting involving any or all of the following : Principal, Class Teacher, School Counsellor, Stage Supervisor, Parent & Child.
- Support strategies activated to ensure positive return to school

not responded to….

- Ongoing problems to be dealt with directly between Principal, Parents, Counsellor, and Learning Support Team
- Longer suspension
- Flexible Behaviour funding