

## Overview

Taree Public School is committed to explicitly teaching and modelling positive behaviour and supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are Positive Behaviour for Learning and Culture & Caring.

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 will actively respond to student bullying behaviour.

Trauma-informed practices and the principles of inclusive practice are embedded in our Behaviour Support and Management Plan, ensuring that Taree Public School is a culturally safe and responsive school.

## Partnership with parents and carers

Taree Public School has partnered with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies.

The school collaboratively developed the core values of respect, safety and engagement with parents and carers, and sought feedback on the Behaviour Consistency Guide, Behaviour Expectations Matrix and Student Behaviour Management Process.

Taree Public School communicates these expectations to parents and carers by the school newsletter and website, ensuring community and student involvement proactively builds collaborative relationships to create a shared understanding of how to support student learning, safety and wellbeing. The Behaviour Consistency Guide, Behaviour Expectations Matrix and Student Behaviour Management Process are shared with families at the beginning of each year and referred to regularly in correspondence and discussion.

Parents/carers are informed when a breach of behaviour expectations has occurred and are encouraged to work collaboratively with the school to support their child. Individual Student Behaviour Management plans are collaboratively developed with parents/carers.

## School-wide expectations and rules



### Positive Behaviour for Learning Expectations



#### ALL AREAS

Respect	Safety	Engagement
We are polite. We take care of property. We treat others how we want to be treated.	We keep hands, feet and objects to ourselves. We tell an adult when we feel unsafe. We are in the right place at the right time.	We follow instructions the first time. We always try our best. We listen.

	Playground	Toilets	Breakfast Club	Indoor Learning Spaces	Transition Areas	Bus lines	Assembly
Respect	✓ We keep our hands and feet to ourselves. ✓ We use equipment appropriately. ✓ We play fairly and follow the rules.	✓ We respect other's privacy. ✓ We use the space for its purpose. ✓ We are water wise.	✓ We use manners. ✓ We wait our turn. ✓ We leave the area tidy.	✓ We speak kindly and politely. ✓ We follow teacher's instructions. ✓ We respect personal space and property.	✓ We move quietly. ✓ We follow teacher instructions.	✓ We play fairly and safely. ✓ We follow teacher instructions.	✓ We respect bell times. ✓ We sit quietly. ✓ We look at the speaker.
Safety	✓ We wear school hats. ✓ We use equipment properly. ✓ We play safely.	✓ We flush, wash and leave. ✓ We are prompt.	✓ We wait patiently. ✓ We sit while eating.	✓ We ask to leave the classroom. ✓ We walk slowly and sensibly. ✓ We use equipment correctly.	✓ We walk slowly and sensibly. ✓ We stay in a group or line.	✓ We remain in designated areas ✓ We listen for teacher's instructions.	✓ We sit sensibly. ✓ We stay with the group. ✓ We sit in a designated area.
Engagement	✓ We allow all students to participate. ✓ We line up when the bell goes.	✓ We go to the toilet during break times.	✓ We eat before playing.	✓ We remain in the classroom. ✓ We join in all class activities and do our best.	✓ We pay attention to the teacher.	✓ We line up sensibly. ✓ We stay in the right place at the right time.	✓ We are an active listener.

## 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 (prevention, early intervention, targeted intervention, individual intervention) 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
<b>Prevention</b>	Culture & Caring	The Culture & Caring Program has a strong cultural and wellbeing focus. The 'culture' component encourages a sense of belonging for all and the 'caring' component teaches PBL, social skills, self-care & mindfulness.	Whole School
	BroSpeak & SistaSpeak for Year 5 & 6	BroSpeak & SistaSpeak have a strong cultural focus and are designed to inspire and motivate Aboriginal young people about the importance of education.	Year 5 & 6
	Connect 3 (based on Resilient Donut Program)	Connect 3 is based on the Resilience Doughnut model. It builds resilience through identifying personal strengths, thinking skills and social skills.	Year 4
	Taming the Hulk Program (breakthru)	Taming the Hulk empowers children to understand and manage their anger by recognising their anger triggers, developing coping skills, practising assertive communication, enhancing problem-solving abilities and building self-control and empathy.	Years 5 & 6
<b>Prevention &amp; Early Intervention</b>	<a href="#">National Week of Action (NWA)</a>	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year.	Whole school
	<a href="#">Child protection</a>	Child Protection units are taught every year as a mandatory part of the syllabus.	Whole school
	Australian eSafety Commissioner <a href="#">Toolkit for Schools to prevent and respond to cyberbullying</a>	The toolkit 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.	Whole school

Care Continuum	Strategy or Program	Details	Audience
<b>Early intervention</b>	PBL Tier 1 Positive Behaviour for Learning	Positive Behaviour for Learning (PBL) Tier 1 Schoolwide and classroom systems of support that brings together the whole school community to contribute to developing a positive, safe and supportive learning culture.	Whole School
	Resilience, Rights and Respectful Relationships	The <u>Resilience, Rights and Respectful Relationships (RRRR)</u> learning materials are designed to develop students' social, emotional and positive relationship skills.	Whole School
<b>Targeted intervention</b>	Learning and Support	The Learning and Support team work with teachers, students and families to support those students who require personalised learning and support.	School counsellor, principal, executives, students, families,
	Attendance support	The Attendance team & L&ST support students, families and teachers to address barriers to improved attendance and set growth goals.	Attendance Team
	Seasons For Growth	Seasons for Growth builds the resilience and wellbeing of children who have recently experienced loss due to death, family separation or migration. Seasons for Growth aims to support young people to understand their feelings, help them develop skills for coping, restore self-confidence and educate them about the grief process.	Identified students
<b>Individual intervention</b>	Personalised Learning Pathways	Personalised Learning Pathways are developed in consultation with the student, parents/carers and teachers, to identify individual learning goals and organise and apply personal approaches to learning and engagement.	All staff, students, parent/carers
	Student Voice Scaffold	This student voice scaffold provides a proactive and responsive way to include student voice as part of the behaviour support and behaviour response planning process. It is a social/emotional learning (SEL) tool to support student development of self-awareness and self-regulation.	Students, parents/carers, Classroom teachers, SLSO
	Individual Behaviour support planning	Individual behaviour support plan, Behaviour response plan, Behaviour contract and De-escalation Plan are all developed collaboratively with the student, parent, teacher and, if required, the behaviour specialist team. These plans are designed to support individual student behaviour planning.	Identified students, parents/carers, teachers, Team Around a School

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

Taree Public School staff reward positive, appropriate and safe behaviour using incentives such as Dojo points, class money, zooper tickets, 100's Chart, PBL certificates, Merit certificates, PBL Rewards events, Learner Quality certificates.

Taree 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.

The Taree PS Behaviour Consistency Guide is referred to by all teachers to determine the 'level' of the behaviour and the response.

CONNECT COMMUNITIES		TAREE PS BEHAVIOUR CONSISTENCY GUIDE			Taree PUBLIC SCHOOL
Property/Equipment/Resources	Language	Defiance/Non Compliance	Teasing/Intimidation	Physical Violence and Aggressive Behaviour	
<p><b>Yellow</b> Destruction of own property Defacing/destroying own work</p> <p><b>Orange</b> Defacing/destroying peer work Destruction of others property</p> <p><b>Red</b> Destroying school property Scratching into <u>table tops</u> Taking others property (theft) Accessing school property without permission</p> <p><b>Black</b> Throwing/upturning of furniture</p>	<p><b>Yellow</b> Non purposeful use of swearing</p> <p><b>Orange</b> Intentional use of swear words Name calling Gestures Disrespectful comments</p> <p><b>Red</b> Repeated use of swearing, name calling, gestures or disrespectful comments</p> <p><b>Black</b> Swearing aggressively at a staff member Racist comments Sexual comments</p>	<p><b>Yellow</b> Slow to comply with request Work avoidance Non relevant actions/words Late to lines Fibbing</p> <p><b>Orange</b> Refusal to follow adult's instruction Repeated inappropriate behaviour Rude gestures - verbal &amp; non-verbal Out of bounds Lying &amp; dishonesty</p> <p><b>Red</b> Leaving without permission Ongoing refusal to follow instructions</p> <p><b>Black</b> Threatening staff and others Leaving school grounds</p>	<p><b>Yellow</b> Name calling Mimicking/mockng Social exclusion Invading personal space</p> <p><b>Orange</b> Spreading rumours Put downs Pretending to punch Harassment</p> <p><b>Red</b> Bullying/cyberbullying Discrimination</p> <p><b>Black</b> Blackmail</p>	<p><b>Yellow</b> Grabbing clothes Rough play</p> <p><b>Orange/Red (depending on intent &amp; context)</b> Kicking Tripping Shoulder barging Pushing Headlock/choking Hair pulling Scratching Biting Inciting violence Throwing objects Throwing to ground Pursing to strike Hitting to harm Spitting at someone Punching/slapping Pinching</p> <p><b>Black</b> Producing/using a weapon Extreme violence</p>	
<p><b>Key:</b></p> <p><b>Yellow</b> = Teacher correction (warning)  <b>Orange</b> = Time out e.g. silver seats, buddy room and note to parent  <b>Red</b> = Yarn Up Room, Executive called  <b>Black</b> = Principal</p> <p><b>NB:</b> <b>Yellow</b> = warning, repeat of behaviour = escalation to <b>orange</b>, continual repeat = escalation to <b>red</b></p>					

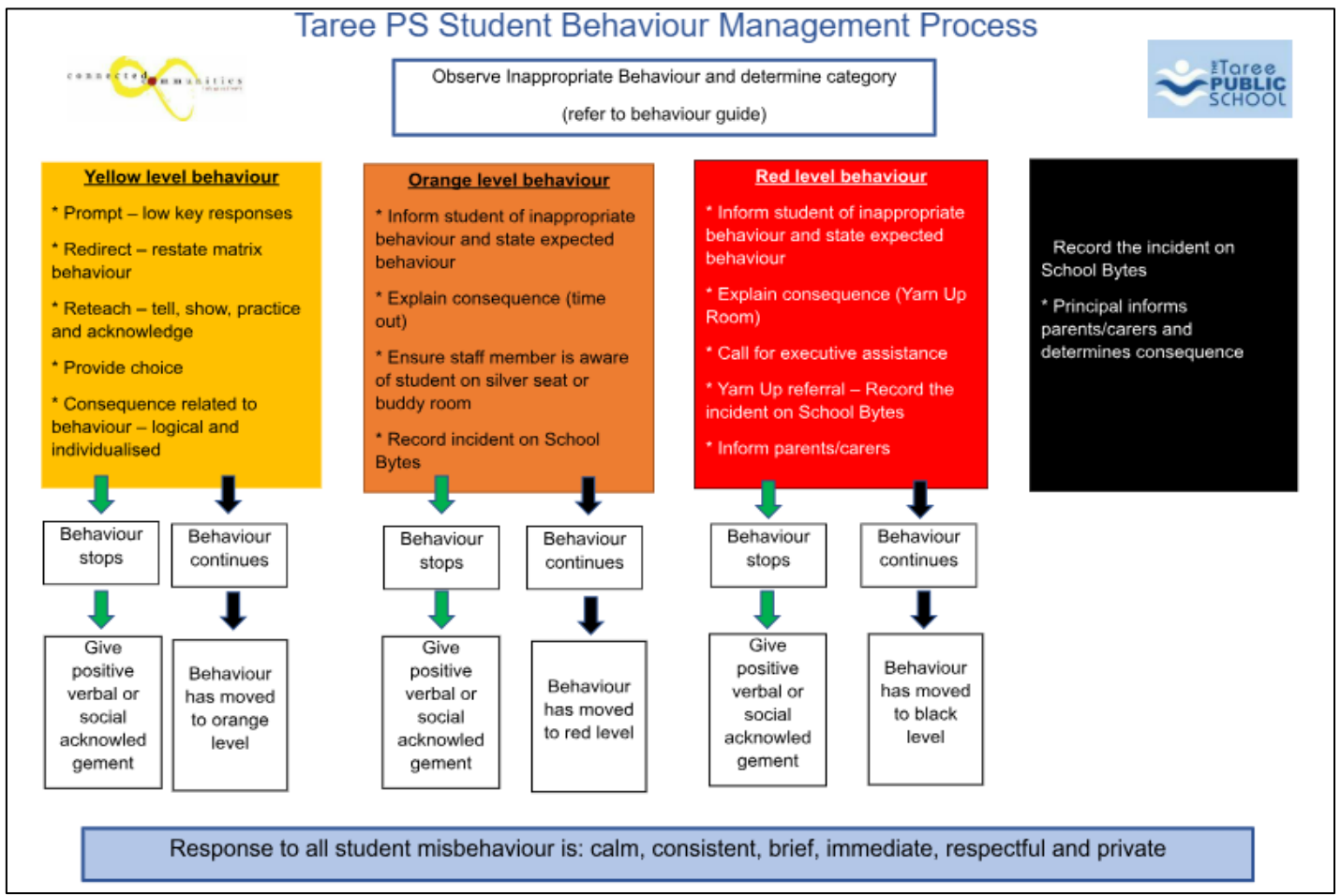
Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate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

### Responses to serious behaviours of concern

- Behaviour will be discussed with the student and parents/carers. A formal caution or suspension may be issued as per the Suspension and Expulsion procedures.
- Consultation with specialist support staff and agencies, such as school counsellor, Team Around a School, psychologists, behaviour support personnel may be sought.
- 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](#).

## Detention, reflection and restorative practices

At Taree Public School, red level behaviours require the student to attend the Yarn Up room to reflect on their behaviour. Restorative practice is employed when incidents that involve interpersonal conflict or wrongdoing occur. It focuses on building, maintaining and restoring positive relationships. Restorative practices are high in accountability and high in support as they draw out what harm has been caused and about being able to repair that harm.

Taree Public School staff incorporate the use of 'conversation cards' to support students in the restorative practice conversation when they attend the Yarn Up room.

Strategy	When and how long?	Who coordinates?	How are these recorded?
<p><b>Orange Level Behaviour</b> - Time out to reflect on behaviour</p> <ul style="list-style-type: none"> <li>• silver seats if playground incident</li> <li>• Buddy class if during class time</li> </ul>	10-15 minutes	Classroom teacher or teacher on duty	School Bytes Orange note home
<p><b>Red Level Behaviour</b> – Attend the Yarn Up room at lunch.</p> <ul style="list-style-type: none"> <li>• Students are collected after eating time.</li> <li>• Students reflect on behaviour and participate in restorative practice if required.</li> <li>• Students are given time for toilet breaks.</li> </ul>	15-30 minutes	Executive	School Bytes Red Note home
<p><b>Black Level Behaviour</b> -</p>	Determined by behaviour in reference to <a href="#">Student Behaviour policy</a> and <a href="#">Suspension and Expulsion procedures</a>	Principal	School Bytes Formal caution or suspension.

## Review dates

Last review date: 10 February 2025

Next review date: February 2026