

# Tyalla Public School Behaviour Support and Management Plan

## Overview

Tyalla Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are Berry Street Education Model, Positive Behaviours for Learning (PBL), Paul Dix's consistent teacher practices and Restorative Justice and Smiling Minds.

## Promoting and reinforcing positive student behaviour and school-wide expectations

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

### **We are Respectful**

We are kind to ourselves, other students, teachers and our environment. We speak respectfully, we listen to others, and if we see a student who needs a friend, we ask them to join in our game.

### **We are Responsible**

We come to school every day ready to learn, stay on-task, are in the right place at the right time and are always safe.

### **We are Resilient**

We persevere with our goals, try new activities, take on challenges, seek positive solutions and bounce back when presented with adversity. We use our zones of regulations to stay calm when presented with challenging situations.

Because we are all responsible for our own actions.

Tyalla Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- Prevention strategies and modelling of positive behaviour are utilised at all times to avoid inappropriate student behaviour.
- Explicit weekly lesson for all students on positive behaviour and social and emotional wellbeing.

- Positive behaviour is rewarded on a daily basis by all staff through praise, sharing of work and giving of Dunggirrs.
- Explicit explanation by teachers of high expectations and reasons for acknowledgment of positive behaviour.
- Communication to parents about positive student behaviour via phone calls, newsletters.
- PBL rewards days in recognition of whole school positive behaviour, identified by reaching Dunggirr ticket target.
- Awarding of effort and achievement awards at school assemblies to students that demonstrate use of positive behaviours.
- Visits to other classrooms, Assistant Principals and Principal provide positive feedback to students.
- Recognition of achievement, application and citizenship through awards at Annual Presentation Days.

## Behaviour Code for Students

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316/pd-2006-0316-01>. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

## Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention	Class rules	Teachers develop a set of class rules and routines with their class at the commencement of each school year. The class rules compliment and follow the school rules. Class routines are an explanation of expectations and ways of doing things within the classroom. Positive recognition when students follow rules.	Teachers
Prevention	Peer Support Program	Year 6 student leaders lead K-5 mixed peer groups in positive behaviour and anti-bullying lessons weekly, terms 2 and 3 each year.	Teachers and SRC student leaders
Prevention	PBL explicit lessons Wellbeing Wednesday lessons Smiling Minds	A school-home-community approach to helping young people achieve to the best of their ability and experience positive social-emotional well-being. Teachers provide explicit lessons based on the five social-emotional capabilities or Keys to Success: confidence, persistence, organisation, getting along and resilience.	Teachers

Care Continuum	Strategy or Program	Details	Audience
<b>Prevention</b>	Staff PL	All staff engage in ongoing professional learning using the department's Universal Resources Hub, Berry Street Education Model training, PBL training, Paul Dix Approach and annual Connecting to Country training.	All staff
<b>Early Intervention</b>	Classroom and playground management	Class teachers support and guide individual students <ul style="list-style-type: none"> <li>- Re-direct student to task</li> <li>- Discussion with student about appropriate behaviour</li> <li>- Walking with teacher on duty</li> <li>- 'Time out' from activity in another area of the playground</li> <li>- Picking up papers in the playground during recess and/or lunch time</li> <li>- Time out from activity in classroom 'calm area' or in buddy class</li> <li>- Restitution</li> <li>- Writing apology letters</li> </ul>	Teachers
<b>Early Intervention</b>	Learning Support Team referral	Co-ordinates the student learning support services and programs in the school K-6. The Learning Support Team considers the learning needs of individual students (and students with common learning patterns in year levels and across the school) and co-ordinates services and programs to ensure maximum use of both human and physical resources.  Recommendation may include referral for school counselling or access to specialist support	Teachers and Learning Support Team
<b>Early Intervention</b>	Zones of Regulation	This is a specialised early intervention program for students K-6 students that supports students in identifying their emotional levels and develop self-regulating skills	K-6 students Staff
<b>Targeted Intervention</b>	Student Individualised Plan	In consultation with parent/carer an individualised plan will be developed with short- and long-term goals.	Teacher, LaST, Parent/Carer, Student
<b>Targeted Intervention</b>	LWO and/or APLA support	The Learning and Wellbeing Officer and/or Assistant Principal Learning Assistance will be consulted for advice and support on suitable interventions for individual students and plan collaboratively reviewed and adjusted in consultation with the parent/carer.	Deputy Principal Principal LST
<b>Individual Intervention</b>	LST ILP	The Principal and LST will develop a personalised plan for student informed by staff, parents, medical practitioners and agencies. The plan will be monitored and evaluated weekly	Assistant Principal, Principal, LaST Delivery Support Team, Parents
<b>Individual Intervention</b>	Team Around a School	Specialist supports will be accessed. An individualised plan developed in consultation with the parent/carer.	Assistant Principal, Principal, LST Delivery Support Team, Parents

## Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
<b>Restorative Justice Meeting and/or Restorative Action</b>  Restorative action can include: an apology, providing peer support to younger students such as running a lunch-time group or when property has been damaged, doing a physical task such as tidying up a classroom, weeding a garden or picking up papers.	When a student is disrespectful to people or property.	Class Teacher	Sentral
	Minor Incident		
	Major Incident	Assistant Principal for the Stage	Sentral
<b>Reflection</b>	Major Incident 1 – 3 sessions	Assistant Principal for the stage	Sentral
<b>Detentions</b>  NB: Restorative processes are always a preferred option. We rarely issue detentions and do not have a lunch time detention room as we find restorative processes makes students reflect on actions and has a greater impact.	When a student needs time to calm down & reflect on actions, is non-compliant or poses a safety risk.	Assistance Principal for the Stage	Sentral

## Partnership with parents/carers

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

- consulting at parent Information afternoons
- ongoing consultation with the P&C and Coffs Harbour AECG
- An annual school survey.

Tyalla Public School will communicate these expectations to parents/carers by:

- providing ongoing information in school newsletters and school website.
- parent information afternoons
- P & C and Coffs Harbour AECG meetings.
- Individual parent/carer meetings on request.

## School Anti-bullying Plan

[Tyalla Public School 2023 Anti-bullying Plan](#). Refer to the [Bullying of Students – Prevention and Response Policy](#) and [Anti-bullying Plan](#).

## Reviewing dates

Last review date: 30<sup>th</sup> January 2023

Next review date: 28<sup>th</sup> January. 2024