

NSW Department of Education



Tighes Hill Public School - School Behaviour Support and Management Plan

Overview

At Tighes Hill Public School, 'We see brilliance in every child'. We provide an inclusive, welcoming and friendly school supported by a close-knit community where students receive a dynamic education and are provided with opportunities to foster a life-long love of learning.

We believe that every child should be provided with personalised learning and opportunities. We are committed to fostering a culture of respect, responsibility and quality, where every child feels valued, supported, and empowered to thrive.

Our approach to education is guided by principles of positive behaviour support, inclusive practice, and social-emotional learning. We prioritise creating a nurturing and supportive environment where students feel safe, respected, and understood. Through effective role modelling, explicit teaching, and proactive interventions, we establish and maintain high expectations for student behaviour, academic achievement, and personal growth. These principles underpin our daily practice, ensuring that every student receives the support, encouragement, and resources they need to succeed academically and socially.

To achieve our mission, key programs prioritised and valued by the school community are:

- The Resilience Project
- 'Leading the Way' Initiative (I can show respect. I am responsible. I produce quality work / I make quality choices).
- Student Voice

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

Tighes 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


Tighes 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.

Tighes Public School will communicate these expectations to parents/carers through the school newsletter ‘Happenings on the Hill’ 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

 I am Leading the Way		
In the Classroom:	In the Buildings and Hallways:	In the Playground:
<ul style="list-style-type: none"> ✓ I am respectful ✓ I am responsible ✓ I produce quality work ✓ I make quality choices 	<ul style="list-style-type: none"> ✓ I am respectful ✓ I am responsible ✓ I make quality choices 	<ul style="list-style-type: none"> ✓ I am respectful ✓ I am responsible ✓ I make quality interactions ✓ I make quality choices
<ul style="list-style-type: none"> • I sit calmly with positive body language • I wait my turn and do not interrupt conversations • I face the person talking to me; I never talk over another person • I listen to, and respond politely to adult instructions • I respect that in the classroom there are many other voices to be heard 	<ul style="list-style-type: none"> • I always walk and I never run • I am quiet, showing respect to the other students and teachers • I am responsible and keep my belongings neatly in my school bag • I keep to the left-hand side of stairs • I am polite and respectful to the school office staff • I knock and wait at the door of the room I am visiting 	<ul style="list-style-type: none"> • I always wear my hat and remember to take it outside with me • I am responsible for and take care of my belongings • I respect the other students in my game and area around me • I always take my outs and I leave a game if I become frustrated • I find an adult if I cannot resolve a problem • I collect my belongings and return to class/ lines as soon as the bell rings
I understand that there is always a reason why a teacher or adult asks me to do something		

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 by clicking on the link. This document translated into multiple languages is available here: [Behaviour code for students](#).

Whole school approach across the care continuum

Tighes Hill Public School embeds student wellbeing and positive behaviour approaches and strategies across the care continuum to promote positive behaviour and respond to concerns such as bullying and cyber-bullying. These efforts are grounded in evidence-based effective classroom practices that establish the tone for engagement with learning and respectful relationships. The school employs various strategies and systems to explicitly teach, recognise, and reinforce positive student behaviour and behavioural expectations. 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	Supporting Student Wellbeing	<p>The Tighes Hill Public School Wellbeing System will operate at full capacity and with substantial impact upon student behaviour and achievement when staff, students and parents are fully aware and supportive of all processes, procedures and consequences, either positive or negative.</p> <p>Students will be supported through regular communication between teacher, student, parent and school.</p> <p>Our goal is to create a learning environment where students are engaged and successful.</p>	All Staff
Prevention	Core Expectations	<p>Our core expectations across the entire school setting are reflected through consistent key messages to fulfil the school wide core values of Respect, Responsibility and Quality.</p> <p>These expectations are visual, verbal and non-verbal cues displayed in every classroom, around the school and are referred to by all staff to remind, direct and redirect students, supported through:</p> <ul style="list-style-type: none"> • ‘Leading the way’ initiative and charts • Classroom and Playground behaviour flow-chart • Assembly awards • Principal awards • Whole school rewards and wellbeing afternoons 	All Staff
Prevention	Classroom Behaviour Management	<p>All classrooms use the ‘Leading the way’ charts for consistency across the school setting.</p> <p>Students are explicitly taught the school wide expectations and rules and teachers direct behaviour based on the following:</p> <ul style="list-style-type: none"> • Ready to learn • Leading the way • Think about it. 	All Staff

Care Continuum	Strategy or Program	Details	Audience
Prevention	Cultural Group	Aboriginal and Torres Strait Islanders students have Personalised Learning Pathways that have been formed in collaboration with parents, teachers and students. Opportunities will be provided to students to access education that enhances and supports their learning and cultural knowledge.	All Aboriginal and Torres Strait Islander Students
Prevention	Student Voice	Student voice programs allow students to participate in decision-making at school. Student voice is more than just 'having a say' and 'being heard'. To be successful, our school values the perspectives and opinions of our students and act on them in a way that genuinely shapes learning and decision-making at the school. Tighes Hill offers a range of opportunities for student voice which include, Parliament, Tell Them from Me Survey, Focus Groups, Class Meetings and Student Representative.	All Staff
Prevention	Class Teacher and Principal Assembly Awards	Our teachers acknowledge the achievement of five students every 5 weeks at our whole school assembly by presenting them with a Merit Award. At the Week 5 assembly teachers address one of the Resilience Project themes of gratitude empathy and mindfulness. Our core values: Respect, Responsibility and Quality are recognised at the Week 10 assembly.	All Staff
Early intervention	Reflection Class	To ensure the safety and wellbeing of all students and staff, as well as providing an educational environment where all students can achieve and succeed, it is essential that behaviour is managed appropriately. Where students do not respond appropriately to the standards and expectations of the school, it may be necessary to apply a fair, reasonable and proportionate action. Reflection class is a planned consequence that involves a single student, or group of students, in a designated room or area. The purpose of this is to support the student to reflect on their behaviour and make positive choices. The student is always supervised in the room.	Staff / students
Targeted intervention	Classroom Behaviour and Management Flowchart	The Behaviour and Management flowchart provides teachers with a central and simple document to refer to when managing behaviour in the class. The guidelines ensure that a consistent approach is implemented by all teachers for all students. It outlines the steps needed to manage disruptive behaviour in class and on the playground.	All Staff

Care Continuum	Strategy or Program	Details	Audience
Individual intervention	Behaviour Investigations / Restorative Practices / Record Keeping	<p>Tighes Hill Public School thoroughly investigates each incident that meets a major or serious threshold. The classroom teacher, supervising teacher or an executive will be involved in this process. They will collect all the information required to make an informed decision about the appropriate consequences that may need to be put in place.</p> <p>The staff will implement a restorative practice approach that encourages behaviour that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others because of their actions. It focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur. It aims to manage conflict, defuse situations, repair hurt feelings and reduce the likelihood of retaliation after a conflict.</p> <p>The school uses Sentral to record student behaviour and to identify and monitor students who require targeted or individual behaviour support. Schools are directed to retain information on student behaviour, including actions taken to support and manage individual student behaviour and any support strategies implemented, or reasonable adjustments required. This helps schools monitor the impact of the support they are providing to students.</p>	Supervising Teacher / Executive Staff

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

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.

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. See Appendix 1.

- **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.

Classroom	Non-Classroom Setting
<ul style="list-style-type: none"> • Rule reminder – ‘Think about it’ • Re-direct • Offer choice – ‘This or that’ • Reinforce correct choice and allow time for student to respond • Seat change • Reflection and restorative practices e.g. – conference, finish work during break - teacher directed • Communication with parent/carer. 	<ul style="list-style-type: none"> • Rule reminder – ‘Think about it’ • Re-direct • Offer choice – ‘This or that’ • Reinforce correct choice • Playground re-direction • Walk with teacher, executive or student learning support officer • Reflection and restorative practices with executive • Communication with parent/carer.

Tighes Hill Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations from the ‘Leading the Way’ initiative. The Resilience Project consists of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

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 positive 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.

Leading the Way Initiative



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
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<p>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.</p>	<p>1. Refer to school-wide initiative 'Leading the Way' initiative and whole-school expectations chart.</p>	<p>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.</p>
<p>2. Verbal and non-verbal specific positive feedback.</p>	<p>2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p>	<p>2. Executive/class teacher 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.</p>
<p>3. Social emotional learning lessons are taught (Resilience Project) weekly.</p>	<p>3. Teacher records on Sentral 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.</p>	<p>3. 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.</p>
<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>
<p>Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at week 5 and week 10 school assemblies.</p>	<p>Teacher contacts parents by phone or email when a range of corrective responses have not been successful and or student has been sent to reflection class. Individual planning and referral to Learning Support Team may be discussed.</p>	<p>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.</p>

Responses to serious behaviours of concern

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

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. 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.

Reporting and recording behaviours of concern

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

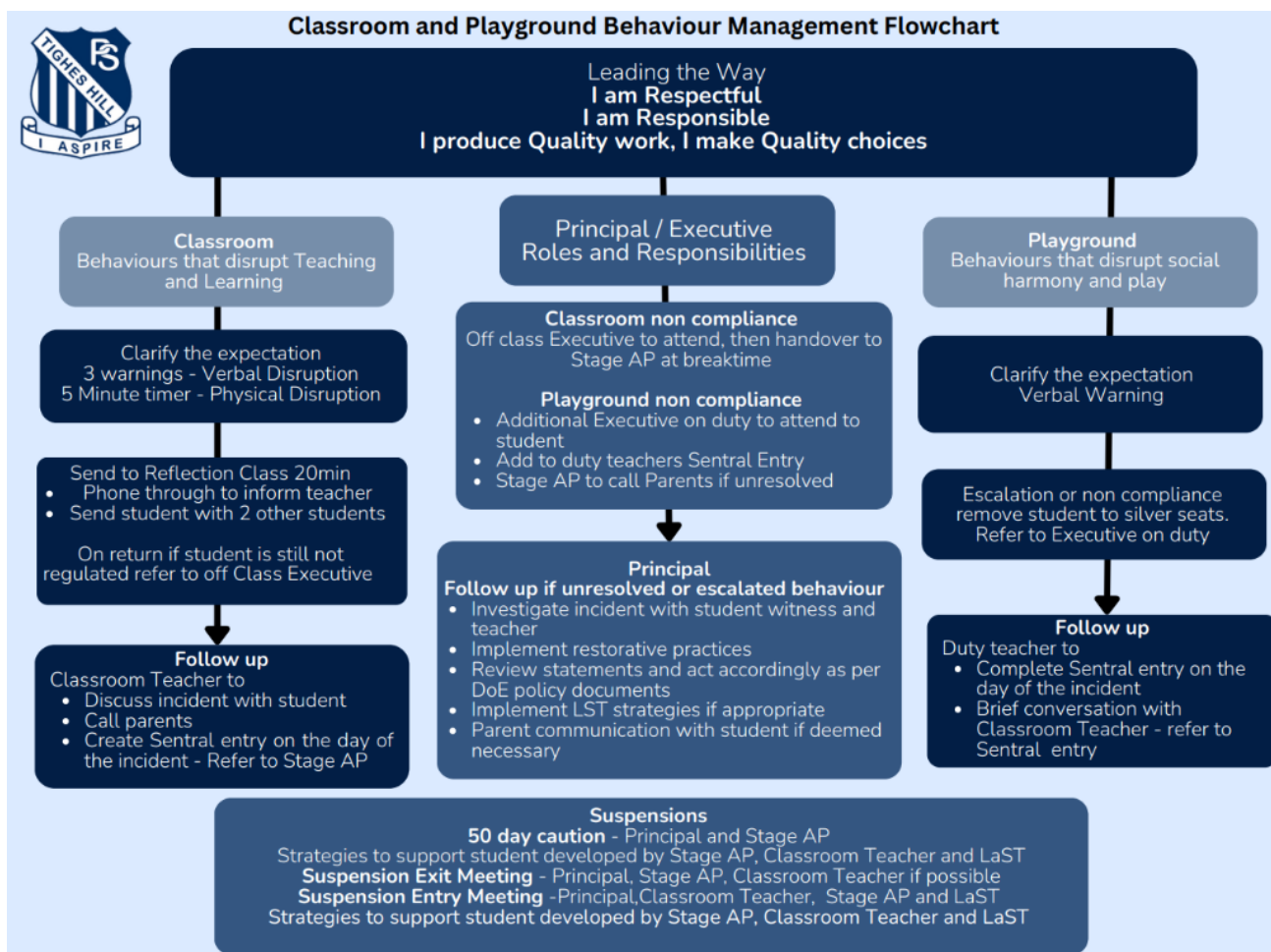
- [Incident Notification and Response Policy](#)
- [Incident Notification and Response Procedures](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

Reflection and restorative practices

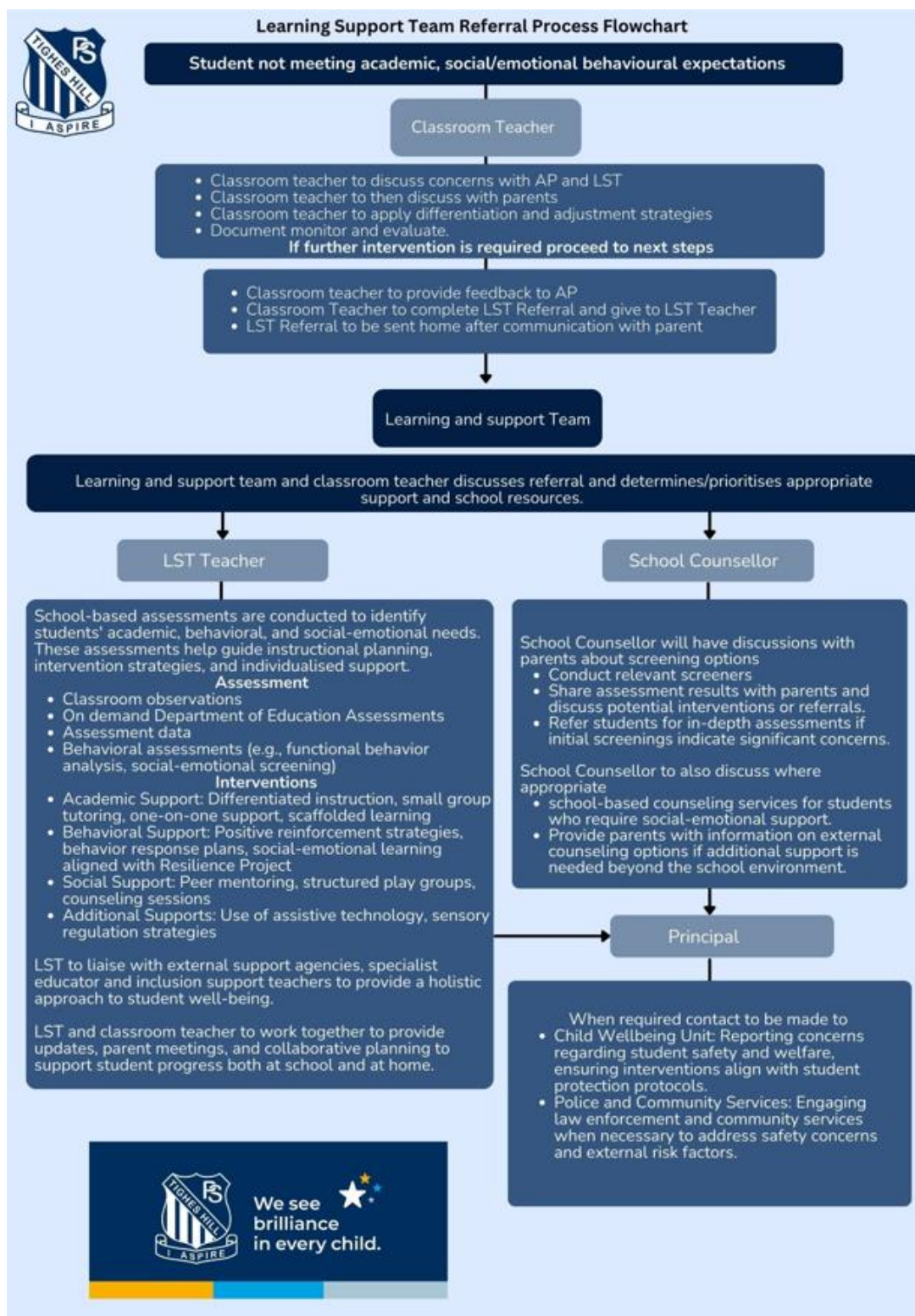
Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Behaviour Management Plan – In consultation with student, parent and teacher, discuss and set goals for individual students.	As needed	Classroom Teacher / Stage Supervisor	Documented in Student Profiles – SharePoint
Restorative practice – peer mediation, circles in groups or wellbeing groups facilitated by learning and support teacher.	Scheduled for either lunch or recess break	Stage Supervisor	Documented in Sentral Wellbeing
Alternate play plan – withdrawal from free choice play and re-allocation to office or classroom for supervised play following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflection their behaviour and make positive choices – individual or group	Next break	Stage Supervisor	Documented in Sentral Wellbeing

Classroom and Playground Behaviour Management Flowchart



Learning Support Team (LST) Referral Process Flowchart



Bullying Response Flowchart

Bullying is defined by three key features:

- it involves a misuse of power in a relationship
- it is intentional, ongoing and repeated
- it involves behaviours that can cause harm.



Review dates

Last review date: August 2024.

Next review date: August 202