

# Terrigal Public School

## School Behaviour and Support Management Plan



### School Vision

Terrigal Public School is a proud public school focused on developing future adults who are confident, active and involved citizens. Students learn the skills, knowledge and understanding to enable them to navigate a changing and complex world. Our students will be leaders who consider the environment, are inclusive of all and acknowledge the full cultural heritage and history of Australia.

Our school is committed to nurturing a supportive and inclusive learning space where every student is valued, respected, and able to reach their potential. By implementing the Positive Behaviour for Learning (PBL) framework, we promote behaviours that are safe, responsible, and respectful, and contribute to both academic achievement and social development. We are proactive in our approach to managing behaviour, ensuring clear expectations, consistent support, and individualised strategies to meet students where they are at so they can flourish. Together, we honour diversity and foster a culture of belonging, understanding, and co-operation.

### Partnerships with parents and carers

We actively collaborate with parents to promote and reinforce positive behaviour, ensuring open communication and shared responsibility in supporting students' growth. Aligned with our school-wide expectations of respect, responsibility and personal best, we foster a culture of collaboration with our community to create a consistent, respectful, and supportive environment both at school and at home. This is achieved by:

- Prioritising student-voice and encouraging student feedback through both formal and informal means, such as Tell Them From Me, student leadership initiatives and student surveys.
- Engaging with parents and carers to gain feedback via Tell Them From Me, school surveys, consultation with P&C and local AECG. • Responding to concerns and issues raised to review school systems, data and practices.

### School-wide expectations and rules

<b>Respect</b>	<b>Responsibility</b>	<b>Personal Best</b>
Speak kindly to others.	Be in the right place at the right time.	Be prepared.
Follow instructions from all staff.	Take care of your belongings.	Ask for help when needed.
Keep hands and feet to yourself.	Look after the environment.	Try your best.

## Whole School Approach across the Care Continuum

Care Continuum	Strategy or Program	Details	Audience
<b>Prevention</b>	Child Protection	Child protection education is a mandatory part of the syllabus, delivered through whole-class lessons to build students' awareness and safety. Child protection lessons are taught every year by the classroom teacher.	All
	Lunch Club	Each Stage has their own Lunch Club which provides students with a quiet passive play space to meet sensory needs and structured play opportunities to develop social skills.	All
	Tell Them From Me Surveys	Years 3-6 students participate in Tell Them From Me surveys twice per year to provide feedback on their educational experience. Teachers and school leaders place high value on student perspectives and needs, using these insights to inform and drive school improvement initiatives, leading to improved student wellbeing.	Years 3-6
	PBL Lessons	The Terrigal PBL fortnightly lessons are designed to actively teach the expected positive behaviours with a teaching and learning approach that clarifies expectations, rights, rules and responsibilities in the classroom, school and playground, promotes self-regulation and encourages behaviour that is supportive and respectful.	All
	PBL Reward System	Our PBL reward system encourages expected behaviours through three types of rewards: free and frequent, intermittent and long and strong. These rewards increase the likelihood that desired behaviour will be repeated, focus staff and student attention on desired behaviour rather than inappropriate behaviour and enhance student self-esteem.	All
	National Week of Action Against Bullying and Violence	Our school participates in the annual <a href="#">National Week of Action</a> against Bullying and Violence (NWA) in August each year.	All
	Cybersafety Lessons	Students in Years 1-6 participate in Cybersafety lessons as part of their PD/H/PE program. Lessons are sourced from the Australian eSafety Commissioner's <a href="#">Toolkit for Schools</a> . These lessons are evidence-based and support a consistent approach to preventing and responding to online issues.	Years 1-6

Care Continuum	Strategy or Program	Details	Audience
<b>Early intervention/ Targeted Intervention</b>	Australian eSafety Commissioner's <a href="#">Toolkit for Schools</a>	The Australian eSafety Commissioner's <a href="#">Toolkit for Schools</a> includes actions to report and manage cyberbullying incidents.	All
	Learning Support Team	The team will collect information, give recommendations for the teachers of students who need adjustments to access the curriculum to help meet their educational goals. They play a key role in meeting the specific needs of children with disability and additional learning and support needs through small group and individualised support.	Small groups or individual students, LST, executive team
	<a href="#">Seasons For Growth</a>	Seasons for Growth is a small group education program that supports children and young people to develop the knowledge, skills and attitudes to understand and respond well to experiences of change, loss and grief. Specifically, Seasons for Growth supports children who have experienced change and loss, including friendship changes; family separation; loss or death of someone they care about; loss of a pet; relocation and forced migration; living in out of home care; physical or mental illness; or impacts of war or pandemics.	Small groups and trained Seasons For Growth Facilitators
<b>Individual Intervention</b>	Individual behaviour support planning	Teachers and executive collaborate with students and families to create individualised learning plans, offering targeted academic and social-emotional and behavioural support. This involves behaviour monitoring, response planning, and risk management.	Individual students, parents/carer, class teachers, executive team
	Wellbeing Officer and School Counsellor services	Our Wellbeing Officer provides support for individual students. Our School Counsellor collaborates with education and external practitioners, families, and other agencies to provide multidisciplinary student mental health support. Where deemed appropriate by the Learning Support Team, the School Counsellor may assess students with specific wellbeing and learning needs. Our School Counsellor contributes to the social, emotional, and academic development of students in consultation with families and school staff.	Individual students, Wellbeing Officer, School Counsellor, executive team
	Attendance Support	Weekly attendance is monitored by classroom teachers who follow up explanations for lateness and absences. The school executive work with This informs a planned approach to support students and families in addressing barriers to attendance.	Individual students, parents/carers, class teachers, executive team

# 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](#).

## Planned Approach to Inappropriate Behaviour

	Tier 1	Tier 2	Tier 3
<b>Behaviour examples</b>	<ul style="list-style-type: none"> <li>- inappropriate language</li> <li>- rough, physical contact: non serious but inappropriate</li> <li>- defiance, disrespect or non-compliance</li> <li>- property misuse</li> <li>- running on concrete</li> <li>- late to lines</li> <li>- out of bounds/lines</li> <li>- littering</li> <li>- no hat</li> <li>- eating in undesignated areas</li> <li>- excluding others</li> <li>- playing after the bell</li> <li>- equipment in wrong areas</li> <li>- incorrect use of areas</li> <li>- inappropriate use of school facilities</li> <li>- unfair behaviour</li> <li>- unsafe behaviour (minor)</li> <li>- using mobile phone</li> </ul>	<ul style="list-style-type: none"> <li>- physical aggression</li> <li>- repeated minor behaviours (3 in a week)</li> <li>- property damage (graffiti etc)</li> <li>- inappropriate internet use</li> <li>- racial slurs (ARCO referral)</li> <li>- abusive language/profanity</li> <li>- harassment/teasing</li> </ul>	<ul style="list-style-type: none"> <li>- fighting</li> <li>- criminal behaviours (weapons, drugs, theft)</li> <li>- absconding</li> <li>- unsafe behaviours (imminent danger to self or others)</li> <li>- Child Protection issue</li> <li>- major incident outside of school (bus, skatepark, online, social media)</li> </ul>
<b>Behaviour follow up</b>	<ul style="list-style-type: none"> <li>- Teacher counsels student (prompt, redirect, reteach)</li> <li>- Teacher offers choice (comply/non-comply)</li> <li>- Teacher assigns consequence to match behaviour</li> <li>- Teacher records in School Bytes, notifying the child's teacher.</li> </ul>	<ul style="list-style-type: none"> <li>- Inform student/s of rule violation</li> <li>- State expected behaviour</li> <li>- Keep student with you. If immediate removal is required (or multiple students involved), send for executive support.</li> <li>- Identify student witnesses (if behaviour not observed by teacher)</li> <li>- Notify AP or other exec and record incident in School Bytes, including planning room referral and witness statements.</li> <li><b>Executive follow up:</b></li> <li>- Review incident, including student, teacher and witness statements.</li> <li>- Facilitate planning room and reflection. Determine whether further consequences are required.</li> <li>- Notify parents/caregivers.</li> <li>- If behaviour continues, refer to Tier 2 targeted intervention options.</li> </ul>	<ul style="list-style-type: none"> <li>- Contact AP immediately. AP reviews incident and refers to DP/P if required.</li> <li>- AP/DP (manager) decides whether further consequences are required. Manager notifies parents/caregivers of both perpetrator and victim (if there is a victim)</li> <li>- If behaviour continues, refer to Tier 2 targeted intervention options.</li> <li>- Manager assigns consequence - Suspension warning - Suspension</li> <li>- Manager counsels student/s</li> <li>- Manager records incident in School Bytes</li> <li>- Manager scans documents into School Bytes (if not recorded digitally)</li> <li>- Manager contacts parents of both perpetrator and victim (if applicable)</li> <li>- Manager notifies class teacher</li> <li>- Manager contacts outside agencies if required.</li> </ul>

## Planned Approach to Positive Behaviour

*(Responses to recognise and reinforce positive behaviours)*

### Terrigal Public School Acknowledgement System Matrix

Reward Type	Criteria	Award Type	Presented at:	No. awards	Explanation
<p><b>Chips (Feed Terry)</b> (free and frequent/long and strong)</p> <p>Individual and whole class</p> <p>Frequency: Daily</p>	Demonstrating expected behaviour in classroom and non-classroom settings.	Specific verbal praise linked to token (cashed in for individual Dojo)	Token given to students in relevant setting. Student trades token in to classroom teacher who then adds a Dojo point for the student.	PBL team to allocate 15 per staff member per week (3 duties, 5 allocated per duty)	<p><b>Individual:</b> students can redeem prizes (class shopping list) using Dojo points. No monetary value. (Commences 2025)</p> <p><b>Class:</b> when the whole class surpasses a certain number of Dojo points (e.g. average of 2 per student), the class earns an end of term reward session. The day and session will be decided as a Stage on a day and time of their choosing.</p>
<p><b>Assembly Award</b> (intermittent)</p> <p>Individual</p> <p>Frequency: Weekly</p>	Demonstrating expected behaviour in the focus setting (or PBL expectation) for that week.	Certificate with specific written acknowledgement of positive behaviour.	Friday Assembly	1 per week (per class)	Class teachers present two awards at assembly, with one linked to focus setting (or PBL expectation) for that week. This will be prefilled each week as a reminder for staff. Student names published in the newsletter.
<p><b>Citizen of the Week</b> (intermittent)</p> <p>Individual</p> <p>Frequency: Weekly</p>	Demonstrating expected behaviour with a direct link to school expectation of Respect, Responsibility or Personal Best	Certificate with specific written citation linked to school expectation.	Friday Assembly	1 per week (per school)	Determined by a different Stage team each week. Voucher to accompany certificate and parents invited to attend. Student names published in the newsletter and photo published on social media page.
<p><b>Principal's Award</b> (intermittent)</p> <p>Individual</p> <p>Frequency: Weekly</p>	Demonstrating expected behaviour with a direct link to school expectation of Respect, Responsibility or Personal Best. Determined by the principal.	Certificate with specific written citation linked to school expectation.	Friday Assembly	1 per week (per school)	Staff send nominations to the principal who determines the recipient each week. Voucher to accompany certificate and parents invited to attend. Student names published in the newsletter and photo published on social media page.

Reward Type	Criteria	Award Type	Presented at:	No. awards	Explanation
<b>Assembly Award</b> (intermittent)  Whole class  Frequency: Weekly	For sitting and listening respectfully during assembly.	Class of the week	Friday Assembly	1 class per week	A different teacher each week is nominated by PBL team to monitor behaviour of all classes at assembly. The winning class is announced at the end of assembly and presented with a trophy to hold for the week. Class name also published in newsletter.
<b>End of Term PBL Awards</b> (long and strong)  Individual  Frequency: Once per term	Demonstrating expected behaviour with a direct link to ONE school expectation of Respect, Responsibility or Personal Best, as determined by classroom teacher.	Certificate with specific written praise	End of Term PBL assembly	2 students per class, per term.	The final assembly of each term will be dedicated to a PBL assembly centred around one of 3 themes (Respect, Responsibility or Personal Best). Each teacher nominates two deserving students who have consistently displayed the specific expectation throughout the term. Not necessarily linked to Dojo tokens, rather the teacher's choice each term.

## Planning room, 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?
Planning room – 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 School Bytes
Alternate play plan – withdrawal from free choice play and re-allocation to office, classroom or other structured alternatives (e.g. lunch club, passive play) 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 – individual or group (planning room)	Next break	Assistant Principal	Documented in School Bytes
Restorative practice – <a href="#">Peer Mediation</a> , or mediation with student wellbeing officer.	Scheduled for either lunch or recess break	Assistant Principal and Wellbeing Officer	Documented in School Bytes

## Responses to Serious Behaviours of Concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded in School Bytes. 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
- planning room, reflection and restorative practices (listed above)
- liaise with [Team Around a School](#) for additional support or advice
- communication and collaboration with parents/carers (phone, email, Class Dojo, 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](#)

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](#).

*Last review date: Day 1, Term 1, 2025. Next review date: Day 1, Term 1, 2026.*

Appendix 1: Terrigal Public School Behaviour Management Flowchart



Behaviour Management Flowchart

Observe Inappropriate Behaviour



Minor Response Procedures  
(managed by teacher)

Problem solve with student/s and  
determine whether minor or major  
response is required

Major Response Procedures  
(managed by teacher with  
exec support)

Step 1

- Prompt
- Redirect
- Reteach
- Choice (comply/non-comply)
- Consequence (match behaviour)



Behaviour stops

Behaviour continues  
(or more follow up needed)



Positively acknowledge adherence to rule.



Apply Consequence and Record on School Bytes (consequence to match behaviour)

Examples:

- miss out on play
- walk with teacher
- loss of privilege
- conference
- redirected to another part of the playground

Minor Response Examples.

- inappropriate language
- rough, physical contact: non serious but inappropriate
- defiance, disrespect or non-compliance
- property misuse
- running on concrete
- late to lines
- out of bounds/lines
- littering
- no hat
- eating in undesignated areas
- excluding others
- playing after the bell
- equipment in wrong areas
- running when transitioning
- incorrect use of areas
- inappropriate use of school facilities
- unfair behaviour
- unsafe behaviour (minor)
- using mobile phone

Major Response Examples.

- physical aggression
  - repeated minor behaviours (3 recorded in a week)
  - property damage (graffiti etc)
  - inappropriate internet use
  - racial slurs (ARCO referral)
  - abusive language/profanity
  - harassment/teasing
- Executive Managed Examples (contact exec staff immediately):**
- fighting
  - criminal behaviours (weapons, drugs, theft)
  - absconding
  - unsafe behaviours (imminent danger to self or others)
  - inappropriate sexual behaviour
  - major incident outside of school (bus, skatepark, online, social media)

Step 1

- Inform student/s of rule violation
- State expected behaviour
- Keep student with you. If immediate removal is required (or multiple students involved), send for executive support.
- Identify student witnesses (if behaviour not observed by teacher)
- Notify AP (or other exec) and record incident on School Bytes, including planning room referral and witness statements.



Executive Follow Up

- Review incident, including student, teacher and witness statements.
- Facilitate planning room and reflection. Determine whether further consequences are required.
- Notify parents/caregivers.
- If behaviour continues, refer to Tier 2 targeted intervention options.

Minor Incident Response Script

**Prompt:** Inform student/s of rule violation.  
**Redirect:** state the expected behaviour.  
**Reteach** – tell, show and/or practise expected behaviour.  
**Provide choice**–comply and continue playing/non-comply and receive consequence.  
**Consequence:** if more follow up is required (more serious minor behaviours), apply a consequence that matches behaviour. Not all violations warrant the same consequence.  
**Responses to all student misbehaviour must be calm, consistent, brief, immediate, respectful and private.**



## Appendix 2: Terrigal Public School Bullying Response Flowchart



### Terrigal Public School Bullying Response Flowchart



