



Tahmoor Public School Behaviour and Support Code

All students have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation, and discrimination. To achieve this, the Tahmoor Public School Behaviour and Support Code incorporates comprehensive and inclusive strategies that create an environment with clearly defined behavioural expectations.

When parents enrol their children at Tahmoor Public School they enter into a partnership with the school. This partnership is based on a shared commitment to provide opportunities for students to take responsibility for their actions and to have a greater say in the nature and content of their learning. Collaboration between school, students and parent(s) or carer(s) is an important feature of the behaviour code.

Tahmoor Public School is committed to providing a safe, supportive and responsive learning environment for all the students we teach and model the behaviours we value in our students.

At Tahmoor Public School students are expected to:

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

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

The NSW Department of Education (DOE) is committed to creating quality learning opportunities for all students. This includes strengthening their cognitive, physical, social and emotional wellbeing.

Cognitive wellbeing is associated with achievement and success. Emotional wellbeing relates to self-awareness and emotional regulation. It includes how well we cope and is often reflected by the level of a student's resilience. Social wellbeing includes the extent to which we experience positive relationships and connectedness to others. Physical wellbeing is associated with the extent to which we feel physically safe and healthy.

The DOE commitment to wellbeing is for schools to support students to **connect** - ensuring our students are actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community, **succeed** - ensuring students will be respected, valued, encouraged, supported and empowered to succeed and **thrive** - ensuring our students grow and flourish, do well and prosper.

Promoting the cognitive, emotional, and physical wellbeing of all students is of paramount importance at Tahmoor Public School. In line with our Positive Behaviour for Learning (PBL) framework we are committed to supporting students in being **Safe, Respectful Learners**. We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards of achievement and behaviour.

SAFE



RESPECTFUL



LEARNERS



Behaviour Support System

*The **Tahmoor Public School Behaviour Support System** provides clear and explicit examples of behaviours that do not reflect the positive habits of mind that underpin our school wide Positive Behaviour System. Whilst this system acknowledges inappropriate behaviour choice and student misconduct and the consequences of those choices, it also moves to provide opportunities to support the learning and practice of expected behaviours. The system will be implemented in a consistent manner across all grades to help build a safe and supportive learning environment for all students.*

The system is tiered and is implemented in the following manner:

Level 0 – Students are placed on this level by classroom teachers as a warning for exhibiting minor behaviours in class or around the school. Students will participate in a process of reteach redirect where expected positive behaviour expectations are reinforced.

Level 1 – Students are placed on this level by classroom teachers for exhibiting minor behaviours in class or around the school. Students will be monitored by their teacher and given opportunities to reflect upon their actions and supported in learning and demonstrating pro-social future choices.

Level 2 – Students are placed on this level by a member of the school executive for repeated minor behaviours and/or certain major behaviours. More serious consequences may be issued, and parents/carers and the school will work together to support a more positive direction for the student.

Level 3 – The student will be issued with a formal caution of suspension following repeated negative behaviours whilst on Level 2, or for exhibiting serious major behaviours. Targeted intervention from the school's Learning Support Team may be deemed appropriate to support the student. Formal cautions of suspension will last for fifty school days.

Level 4 – Suspension from school following negative behaviours on Level 3, or behaviours of concern. Suspension provides an opportunity for the school, in consultation with families and all stakeholders, to plan and put into place targeted supports for the student on their return to maximise future success.

Level 0	
Behaviour Examples	Processes
Incidents of minor behaviours may include: <ul style="list-style-type: none"> • Making inappropriate noises • Calling out • Disrupting learning • Off task • Rough play without intent • Not playing in the correct area • Running under cola • No hat on the playground • Playing in toilets • Littering • Going to the office without permission • Late to class after break 	<ul style="list-style-type: none"> • Teacher will follow PBL Minor Behaviour Response process. Additional Supports: <ul style="list-style-type: none"> • Prompt/ model expectation, redirect, reteach • Explicit teaching and modelling of expected behaviours • Rule reminders

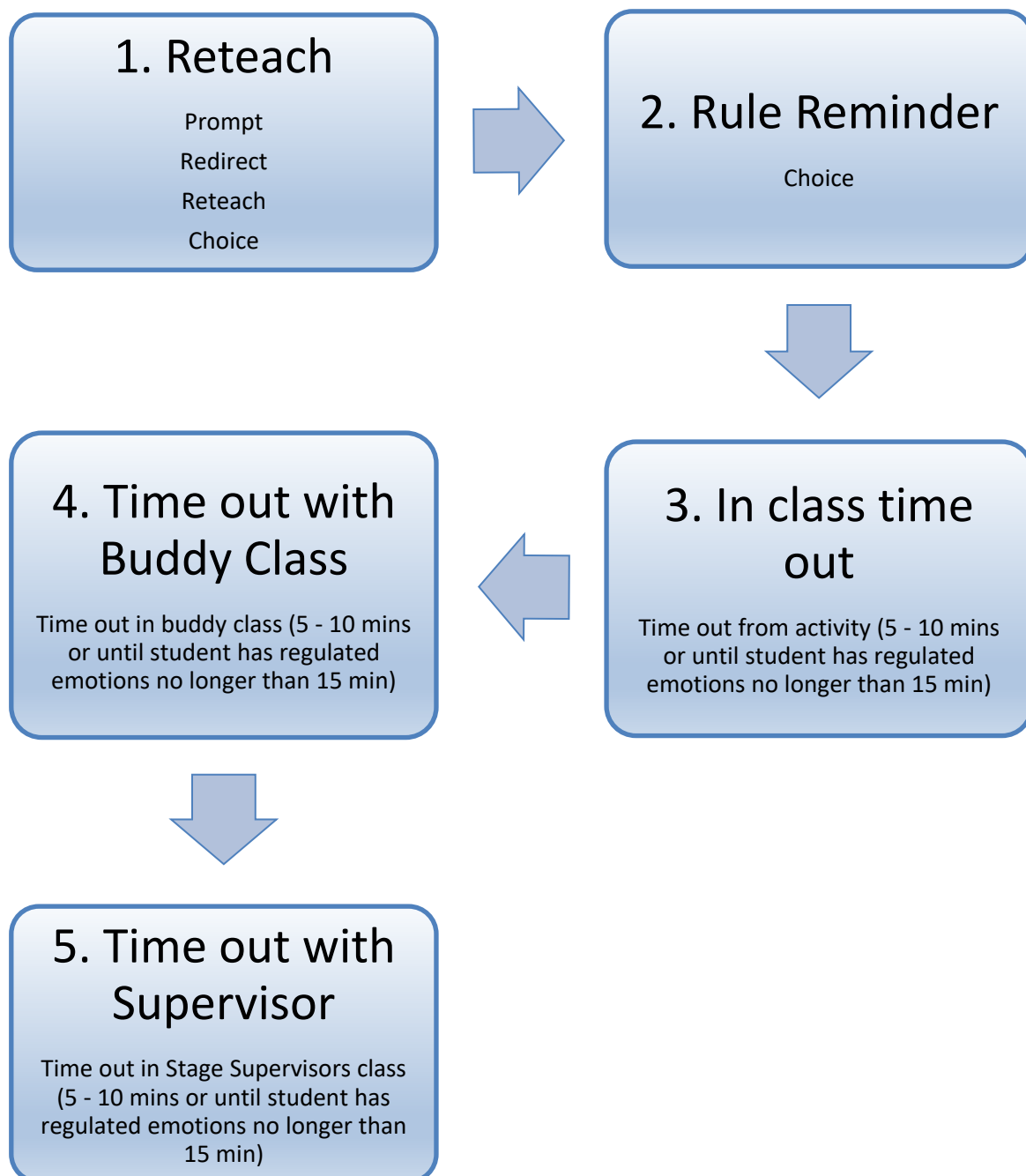
Level 1	
Behaviour Examples	Processes
<p>Incidents of minor behaviours may include:</p> <ul style="list-style-type: none"> • Refusal to follow staff instructions • Consistently late to class • General swearing (not directed) • Continued disruptions • Refusal to complete work • Consistent or persistent calling out • Intentional damage to classroom equipment • Intentional rough play • Inappropriate verbal language • Destruction of school or student property • Refusal to engage in classroom activities • Non-compliance/ refusing to following teacher direction • Repeatedly Late to class after break • Out of bounds (unsafe/ out of sight) • Absconding from class • General teasing 	<ul style="list-style-type: none"> • Teacher will follow PBL Minor Behaviour Response process. • Teachers will record the incident on SENTRAL. • Teachers will contact parents by phone prior to sending home a letter. • Student remains on Level One for three (3) school days. Students are expected to demonstrate positive behaviour choices during this time reflecting expected school behaviours. • Daily behaviour monitoring card (playground or classroom) will be completed to monitor behaviour choices whilst on Level One. • Lack of noticeable improvement in expected school behaviours may lead to an extension or progression to Level Two. <p>Additional Supports:</p> <ul style="list-style-type: none"> • Self-regulation discussion/ activities • Reteach • Positive incentives • Positive contact and feedback • Reflection • Consistency • Modelling/ Role model-appropriate behaviour • Visual cues

Level 2	
Behaviour Examples	Processes
<p>Major behaviour incidents may include:</p> <ul style="list-style-type: none"> • Directed swearing • Vandalism of school and other property (e.g. toilets) • Harmful threatening behaviour • Stealing • Repeated absconding from class • Leaving school grounds without permission • Racial comments 	<ul style="list-style-type: none"> • School executive will inform student's parents of the placement of their child on Level Two and the reasons for this placement. • Student will participate in a reflection session with Assistant Principal to review behaviour choices and develop a SMART goal for improvement. The reflection session is up to 15 minutes of the recess break. • Student/ parent and teacher develop a positive behaviour plan that reflects the school behaviour expectations. • A risk assessment will need to be completed to ensure the safety and wellbeing of the student and other students when considering their ability to attend out of school experiences such as excursions and sporting events. • Student will remain on Level Two for five (5) school days. • Daily behaviour monitoring card (playground or classroom) will be completed to monitor behaviour choices whilst on Level Two. • Lack of noticeable improvement in expected school behaviours may lead to a progression to Level Three. <p>Additional Supports:</p> <ul style="list-style-type: none"> • Communicating SMART goals with parents/ appropriate staff • Feedback to parents when goals have been met • Playground Monitoring Card/ Playground plan if required • Learning Support Team Referral when required • ARCO referral if required

Level 3	
Behaviour Examples	Processes
<p>Behaviours of concern may include:</p> <ul style="list-style-type: none"> • Intimidating others (Emotional/Physical) • Physical Fights • Consistent Absconding • Consistent Non-Compliance • Aggressive behaviours towards staff and students • Severe intentional damage to school property 	<ul style="list-style-type: none"> • The principal will review each incident considering the function of the behaviour and any other information which may have impacted on the behaviour prior to making a decision to issue a formal caution to suspend. • Student's parents/carers will be contacted by school executive. • Student will participate in a reflection session to review behaviour choices and develop or update a SMART goal for improvement. The reflection session is up to 15 minutes of the recess break. • A risk assessment will need to be completed to ensure the safety and wellbeing of the student and other students when considering their ability to attend out of school experiences such as excursions and sporting events. • Behaviour Response Plan created in consultation with student, parents, and appropriate staff. • Daily behaviour monitoring sheets (playground or classroom) will be completed to monitor behaviour choices whilst on Level Three. Targeted interventions may be put in place to support student. • Student issued with a formal caution to suspend which will be in place for up to 50 days. • Lack of noticeable improvement in expected school behaviours may lead to progression to Suspension. <p>Additional Supports:</p> <ul style="list-style-type: none"> • Playground plan • Utilise support staff (e.g. Chaplain) • APLaS Recommendations • Behaviour response plan/ Behaviour management plan developed

Level 4	
Behaviour Examples	Processes
<p>Behaviours of concern may include:</p> <ul style="list-style-type: none"> • Violence/physical harm • Possession or use of a weapon • Drug use or possession including smoking or vaping (cigarettes/ vapes) • Intent to hurt or targeted Violence • Extreme vandalism (smashing windows etc) 	<p>The Principal will:</p> <ul style="list-style-type: none"> • Review each incident considering function of behaviour and all other information which may have impacted the behaviour. • Contact parent/carer and a meeting will be arranged. • Parents will be initially contacted by phone, with written confirmation, detailing the reasons and duration of the suspension either accompanying the student that day or following the next. <p>The Principal may impose:</p> <ul style="list-style-type: none"> • A suspension from school for between 1 and 10 school days where a student has displayed behaviours of concern where unacceptable risk to health and safety, learning and or wellbeing or have caused actual harm. This time is required to put into place positive supports, including accessing Specialist Support, Learning and Support Team and to develop an individual behaviour support plan for the student. <p>Return to school planning meeting:</p> <ul style="list-style-type: none"> • A return to school planning meeting will be held prior to the student being allowed to return to school. Where necessary, a risk management plan will be developed prior to the students commencing back at school. • If no resolution is possible, an extension of the suspension will be applied for through consultation with the Director of Educational Leadership. <p>Additional Supports:</p> <ul style="list-style-type: none"> • Playground plans • Supportive playground programs (e.g. Sensory Space) • Emotional Regulation supports • APLAS Recommendations implemented • Liaise with Specialists/Learning Support Teams

PBL Minor Behaviour Response Sequence



PBL Major Behaviour Response Sequence

