

School Behaviour Support and Management Plan

Overview

Trundle Central School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

Trundle Central School recognises that effective behaviour management and high levels of student participation allow students to achieve effective access to the curriculum, pathways into employment and other further study aspirations.

Students will embrace school and Departmental core values, allowing them to contribute to their communities locally, nationally and globally.

Partnership with parents and carers

Trundle Central School will partner with parents/carers in establishing expectations for parent engagement and partnership in developing and implementing student behaviour management strategies. In partnership with parents/carers, the School Behaviour Support and Management Plan will be periodically reviewed and modified if appropriate.

Procedural Fairness

Essential elements of procedural fairness include an individual's right to be heard and to a fair and impartial decision, which also includes the right to:

- Know why the action is happening.
- Know how issues and decisions will be determined.
- Know the allegations in the matter and any other information the decision maker considers.
- Respond to any allegations made against an individual.
- Appeal the decision to suspend.
- Impartiality and an absence of bias in the investigation and decision-making process.

School-wide expectations and rules

- Show respect to other students, teachers, staff and community members.
- Strive for higher standards of learning.
- Resolve conflict respectfully, calmly and fairly.
- Meet the school's uniform and dress code.
- Attend school every day unless legally excused.

- Respect all property.
- Be safe and not bring violent weapons or bring illegal drugs, alcohol, e-cigarettes or tobacco into our school.
- Not bully, harass, intimidate or discriminate against anyone in our school.
- Report all hazards to staff.

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](#).

This code applies to all NSW government schools and student behaviour:

- At 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 the students conduct.
- If the student's conduct significantly affects, or is likely to significantly affect the health, learning and safety of students and staff.
- Including the use of social networking sites, mobile devices and/or other technology involving another student or a departmental staff member for school related issues.

Whole school approach across the care continuum

Care Continuum	Strategy or program	Details	Audience
Prevention	Rewards / Recognition systems	Positive behaviours are rewarded through school wide strategies and within individual classes. Positive and expected behaviours are explicitly taught and reinforced across every class setting throughout the year.	Students K-12
Prevention	Building Staff capacity	On-going locally provided or systems generated professional development in behaviour	Whole staff

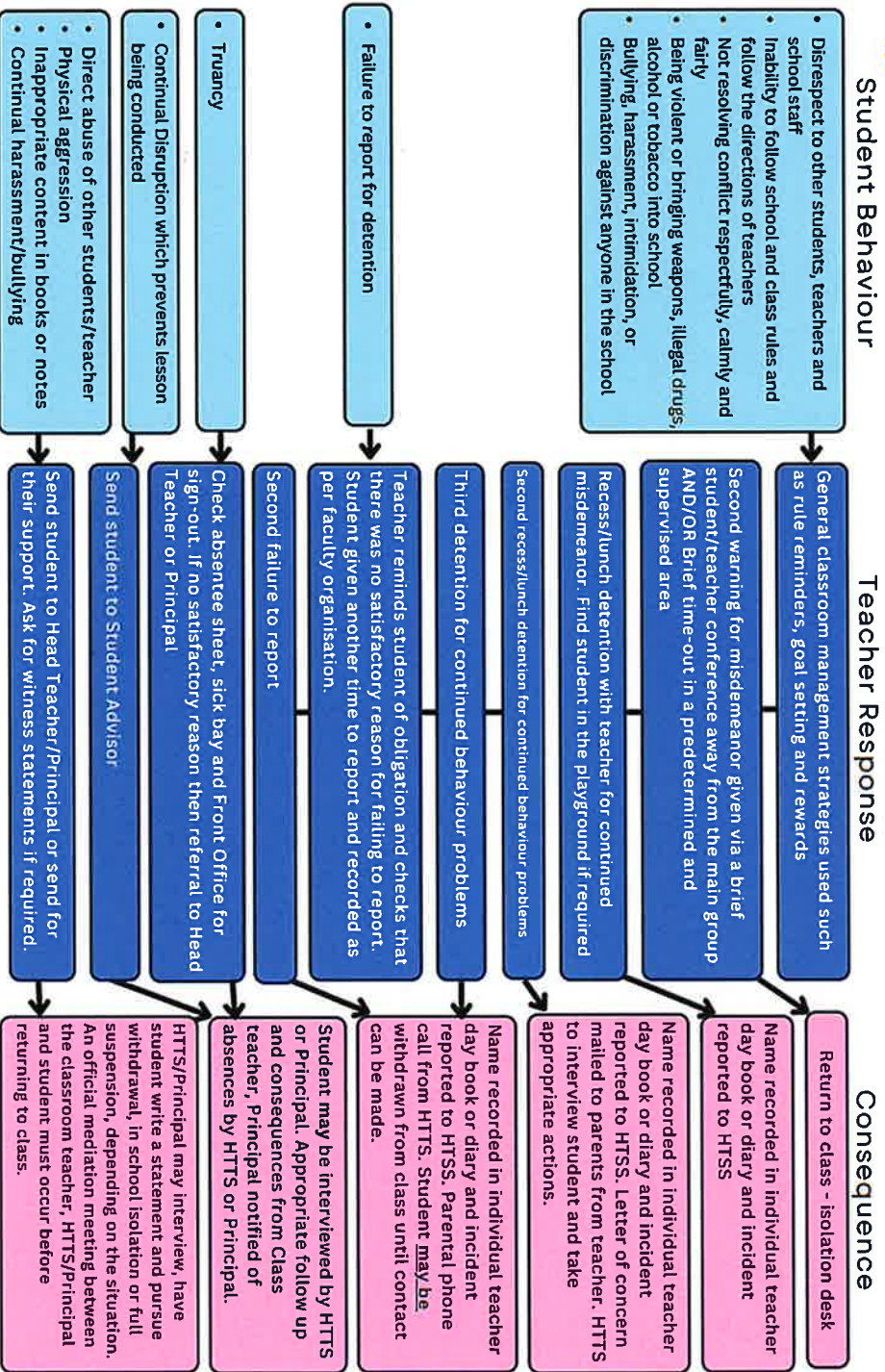
		management techniques.	
Prevention	Extensive and targeted transition to school and between stages	Liaison between feeder centres and other appropriate agencies to determine student curriculum access and behavioural requirements. Staff are appropriately upskilled in response to this data.	Targeted staff receive extensive training and all staff when required
Prevention	Pet Therapy	Trundle Central School utilises a therapy dog to help students with emotional regulation, anxiety and self-expression.	Whole school
Prevention	Whole school breakfast program	Initiatives focusing on nutrition through a daily breakfast program.	Whole school
Early Intervention	Wellbeing and engagement programs	<p>Student/teacher conferencing.</p> <p>Re-enforcing rules and expectations using a common school wide script.</p> <p>Positive re-enforcement of appropriate behaviour.</p> <p>Using individualised strategies to build relationships whilst considering each student's needs.</p>	Whole school intervention
Early Intervention	Family engagement	Regular communication with parents and carers to support behaviour management	Whole school intervention
Targeted Intervention	Universal behaviour management strategies	Whole school risk management plans.	Whole school intervention

		<p>Whole school behaviour management plans.</p> <p>Strategies toolkit.</p> <p>Recording and incident review processes.</p> <p>Structured play activities.</p> <p>Data analysis to determine areas of need and possible staff skill deficits.</p> <p>Positive reinforcement of targeted positive behaviours.</p> <p>Targeted and structured staff professional development in behaviour management strategies.</p>	
Individual Intervention	Targeted intervention strategies	<p>Individual student Risk Management Plans.</p> <p>Adaptive technology.</p> <p>Curriculum differentiation when required.</p> <p>Re-enforcing rules and expectations using common scripts.</p> <p>Modified assessments / attendance / pathway of study for students requiring high level intervention.</p>	Whole student generalised involvement. Core staff receive greater intervention, professional development and training.
Individual intervention	School to work programs	Provides students in danger of becoming disengaged with the learning process an opportunity to develop work skills.	Targeted students

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



CLASSROOM MANAGEMENT AND DISCIPLINE



Secondary Welfare and Discipline Procedures

Secondary students are given pink slips by classroom teachers for positive behaviour and effort. These allow students to move up levels in the discipline system.

Secondary Levels

LEVEL	CONSEQUENCES, REWARDS, PRIVILEGES
6	<p>Students at this level:</p> <ul style="list-style-type: none"> • Students can attend the end of year reward trip. • Receive a Bronze award at the next reward assembly. <p>If a student receives one incident report/uniform slip or attendance is below 80% they may move down to Level 5. This is at the discretion of Head Teacher Secondary or Principal.</p>
5	<p>Students at this level:</p> <ul style="list-style-type: none"> • Have all normal school privileges. • Are able to attend school socials/movie nights. • Receive free lunch at welfare BBQ each term. • Are entitled to wear mufti at welfare BBQ Day. <p>BONUS: If a student reaches the following tickets:</p> <ul style="list-style-type: none"> • 45 pink slips = zooper dooper • 60 pink slips = blue award and zooper dooper • 75 pink slips = mufti day <p><i>Pink slip count is then returned to 30 pink slips after reward.</i></p> <ul style="list-style-type: none"> • If a student is on Level 5 for 12 weeks or more during the semester they move to Level 6. <p>If a student receives one incident report/uniform slip/attendance is below 80% they move down to Level 4. This is at the discretion of Head Teacher Secondary or Principal.</p> <ul style="list-style-type: none"> • If the behaviour is serious enough and warrants a suspension warning the student will move directly to Level 1. • If the behaviour requires a suspension they move directly to Level 0.
4	<p>Students at this level:</p> <ul style="list-style-type: none"> • Have all normal school privileges. • Are able to attend school socials/movie nights. • Must have a total of 30 pink slips to move to Level 5. • Receives free lunch at welfare BBQ.

	<p>If a student receives one incident report/uniform slip/attendance is below 80% they move down to Level 3 (this is at the discretion of HT secondary or principal.</p> <ul style="list-style-type: none"> • If the behaviour is serious enough and warrants a suspension warning the student will move directly to Level 1. • If the behaviour requires a suspension they move directly to Level 0.
<p>3</p>	<p>Students at this level:</p> <ul style="list-style-type: none"> • Have all normal school privileges. • Are able to attend school socials/movie nights. • Must have a total of 15 pink slips to move to Level 4. • Can attend welfare BBQ but must pay for lunch. <p>Note: <i>Students start at this level. Levels are re-started every semester.</i></p> <p>If a student receives 3 incident reports/uniform slip/attendance is below 80% they move down to Level 2 (this is at the discretion of Head Teacher Secondary or Principal).</p> <ul style="list-style-type: none"> • If the behaviour is serious enough and warrants a suspension warning the student will move directly to Level 1. • If the behaviour requires a suspension, they move directly to Level 0.
<p>2. Monitoring</p>	<p>Students at this level:</p> <ul style="list-style-type: none"> • Have restricted school privileges at the discretion of the Head Teacher Secondary or Principal. • Cannot represent the school or attend extracurricular excursions whilst on this level. • Are placed on a monitoring card for five school days. If improvement is evident, they move back to Level 3. • If the student is returning from Level 1 they must complete five days on this level with no further incidents. • Have regular support meetings with Student Advisor and/or Head Teacher Secondary, Principal or Assistant Principal Primary. • If the behaviour is serious enough and warrants formal caution a student will move directly to Level 1. • If behaviour warrants a suspension a student will move directly to Level 0.

<p>1. Isolation / return from suspension</p>	<p>Students at this level:</p> <ul style="list-style-type: none"> • Have been issued with a formal caution or are returning from suspension. • Have restricted school privileges. • Are unable to represent the school or attend extracurricular excursions whilst on this level. • Are placed on a monitoring card for five days. If improvement is shown they return to Level 2. • Have regular support meetings with Student Advisor and/or Head Teacher Secondary. • If behaviour is serious enough to warrant suspension a student will move directly to Level 0.
<p>0</p>	<p>Suspension</p>

Primary Awards System

Top Student Award

A Top Student award is presented to students from each class from Kindergarten to Year 6 at each major assembly.

You're A Star' Merit Certificates

These are awarded to students for good behaviour, improvement, attitude, helpfulness, interaction with peers etc. Students will also receive a 'You're A Star' Merit if they are drawn out of the raffle box that is drawn fortnightly.

Students will also receive a 'You're A Star' Merit for participation in school activities that include:

- Swimming Carnival
- Cross Country Carnival
- Athletics Carnival (both days)
- School representation

INAPPROPRIATE BEHAVIOUR AT EVENTS CAN SEE STUDENTS MISS OUT ON RECEIVING A 'YOU'RE A STAR'.

Students will collect 'You're A Star' merits that go towards earning rewards for their positive behaviour and attitude towards school and schoolwork. Below is a breakdown of the achievements.

5 'You are a Star' certificates = 1 'Wow, you Rock'! Certificate handed out at major assembly.

5 'Wow, you Rock' = 1 'Super Achiever Certificate' + gift handed out at major assembly.

Weekly Awards

Student of the Week

Each week, one student from each classroom is nominated as Student of the Week. The student receives a certificate and is acknowledged in the weekly newsletter.

Sportsperson Award

A Sportsperson award is given out by each teacher to a student who displays good sportsmanship and inclusion during Friday sport.

Raffle Box

Students are given raffle tickets from all teachers across the school for acts of kindness to others, being helpful to peers and teachers, positive behaviour and positive interactions with others in the playground and classroom.

Bullying Response Flowchart

Step One

- Identify the bullying behaviour, including cyber-bullying.
- Provide a safe place for the student and reassure them that you are listening and want to help.
- If staff have immediate concerns about the student's safety, inform the student you are going to address these.
- Inform the student you are a mandatory reporter and if you believe they are in danger you are obligated to report it to your supervisor, and it could result in reports to Police or Community Services.

Step Two

- Give the student an age-appropriate definition of bullying.
- Ask the student actual examples and if possible, evidence of the bullying.
- Construct a written statement and check with the student it is correct.
- Notify school executive and present the evidence.

Step Three

- School executive gather additional information if required.
- Review any previous reports about students involved.
- School executive use a who, what, where, and how check system to check information.
- Clarify information with student and check on wellbeing.

Step Four

- Evaluate the information to determine if it meets the definition of bullying.
- If so, meet with all students involved to determine the next appropriate steps.
- Provide students and parents with information about support networks.

- Outline to all involved actions appropriate in accordance with the school behaviour and welfare flowchart.
- Agree to a plan of action and timeline for actions to be implemented and reviewed.

Step Five

- Document the plan of action and place on school system.
- Complete all actions agreed with student and parents within agreed timeframes.
- Monitor students and check in regularly on their wellbeing.
- Seek assistance from student support networks if needed.

Step Six

- Meet with the student to review situation.
- Discuss what has changed, improved or worsened.
- Finalise the matter and set a review timeline.

Review dates

Last review date: 25 November 2024

Next review date: 11 February 2026