



NSW Department of Education



Darlinghurst Public School Behaviour Support and Management Plan

Overview

Darlinghurst Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Every student can achieve their personal best in a safe and caring environment. The school builds safe, respectful, resilient and responsible learners and citizens.

Our goal is to inspire every child to participate positively in the school community and beyond. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful learners in a caring learning community.

Principles of positive behaviour support, trauma-informed practice, inclusive practice, and social emotional learning underpins our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

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

- Resilience Project
- Peer Support
- Restorative Practice
- Positive Behaviour for Learning (PBL)

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

Darlinghurst 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.

We use restorative practices to help students move forward when things go wrong. Acknowledging and rewarding positive student behaviour form the basis of our behaviour management process. It is a system for consistently acknowledging positive behaviour, whilst providing a positive approach to behaviour management and effective restorative conflict resolution. Our behaviour positive management system operates in every learning space across the school and provides a consistent dialogue for students, staff and parents.

School-wide expectations and rules

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

To be respectful, responsible, safe, curious and resilience learners.



Be Respectful	Be Responsible	Be Resilient	Be Safe	Be Curious
<ul style="list-style-type: none"> be kind and value others work co-operatively value differences be polite treat others fairly take turns listen to others invite others to play play fairly 	<ul style="list-style-type: none"> be ready to learn do your best stay on task follow instructions listen to the teacher cooperate keep spaces tidy wear school uniform wait quietly in lines 	<ul style="list-style-type: none"> Ask for help Overcome challenges Be your best Practice persistence Be positive be a good sport solve problems by talking 	<ul style="list-style-type: none"> move sensibly around the classroom/school be a good digital citizen report unsafe situations play safe games stay in bounds use equipment correctly tell a teacher if there is a problem wear your school hat 	<ul style="list-style-type: none"> actively engage with your learning persevere through the new content and turn it into an opportunity to grow

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](#).

Whole school approach across the care continuum

Our school embeds student wellbeing and positive behaviour approaches and strategies in practices across the care continuum to promote positive behaviour and respond to behaviours of concern, including bullying and cyber-bullying behaviour.

These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships. 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 – staff continuously monitoring student activities, interactions, and the environment including moving around, interacting frequently, and actively scanning for potential issues
- 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	Resilience Project	A focus on the key pillars proven to cultivate positive emotion: Gratitude, Empathy and Mindfulness (GEM), along with Emotional Literacy, Connection and Physical Health.	All
Prevention	Backflips to Bullying	Delivering a beneficial program to reduce bullying amongst your students.	All
Prevention	National Week of Action (NWA)	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year.	Staff, students 3 - 6
Prevention	Child protection	Term 2: Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention	Recognition and Celebration: DPS Merit and Reward System	Merit Awards in class/ Assembly 5 merits = Citizenship Award 5 Citizenship's Awards = Citizenship Medals Awards are tracked by our office staff and are accumulative across school years.	All
Prevention	Classroom Expectations Matrix	Completed in Term 1 each year. The matrix is used to make a Classroom Rules display (photos of students used)	All
Prevention	Positive Behaviour for Learning Tier 1	Expectations lesson plans and presentations used in classes in Term 1 and Term 2 each year	All
Prevention	Student Representative	The Student Representative Council (SRC) is made up of elected	All

Care Continuum	Strategy or Program	Details	Audience
	Council	representatives from Kindergarten to Year 6. Each class discusses issues and ideas and their SRC representative shares these at regular meetings. The SRC ensures all students at Darlinghurst Public School have a voice in decision making and have the opportunity to lead a range of initiatives across the school.	
Prevention	Lunchtime clubs	Special interest lunchtime programs have been designed to give students alternative activities at lunch focussing on special interests, such as choir, dance, quiet space (arches) and Debating	All
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	All
Prevention / Early Intervention /	Peer Support	Term 3: Stronger Together: Create an anti-bullying culture. Peer Support equips students with the skills and tools to build strong relationships	
Targeted / Individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	All
Targeted / individual intervention	Collaboration with Team Around the School	Our school works closely with the Department's delivery support team to develop appropriate behaviour expectations and strategies with our staff members. After supports have been implemented, they work with staff to continually collect data and monitor impact to support adjustments as necessary.	Individual students
Individual intervention	Individual behaviour support planning	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, LAST, AP
Targeted / individual intervention	Attendance support	The LST refer students to the attendance co-ordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, attendance co-ordinator

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

Identifying behaviour of concern, including bullying and cyberbullying

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. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm. See Appendix

1. Darlinghurst Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- directly observing a student's behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
- a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
- concerns raised by a parent, community member or agency.

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.

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.

Preventing and responding to behaviours of concern

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.

- **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.
- Corrective responses are recorded on Behaviour/wellbeing Schoolbytes system. These include:

Classroom	Non-classroom setting
<ul style="list-style-type: none"> • rule reminder • re-direct • offer choice • error correction • prompts • reteach • seat change • stay in at break to discuss/ complete work • conference • detention, reflection and restorative practices • communication with parent/carer. 	<ul style="list-style-type: none"> • rule reminder • re-direct • offer choice • error correction • prompts • reteach • play or playground re-direction • walk with teacher • detention, reflection and restorative practices • communication with parent/carer.

Positive Behaviour for Learning (PBL)

Darlinghurst Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Darlinghurst Public School uses Positive Behaviour for Learning (PBL) strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- Positive Behaviour for Learning (PBL) is an evidence-based whole school systems approach to behaviour management that actively teaches and reinforces positive behaviour. It enables students to be aware of our expectations for their behaviour and allows teachers to deliver consistent responses. With PBL, students clearly know what is expected of them, and therefore they have more opportunities to experience success in meeting those expectations.
- Our expectations are made clear to students, teachers and parents. Our expectations are explicitly taught through PBL lessons and are reinforced at whole school assemblies.
- Explicitly teach Staying Green and Friendly Reminders processes as part of PBL lessons.



- Our school-wide expectations will be represented with a Darlinghurst mascot. Mascot development in 2025: TBC

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
1. Behaviour Expectations These are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.	1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	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.
2. Positive Feedback Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	2. Executive/CT 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.
3. PBL Tokens Tangible reinforcers that are free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on Behaviour / wellbeing Schoolbytes system.	3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied.	3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on Behaviour / wellbeing ITD system and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.
4. Resilience Project Social emotional learning lessons are taught	4. Teacher records on Behaviour / wellbeing Schoolbytes system 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.	4. 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.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Positive Behaviour Recognition Teacher contact through phone calls home and See-Saw are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at stage assemblies each week and at school assemblies.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.	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.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Behaviour / wellbeing Schoolbytes 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
- reset time and restorative practices (listed on the next page)
- 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.

Reporting and recording behaviours of concern

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

- [Incident Notification and Response procedure](#)
- [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.

Reset, Re-Engage and Restorative practices

Toilet and food breaks are always included when withdrawal from 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?
Reset Time Classroom	After 3 verbal reminders – 5 minutes	Classroom Teacher	Teacher Daybook
Reset and Re-Engage Time (Another Classroom)	Reset time in the classroom has occurred & a 2 nd set of 3 verbal reminders applied – 5 to 10 minutes	Classroom Teacher/AP	Schoolbytes
Reset Time Playground	After 3 verbal reminders – 5 minutes	Duty Teacher	Schoolbytes
Reset and Re-Engage Time Students are guided through a reset and re-engage process	After playground or classroom incident – immediately as needed	AP/ Duty Teacher/Class Teacher	Schoolbytes

Restorative Practice

Restorative practice uses a framework designed to re-establish significant relationships following behavioural incidents, seeks to ensure that the consequences for misbehaviour have relevance and meaning within the school community context, fosters individual responsibility and helps develop empathy.

The following questions are used in the restorative process – when things go wrong:

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been hurt?
- What do you need to do to fix it?
- What do you think you need to do to make things right?
- If the same thing happens again, how could you behave differently?
- What support do you need? Who can you go to for support?

The following questions are used in the restorative process – to help those harmed by other's actions:

- What did you think about what happened?
- How have you and others' been hurt?
- What is the hardest thing for you?
- What do you think needs to happen to make things right?
- Who can you go to for support?

Review dates

A BSMP policy was drafted in Term 4, 2024

Major revision of the BSMP policy occurred in April - May Term 1, 2025

Staff Feedback:

- Term 1, Week 3 – Staff reviewed the 2024 policy
- Term 1, Week 8 – Staff worked in groups to make recommendations around Incident levels
- Term 1, Week 9 - Staff reviewed the policy
- Term 1, Week 11 - Staff reviewed the policy in their stage planning days
- Term 2, Week 3 - Staff reviewed the policy
- Term 2, Week 4 - Staff reviewed the policy with Wellbeing Systems Support Officer to update on recommendations

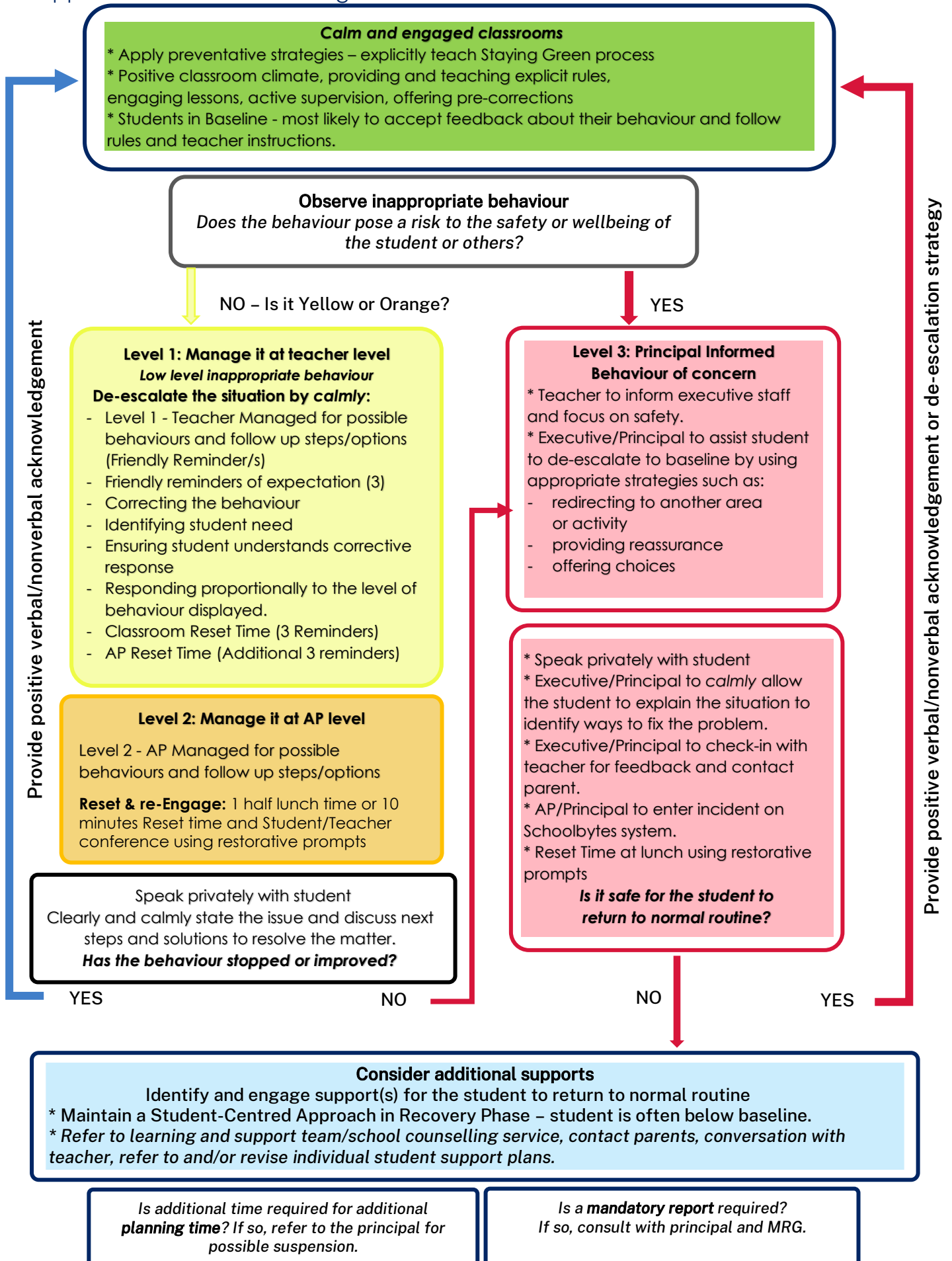
Community Feedback:

- P&C

Student Feedback:

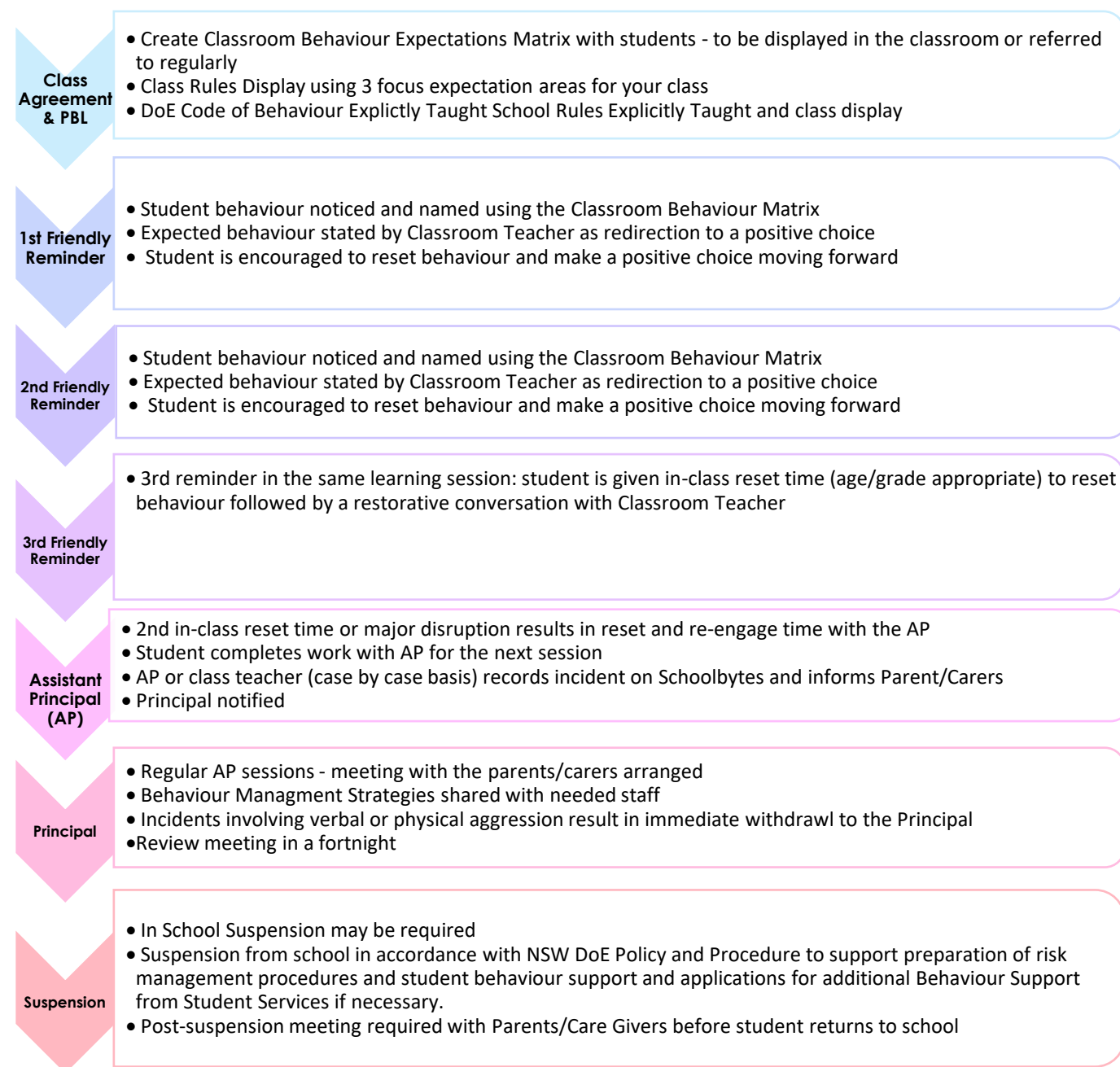
- Term 3: Year 6 Leaders – Page 2 and rephrase in state behaviours we want to see
- Term 3: SRC

Appendix 1: Behaviour management flowchart



Level 1 Teacher Managed	Level 2 Assistant Principal Managed	Level 3 Principal Informed (AP/Principal Managed)
<ul style="list-style-type: none"> • disrupting the learning of others • playing with sticks/rocks in a dangerous manner • inappropriate language use • teasing • unkind play • dangerous play on equipment • out of bounds • not wearing a hat outside • disrespect for environment e.g. dropping rubbish • playing in the toilets • excluding others • physical contact – non-serious but unsafe e.g. rough play, pushing • inappropriate care of digital devices • playing on equipment without supervision 	<ul style="list-style-type: none"> • continued unacceptable or inappropriate playground/class behaviours as outlined in green • rough and dangerous play (wrestling, tackling, pushing, tripping, lifting another student, etc) • hitting/kicking/inappropriately touching another person • damaging areas e.g. throwing toilet paper in the toilets • name calling/verbal taunting/swearing at someone • inappropriate play and treatment of others • inappropriate use of digital devices - breaching good digital citizen/technology agreement • significant disruption to the learning of others • stealing • disrespect to a teacher • consistently ignoring teacher instruction/reminders • not following PSSA Code of Conduct <p>Ongoing Level 1 behaviour</p>	<ul style="list-style-type: none"> • continued unacceptable or inappropriate playground or class behaviours as outlined in green & yellow. • bullying (verbal, physical, physiological, social)** • cyber bullying** • open defiance to a person of authority • throwing objects at another person • hitting another person with a stick/object • significant property damage - substantial destruction or disfigurement of personal, school or others property • physical aggression- serious physical contact where injury may/has occurred • absconding • physical harassment • deliberate disruptive behaviour • serious threatening of another student • leaving school grounds without permission <p>Ongoing Level 2 behaviour</p> <p>** refer to DoE's Anti-Bullying Policy</p> <p>***refer to DoE's Anti-Racism Policy</p>
<p>Yellow incident</p> <ul style="list-style-type: none"> • Use of teacher professional judgment regarding the seriousness of the behaviour and various factors & if to inform parents • Refer to Behaviour management flowchart • Friendly Reminder/s of expectation - <i>This is your friendly reminder to....</i> 	<p>Orange incident</p> <ul style="list-style-type: none"> • Referral to AP • AP or CRT enters data on SB • 10 minutes reset or half lunch reset • CRT or AP informs parents of behaviour displayed when necessary 	<p>Red incident</p> <ul style="list-style-type: none"> • Refer to Behaviour management flowchart • Referral to Principal • Principal or AP enters data on SB • AP or CRT informs parents of behaviour displayed
<p>Reset Time</p> <ol style="list-style-type: none"> 1. A short reset time of 5 minutes in a calm space after 3 friendly reminders 2. Class or Duty teacher enters incident on SchoolBytes if required 3. Brief student/teacher conference – how can the matter be resolved? 	<p>Reset and Re-Engage Time</p> <ol style="list-style-type: none"> 1. 1 half lunch time or 10 minutes Reset and AP enters incident on SchoolBytes 2. Student/Teacher conference using restorative and reteach/expectation prompts in Reset & re-Engage Discussion prompts 3. Formal apology if required 	<p>Reset and Re-Engage Time</p> <ol style="list-style-type: none"> 1. 2 half lunch time Reset and AP enters incident on SchoolBytes 2. Student/Teacher conference using restorative and reteach/expectation prompts <ul style="list-style-type: none"> • Formal apology if required • Inclusion in extra-curricular events reviewed • Daily Behaviour Card considered
Teacher's discretion and professional judgement required, as not all behaviours may be included.		

Classroom Behaviour Response Flow Chart



Friendly Reminders



STAYING GREEN

Staying Green today means:

- I am making positive choices for my learning
- I am following our class expectations (class green matrix)
- I am following our class
- I am following our school rules
- I use reminders to make a positive reset for my behaviour

1st Friendly Reminder means:

- I can re-direct my learning and behaviour
- I can follow the rules and stay in the green today

2nd Friendly Reminder means:

- My teacher asked me twice to follow our class or school rules
- I should choose a strategy with my teacher to help me make a positive choice

3rd Friendly Reminder means:

- I have not used two reminders to make a better choice for my behaviour
- I need my teacher's help to make a positive choice and to stay with my class for this learning session

Reset and Re-Engage

- I have not made a positive choice to reset my behaviour after 3 reminders
- My behaviour is affecting other peoples learning
- I need to work on my own
- I need to work on my own in another class

Recognition of Student Achievement

School Rules				
Be Respectful	Be Curious	Be Responsible	Be Safe	Be Resilient
Listening and understanding boundaries	Asking questions and challenging yourself	Being honest & following instructions	Showing care towards yourself and others	Persistence and positive mindset

Recognition of positive behaviour

We encourage students to be proud of their good behaviour. All staff provide immediate positive reinforcement to students for exemplary behaviour wherever and whenever it occurs - in their classrooms, the playground, at assemblies, during sports events or while on excursions.

Merit Certificates

Merit certificates are highly valued and may be given to students by any teacher for a teacher-determined reason and/or for displaying the value of the week. The certificates are presented at morning lines each Monday morning. On assembly weeks, they are presented at the whole school assemblies instead. There are usually three recipients per class per week (2 x Merit certificates and 1 x Values certificate).

PBL Tokens

The PBL Tokens are a 'fast and frequent' way for teachers to acknowledge positive behaviour at DPS. Students are given a token which they can deposit into the House token collectors. Tokens are given for appropriate behaviour in the classroom or playground and may be provided by any staff member. The House Captains count the tokens each Friday.

Positive behaviour that is consistent with our expectations is openly reinforced and rewarded through:

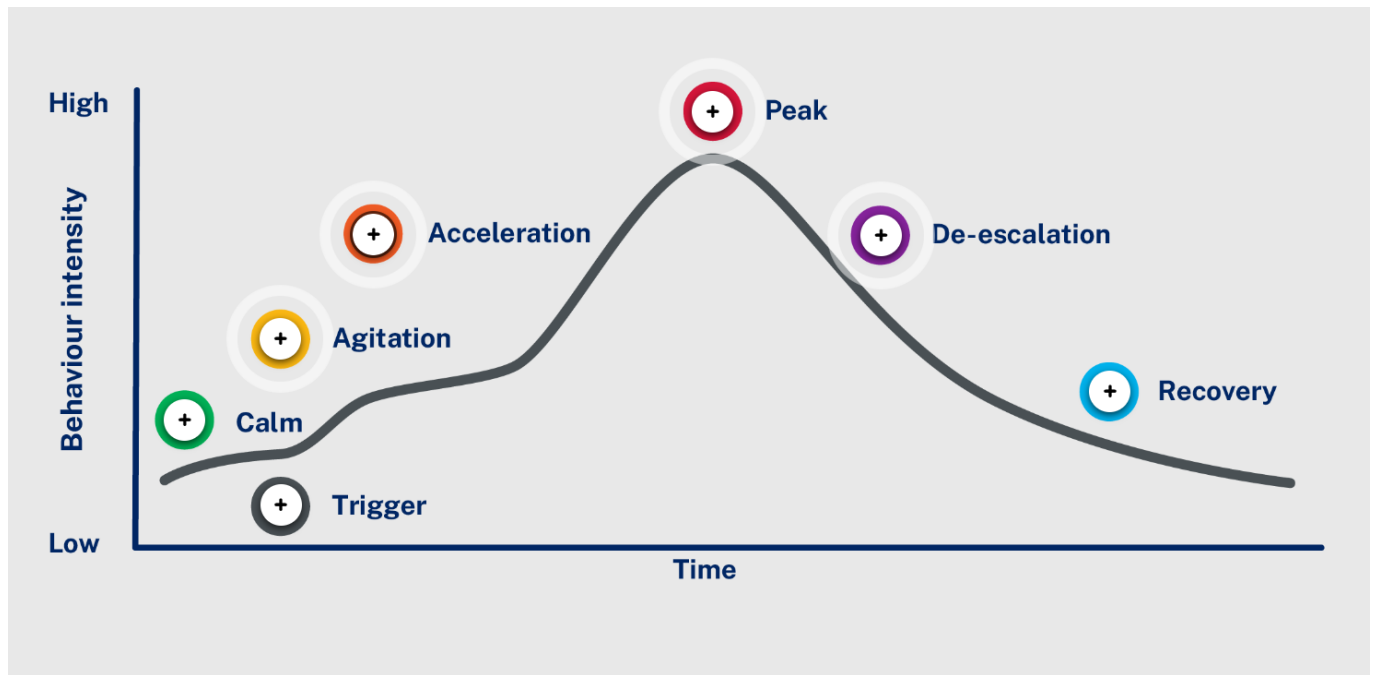
- PBL Tokens – 3000 Tokens = whole school reward

Merit Award System

5 x Merit/Values Certificates	A Citizenship Certificate <i>(presented by the Principal at assembly)</i>
3 x Citizenship Certificates	DPS Citizenship Medal <i>(presented by the Principal at assembly)</i>
3 x Citizenship Medals	DPS Citizenship Plaque <i>(presented by the Principal at assembly)</i>

Class systems

Although all staff members use the whole school award system, each teacher has their own preferred way of recognising student achievement and positive behaviour within their classroom. This may include the use of peer praise and verbal recognition, stickers, stamps, awards and the use of special activity time.



Calm	This is where a student will demonstrate cooperative and socially appropriate behaviour and is able to engage in schoolwork. When a student is calm, they demonstrate high levels of engagement and learning. This is the phase where students are most likely to accept feedback about their behaviour and follow rules and teacher instructions.
Trigger	A trigger is an event, which signals to the student that things are about to change, potentially for the worse.
Agitation	This is the phase you typically notice a change in a student's behaviour including disengagement, fidgeting, staring and pacing. Agitation typically occurs when a student experiences something unpleasant, which may include conflict with another student, a change in routine, stress related to a teacher's correction or pressure to engage in classroom work that is too challenging for the student.
Acceleration	This is where a student typically becomes argumentative, defensive, uncooperative and displays challenging behaviour. The student may challenge authority and refuse to follow instructions. This often includes verbal escalation which may include shouting, verbal intimidation or threats. The student may show physical signs of agitation, such as becoming heated and/or red in the face. At this stage, the student may become less rational.
Peak	At peak, a student is typically verbally and/or physically aggressive, for example hitting, biting or self-harming. At this level the student's behaviour may impact on the safety of self and others. During this phase, the student may have difficulty reasoning or problem-solving, and may be unaware of their impact on others.
De-escalation	After the peak phase, the student may show an overall lack of focus and confusion . This may include signs of withdrawal and denial . They will still be quite heightened, they may blame others and can easily be re-triggered by the responses and actions of the people around them.
Recovery	This stage occurs after the de-escalation when there is a reduction in tension and energy expelled. Students will typically avoid discussion of the incident and/or withdraw socially. The student can appear physically and emotionally drained, confused , may blame others , and may even sleep . The student is often apologetic and may express their desire to fix the problem.
Calm	<ul style="list-style-type: none"> reinforce school/class rules and routines acknowledge/reinforce positive or desirable behaviour

	<ul style="list-style-type: none"> work on building a positive relationship with the student. It will be easier to identify signs of agitation in students you know well, because you will be more likely to notice a change in that student's typical behaviour.
Agitation	<p>When a student is in the agitation phase:</p> <ul style="list-style-type: none"> display a supportive and empathetic approach, for example, listen to the student, allow them time to respond to your question encourage the student to follow the school/class rules and routines use nonverbal communication where appropriate.
Acceleration	<ul style="list-style-type: none"> display a directive approach, for example, provide clear and simple instructions requesting compliance remind the student of the rules and expectations set limits by providing a choice and consequence acknowledge positive choices if they are made seek support from a teacher or executive member of staff if acceleration continues.
Peak	<ul style="list-style-type: none"> follow the behaviour response plan (if the student has one) for de-escalation strategies and implement the strategies as outlined in the Student Tailored Risk Management Plan (STRMP) plans may need to be reviewed following a 'peak phase'. <p>If a student does not have a behaviour response or risk management plan, the following strategies may support de-escalation:</p> <ul style="list-style-type: none"> appear calm and confident, even if you don't feel that way (to support a student to de-escalate from a peak state you must appear calm yourself) seek immediate assistance from a teacher or executive member of staff with support, you may need to exit other students to safety (the teacher or executive member of staff will provide guidance on this) use a modulated, low and monotonous voice – speak and move at a slow and steady pace prevent a physical confrontation by allowing space between you and the student and the students and others.
De-escalation	<p>When a student is in the de-escalation phase:</p> <ul style="list-style-type: none"> notice any signs of distress connect with the student if you can use concrete directions and simple statements re-direct behaviour by providing them with reasonable choices/options for alternative activities avoid language and tone that may re-trigger the student <p>Following the peak state, students need help to calm down from the 'there and then' triggers to become more present in the 'here and now.'</p>
Recovery	<ul style="list-style-type: none"> allow the student to access an alternative space with school staff that is less stimulating or remove access to the triggers of behaviour. This will support the student to de-escalate. (Note: never forcibly remove or coerce a student to an alternate space.) re-establish communication with the student and rebuild the relationship, including through: <ul style="list-style-type: none"> actively listening demonstrating empathy avoiding blame giving reassurance using a calm tone of voice, acknowledging the student's underlying or expressed emotion (for example, anger/distress/sadness) with the guidance of teaching staff, and if appropriate, problem-solve with the student to address the issue if it is safe to do so. When doing so, provide options (within the limits) to help the student feel they are in control of their decisions.

Note: Any incident where a student displays challenging and/or complex behaviour must trigger a review of the event and the behaviour support strategies used through a debriefing and reflective process.

BULLYING. NO WAY!

BULLYING PREVENTION PLEDGES

During Bullying Prevention Week in Term 3, classes will work together to create a representation of how they will work together to take a stand against bullying. Classes will define important terms, agreeing on what is, and what isn't considered bullying. Classes will talk about how to be a positive bystander, and what to do if they see someone being treated unfairly. The class pledges were put on display for the school community and classes to view.

RESPONSIBILITY

Students will be able to:

- Identify bullying behaviour
- Engage in responsible reporting when witnessing or experiencing bullying
- Demonstrate some self-management and resilience strategies
- Demonstrate empathy for targeted members of the school community and as a result become an 'up-stander' not a 'by-stander'
- Participate in restorative conversations when things go wrong

Teachers/staff will be able to:

- Acknowledge that preventing and responding to bullying is a shared responsibility in and across the school
- Empower students to deal with conflict in constructive ways and using appropriate communication
- Model positive behaviour, especially when conflict arises
- Create opportunities for students to develop and display their social and emotional conscience
- Facilitate restorative circles and discussions when things go wrong
- Facilitate class discussions and sharing circles focusing on preventing bullying, strategies to help manage bullying and staying safe online

Parents/carers will be able to:

- Promote community values such as respect, cooperation, responsibility, negotiation and conflict resolution
- Understand and abide by the school's approach to dealing with incidents of bullying behaviour
- Support their child and the school if peer relationship problems arise
- Model positive and appropriate behaviour especially when conflicts arise.

PREVENTION

At Darlinghurst Public School, the following preventative strategies are utilised to reducing bullying behaviours at school. They are research-based effective practices and included the following:

- whole-school approach
- Annual National Day of Action against Bullying and Violence
- school behaviour support and management plan
- classroom management and classroom rules
- defined role of the teacher and their response to bullying
- positive relationships between teachers and students
- school-based anti-bullying programs with high levels of playground supervision
- promoted culture of reporting bullying
- partnerships with parents and carers
- anti-bullying content in the classroom
- social and emotional learning – Resilience Project
- promotion of upstander behaviour
- provision of teacher support and professional development
- planned effective implementation and ongoing evaluation of our DPS AntiBullying Plan