

Darlington Public School Behaviour Support and Management Plan

Overview

At Darlington Public School, we provide a safe learning environment with a welcoming atmosphere which creates a sense of belonging amongst our close-knit community of students, their families and school staff.

We maintain an inclusive school culture which acknowledges and respects children from diverse family and cultural backgrounds. All members of our school community are empowered to reach their potential as learners and global citizens. Our learners will think deeply, have a strong sense of purpose and self-worth and embrace every opportunity. They will live the qualities of creativity, curiosity and resilience, and foster high levels of emotional intelligence within a learning climate of possibility, imagination, innovation and ethical integrity.

Excellence in teaching, and high expectations in learning, is fostered, supported and celebrated. Our vision is to work in collaboration with our school community to build a vibrant, positive, respectful and nurturing environment focused on optimising each child's sense of wellbeing, and the cultivation of skills to become life long, future-focused learners.

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

- [Lifeskills GO](#)
- [Supporting our Students' Mental Health](#)
- [Be You](#)
- Get Lost Mr Scary

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

Darlington 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

At Darlington Public School, we believe that strong partnerships between families and the school are vital for promoting positive behaviour and creating a safe, supportive environment for all students. We work closely with parents, carers, and the wider school community to ensure every student can thrive.

Our approach includes:

- **Open Communication:** We use multiple communication channels, including face-to-face meetings, email updates, regular phone calls and School Bytes, to keep families informed and engaged.
- **Collaborative Planning:** Parents and carers are encouraged to participate in behaviour support planning and discussions about strategies tailored to their child's needs.
- **Parent Involvement:** Through our active P&C Association, we strengthen connections and involve families in decision-making processes related to student wellbeing and behaviour. We invite parent/carers and student feedback through formal and informal means, such as Tell Them from Me surveys, school surveys, consulting with the P & C and our local AECG
- **Inclusive Practices:** We use trauma-informed practice approaches and consider cultural and linguistic diversity to ensure all families feel respected and valued.
- **Workshops and Resources:** Regular workshops provide parents and carers with tools and resources to support positive behaviour at home and school, particularly during transition times such as Kindergarten transition and High School.
- **Community Engagement:** A dedicated staff member coordinates meaningful engagement opportunities to build trust and understanding with families.

Together, we create a school community that values respect, collaboration, and student success. Darlington Public School communicates these expectations to parents/carers through the school bulletin 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

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

To be safe, respectful learners.

Safe	Respectful	Learner
Follow the school and class rules.	Treat everyone with kindness.	Arrive at school and class on time.
Work together to solve problems peacefully.	Speak and act politely.	Be prepared for every lesson.
Think about how your actions affect others.	Value the interests, ability and culture of others.	Actively participate in learning.
Make safe choices and help others stay safe.	Wear the correct school uniform.	Aspire and strive to achieve the highest standards of learning.
Take care of yourself and those around you.	Look after school property and others' belongings.	Ask for help.

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
- 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	Lifeskills GO	Life Skills GO is an evidence based, curriculum aligned, science backed all-in one blended learning wellbeing platform equipping schools with the tools to teach, track, measure and report on student wellbeing & social, emotional, and physical literacy.	All
Prevention	Bullying No Way: National Week of Action	Our school participates in the annual National Week of Action against Bullying and Violence (NWA, planned for 11-15 August 2025	Staff, students 3 - 6
Prevention	The Life Ed Program - Life Ed Australia	Life Ed delivers modules aligned to our PDHPE curriculum that build on students' strengths, empowering them to make safer and healthier choices.	Students K - 6
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6

Care Continuum	Strategy or Program	Details	Audience
Prevention / Early Intervention	Interrelate Education	Interrelate are a provider of relationships and sexuality education for students and their families. Curriculum aligned courses are designed to help build strong, resilient and healthy humans. This education prepares growing minds	Stage 3
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 / Targeted / Individual	Trauma-informed practice in schools: an explainer	Trauma-informed practice in educational settings involves following interrelated strategies useful in supporting the wellbeing and learning of all students, particularly those impacted by trauma: • Physical and emotional safety for students and staff • Respect for diversity, including different cultures, historical backgrounds and genders • Positive relationships, particularly focused on trustworthiness, consistency and predictability • Empowerment of students, including taking a strengths-based approach.	Staff
Targeted / Individual intervention	The learning and support journey	The LST works with teachers, students and families to support students who require personalised learning and support.	All
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

Care Continuum	Strategy or Program	Details	Audience
Individual intervention	<u>Individual behaviour support planning</u>	This may include developing, implementing, monitoring and reviewing behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, LAST, AP

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.

Darlington Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of means, 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 conferencing with their teacher or safe person, or our school counselling service.

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.
- Incidents are recorded within our School Bytes wellbeing system.

Darlington Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Our Care Continuum, including LifeSkills Go, consists of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

When learning new skills, students need immediate and frequent reinforcement and as they develop mastery they respond to intermittent and long-term 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.

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour	Targeted/Individualised Responses to behaviours of concern
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.	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 executive ASAP and before the end of the school day.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviours.	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. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent	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	3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on Behaviour / wellbeing Schol Bytes system and contact parent/carer by phone.

Intermittent and infrequent reinforcers are recorded on School Bytes wellbeing system.	expectation before low-level consequence is applied.	Executive/principal may consider further action e.g., formal caution or suspension.
4. Social emotional learning lessons are taught (PDHPE/LifeSkills Go) regularly.	4. Teacher records on School Bytes wellbeing 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), anti-bullying co-ordinator, Aboriginal Education Officer (AEO, or Executive.	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
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 weekly school assemblies.	Teacher contacts parents by phone 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 our School Bytes wellbeing system. These may include:

- review and document incidents
- determine appropriate response/s, including supports for staff or 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
- conference with student, reflection and restorative practices (listed below)
- 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.

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.

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.

Understanding Restorative Practice

Restorative Practice is a teaching and learning approach that promotes self-regulation and 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 as a result of their actions. When schools are restorative, they:

- value quality relationships
- model empathy and respectful relationships

- value student voice and utilise collaborative problem solving
- view inappropriate behaviours as opportunities for learning
- apply procedural fairness
- recognise the importance of repairing damaged relationships
- separate the 'deed' from the 'doer'
- use active listening and positive language and tone
- avoid scolding, judging, lecturing or blaming
- foster self-awareness in the student
- implement consequences that are proportional and fair
- remain future focused

Effective restorative questions

What happened?

- Value the student's voice and perspective.
- Focus on the timeline of events without blame.
- Understand and identify triggers.

What were you thinking about at the time?

- Develop emotional literacy by linking thoughts, feelings and actions.

What have your thoughts been since?

- Understand and identify triggers
- Assess reflection following the incident when emotions have de-escalated.

Who has been affected by what happened?

- The key question to trigger empathy and remorse.

- Think beyond those directly involved to see the ‘ripple effect’ of actions and consider the personal impact.

In what way have they/you been affected?

- Name or describe the impact and acknowledge the consequences.

What do you think needs to happen to make things right?

- Include what you need to do.
- Devise agreed, realistic and meaningful resolutions to heal the harm.

If the same thing happened again, what would you do differently?

- An opportunity for learning and verbalising alternative strategies.

Restorative Practice is more than a series of questions. It is a non-punitive approach which accepts that we all make mistakes and have the ability to ‘fix’ the problem together and learn from our experiences. Restorative Practice is inclusive and concerned with maintaining and building connectedness between students, parents, teachers and the community. It is an essential component of wellbeing.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection 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	Executive/Classroom Teacher	Documented in School Bytes wellbeing system
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 reflect on their behaviour and make positive choices – individual or group (reflection)	Next break	Executive/Classroom Teacher	Documented in School Bytes wellbeing system
Structured one-on-one conversations – conferences between student/teacher	Next break	Executive/Classroom Teacher	Documented in School Bytes

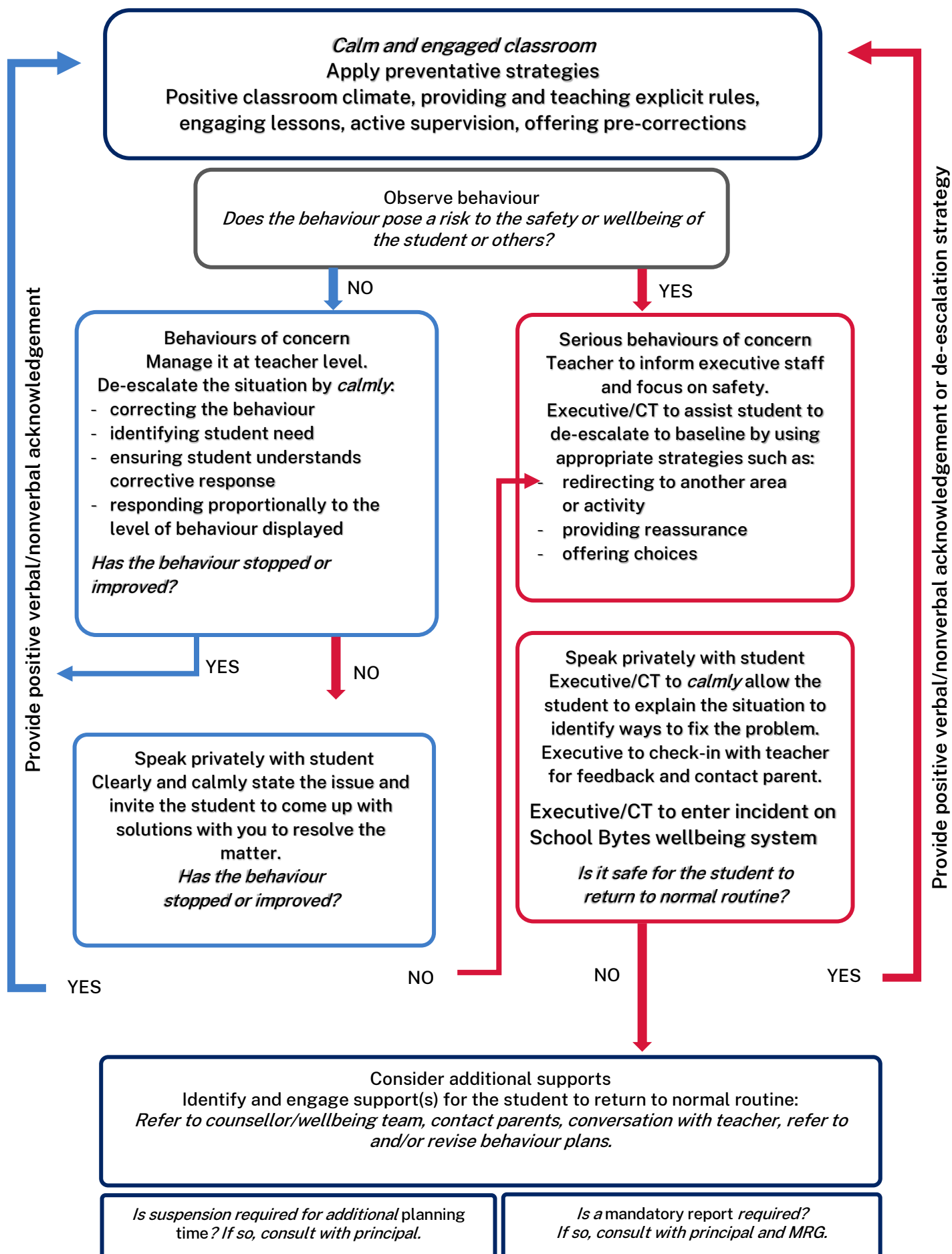
Strategy	When and how long?	Who coordinates?	How are these recorded?
or student/executive utilising effective restorative questioning techniques			wellbeing system
Restorative practice - logical consequences, collaborative problem-solving, mediation, circle time, buddy support systems for the playground	Scheduled for either lunch or recess break	Executive/Classroom Teacher	Documented in School Bytes wellbeing system

Review dates

Last review date: [Term 4, 2024]

Next review date: [Term 4, 2025]

Appendix 1: Behaviour management flowchart



Appendix 2: Bullying Response Flowchart

