

Jerilderie Public School Behaviour Support and Management Plan

Overview

Jerilderie Public School is committed to explicitly teaching and modelling positive behaviour and supporting all students' engagement with their learning.

We aim 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 underpin our daily practice. High expectations for student behaviour are established and maintained through effective modelling, explicit teaching and planned responses.

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

- Second Step
- Kimochis
- [Trauma Informed Practice](#)
- [Everyday Resilience](#)

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

Jerilderie 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.

The school community is active in building a positive and 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

Jerilderie Public School will partner with parents and carers to establish expectations for engagement in developing and implementing student behaviour management and anti-bullying strategies by:

- inviting 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 local community.
- using concerns raised through complaints procedures to review school systems, data and practices.

Jerilderie Public School will communicate these expectations to parents and carers through the school newsletter 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

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

To be respectful, responsible and resilient learners.

Respectful	Responsible	Resilient
Listen to and follow instructions	Be ready to learn	Be your best self
Be kind and value others	Give best effort	Have a go
Work cooperatively	Be safe	Overcome challenges

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](#).

Jerilderie Public School takes strong action in response to behaviour that is detrimental to self or others or the achievement of high-quality teaching and learning.

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, recognition and reinforcement
- consistently redirecting and explicitly teaching skills required and explaining behavioural expectations
- 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 students.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Second Step	On a weekly basis, Second Step® programs provide teachers an engaging way to teach social-emotional skills and concepts.	All
Prevention	Kimochis	Kimochis are social and emotional learning tools with proven outcomes within the classroom. They are a playful way to help children learn how to identify and express feelings.	K-2
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 & K-6 students
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	K-6
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyber bullying	The toolkit resources are categorised into four elements: Prepare, Engage, Educate & Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyber bullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	All
Targeted Intervention	ROAR (Reach Out And Relax)	ROAR provides early intervention to achieve the following outcomes: Children and young people have improved emotional health and wellbeing; Children and young people can better manage the different aspects of their lives; Families and carers are helped to support their children and young people; and Communities have a better understanding of, and response to, mental health issues that affect children and young people.	All
Targeted Intervention	Attendance support	The principal will convene a planning meeting with students, families and teachers to address barriers to improve attendance and set growth goals.	Individual students, principal, staff, parents/carers
Targeted / Individual intervention	Learning and Support	Provides support for students who require personalised learning and support.	All
Targeted / individual intervention	Individual Behaviour Support Planning	Planning (PLP, risk management, individual behaviour support, etc) completed in collaboration with the student and their family with support from Team Around a School if needed.	Individual students, principal, staff, parents/carers

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

Identifying behaviour of concern, including bullying and cyber bullying

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.

Jerilderie 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 cyber bullying. Students who have been bullied will be offered appropriate support, for example through the school counselling service, chaplaincy support and staff support.

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 principal managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or principal 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.
- **Principal managed** – behaviour of concern and which is of risk to the safety of others becomes principal managed.
- Corrective responses are recorded on the Sentral data system. These include:

Classroom	Non-classroom setting
• rule reminder • re-direct • offer choice • error correction • prompts • reteach • seat change • stay in at break to discuss/complete work • conference • withdrawal, reflection and restorative practices • communication with parent/carer.	• rule reminder • re-direct • offer choice • error correction • prompts • reteach • play or playground re-direction • walk with teacher • withdrawal, reflection and restorative practices • communication with parent/carer.

Jerilderie Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Teachers explicitly teach self-regulation strategies to help support the reduction of impulsivity, increase focus and strengthen peer networks.

We acknowledge that not all students are encouraged by the same thing or in the same ways. Younger students may be more motivated by adult attention while older students are typically more motivated by peer attention, activities, privileges, or freedom. 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 people 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	Early Intervention	Targeted/Individualised
Responses to recognise and reinforce positive, inclusive and safe behaviour	Responses to minor inappropriate behaviour are teacher managed.	Responses to behaviours of concern are executive managed
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 principal 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 behaviour.	2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	2. Principal/Class Teacher 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 Intermittent and infrequent reinforcers are recorded on Sentral data system.	3. Use direct responses eg. rule reminder, re-teach, provide choice, interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied.	3. Principal collects information and reviews the incident from multiple perspectives to determine next steps. Principal records incident on Sentral data system and contacts parent/carer by email or phone. Principal may consider further action eg. formal caution or suspension.
4. Social emotional learning program, Second Step, is completed weekly.	4. Teacher records on Sentral data 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 principal.	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 efforts. Recognition awards for positive individual and class behaviour are given 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 support or specialist help may be discussed.	Principal or staff will contact parent/carer to discuss behaviour/ concerns and to discuss support and behaviour responses, including referral to school counsellor, outside agencies or Team Around a School.

Responses to serious behaviours of concern

Responses to serious behaviours of concern, including students who display bullying behaviour, are recorded on Sentral data system. These may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student as part of whole school approach. Principal and teaching staff lead
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- withdrawal, 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.

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](#)
- If a behaviour of concern is also a child protection matter use the Mandatory Reporting Guideline Tool.

Students and/or parents/carers can report cyber bullying to the [eSafety Commissioner](#) and reporting links for most sites, games and apps can be found at the [eSafety](#) Guide.

Detention, 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.

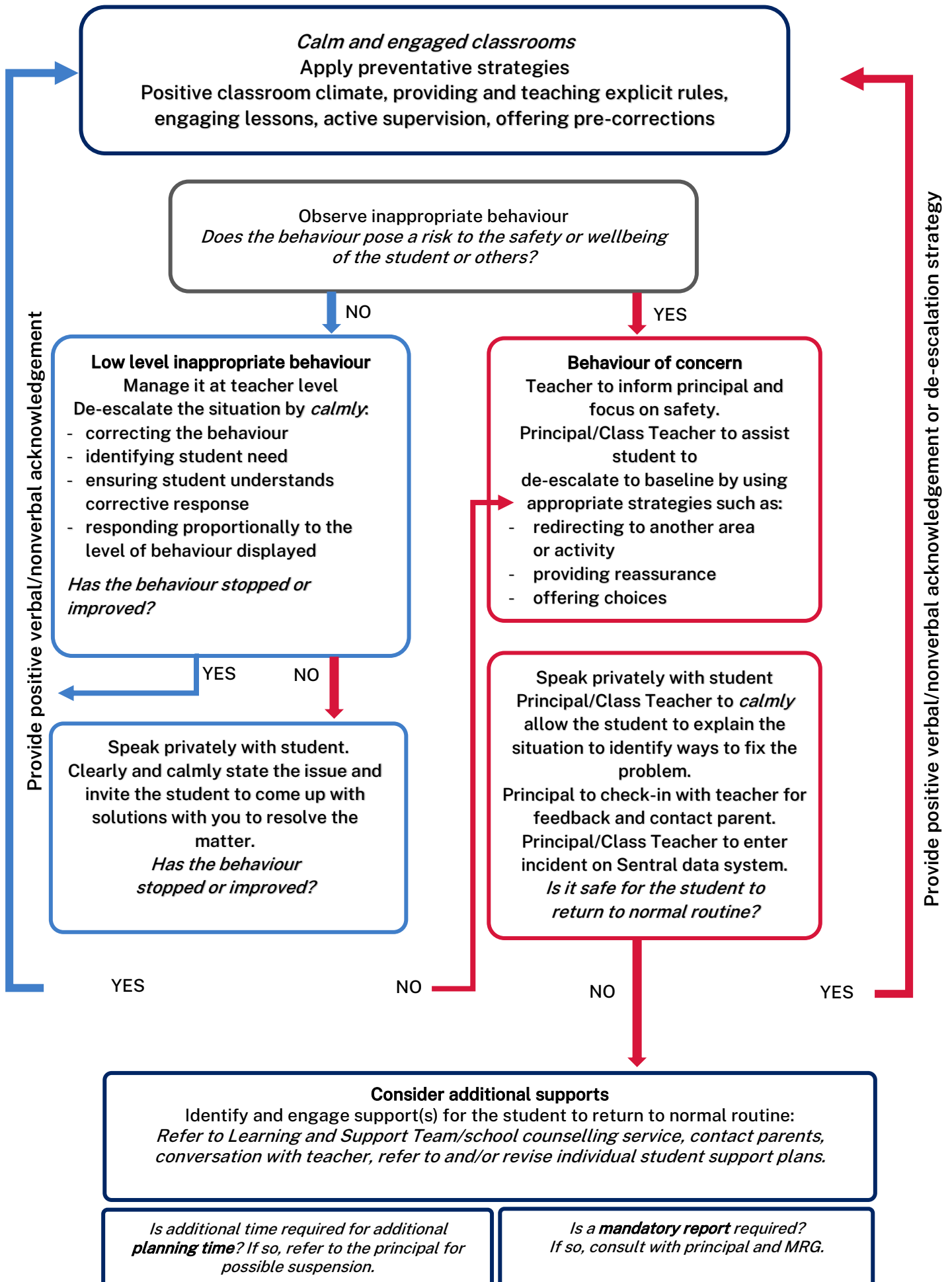
Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection conversation (problem-solving) – What happened, what did you do, and what could you do instead next time.	Class time and break times as required	Teachers Principal	Documented in Sentral data system
Alternate play plan – withdrawal from free choice play and re-allocation 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 (detention).	Next break	Teachers Principal	Documented in Sentral data system
Restorative practice – Conversation and student reflection on how to fix the issue. Coach positive change and how to help make things right.	Scheduled for either lunch or recess break	Teachers Principal	Documented in Sentral data system

Review dates

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026

Appendix 1: Behaviour management flowchart



Bullying Response Flowchart

The following flowchart explains the actions Jerilderie Public School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgement of staff who receive the bullying complaint and their assessment of immediate risk to student/s.

