Jilliby Public School- School Behaviour Support and Management Plan

Overview

Jilliby Public School (JPS) is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

Our goal is to inspire every child to participate positively in society. 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 role modelling, explicit teaching, and planned processes.

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

- School Values - Safe, Engaged & Respectful
- Second Steps Social and Emotional Learning
- Breakfast Program
- PBL – Jilliby Jewels Reward system

Jilliby Public School rejects all forms of bullying behaviours, including cyberbullying 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

Jilliby Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and bullying strategies, by:

- inviting parent/carer and student feedback through formal and informal means such as school surveys and P&C meetings
- Using concerns raised through complaint procedures to review school systems, data and practices

Jilliby Public School will communicate these expectations to parents/carers through P&C meetings, messages at assemblies, and at point of need.

Definitions:

Bullying:

Bullying behaviours:

- Are aggressive, unkind or mean behaviours that are one-sided
- Are repeated behaviours (it must happen multiple times, in an ongoing way to be defined as bullying)
- Happen on purpose/are deliberate (i.e. aren't accidental for instance)
- Must have a power imbalance – which means that people bullying and the people being bullied aren't seen as being 'equal', or the person being bullied would have a hard time standing up for themself or fighting back, e.g. older, bigger people picking on smaller, younger people, or 'popular' people targeting someone who they see as being 'unpopular', or a group targeting one person
- Causes harm - this can be physical (e.g. bruises), psychological (e.g. distress) or social (e.g. losing friends)
- Some other serious types of behaviours, like discrimination, harassment and abuse, can overlap with bullying and are actually against the law.

Bullying is not the same as

- Being rude – saying or doing something hurtful that wasn't planned or meant to hurt someone, e.g. someone pushing in front of you in the canteen line
- Being mean – doing something hurtful to someone on purpose once or twice, e.g. a friend refusing to hang out with you one day
- Conflict – there's a disagreement, both sides are aggressive/mean and there's no power imbalance (both sides can 'stand up' for themselves or fight back), e.g. two friends getting into an argument or fight and saying mean things to each other
- Respectful feedback on behaviours you're doing that aren't ok, e.g. "It's not ok to roll your eyes every time they talk about sport."
- A friend putting in a 'boundary' e.g. "I don't like it when you keep telling me what to do."
- Natural consequences in socialising, e.g. a friend not trusting you because you shared their secret

School expectations:

SAFE	ENGAGED	RESPECTFUL
Keep your hands and feet to yourself	Follow instructions	Use polite language
Is in the right place at the right time	Listen attentively to others	Be organised and ready to learn
Follows sun-safe expectations	Complete set tasks promptly	Take turns, share and be fair.

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/policylibrary/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

Care Continuum	Strategy or Program	Details	Audience
Prevention	School rules and expectations	Explicitly teaching and modelling expectations. Explore school expectations through role play, student input and frequent praise of students displaying our school values. Rules and expectations are regularly revisited with staff and students through staff meetings and staff communication; with parents and carers through P&C meetings, messages at assemblies, and at point of need.; and with students through assemblies, explicit lessons and reminders throughout the day.	Staff, parents, and carers, and students
	Second Steps Social Emotional Lessons	Second Steps has a comprehensive series of lessons to teach students essential social/ emotional and relationship skills including: - Building Positive Relationships - Road to Resilience - Future focused learners - Identifying, communicating and managing emotions Students will engage with these sessions regularly in formal lessons and also incidentally as the need arises	Staff and students
		Students will check in regularly (up to twice per day – beginning of day and after lunch session) to help students identify their emotions and for staff to be aware of any underlying issues present. Emotions will be explicitly taught, as well as strategies for managing strong emotions.	Staff and students
Care Continuum	Strategy or Program	Details	Audience
	Bullying, No Way! Program library	Students will participate in a series of lessons from the Bullying, No way! Suggested lessons. Lessons include: Gaming and Cyber-bullying, Standing up for others, Getting along with others.	Students and staff
Early intervention	Student conference with parent notification	Students engaging in minor behaviours will be reminded of school expectations and positive behaviours. If other students are involved parents will receive a notification that their child has been involved in an incident at the discretion of the classroom teacher and Principal.	Students, parents and staff
	School counselling service	Students, with parent permission, are able to access school counselling staff. The school counselling staff support students by providing a psychological counselling, assessment and intervention service.	Students, parents/ carers and staff

Targeted intervention	Communication with parent/carer and transition strategies.	Parent/carer of student communication book to be implemented and completed daily as needed. Transition strategies e.g. class to playground, lesson to lesson.	Students and staff
	Team Around a School	The 'Team Around A School' provides access to the skills and expertise of specialist staff, contacted through the Assistant Principal Curriculum & Instruction, AP Learning and Support or the Learning and Wellbeing Officer.	Students, parents/ carers and staff
Individual intervention	Individual conference	Students who have engaged in more extreme behaviours (from DoE pre-decided list) without improvement will spend no more than 5 minutes off the playground.	Students and staff
	Negotiated playground programs	Students will be provided with optional playground programs to support return to playground should the need arise. Consultation with parents and carers, and additional team members including healthcare professionals will be sought.	Students, parents/ carers, staff & health care professionals

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.

Jilliby 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 child or young person'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 JPS staff or 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

Jilliby Public School uses the following strategies to recognise and reinforce positive student behaviour and behavioural expectations:

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.

Specific positive feedback may not be sufficiently reinforcing for some students, so the school-wide continuum provides the opportunity to pair verbal or non-verbal feedback with a positive, tangible consequence.

The school-wide continuum for acknowledging expected behaviour includes:

- moderate and intermittent – awarded occasionally

- significant and infrequent –semester or annual types of recognition.

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. Students are acknowledged for meeting school-wide expectations and rules. (Jilliby Jewels & Dojos) Staff model behaviours and provide opportunities for practice.	1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	1. Seek help from other staff member or APCI if there is a risk to safety. Otherwise notify Principal ASAP. 2. Incidents are documented in Compass and parents notified at earliest convenience of issues arising.
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/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. All social-emotional learning programs (Second Steps) are taught frequently.	3. Teacher records on Compass by the end of the school day. Monitor and inform family if repeated.	3. Refer to the school's APC&I, Learning and Support Team, APLaS & consider current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher phone calls home are used to communicate student effort & positive behaviours to meet expectations.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. In some cases, individual planning and referral to LST/ APC&I may be discussed.	Principal contacts parent/carer to discuss any support and behaviour responses, including referral to the LST/ APC&I or support outside agencies.

Responses to serious behaviours of concern

Responses, including students who display serious behaviours of concern, are recorded in Compass.

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
- reflection time
- liaise with all staff 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](#).

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

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.

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 - Student reflection time-out with supervising teacher/principal	Break time 5-10 minutes	Classroom teacher/ Principal	Wellbeing module in Compass
Reflection conversations - Students/staff reflections may involve a restorative practice conversation, with notes taken and recorded in Wellbeing module on Compass - Questions include: what happened? what did you do? and what could you do instead next time?	As needed, 10 minutes	Classroom teacher/ APC&I, Principal	In Wellbeing module in Compass. Record in Compass under wellbeing under incident. Upload any notes taken.

Review dates

Last review date: February 2025 - Next review date: Day 1, Term 1, 2026

Appendix 1: Jilliby Public School values of Safe, Engaged, and Respectful:

Safe: All students and staff need a safe and supportive school environment in order to succeed. A safe school is one where teaching and learning are not distracted; disruptions are minimized; violence, drugs, bullying and fear are not present; students are not discriminated against; expectations for behaviour are clearly communicated; and consequences for infractions are consistently and fairly applied. Our approach to creating a safe and supportive school environment requires a comprehensive, coordinated effort including schoolwide strategies.

Engaged: Student engagement refers to the extent to which students identify with and value schooling outcomes and participate in academic and non-academic school activities. Research suggests engagement is one of the most effective strategies in creating a well-managed classroom. Our teachers aim to actively engage students resulting in decreases in disruptive behaviour and increased on-task behaviour. They provide students with multiple opportunities to respond in an effective way to increase active engagement

and this has been shown in studies to improve academic outcomes. Our teachers aim is to have students who are engaged, then they are more likely to concentrate, remain absorbed with a task, persist in the face of difficulty, experience satisfaction, and feel pride in what they do.

Respectful:

- Dignity and Courtesy: Students are expected to treat each other with respect and communicate courteously.
- Cooperation: Students are encouraged to work together and cooperate with other students, teachers, and staff.
- Valuing Diversity: The school environment should embrace diversity and encourage students to appreciate the interests, abilities, and cultures of others.
- Respecting Learning: Students should respect the learning needs of their peers.
- School Property: Students are expected to take care of school property and the property of others.
- Dress Code: Following the school's uniform or dress code is an aspect of respect.
- Positive Relationships: Schools aim to foster positive and respectful relationships between students, staff, and the wider school community.
- Conflict Resolution: Students are expected to resolve conflicts respectfully and constructively.
- Accountability: Students are responsible for their behaviour and how it impacts others.
- Guide Disability Standards for Education – Respect at school