NSW Department of Education

SCHOOL BEHAVIOUR SUPPORT AND MANAGEMENT PLAN:

JINDABYNE PUBLIC SCHOOL

Overview

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

Principles of positive behaviour support, 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 responses.

Our key programs include:

- The Anxiety Project: An early intervention solution for childhood anxiety building the capacity of school leaders, teachers, school staff and parents to reduce children's anxiety levels in NSW schools, endorsed by the NSW Primary Principals' Association.
- Positive Behaviour for Learning: Implementing proactive behaviour management to promote a positive school climate.
- Zones of Regulation: Social-emotional learning opportunities, created to teach students self-regulation and emotional control.
- Life Skills GO: Emotion and wellbeing data collection tool that measures student readiness to learn.
- Got It Program: Early intervention program that focusses on equipping teachers and parents with skills to support children's social and emotional development.
- Classroom Reward Systems: Developed by class teachers in response to their students needs to encourage and inspire their students to learn.

Jindabyne 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 learning environment.

Partnership with parents and carers

Jindabyne Public School partners with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by including parents/carers in the establishment of core values, behaviour expectations and actions/consequences planning and documentation.

Jindabyne Public School will communicate these expectations to parents/carers by:

- Issuing to all new parents/carers a copy of the 'Behaviour Expectations Booklet' and along with 'Recognising and Reinforcing Student Achievement and Positive Behaviours', upon enrolment and at the commencement of each new school year.
- Providing regular updates and reminders through the school's communication system, School Bytes, the school website and social media, JPS Information Pack for new families, parent information sessions and parent/teacher meetings.
- Promoting positive behaviours during school assemblies with parents/carers in attendance.
- Inviting parent/carer and student feedback through formal and informal surveys, for example the Tell Them From Me survey, school surveys and consulting with the school's P & C.

School-wide expectations and rules

Jindabyne Public School is a Positive Behaviour for Learning (PBL) school, with the following school-wide expectations:

- To take care of resources, belongings and equipment
- To use kind words and actions
- To keep our hands and feet to ourselves
- To respect others' right to learn
- To arrive each day, and each lesson prepared to learn
- To listen to and follow instructions
- To stay on task
- To always do our best

The JPS Positive Behaviour for Learning Matrix is attached as Appendix 1.

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.

High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

Whole school approach across the care continuum

Jindabyne Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- Expectations for student behaviour are clearly displayed in each classroom
- Explicit teaching of expected behaviours occurs with a fortnightly focus that is data driven and evidence based
- Examples of respectful, responsible and personal best behaviours which are specific to particular settings within the school are clearly displayed on signage displayed prominently within each setting
- Teachers employ classroom reward systems to reinforce positive behaviours in the classroom
- Staff distribute fast and frequent reward tokens to reinforce positive behaviours in school settings
- Positive student behaviour is recognised in weekly assemblies
- Staff use consistent language to reinforce acceptable behaviours and provide reminders of the expectations

\Care Continuum	Strategy or Program	Details	Audience
Prevention	Classroom Management	• Strong teacher/student relationships. • Explicit teaching and modelling of specific skills including behaviour expectations and social skills. • Communication with parents around school expectations and student individual needs. • Class based systems of expectations (linked to PBL) and positive reinforcement • Liaising with previous teachers, preschools/daycares, external paraprofessionals. • Curriculum links, particularly in PDHPE, and personal and social capabilities in all syllabi. • Integrating mindfulness, movement breaks and social/emotional learning into T&L programs and lesson breaks/transitions. • High quality differentiated teaching that addresses individual learning needs of all students, where appropriate learning adjustments are documented.	Whole School
Prevention	Professional Learning	• Positive Behaviour for Learning (PBL) • Classroom Management Fundamentals • Disability standards • Universal Resource Hub – Behaviour, Anti-bullying and Inclusive Practice Hub • Learning Support processes and supports	All Staff (teaching and SLSO)
Prevention	Internal Supports	• Assistant Principal Wellbeing • Assistant Principal Learning & Support	Students, families and staff
Prevention	External Supports	• Anti Bullying programs including CyberSafety and internet safety • School Counsellor • Mental health partnerships and programs • Police Liaison Officer	Whole School
Prevention	Yearly handover and transition	Teachers engage in a thorough handover to ensure effective communication and transition • Prior to school transition • At the end of each Year K-5 • Year 6 to Year 7 transition	Whole School
Prevention	The Anxiety Project	• Program designed to assist Primary students to manage their anxious behaviour delivered through a series of cognitive-behavioural lesson plans and through the use of teacher-led and parent-led conversational techniques.	Whole school
Prevention	PBL	• Weekly behaviour focus informed by data (Positive Behaviour Matrix) • Explicit teaching of expected behaviours (Fortnightly explicit teaching of expected behaviours) • Guaun tickets given out to students to focus on fortnightly PBL focus • Logo stamps collected towards Twynam, Townsend and Kosi certificates • Awards morning teas for certificate recipients and their family. • Behaviour reward systems celebrated at our fortnightly assemblies • Guaun Reward Days • Differentiated and highly engaging programming (classroom programs).	Whole school

\Care Continuum	Strategy or Program	Details	Audience
		• Clear expectations, routines and structures (Classroom programs and welfare procedures) • Parent communication (Individual postcards, Newsletters, social media updates and staff positive phone calls home)	
Prevention	Anti Bullying	• The school has a clear anti-bullying policy that includes cyber-bullying. • Backflips Against Bullying • Technology use agreement signed by students and parents • Phones off and away while at school • Lessons following PDHPE syllabus on bullying, how to identify and what to do if you see it happening or it happens to you.	Whole school
Prevention	Child Protection	• Teaching child protection education is a mandatory part of the PDHPE syllabus.	Students K - 6
Prevention	PBL Tier 1	Positive Behaviour for Learning (PBL) Tier 1: • Schoolwide and classroom systems of support that brings together the whole school community to contribute to developing a positive, safe and supportive learning culture. • Focus on explicitly defining, teaching and responding to expected behaviour and preventing inappropriate behaviour across the whole school, including the classroom. • Expectations for student cohorts in the classroom and other areas are referred to as needed.	Whole school
Early Intervention	Classroom Management	• Communication with parents (positive and negative) - phone calls and meetings • Positive postcards sent to parents to celebrate positive behaviours • Explicit teaching and modelling of specific skills including behaviour expectations and social skills	Whole school
Early Intervention	Professional Dialogue/Learning and Support	• Stage/team meetings to discuss wellbeing, LST, attendance, behaviour concerns as well as strategies to support If further support is needed: • Learning and support team meeting with specific student identification (Learning support flowchart – wellbeing) • School Counsellor involvement	Identified students
Early Intervention	Attendance Programs	• Attendance is monitored regularly by Learning Support Team (LST) and Home School Liaison Officer (HSLO), with contact being made with parents regarding student attendance concerns • HSLO assistance and intervention as necessary	LST Co-ordinator and HSLO
Early Intervention	Social stories, visual cues, & routines	• Social stories to support transitions and social skills (where required). • Classroom timetables - visual or text • Drama and role play • Restorative conversations	Whole School

\Care Continuum	Strategy or Program	Details	Audience

Targeted intervention	PBL - Tier 2 Targeted Systems of Support	• Targeted interventions that address students' social-emotional and behavioural learning through evidence- based supports which are delivered to targeted small groups of students or individual students.
		• Tier 2 targeted interventions systems:
		  ○ build upon Tier 1 Universal Prevention systems
		  ○ match students to interventions
		  ○ are monitored and reviewed
		  ○ communicate with staff and families
		• Tier 2 Targeted interventions practices can include:
		  ○ check-in check-out
		  ○ social skills groups
		  ○ restorative conversations
		  ○ playground support plans
		• Individual student 'Monitoring Cards' with a focus goal
			Targeted students
			Teachers
			AP Wellbeing
			School Counsellor
			Families

Targeted Intervention	Classroom Management	• Communication with parent/carer • Modified individual expectations and goals • Transition strategies - class to playground, lesson to lesson, grade to grade, school to school	Whole school
Targeted intervention	Learning and Support	• The Learning and Support team, AP Wellbeing and AP Inclusion & Support work with teachers, students and families to support those students who require personalised learning and support. Including instructional leadership, development of risk assessments and the development of short- and long-term goals.	Individual students, families, staff
Targeted intervention	Zones of Regulation	• The Zones of Regulation develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. Zones provides an easy way to think and talk about how we feel on the inside, understand our feelings and learn to use tools/strategies to manage these in order to meet goals like doing schoolwork or other tasks, managing big feelings, and healthy relationships with others.	AP Wellbeing AP Inclusion & Support Members of Wellbeing Team Teachers

Individual Interventions	PBL - Tier 3 Intensive Individualised	• Focus on creating and implementing individualised behaviour support plans.
		• Students are identified as needing Tier 3 supports using data decision-making processes and executive or LST involvement.
		• Tier 3 intensive individualised practices may include:
		  ○ conducting Functional Behavioural Assessment (FBA) procedures
		  ○ collecting relevant data sources developing, implementing and monitoring behaviour/learning plans
			Targeted students
			Teachers
			AP Wellbeing
			AP Inclusion & Support
			School Counsellor
			Families

Individual Interventions	Classroom & Playground Management	• Communication with parent, and where relevant paraprofessionals • Programs to explicitly teach social competence, interpersonal skills, and social-emotional skill development • Negotiated playground programs. • Attendance programs • SLSO support at key times in classroom and playground • Individual goals set and cards used to monitor progress in the classroom and playground	Whole school

\Care Continuum	Strategy or Program	Details	Audience
Individual Interventions	Behaviour Plans & Continuum	• Development of Behaviour Response Plan and Student Behaviour Support Plan. • Plans are collaborative and involve input/feedback from class teacher, parents/carers, student, paraprofessionals, etc.	Whole school

Individual Interventions	Students with additional support needs	• Students with disabilities or significant support needs may access help from itinerant support teachers who visit the school and work directly with the student to plan and develop personalised learning and support.
		• Itinerant support teachers will:
		  ○ work in partnership with the student, parents or carers, classroom teachers, the school's learning and support team, and other support agencies or services
		  ○ support the development of individualised, coordinated and systematic transition to school or to early intervention links with other agencies and the community
		• Support the development of personalised learning and support for children in the first year of school
			Whole school

Individual Interventions	Professional Learning	• Teachers attend targeted professional learning to suit the individual needs of the student.	All Staff
Individual Interventions	Additional Supports	• Support from other stakeholders and paraprofessionals • Engage specialist allied health services to ensure learning adjustments and strategies are appropriate and effective for students • School counselling service • Mental health, social work, and therapeutic interventions • Application for integration funding support through Access Request • Emergency student support applications	Service providers

Individual Interventions	Functional Behaviour Assessment (FBA) & Individual Behaviour Plan	• Functional Behaviour Assessment (FBA) information and observations about a student and their challenging behaviour, designed to inform the development of an individual behaviour support plan.
		• Individual Behaviour Plans support individual students and assist teachers to focus on:
		  ○ Increased social competence and interpersonal skills.
		  ○ Social emotional skill development.
		  ○ Academic skills
			LST
			APLaS
			PBL team

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

To effectively support student behaviour, JPS employs a range of strategies to recognise and reinforce positive, inclusive, and safe behaviour, address minor inappropriate behaviour, and respond to more serious behaviours of concern. The following table outlines our school's approach across the continuum of prevention, early intervention, and targeted/individualised responses:

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
• Fortnightly PBL focused on a targeted behaviour expectation in response to school-wide student wellbeing and behaviour data tracked on School Bytes. • Engagement in daily PBL lessons. • Teachers model behaviours and provide opportunities for practice. • Behaviour expectations are taught and referred to regularly.	• Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	• 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.
• Rewards for demonstrating positive behaviour through verbal and non-verbal specific positive feedback that is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour. • Tangible reinforcers include: Guaun tickets, positive postcards, Student of the Week, Merit cards and the Kosi System.	• Use indirect responses including proximity, signals, nonverbal cues, ignore, attend, praise, redirect with specific corrective feedback.	• Executive collects information and reviews the incident from multiple perspectives to determine next steps. • Executive to record incident on School Bytes and contact parent/carer by email or phone. • Executive/principal may consider further action e.g., formal caution or suspension.
• Teacher contact through Seesaw or phone calls home are used to communicate student effort to meet expectations. • Recognition awards for positive individual behaviour are given at weekly school assemblies.	• Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. • Students have an opportunity to meet the classroom and playground behaviour expectation before low-level consequence is applied.	• 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 records on School Bytes 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 coordinator.	• 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.
	• Teacher contacts parents through Seesaw or phone call when a range of corrective responses have not been successful. • Individual planning and referral to Learning and Support Team may be discussed.	

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on the 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
- time out, 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, SeeSaw message, 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

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.

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.

Time-Out, 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.

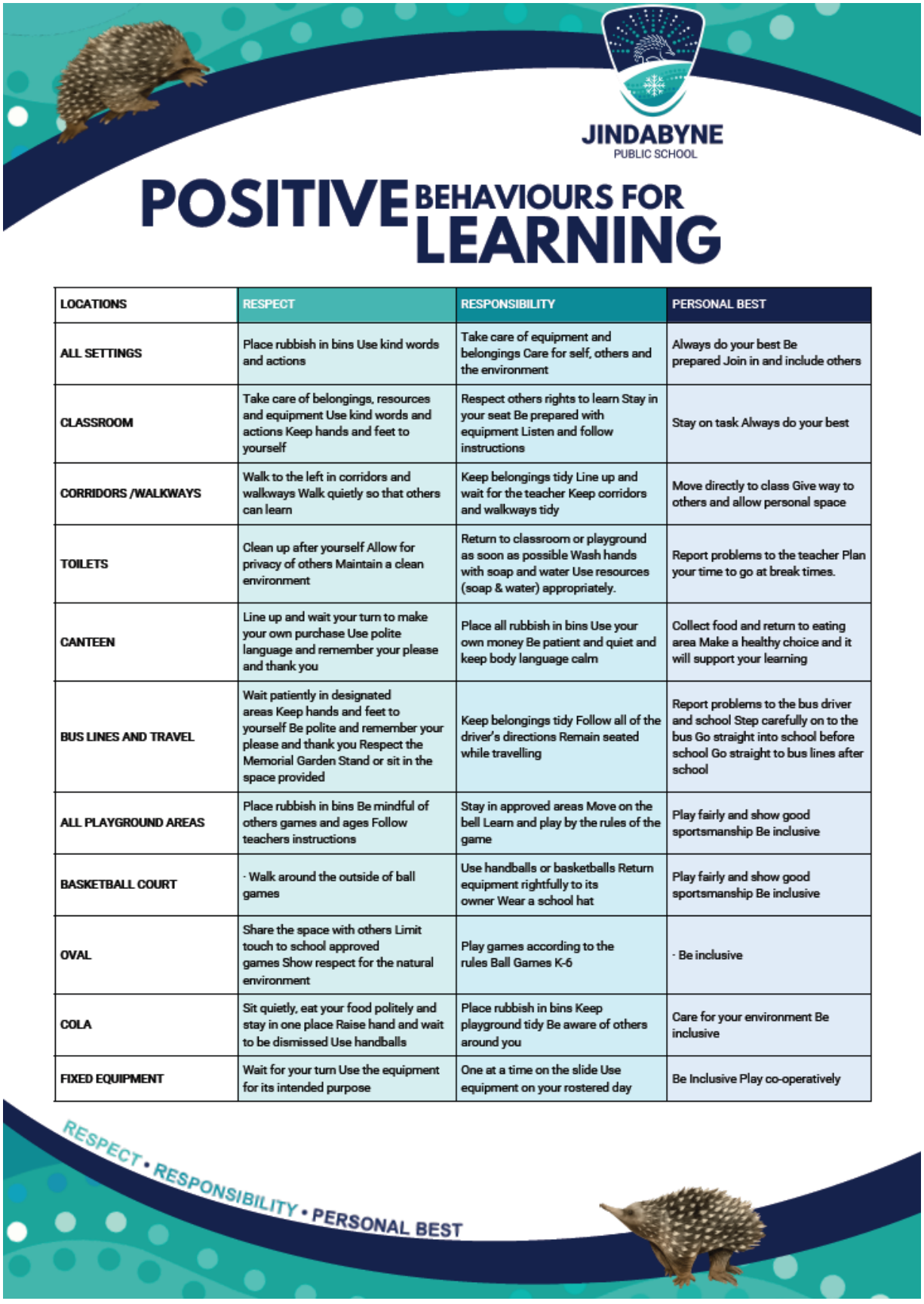
Strategy	When and how long?	Who coordinates?	How are these recorded?
Restorative Conversations	As required. Reminders of expected behaviours, learning goals, explicit instruction of accepted behaviours.	Classroom Teacher	Teacher's day notes and/or documented in SchoolBytes
Teacher-Directed Time-out	As required, for no longer than 10 minutes	Classroom Teacher	Agreed strategy for de-escalation as recorded in a BSP and/or documented in SchoolBytes
Self-Directed Time-Out	As required when identified by student. For the shortest time possible.	Classroom or buddy-class teacher Stage AP	Agreed strategy for de-escalation as recorded in a BSP and/or documented in SchoolBytes
Reflection – a structured debriefing and planning session after repeated inappropriate behaviours, a crisis event or behaviour of concern with an individual student	Next appropriate lunch break	Assistant Principals	Documented in SchoolBytes and communicated to parents for feedback and response
Alternate play plan – withdrawal from free choice play and re-allocation to office, classroom or specific playground area 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	Next break or longer if plan in place, as needed	Assistant Principal/ Principal	Documented in SchoolBytes and on Behaviour Monitoring Card
Restorative practice – peer mediation coordinated by CT, Assistant Principal or Principal	Scheduled time as soon as all involved are available and willing to engage in the process	Assistant Principal	Documented in SchoolBytes

Review dates

Last review date: 31st January 2025, Day 1, Term 1, 2025

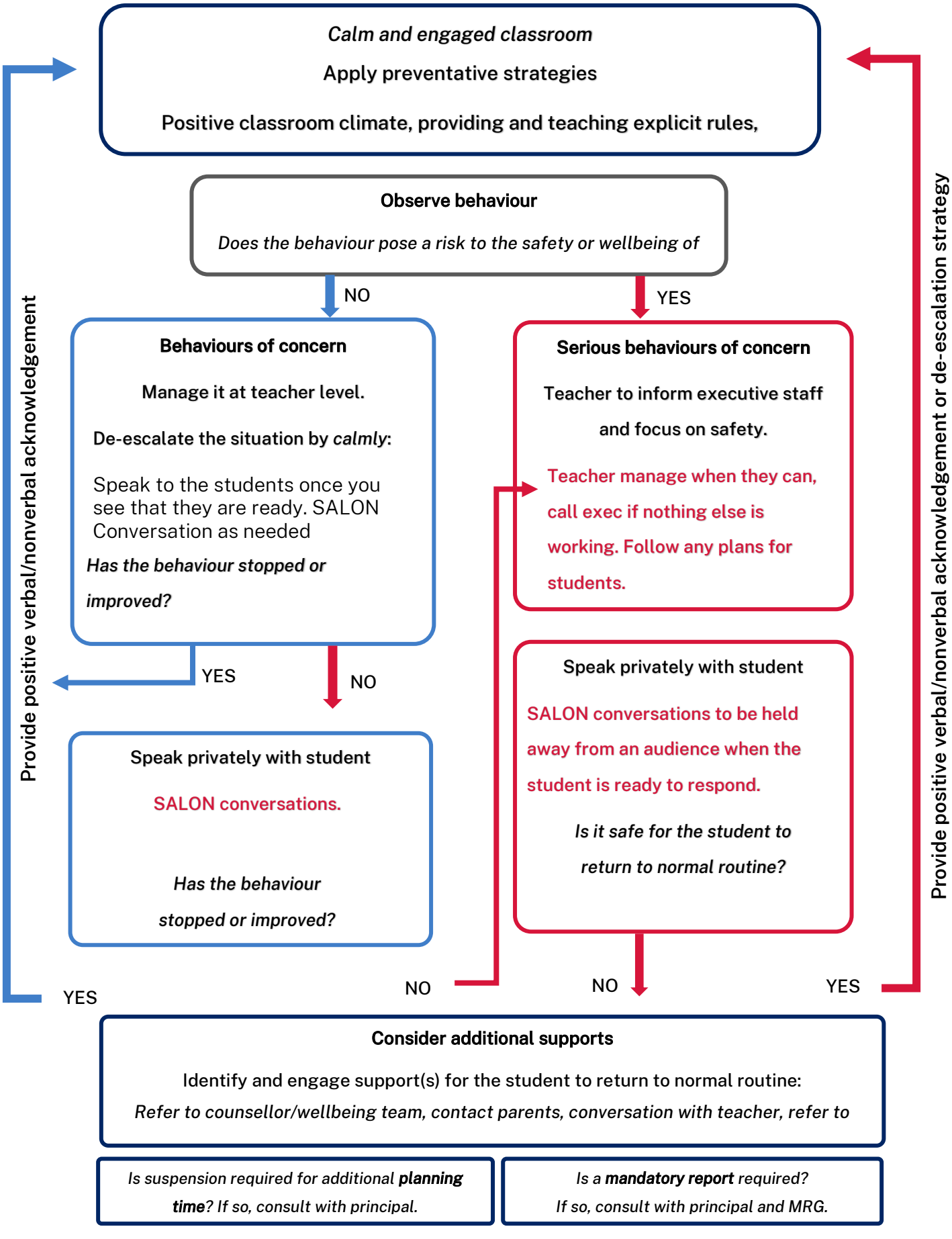
Next review date: December 2025, prior to the end of the 2025 school year

APPENDIX 1: PBL BEHAVIOUR MATRIX



LOCATIONS	RESPECT	RESPONSIBILITY	PERSONAL BEST
ALL SETTINGS	Place rubbish in bins Use kind words and actions	Take care of equipment and belongings Care for self, others and the environment	Always do your best Be prepared Join in and include others
CLASSROOM	Take care of belongings, resources and equipment Use kind words and actions Keep hands and feet to yourself	Respect others rights to learn Stay in your seat Be prepared with equipment Listen and follow instructions	Stay on task Always do your best
CORRIDORS /WALKWAYS	Walk to the left in corridors and walkways Walk quietly so that others can learn	Keep belongings tidy Line up and wait for the teacher Keep corridors and walkways tidy	Move directly to class Give way to others and allow personal space
TOILETS	Clean up after yourself Allow for privacy of others Maintain a clean environment	Return to classroom or playground as soon as possible Wash hands with soap and water Use resources (soap & water) appropriately.	Report problems to the teacher Plan your time to go at break times.
CANTEEN	Line up and wait your turn to make your own purchase Use polite language and remember your please and thank you	Place all rubbish in bins Use your own money Be patient and quiet and keep body language calm	Collect food and return to eating area Make a healthy choice and it will support your learning
BUS LINES AND TRAVEL	Wait patiently in designated areas Keep hands and feet to yourself Be polite and remember your please and thank you Respect the Memorial Garden Stand or sit in the space provided	Keep belongings tidy Follow all of the driver's directions Remain seated while travelling	Report problems to the bus driver and school Step carefully on to the bus Go straight into school before school Go straight to bus lines after school
ALL PLAYGROUND AREAS	Place rubbish in bins Be mindful of others games and ages Follow teachers instructions	Stay in approved areas Move on the bell Learn and play by the rules of the game	Play fairly and show good sportsmanship Be inclusive
BASKETBALL COURT	· Walk around the outside of ball games	Use handballs or basketballs Return equipment rightfully to its owner Wear a school hat	Play fairly and show good sportsmanship Be inclusive
OVAL	Share the space with others Limit touch to school approved games Show respect for the natural environment	Play games according to the rules Ball Games K-6	· Be inclusive
COLA	Sit quietly, eat your food politely and stay in one place Raise hand and wait to be dismissed Use handballs	Place rubbish in bins Keep playground tidy Be aware of others around you	Care for your environment Be inclusive
FIXED EQUIPMENT	Wait for your turn Use the equipment for its intended purpose	One at a time on the slide Use equipment on your rostered day	Be Inclusive Play co-operatively

APPENDIX 2: BEHAVIOUR MANAGEMENT FLOWCHART



APPENDIX 3: BULLYING RESPONSE FLOWCHART