

John Purchase Public School Behaviour Support and Management Plan updated Aug 2025

Overview

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

Our vision is: *'Empowering learners today, for tomorrow'!*

At John Purchase Public School, we prepare our students as adaptable, lifelong learners with the skills and dispositions to connect, succeed and thrive, and to contribute productively within our complex and dynamic society. Our school community is committed to facilitating equity and developing confident, competent and resilient young people, who work collaboratively to continually improve and achieve excellence. We believe in fostering students' joy and curiosity in learning, within a caring, inclusive and supportive environment. Our school expectations of respect, responsibility and aspire, underpin our everyday practices.

We strive to empower agency, efficacy and a love of learning; whereby all students develop the capacity and propensity to co-regulate their own learning, so that our learners develop and use the skills, capabilities and dispositions to thrive in an ever-changing, increasingly complex world.

We value and strive to develop respectful and responsible students, who aspire to achieve their personal best, within a caring learning community.

Key programs prioritised and valued by the school community are:

- Friendly Schools Plus (social-emotional learning),
- Positive Behaviour for Learning (PBL)
- Restorative practices and anti-bullying and
- The Anxiety Project.

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

John Purchase 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.

Partnership with parents and carers

John Purchase Public School partners with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and anti-bullying strategies, by:

- Parent surveys
- Information published in the school newsletter
- Induction processes
- Assemblies
- Meetings
- Communication and involvement related to anti-bullying

John Purchase Public School communicates 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

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

	SCHOOL EXPECTATIONS		
RESPECT • Care for myself, other people, property and equipment • Speak to others in a polite and positive way • Discuss and resolve conflict • Allow others to learn	RESPONSIBILITY • Attend school, be punctual and be prepared • Wear full school uniform with pride • Be safe • Do what is right • Be responsible for the choices you make	ASPIRE • Try to achieve your best • Bounce back • Be an active learner • Have a growth mindset • Encourage others	

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.

Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention	Friendly Schools Plus	• Explicit teaching of social and emotional skills, across K-6 as a PDHPE focus in Term 1 • Further lessons, as required, throughout Terms 2, 3 and 4 • Teacher training and updates to facilitate consistency	All students K-6 and classroom teachers

Prevention	<u>Child protection</u>	Teaching child protection education is a mandatory part of the syllabus.	All students K-6
Prevention	The Anxiety Project	- The purpose of the program is to assist students to manage their anxious thoughts. - Students in every stage are supported through explicit lessons about how to identify and manage feelings of anxiety. - The Anxiety Projects affords parents to join in three training sessions provided by the school.	All students, staff and parents
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. - Police Youth Liaison officers invited to visit the school and speak to Stage 3 students about cyber safety	Students, staff and community Stage 3 students
Early Intervention	Positive Behaviour for Learning (PBL)	- Explicit teaching of social and emotional skills in PDHPE as required, throughout the year - PBL expectations for classrooms, playground, excursions and extracurricular opportunities are explicitly taught in lessons and displayed across the school, and classrooms, to facilitate a	Staff, students and parents / carers

		school-wide positive, safe and supportive environment. • PBL expectation of the week, based on feedback and observations • Transitioning new students • Restorative practices • Teacher training and updates to facilitate consistency • Shared with the community through: newsletters, assemblies, presentations and visual reminders • Analysing and responding to PBL data at Learning Support and staff meetings	
Early Intervention	Getting on Track in Time (Got It)	• Parent training webinars and information 'fact sheets' all sharing positive behaviour and resilience-building strategies	Parents / Carers Learning and Support Team
Early Intervention	Cool Kookaburras	• A structured, skills-based program that teaches students how to better manage their worries, through a variety of practical skills. The program explicitly teaches strategies for building self-confidence and resilience.	Stage 2 students and teachers
Targeted Intervention	Learning and Support	• The Learning and Support team works with teachers, students and families to support those students who require personalised learning and support and adjustments. Support may include instructional leadership, professional learning, development of risk assessments and the development of short- and long-term goals.	Individual students, families and staff
Individual Intervention	Personal Plans	• Integration support with School Learning Support Officers (SLSOs) • Behaviour and risk management plans communicated to staff	Learning and Support Team Executive

Targeted / individual intervention	<u>Attendance support</u>	- Classroom teachers refer attendance of concern to the executive. - The Learning and Support Team (LST) works with students, families and teachers to address any barriers, to improve attendance.	Individual students Families Executive
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, parents and carers, LaST, Executive

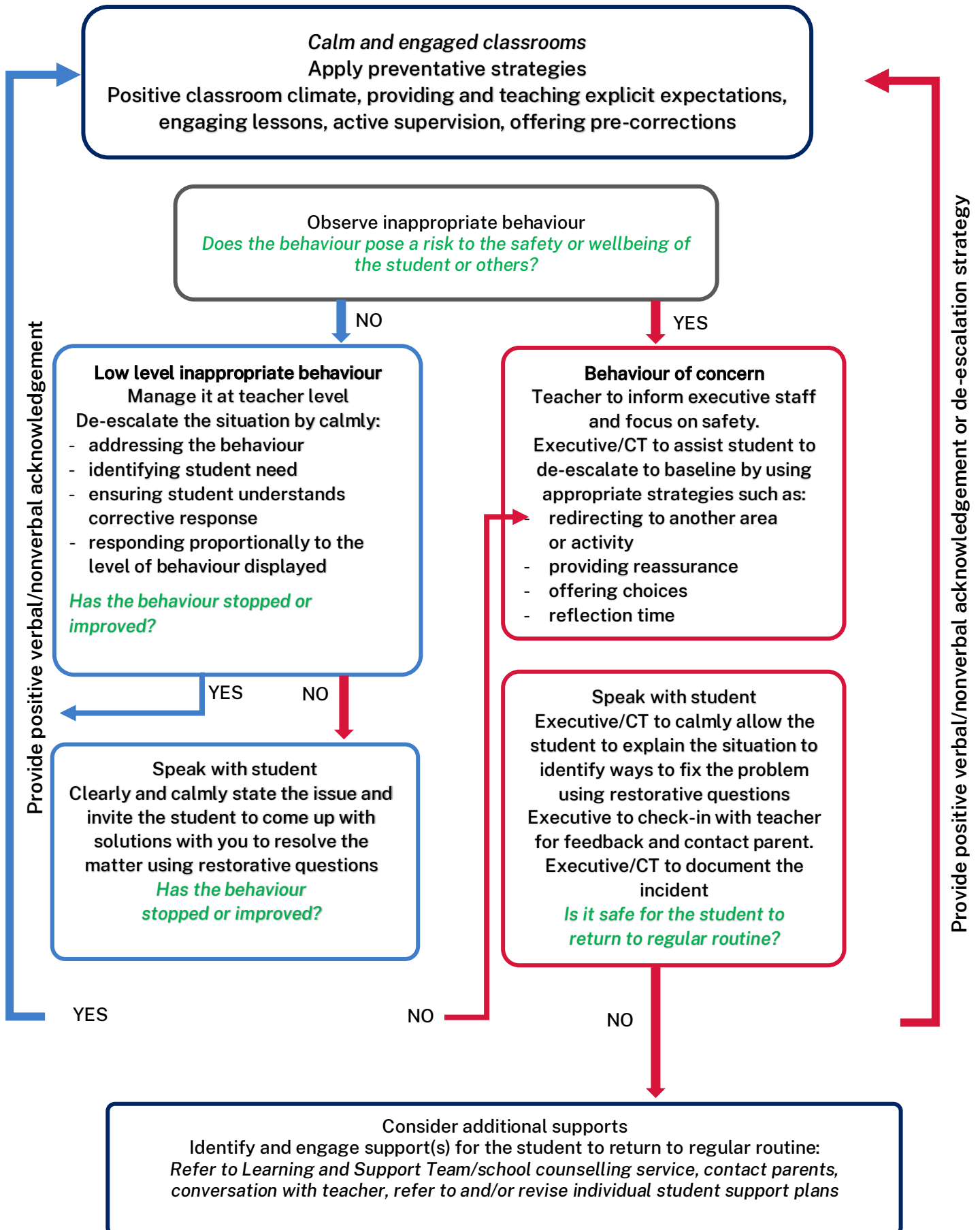
Planned responses to positive appropriate behaviour, inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying

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.

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. (Refer to Behaviour Management Flowchart and Bullying Response Flowchart below.)

- 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 and may be documented.

JPPS Behaviour Management Flowchart Guidelines



- Planned responses to inappropriate behaviours may include:

Classroom	Non-classroom setting
Reminder of expectations	Reminder of expectations
re-direct	re-direct
offer choice	offer choice
prompts	prompts
reteach	reteach
seat change	play or playground re-direction
conference	walk with teacher
reflection and restorative practices	reflection and restorative practices
communication with parent/carers	communication with parent/carers

John Purchase Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Restorative practices and Friendly Schools consist of evidence-based strategies used daily by teachers to teach self-regulation, reduce 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 feedback, and as they develop mastery they respond to intermittent and long-term positive 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 locus of control.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on the student database. Responses 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
- detention, reflection and restorative practices (listed below)
- liaise with [Team Around a School](#) for additional support or advice
- communication and collaboration with parents/carers (phone call, email, 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; and
- when using social media, mobile devices and/or other technology involving another student or staff member.

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.

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.

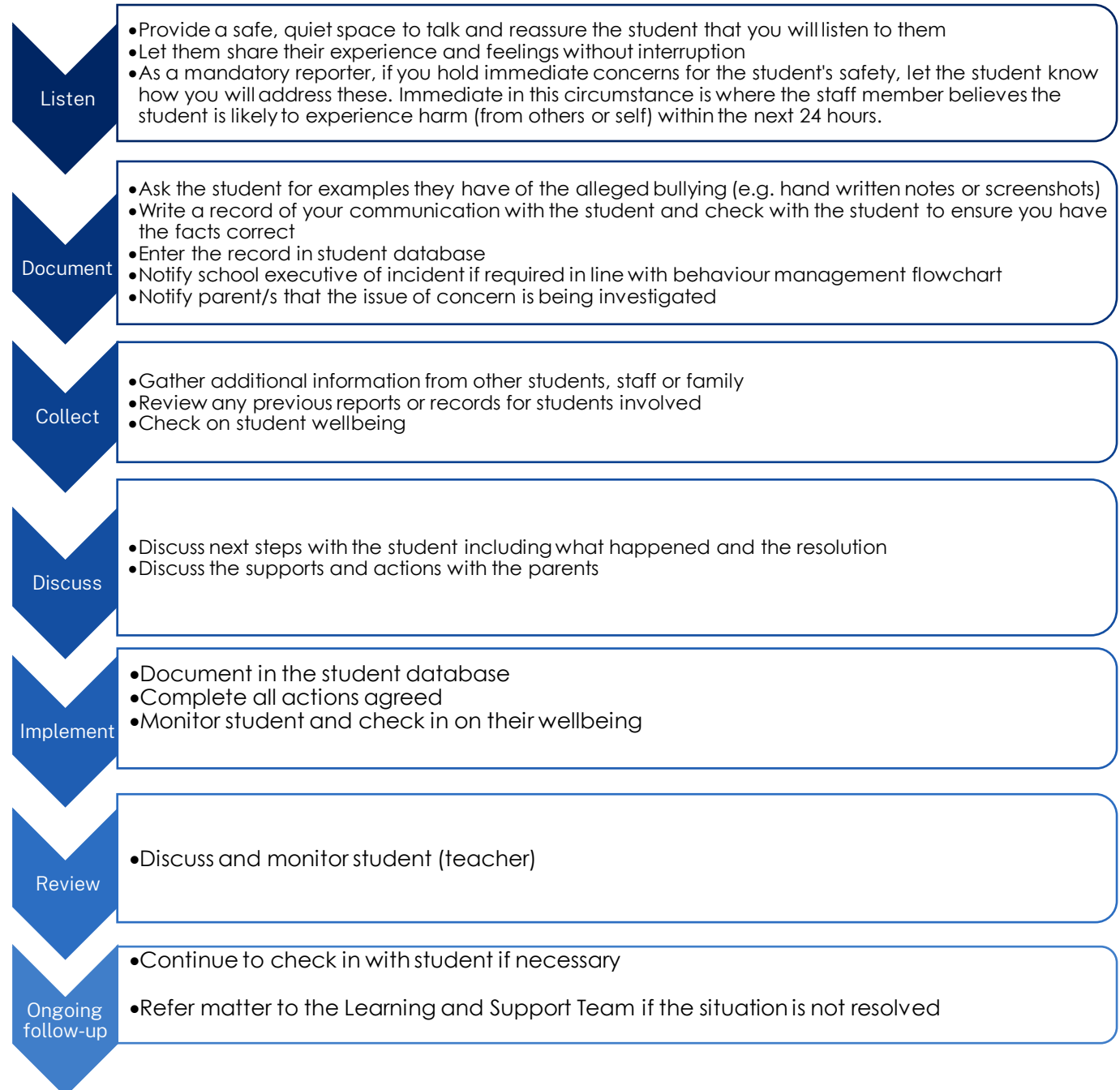
Reflection and restorative practices

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.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection – a structured debriefing/interview and planning after an incident or behaviour of concern with an individual student (reflection)	Same/next day when staff member available	Assistant Principal	Documented in student database
Restorative practice – <u>circles</u> in groups	Scheduled for same/next day	Assistant Principal	Documented in student database

Bullying Response Flowchart Guidelines

The following flowchart explains the actions John Purchase Public School staff may 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 judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.



Reviews

Next review date: Term 3, 2026