



Overview

Jordan Springs Public School reflects the commitment from the Department of Education to ensure every student learns, grows and belongs in an equitable and outstanding education system. Our school is committed to explicitly teaching and modelling positive behaviour and to support all students to be engaged with their learning. Our goal is to establish a supportive, caring environment and build quality, healthy relationships that contribute to school success.

Partnership with parents and carers

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

- inviting parent/carer and student feedback through formal and informal means, such as Tell Them From Me surveys, school surveys, consulting with the P & C and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Jordan Springs Public School will communicate these expectations to parents/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 values and expectations:

Jordan Springs Public School encourages all students to be like Jordy the kangaroo and follow the school-wide values and expectations:

	Expectation		
	Responsibility 	Belonging 	Growth 
J oin in and include others		✓	
O wn your actions	✓		✓
R espect Everyone	✓	✓	
D emonstrate resilience	✓		✓
Y our best effort always!	✓	✓	✓

Our school-wide values and expectations are an acronym for Jordy, the kangaroo that is part of our school emblem. Students are encouraged to demonstrate responsibility, belonging and growth to:

J - Join in and include others

Be an active part of our school community by contributing respectfully and working well with others.

O - Own Your Actions

Take responsibility for your choices and learn from experiences to grow and improve.

R – Respect Everyone

Show kindness and respect toward classmates, staff, and the school environment, helping to create a safe and welcoming space.

D – Demonstrate Resilience

Stay determined, embrace challenges, and continue trying even when things are difficult.

Y – Your Best Effort Always!

Always put forth your best in all activities, from learning to helping others, showing commitment to your growth and success.

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 of Program	Details	Audience
Prevention	Classroom Management	Each class establishes a Class Culture at the beginning of the school year. The Class Culture is underpinned by strong teacher-student relationships, with clear, consistently reinforced classroom expectations that are explicitly taught and highly visible.	K-6
Prevention	JORDY Awards	Explicitly teaching and modelling the school-wide values of Responsibility, Belonging, and Growth. Each fortnight across the school term will cover an aspect of JORDY: • Join in and including others • Own Your Actions • Respect Everyone. • Demonstrate Resilience • Your Best Effort Always! Students are recognised for exhibiting the school values and expectations with 2 awards to be presented at each assembly.	K-6
Prevention	Power Plays	Students determine learning goals that they will work towards achieving each term. When these goals are achieved, students will be presented with their Power Play in class. Teachers are encouraged to support students to feel successful with their goals each term.	K-6
Prevention	Child Protection	Teaching child protection education is a mandatory part of the syllabus.	K-6
Prevention	Bullying No Way: National Week of Action	Bullying No Way: National Week of Action is a bullying prevention initiative, connecting schools and communities to find workable solutions to bullying and violence.	K-6
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.	K-6
Early Intervention / Targeted / Individual	Learning and Support Team	The LST works with teachers, students and families to support students who require personalised learning and support.	Individual students, parents/carer, Learning and Support Team
Targeted / Individual	Attendance	Teachers monitor and refer students to the Attendance Coordinator who will convene a planning meeting with students, families and teachers to address barriers to	Individual students, attendance

		improved attendance and set growth goals.	coordinator, Exec
Individual intervention	<u>Individual behaviour support planning</u>	This may include developing, implementing, monitoring and reviewing behaviour support, behaviour response and risk management plans. This may include consultation with parents, other relevant specialist staff, service providers, and/or inter-agency partners. The delivery support team is contacted and invited to discuss strategies and programs and plan where to next.	Individual students, parent/carer, LST, CRT, Exec
Early intervention	Professional learning	The executive team support staff members with opportunities to develop knowledge, skills and strategies utilising the DoE resources including Professional Learning , the behaviour support toolkit , the inclusive practice hub to help create inclusive education environments for students with disability and additional learning needs.	Staff

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.

Jordan Springs 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 cyberbullying. Students who have been bullied will be offered appropriate support, for example through the 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

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.
- Corrective responses are recorded on School Bytes. 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 • detention, 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 • detention, reflection and restorative practices • communication with parent/carer.

Jordan Springs Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Regular evidence-based strategies are used 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 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 are teacher managed.	Targeted/Individualised 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 student's stage supervisor or 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 behaviour.	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 Intermittent and infrequent reinforcers are recorded on School Bytes.	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 expectation before low-level consequence is applied.	3. 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.
4. Social emotional learning lessons (Spring into Success) are taught weekly.	4. 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 co-ordinator.	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 fortnightly school assemblies.	Teacher contacts parents by phone or email 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 School Bytes. 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 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.

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- Responses to all behaviours of concern apply to student behaviour that occurs:
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- 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, for example through the school counselling service.

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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.

Each incident is dealt with on a case-by-case basis. Staff will look at the specific observable behaviours, assess the information and decide on the appropriate reflection procedure, putting the student at the centre of the decision.

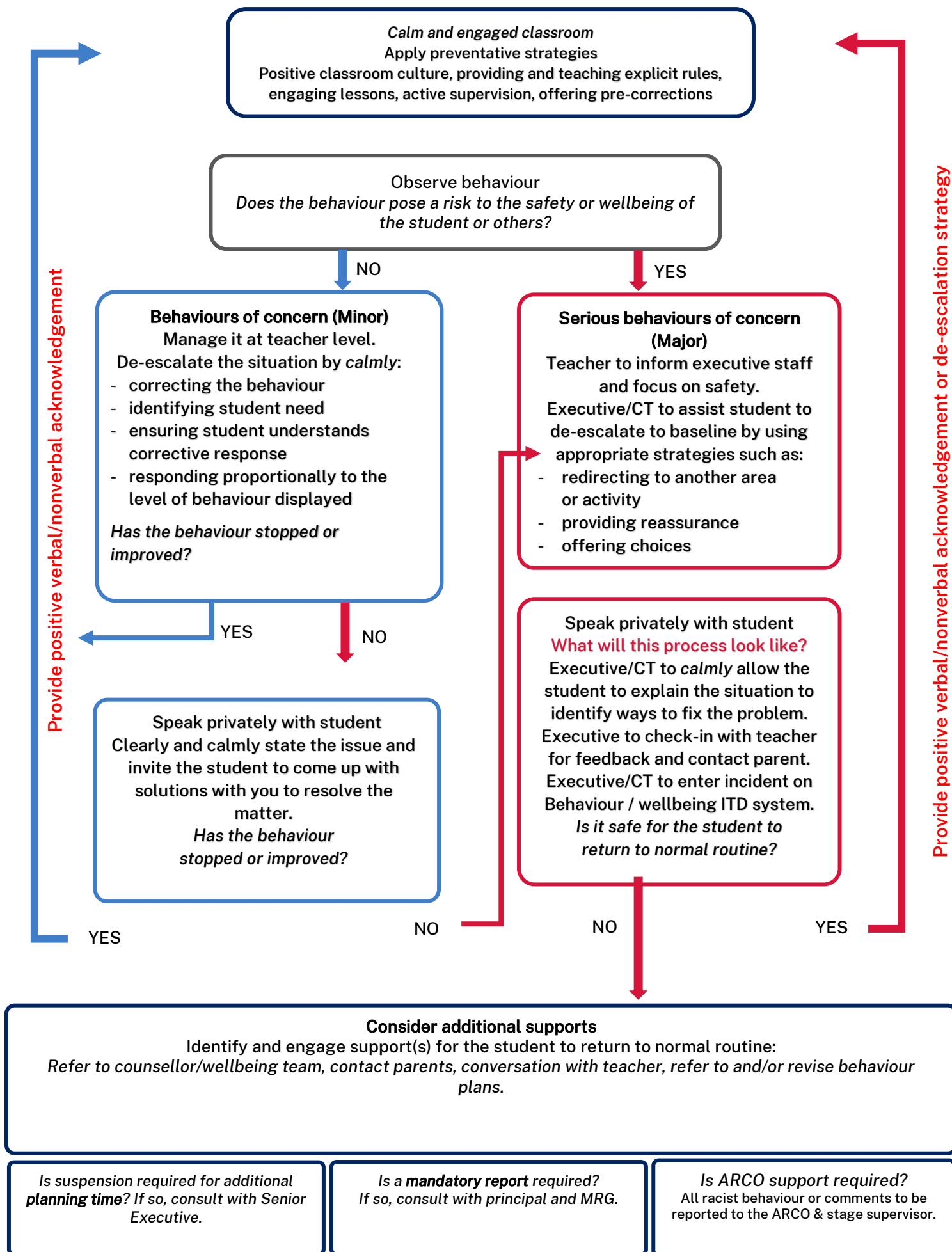
Strategy	When and how long?	Who coordinates?	How are these recorded?
3 tiered warning in-class system - Students are issued a verbal warning in class and they are provided with the opportunity to reflect on their behaviour. If behaviour continues, the student may need to reflect on their continued behaviour in an alternative nearby setting. Persistent behaviour may require the student to see an executive member to discuss their behaviour.	During class time or at either lunch or recess break	Classroom Teacher and/or Assistant Principal	Documented in School Bytes
Reflection – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection) This could be a walk and talk with the teacher to discuss strategies.	Same day (if behaviour occurs at Break 1) or next day at either break	Classroom Teacher and/or Assistant Principal	Documented in School Bytes
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	Next break	Assistant Principal	Documented in School Bytes
Restorative practice – peer mediation or circles in groups	Scheduled for either lunch or recess break	Assistant Principal	Documented in School Bytes

Review dates

Last review date: 31/01/2025

Next review date: 31/01/2026

Appendix 1: Behaviour management flowchart



Appendix 2: Bullying Response Flowchart

