Jannali Public School

Behaviour Support and Management Plan

Overview

Jannali Public School 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 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 role modelling, explicit teaching, and planned responses.

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

· Positive Behavior for Learning

· Open Parachute - A program designed by a team of Clinical Psychologists, Educators & Filmmakers, to teach mental health skills to all students in a way that is engaging and relatable. Every lesson features an authentic peer voice, role modeling self-reflection and resilience.

· Learning and Support - Our learning and support team (LAST) and school counselling staff are qualified members of our school team who apply expertise in mental health, learning, and behaviour to help children and young people succeed academically, socially, behaviourally, and emotional

· Every Step Counts - Every Step Counts is a public school education program covering challenging topics such as positive self-image, reducing violence-supportive attitudes and behaviours, making 'good choices', gender bias in the media, social media and consent.

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

o   Jannali 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.

o   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.

o   Partnership with parents and carers

Jannali 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.

Jannali Public School will communicate these expectations to parents/carers through the school newsletter, School Bytes 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

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

To be safe, respectful learners.

Safe	Respectful	Learner
Be safe	Be kind and value others	Ask for help
Use appropriate language	Listen and communicate with courtesy	Be an active listener
Hands and feet to yourself	Be ready to learn	Overcome challenges
Right place, right time	Work co-operatively	Be your best

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	Positive Behaviour for Learning	Positive Behaviour for Learning (PBL) is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.	Whole school
Prevention/ Early Intervention	School SRC/ Student Leadership / Student Voice	School SRC provides an opportunity for students to participate in the running of their school. Student leadership opportunities offer a way for students to express their opinions and participate actively in decision-making. This enables student connection and feelings of belonging. Student voice is students actively participating in decision-making at school on things which shape their educational experiences.	Whole school
Prevention	National Day of Action (NDA	Our school participates in the annual National Day of Action Against Bullying and Violence (NDA) in August each year.	Whole school
Prevention	Child Protection	Teaching child protection education is a mandatory part of the syllabus	Students K-6
Prevention	Open Parachute	A teaching and learning program taught weekly, designed by a team of Clinical Psychologists, Educators & Filmmakers, to teach mental health skills to all students in a way that is engaging and relatable. Every lesson features an authentic peer voice, role modeling self-reflection and resilience.	Whole School
Prevention	Every Step Counts Program	Every Step Counts is a public school education program covering challenging topics such as positive self-image, reducing violence-supportive attitudes and behaviours, making 'good choices', gender bias in the media, social media and consent.	Students 3-6

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Care Continuum	Strategy or Program	Details	Audience
Prevention / Early Intervention / Targeted / Individual	Australian eSafety commission 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.	All
Targeted/ individual intervention	Learning and Support	Learning and support resources are available in every school to help any student experiencing difficulties in learning in a mainstream class, regardless of the cause. This includes support for students with: ● High Potential, Gifted Education ● Learning difficulties ● Behaviour needs ● Social and emotional needs ● Students with a disability diagnosis ● External therapies working on site ● Welfare ● Attendance concerns ● EAL/d students	Individual students, families, staff
Targeted / individual	Attendance support	The LAST refer students to the attendance coordinator who will convene a planning meeting with students, families and teachers to address barriers to improve attendance and set growth goals.	Individual students, Assistant Principal
Individual intervention	Individual behavior support planning	This may include developing, implementing monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual students, paren/ carer, LAST, AP

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. See Appendix 1

· **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 Behaviour / Wellbeing Sentral system. These include:

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

Jannali Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations.

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	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 student's executive ASAP and before the end of the school day.
2. Verbal and non-verbal specific positive feedback is paired with a positive, rainbow / traffic light system. This is 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.

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3. Tangible reinforcers and verbal reminders that if inappropriate behavior continues, students will move to the orange section on traffic light system. Infrequent behaviour are recorded on Behaviour / Wellbeing Sentral system.	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 Behaviour / wellbeing Sentral system 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 from the Open Parachute program and PBL lessons are taught weekly.	4. Teacher records on Behaviour / Wellbeing Sentral 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 anti-bullying co-ordinator (Assistant 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
Phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at weekly K-6 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 LAST, 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 Behaviour / Wellbeing Sentral 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 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)

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- 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.

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.

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.

- **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.

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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. 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?
Student Behaviour Reflection – a structured debriefing and planning after a incident or behaviour of concern with an individual student (reflection)	Next day at either lunch or recess break	Assistant Principal	Documented in Behaviour / Sentral System
Structured Play plan – Withdrawal from free choice play and re-allocation to office / classroom / library or under cover learning 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 (detention)	Next break	Assistant Principal SLSO / Classroom Teacher	Documented in Behaviour / wellbeing Sentral
Restorative practice – peer mediation or circles in groups	Scheduled for either lunch or recess break	Assistant Principal	Documented in Behaviour / wellbeing Sentral System

School Anti-bullying Plan

Jannali Public School has a strong Anti-Bullying Plan that aligns with the Department of Education. Refer to the Bullying of Students – Prevention and Response Policy and Anti-bullying Plan.

Reviewing dates

Last review date: 6.5.24

Next review date:

Appendix 1: Behaviour management flowchart

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Jannali Public School - Incident Flowchart
Students at JPS strive to be safe, respectful learners.

Incident
Teacher decides category

Minor
In class or playground

- Not following instructions
- Absconding from class
- Unsafe in toilets
- Calling out
- Rudeness
- Repeatedly out of bounds
- Rough play
- Teasing
- Inappropriate language
- Rude actions (gestures)
- Late to lines
- Littering
- Disrespecting students
- Inappropriate use of school or student property
- Inappropriate use of school internet
- Running to lines
- Not being a safe, respectful learner

Major
In class or playground

- Absconding from school grounds
- Violence
- Harassment
- Physical aggression
- Physical fighting
- Using objects as weapns
- Cyber bullying
- Bullying
- Repeated disobedience
- Repeated swearing at others after warning
- Deliberately damaging school/student property
- Theft
- Unsafe in toilets
- Inappropriate use of school internet
- Bringing unsafe items to school.

1st Expectation reminder
Prompt
Redirect
Reteach
Provide choice
Consequence Reminder

2nd Expectation reminder
Both a visual and verbal reminder to the student about expected positive behaviour to be shown.

3rd Expectation reminder
Verbal reminder to student that if behaviour continues, they will be moved to orange.
If this is the case, consequences will be:
- Buddy classroom
- Time off playground & reflection sheet.

4th Expectation reminder
*Teacher to log in Sentral
Consequences may be;
- Reflection sheet
- Time out
- Time out over consecutive days
- Parent phone call by Teacher
- Letter home/warning of suspension
- Loss of privilege PSSA/School event

3 reflection sheets in 1 week = Parent phone call and Time out over consecutive days

Report to Executive
Consequences may be;
- Time out over consecutive days
- Parent interview
- Loss of privilege PSSA/School event
- Letter warning of suspension
- Suspension

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Bullying Response Flowchart

The following flowchart explains the actions Jannali 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 judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.

First hour: Listen
- Provide a safe, quiet space to talk and reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- As a mandatory reporter, if you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours.

Day 1: Document
- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student and check with the student to ensure you have the facts correct
- Enter the record in Behaviour / Wellbeing Sentral system
- Notify school executive of incident if required in line with behaviour management flowchart
- Notify parent/s that the issue of concern is being investigated

Day 2: Collect
- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day 3: Discuss
- Evaluate the information to determine if it meets the definition of bullying
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Agree to a plan of action and timeline for the student, parent and staff

Day 4: Implement
- Document the plan of action in Behaviour / Wellbeing Sentral system
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day 5: Review
- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in Behaviour / Wellbeing Sentral

Ongoing folllow-up
- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in Behaviour / Wellbeing Sentral system
- Refer matter to the Learning and Support Team within 48 hours if the situation is not resolved
- Look for opportunities to improve school wellbeing for all students

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