



# *Jugiong Public School*

## *School Behaviour Support and Management Plan*

### ***Introduction***

The school is not solely responsible for developing socially acceptable behaviour in students. Parents, carers and students share this responsibility in partnership with teachers.

A wholistic “team” approach is vital to ensure a safe, happy and productive learning environment for all at Jugiong Public School.

Each student has the right to expect that they will spend the day - both in and out of the classroom - free from bullying, harassment or intimidation. Each student has the right to be treated fairly and with dignity. Staff and other adults have the same rights.

Each student has the right to maximise their learning. This depends upon teachers' capacity to carry out their professional responsibilities in the classroom free from disruption.

We want our school to be characterised by students who respect the rights of others and accept responsibility for the consequences of their actions. We want all our students to develop positive self-esteem and a positive attitude to learning. We want all our students to support one another and develop effective interpersonal relationships.

The above goals can be achieved by consistently applying the processes described in the Discipline Policy that follows.

The policy is organised into four parts:

- (1) School Rules, Code Of Behaviour and Core Rules
- (2) Strategies to Promote Good Discipline/Effective Learning Within School
- (3) Practices Designed to Recognise & Reinforce Student Achievement.
- (4) Strategies for Dealing with Unacceptable Behaviour.



## Section 1

### School Rules, Rights & Responsibilities

Core Rules: Student Discipline in NSW Government Schools – Behaviour Code for Students

The NSW Department of Education provides a [Behaviour Code for Students](#).

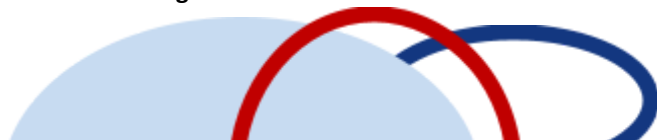
The behaviour code for students aligns with our expectations for behaviour. Students who are respectful, responsible and resilient display the actions identified within the code.

#### Respect:

- Treat one another with dignity
- Communicate and behave courteously
- Act and work cooperatively with other students, teachers, and all school staff
- Develop positive and respectful relationships
- Value the interests, abilities and culture of others
- Respect the learning needs of other students
- Dress appropriately by wearing the agreed school uniform or dress code
- Take care of school property and the property of staff and other students.

#### Safety:

- Model and follow school and class rules and expectations around behaviour and conduct
- Negotiate and resolve conflict.
- Be aware and take responsibility for how their behaviour and actions impact others.
- Care for self and others
- Be safe and help others to make safe choices that do not hurt themselves or others.





## Engagement:

- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

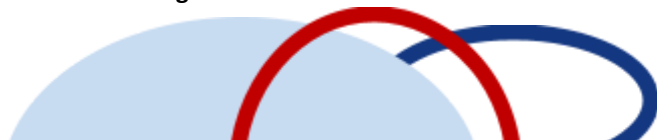
At **Jugiong Public School**, we also have special rules that support our PBL values:

All students will follow our PBL values of being Respectful, Responsible and Resilient learners by following these rules:

- Speak politely and courteously at all times. Swearing is not allowed. *Respectful*
- To avoid injury to self and others, walk in concrete areas or around buildings and corners, not run. *Responsible*.
- HANDS OFF – Keep your hands to yourself, and don't hurt or interfere with others, their belongings, or their feelings. *Respectful*
- Be SUN SAFE; always wear the school hat when outside during the summer months. *Responsible*
- Eat only in the lunch area and put rubbish in the bins provided before leaving. *Responsible*
- Play safely on the fixed equipment. Refrain from touching others who are also using the equipment. *Respectful*
- Valuables should be marked with the student's name and left with the teacher if required to be at school. *Responsible*

At JPS, we see discipline as a system of relationships, rewards, and sanctions that leads to self-imposed standards of acceptable behaviour.

Within this context, our school has adopted a **Code Of Behaviour**, which sets out the expectations for all students.

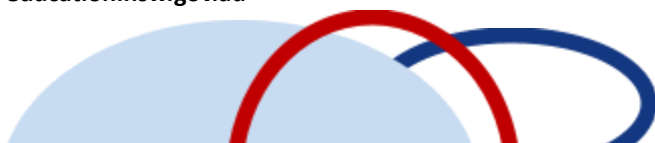




At Jugiong Public School, all students are expected to:

- Apply themselves consistently to their learning
- Contribute to a safe and happy learning environment
- Respect the rights, property and uniqueness of each individual
- Help to maintain a clean, tidy classroom and school
- Be cooperative, helpful & supportive of each other and their teachers.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Enabling School Environment	<ul style="list-style-type: none"> <li>▪ Strong teacher/student relationships.</li> <li>▪ Consistent teacher expectations, routines, and responses to behaviour.</li> <li>▪ Recognising and celebrating students.</li> <li>▪ Students are provided opportunities to exercise choice in the context of self-regulation, ethical decision making and responsibility.</li> <li>▪ High expectations for every student.</li> </ul>	Teachers Students
Prevention	Communication & Collaboration	<ul style="list-style-type: none"> <li>▪ Communication with parents around school expectations.</li> <li>▪ Promoting individual and whole school success through social media.</li> <li>▪ Liaison and sharing success with internal and external support agencies.</li> <li>▪ Counselling and wellbeing services are engaged to guide growth and development.</li> </ul>	Parents Community Interagency



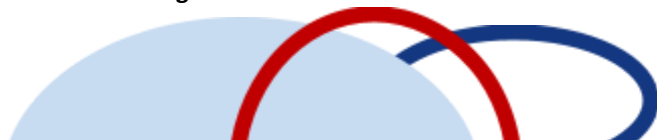
Care Continuum	Strategy or Program	Details	Audience
Prevention	Teaching & Learning	<ul style="list-style-type: none"> <li>▪ Explicit teaching and modelling of specific skills, including behaviour expectations and social skills.</li> <li>▪ High-quality differentiated teaching that addresses the individual learning needs of all students.</li> <li>▪ Learning experiences that contribute to the development of individual character traits and positive group dynamics.</li> <li>▪ Turn-taking activities, board games, and card games to develop expressive and receptive communication skills.</li> </ul>	Teachers Executive
Prevention	Inclusive Practice	<ul style="list-style-type: none"> <li>▪ Use of the inclusive practice hub and resources to support individual and collective student needs.</li> <li>▪ Authentic partnership with Wagga Aboriginal Education Consultative Group Inc (AECG)</li> <li>▪ Teacher professional learning is linked to the needs of the students.</li> <li>▪ All staff undertake mandatory training to comply with legislative and policy requirements.</li> </ul>	Teachers Executive
Early Intervention	School environment & Classroom Management	<ul style="list-style-type: none"> <li>▪ Review of classroom and school routines.</li> <li>▪ Accommodations and adjustments where required.</li> <li>▪ Incorporate visual cues for routine.</li> </ul>	Teachers Executive
Early Intervention	Communication & Collaboration	<ul style="list-style-type: none"> <li>▪ Increase communication with parents utilising communication books.</li> <li>▪ Engage with relevant support services such as school counselling services.</li> </ul>	Teachers Executive
Early Intervention	Teaching and learning	<ul style="list-style-type: none"> <li>▪ Explicitly teaching and modelling specific skills, including behaviour expectations and social skills</li> <li>▪ Support programs aimed at connection to country and community.</li> </ul>	Teachers Executive

Care Continuum	Strategy or Program	Details	Audience
Targeted Intervention	School Environment & Classroom Management	<ul style="list-style-type: none"> <li>Modified individual expectations and goals</li> <li>Transition strategies are implemented for movement between physical school areas and between lessons.</li> <li>Access and implement calmer classroom resources.</li> <li>Targeted, reasonable adjustments to the physical environment.</li> <li>Behaviour response plans implemented.</li> <li>Student behaviour contracts implemented.</li> </ul>	Teachers Executive Parents
Targeted Intervention	Communication & Collaboration	<ul style="list-style-type: none"> <li>Targeted support from expert behavioural and/or allied health agencies, including the school counselling service.</li> </ul>	Teachers Executive Parents
Targeted Intervention	Teaching & Learning	<ul style="list-style-type: none"> <li>In-class support for teachers and students provided by a learning support officer.</li> <li>Specific teacher training targeted at student or group needs.</li> <li>Resource allocation to develop learning and response plans.</li> </ul>	Teachers Executive Parents
Individual Intervention	School Environment	<ul style="list-style-type: none"> <li>A functional behaviour assessment conducted to identify and eliminate contributing factors in the physical environment.</li> <li>Accommodations and adjustments to meet the individual student's behaviour and learning needs.</li> <li>Consistent application of strategies in earlier stages of the care continuum.</li> </ul>	Teachers Executive Parents
Individual Intervention	Communication & Collaboration	<ul style="list-style-type: none"> <li>Develop appropriate behaviour expectations and strategies across all areas of the school and including all staff.</li> <li>Monitor the impact of support through continuous data collection.</li> <li>Maintain strategies and adjustments consistent with student's support plan.</li> <li>Develop risk management plans in collaboration with parents and other department staff.</li> <li>Apply for integration funding support.</li> </ul>	Teachers Executive Parents





Care Continuum	Strategy or Program	Details	Audience
Individual Intervention	Teaching & Learning	<ul style="list-style-type: none"><li>▪ Access the eLearning module <i>Introduction to Functional Behaviour Assessment</i></li><li>▪ Investigate and provide intervention support and training for parents.</li></ul>	Teachers Executive Parents





## Section 2

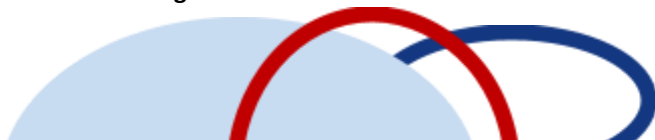
### Strategies to Promote Good Discipline And Effective Learning

**Jugiong Public School** will encourage effective discipline by:

Supporting students in achieving success in learning by providing an appropriate and engaging curriculum to meet the needs of each student through the following:

- Learning Assistance, including whole class and individualised learning
- Peer Support/PBL Activities K-6
- Sport opportunities, including workshops, gala days etc
- Life Education
- Visiting performers
- Outdoor education opportunities
- Excursions
- Music program
- Funding support for students with special needs.
- Teachers attending appropriate training & development programs.
- Providing quality teaching practices.
- Linking parents and students to appropriate support programs and services e.g. School Counsellor, Itinerant Support Teacher (Behaviour), District STLA, Home School Liaison Officer, Southern Area Health Service, Department of Family and Community Services (FACS).

Action	When and how long?	Who coordinates?	How are these recorded?
Teacher directed time out	<p>When: other de-escalation, teaching practices and interventions have been tried.</p> <p>When: reflection and restorative conversations are necessary following an incident or behaviour.</p> <p>How long: for the shortest possible time to allow restorative conversations and feedback to the student</p>	Teacher	<p>Recorded on internal school welfare system School Bytes.</p> <p>Parents notified.</p>





Action	When and how long?	Who coordinates?	How are these recorded?
Self directed time out	<p>When: students on individual plans require 'cool down' time as an identified behaviour response.</p> <p>Self directed time out is not a school wide preventative action for all students.</p> <p>How long: for the shortest possible time or for a fixed duration as detailed in individual action plans.</p>	Teacher	<p>Recorded on internal school welfare system School Bytes.</p> <p>Communication books.</p> <p>Individual plans.</p>
Detention and reflection	<p>When: A student has demonstrated repeated inappropriate behaviours that have been addressed at the classroom and executive level previously.</p> <p>Detention and reflection are not the primary responses for tertiary-level behaviours.</p> <p>How Long: The duration of the detention is negotiated between teacher, parent and principal. Factors include age, the likelihood of reflection changing behaviour, individual support needs of the individual and availability of staff to facilitate.</p> <p>Duration is not limited to one session, but rather open in duration to achieve behavioural change through restorative practice activities.</p> <p>Duration of any one session <b>will not exceed 20 minutes duration.</b></p>	Teacher with consultation between parent and principal	<p>Recorded on internal school welfare system School Bytes</p> <p>Reflection tools and work samples kept in School Bytes.</p>

Action	When and how long?	Who coordinates?	How are these recorded?
Suspension & Expulsion	<p>When: Only when non-suspension measures have been considered and exhausted.</p> <p>When: Individual circumstances suggest that suspension will be effective in managing the behaviour            When: A formal caution has been issued in the proceeding 50 school days OR there are immediate and significant health, safety and wellbeing concerns for students or staff that cannot be otherwise mitigated with the student at school.</p> <p>How Long: The shortest number of days required to implement supports for the student.</p>	Principal only after consultation with parent and Director Education Leadership	<p>Reported to Director Education Leadership</p> <p>Documented on internal systems and student record card</p>
Expulsion	<p>When: Serious behaviour/s of concern where risk management strategies and intervention, including suspension, have not been successful.</p> <p>How Long: Alternate educational placement to be arranged for the students.</p>	Principal and Director Educational Leadership	<p>Documented on internal systems and student record card.</p> <p>Written notification to parent/caregiver.</p>
Seclusion	<u>Seclusion is not permitted</u> , except in response to an emergency or crisis situation where there is an imminent risk of harm to a student, staff or other students.	Principal only	Reported to Director Education Leadership & NSW DOE Incident Report and Response Line and emergency services.

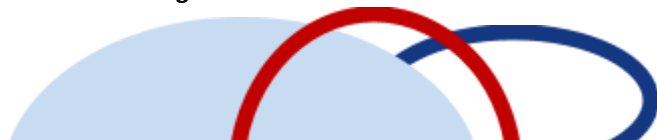


## Section 3

### Practices To Recognise and Reinforce Student Achievement

At Jugiong Public School we will recognise student achievement through:

- The presentation of Monthly Awards at end-of-month morning assemblies, recognition of students achievements in the newsletter and presentations on Monday morning assembly or Friday sport time – Respect, Responsibility and Resilience badges.
- Written reports presented in Semester one (July) and Semester Two (December)
- Class and Community Awards presented at the end of Year Presentation Assembly
- Modelling of consistent, respectful and caring behaviour by all school staff
- The inclusion of reports on student achievement in publications such as the School Newsletter and local papers
- Verbal praise, encouragement and positive comments eg. “Well done!”
- Positive comments on student’s written work, *stickers, stamps etc*
- Privileges granted for special effort eg. Long Track rewards or similar ‘treat’ days
- Opportunities to assume responsibility for important tasks.



## Strategies For Dealing With Unacceptable Behaviour

Each class teacher has a system of rewards and consequences to promote cooperative and on-task learning behaviour during lesson time and these will be set out at the beginning of each school year.

Each classroom teacher will implement class rules and review these with students each year. All behaviour will refer back to the school's Positive Behaviour for Learning Values of Respectful, Responsible and Resilient student behaviours.

The failure to comply with school rules will result in 3 outcomes for students, following this flowchart of events.

1. A verbal warning and discussion with a staff member when negative behaviour is reported or witnessed
2. Continued disobedience or repeated negative behaviours will result in a time-out in classroom or playground
3. Depending on the severity of behaviour an additional requirement of students **may** be to write lines for staff to review, once time-out has been completed **or** a reflection sheet outlining behaviour and ways to change this.
4. Records of incidents added to student records if repeated/severe behaviour.
5. Communication with parents if behaviour is *severe or repeated*, involving violence or offensive behaviour.





# ANTI-BULLYING POLICY

Background information:

Jugiong School is an inclusive environment where diversity is affirmed and individual differences are respected. Quality education is provided for students to meet their learning needs in a secure, ordered and supportive environment.

The focus of quality education is for students to learn and grow with confidence. Students develop best in situations where teaching and learning occur in the context of student welfare. The wellbeing, safety and health of students are part of school policies, programs and practices.

Partnership with parents, caregivers, students and the wider community is central to the success of this process. Schools exist in a society where intimidation and harassment can occur. Bullying must be taken seriously and is not acceptable in any form.

Teachers, students, parents, caregivers and members of the wider community have a responsibility to work together to address bullying.

## **Bullying:**

- devalues, isolates and frightens
- affects an individual's ability to achieve
- has long-term effects on those engaging in bullying behaviour, those who are the subjects of bullying behaviour and the onlookers or bystanders.

## **Bullying Behaviour**

Bullying occurs when a person or group is frightened, excluded, hurt or discomforted by a **pattern of behaviours** directed at them by others. The behaviours are intentional, selective and uninvited. Bullying involves the abuse of power in relationships. Bullying can involve all forms of humiliation, domination and intimidation of others.

Bullying behaviour may be:

- verbal eg. name-calling, teasing, abuse, putdowns, sarcasm, insults, threats
- physical eg. hitting, punching, kicking, scratching, tripping, spitting
- social eg. exclusion and manipulation of others during games, groups and activities in the classroom and playground through peer pressure and gangs. It could also include ignoring and ostracising of others.





- psychological eg. intimidation through spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, and inappropriate use of cameras and phones.

Students, teachers, parents, caregivers and members of the wider school community can expect

- that students will be safe at school, free from fear of bullying, harassment and intimidation
- that all students will be provided with appropriate support when bullying occurs.

Students, teachers, parents, caregivers and members of the wider school community have a responsibility to:

- promote positive relationships that respect and accept individual differences and diversity within the whole school community
- contribute to the development of the Anti-bullying Plan and support it through words and actions
- actively work together to resolve incidents of bullying behaviour when they occur.

Students can expect to:

- know that their concerns will be responded to by school staff
- be provided with appropriate support (for both the subjects of and those responsible for the behaviour)
- take part in learning experiences that address key understandings and skills relating to positive relationships, safety, gender equity, discrimination, bullying and harassment.

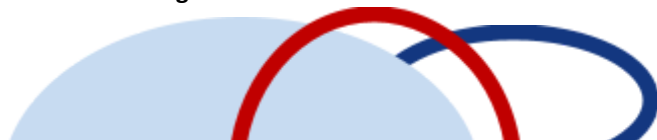
These experiences will be guided by the Personal Development, Health and Physical Education syllabuses and other Key Learning Areas.

Students have a responsibility to

- behave appropriately, respecting individual differences and diversity
- follow the school rules
- report incidents of bullying to an appropriate adult

Parents and caregivers have a responsibility to:

- support their children in all aspects of their learning
- be aware of the school Discipline Policy and assist their children in understanding bullying behaviour







- support their children in developing positive responses to incidents of bullying
- support all students of the school to deal effectively with bullying

Jugiong Public School has a responsibility to:

- develop and implement an Anti-bullying Plan
- inform students, parents, caregivers and the community about the School Discipline Code and Anti-bullying Plan
- provide students with strategies to respond positively to incidents of bullying behaviour, including responsibilities as bystanders or observers
- provide parents, caregivers and students with clear information on strategies that promote appropriate behaviour, and the consequences for inappropriate behaviour
- communicate to parents and caregivers that they have an important role to play in resolving incidents of bullying behaviour involving their children
- follow-up complaints of bullying, harassment and intimidation.

Teachers have a responsibility to:

- respect and support students in all aspects of their learning
- model appropriate behaviour
- respond in an appropriate and timely manner to incidents of bullying

## Anti-Bullying Plan

Teachers will:

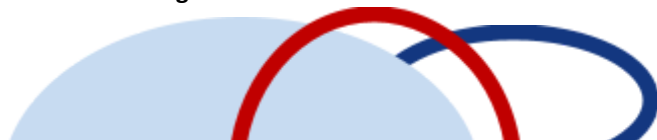
- Explain and reinforce Jugiong School Rules, Code of Conduct, Core Rules and Charter of Rights and Responsibilities.
- Develop children's understanding of what bullying behaviour is
- Help students learn strategies to deal with bullying behaviour
- Respond to students' complaints about bullying in a timely manner
- Provide support for students who have experienced bullying behaviour
- Deal with those found to be bullying through the Discipline Levels System

Children will:

- **Follow the school rules and Code of Conduct**
- **Treat others with respect**
- Report all incidents of bullying behaviour to an appropriate adult

The school will:

- Maintain a Bullying Behaviours register through wellbeing on School Bytes
- Deal with those displaying bullying behaviours in the context of the Discipline Policy



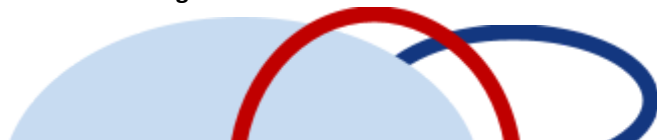


- Provide support for students who have experienced bullying behaviour, including counselling by the school counsellor.

Procedures:

- All reports of bullying behaviour will be investigated
- Substantiated reports will be recorded in the Bully Register
- Offenders will be dealt with in the context of the Discipline Policy
- Parents will be informed if a student's name appears in the bully register

The Anti-Bullying strategy will be revised each school year.





## CHARTER OF STUDENTS RIGHTS & RESPONSIBILITIES

*To Learn within a happy, supportive learning environment, I must...*

1. *Do my best on all learning activities, including homework.*
2. *Pay attention to the teacher when she/he is talking to the class.*
3. *Cooperate with all members when working in a group.*
4. *Praise and support others for their achievements.*
5. *Be a co-operative, responsible member of my class and school.*
6. *Share, help others and take turns.*
7. *Be at school at all times except for when I am sick.*

*To be treated with respect, I must...*

1. *Respect the rights and individuality of others.*
2. *Be polite, helpful and co-operative.*
3. *Be honest and truthful.*
4. *Obey the instructions of teachers, staff, scripture teachers, bus drivers and parent helpers.*
5. *Speak to others courteously.*
6. *Seek permission before touching other people's property.*
7. *Return borrowed property in good condition.*
8. *Use acceptable language in the classroom, playground, the school bus and on excursions outside the school grounds.*

*To be able to play happily and safely in the playground, I must...*

1. *Share school equipment with others and take turns.*
2. *Play in the right place, at the right time with the right equipment.*
3. *Play by the accepted/agreed-upon rules of any game.*
4. *Remain within the designated areas of the playground.*
5. *Settle disagreements peacefully.*
6. *Consider the safety of others when playing with and on equipment.*
7. *Arrive and depart by the correct gates.*
8. *Remain within the school grounds when at school.*

*To learn and play in a pleasant, clean school environment, I must...*

1. *Place my rubbish in the bins provided.*
2. *Return all equipment to the correct storage area.*
3. *Look after the plants, buildings and equipment within the school grounds.*
4. *Ensure that my property is not left lying around.*
5. *Take any items of lost property to the office.*