

Overview

Jerrabomberra Public School is committed to explicitly teaching and modelling positive behaviour and supporting all students to be engaged with their learning. We also align this with our school's values of *Be Responsible* and showing *Respect, Safety and Honesty*.

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 environment.

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.

A proactive approach to prevention and a consistent response to behaviour is evident. This is aligned to the Care Continuum and a whole school approach is embedded with evidence-informed practices in every classroom, providing inclusion in education for all students.

Jerrabomberra Public School rejects all forms of bullying behaviours, including on-line bullying, by maintaining a commitment to providing a safe, inclusive and respectful learning environment that promotes student wellbeing. All members of the school community are active participants in building this caring and responsive school culture where students and staff are valued.

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

NSW DoE PDHPE Syllabus	The Resilience Project (2025)
Positive Behaviour for Learning (PBL)	B Kinder
The Anxiety Project (2023-2024)	1, 2, 3 Magic

Partnership with parents and carers

Jerrabomberra Public School will partner with parents and carers in establishing expectations for developing and implementing student behaviour management and anti-bullying strategies by:

- inviting parents/carer and student feedback through formal and informal means, such as Tell Them From Me surveys (to become *My Say, My Way* in 2025), consulting with the P&C and local Aboriginal and Torres Strait Islander group
- using concerns raised through complaints procedures to review school systems, data and practices as needed.

Jerrabomberra Public School will communicate these expectations to parents/carers through the school newsletter and school website. Our school proactively builds collaborative and respectful relationships with students and families to create a shared understanding of how to work together to support student learning and wellbeing.

School-wide expectations and rules

Overall, *BE RESPONSIBLE* for your actions and own your behaviour. We aim to guide students to develop self-regulation and instinctively choose best behaviour choices.

Expectation - RESPECT	Expectations – SAFETY	Expectation - HONESTY
Be kind and value others	Always play safely	Tell the truth at all times
Act and speak appropriately	Be in the right place at the right time – obey red lines	Own your behaviour and actions
Be ready to learn and work co-operatively	Follow instructions	Resolve conflict
Value differences	Care for yourself and others	Be the best that you can be
Respect all school property and the environment	Hands off, feet off Ask for help	

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 students are reminded of this code annually and it is sent home in their homework books and in the school newsletter.

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

Students may require different types of intervention delivered in different ways along a continuum of care. This provides schools with ways of supporting all students no matter what their needs.

The care continuum includes interventions for:

- all students - creating safe and respectful learning and play environments for all students. Along the care continuum, this is known as prevention or universal interventions.
- some students - providing early intervention and targeted support for individual behaviours of concern. Along the care continuum, this includes early and targeted interventions.
- a few students - supporting students with complex and challenging behaviour needs, including students who have a specific diagnosis, through individual interventions.



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 behaviours of concern
- providing active supervision of students
- maximising opportunities for active engagement with learning
- providing carefully sequenced, engaging lessons that provide options for students
- differentiating learning content and tasks to meet the needs of all learners
- actively encouraging student voice through the SRC
- whole school expectations
- awards and recognition of positive behaviours through various means e.g. our coloured house tokens and assembly award system.

Our strong focus on preventative practices creates a safe and supportive environment in which behaviours of concern are less likely to occur but if they do, we have a school-wide process for dealing with it.

Care Continuum	Strategy or Program	Details	Audience
Prevention	PBL (Positive Behaviour for Learning)	The Positive Behaviour for Learning (PBL) program is an evidence-based comprehensive approach for teaching school routines, social and emotional learning, resilience and life skills. (Updated in 2025 to reflect current policies.)	All
Prevention	The Anxiety Project	(2023 – 2024) with some elements continuing for younger students K-2. Understanding when we are anxious and how to deal with it. Developing resilience.	All children and some parents
Prevention	The Resilience Project	A program to promote resilience, empathy and positive appreciation for what we have. (New emphasis in 2025.)	All students, Staff Parents
Prevention	Mindfulness	Tranquil Tuesday and Thoughtful Thursday – 5 min mindfulness sessions after play.	All

Care Continuum	Strategy or Program	Details	Audience
Prevention	B Kinder	Kindness Day celebrated in Week 9, Term 2.	All
Prevention	Life Education Van /Child Protection	DoE lessons are delivered in classrooms annually regarding Child Protection, in conjunction with Life Education van visit.	All Staff
Prevention	Buddy Class activities	Activities set up by individual teachers to support younger student to mix with older students and promote caring & friendship.	Staff initiated
Prevention & Early intervention	1, 2, 3 MAGIC	Whole school process for minor in-class and playground matters requiring the student to reflect and change behaviours. Aimed at self-regulation.	Students Staff Whole school
Early intervention	Social stories, visual cues, strategies and routines	Differentiated learning supports to cater for individual needs of a student. Parental support and consultation.	Individualised support
Early intervention	Social Skills groups	As needed by some students to develop and practise helpful behaviours and routines to support them.	Individualised support
Targeted intervention	Student Referrals and Individual Plans	Teacher supports student within class with planned support and interventions. Teacher, after discussion with parent, refers student to LST (Learning Support Team) as needed.	Teacher Parents LaST
Targeted intervention	Learning and Support Team	The Learning and Support Team meets weekly to discuss and plan for support for individual students as needed. This may be for learning, behaviour or attendance. How this support is provided is decided by the team, taking into consideration the personnel and support available.	LST LaST Counsellor,
Targeted Individual Intervention	Learning and Support Team / Counsellor Team / District Counsellor leader	The LST co-ordinator and counselling team may decide to submit an access request for IFS (Integration Funding Support) to support students with a disability in a regular classroom setting. This does not guarantee funding as this is decided outside the school by a state-wide panel.	Counsellor, LST co-ordinator, parents, District Office Team Around a School personnel
Individual intervention	Individual Playground Plan/Behaviour Support Plan	This may include developing, implementing, monitoring and reviewing: Behaviour support, behaviour response and risk safety plans.	LST co-ordinator, parent, outside advisors to school

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

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. Students at Jerrabomberra Public are encouraged to say, “No and go tell” and to D.O.B – “Don’t Obey Bullies”.

Jerrabomberra 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 our welfare staff or 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. Such corrective responses are recorded on a secure behaviour/wellbeing system.

Corrective responses include:

Classroom	Non-classroom setting
<ul style="list-style-type: none"> • rule reminder • re-direct • offer choice • error correction • prompts • re-teach • seat change • stay in at break to discuss / complete work • conference • time out, reflection and restorative practices • communication with parent/carer. 	<ul style="list-style-type: none"> • rule reminder • re-direct • offer choice • error correction • prompts • re-teach • play or playground re-direction • walk with teacher • time out, reflection and restorative practices • communication with parent/carer.

Jerrabomberra Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks are implemented.

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.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on our secure behaviour/wellbeing system. These may include:

- review and document incident
- determine appropriate response/s, including support 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 if needed
- communication and collaboration with parents/carers (phone, email, reflection letter, 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 procedure](#)
- [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](#).

Reporting and recording behaviours of concern

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- [Incident Notification and Response procedure](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

Reflection and restorative practices

Reflection and restorative practices is a pro-social way of approaching and resolving conflict and disruptive behaviour. It is a way of encouraging self-regulation, recognising conflict, owning one's behaviour, making restitution and moving on.

At times, there may be a time-out required for a student to reflect and re-set their behaviour. This will be undertaken in a quiet space where students may be required to complete a letter home. (See Appendix 3.) 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.

When required with a group of students, restorative practices may include a "Circle Talk" where each can voice their concerns and come to an understanding and solution to the benefit of all. This will be undertaken with a teacher or executive. This acknowledges that mistakes can be made and that students have the capability to "fix" and solve problems together and learn from negative experiences.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection Time - student and teacher conference – a structured debriefing after a behaviour of concern event with individual student reflection	Same day at lunch or recess break if practicable. May involve next day sanctions, dependent on timing.	Executive	Noted on School Bytes.
Restorative Practice – Minor incidents Circle Talks	Scheduled for a break time – 10 mins	Executive	Recorded in School Bytes if resolution not reached.
Alternative Play Plan (Minor)	Withdrawal from free choice play and re-allocation to office or classroom for supervised play Next break – specified time frame.	Teacher Executive	Copy to teacher, parents and other staff on duty. LST record in minutes.
Alternative Play Plan (Major)	Playground Plan for student over the week. Student allocated to different areas of playground to facilitate safe play. To be reviewed after two weeks.	Teacher Executive Parents	In LST minutes and conveyed to staff on duty.

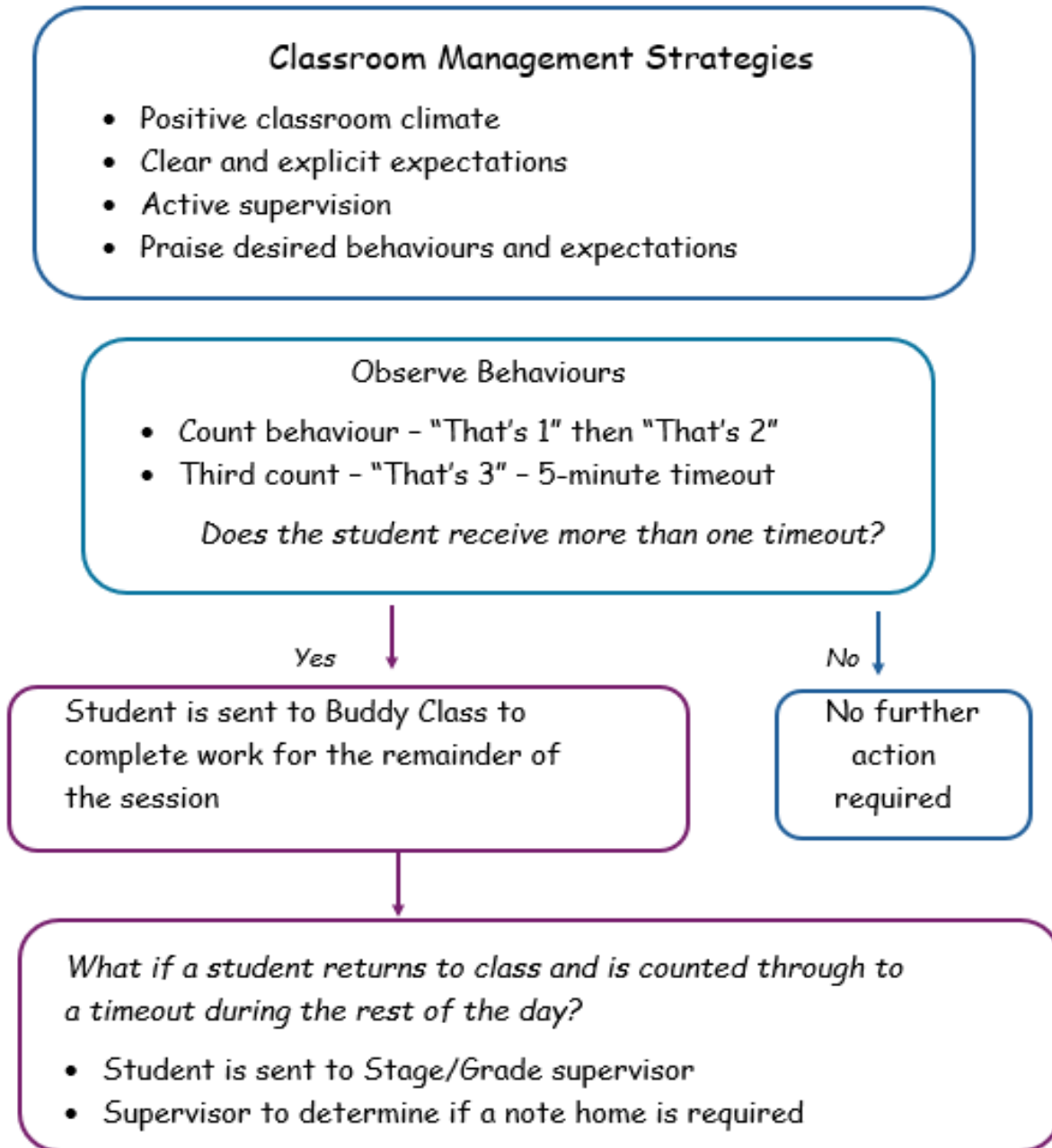
Review dates

Last review date: February, Term 1, 2025

Next review date: February, Term 1, 2026

Appendix 1: Classroom Behaviour Management flowchart:

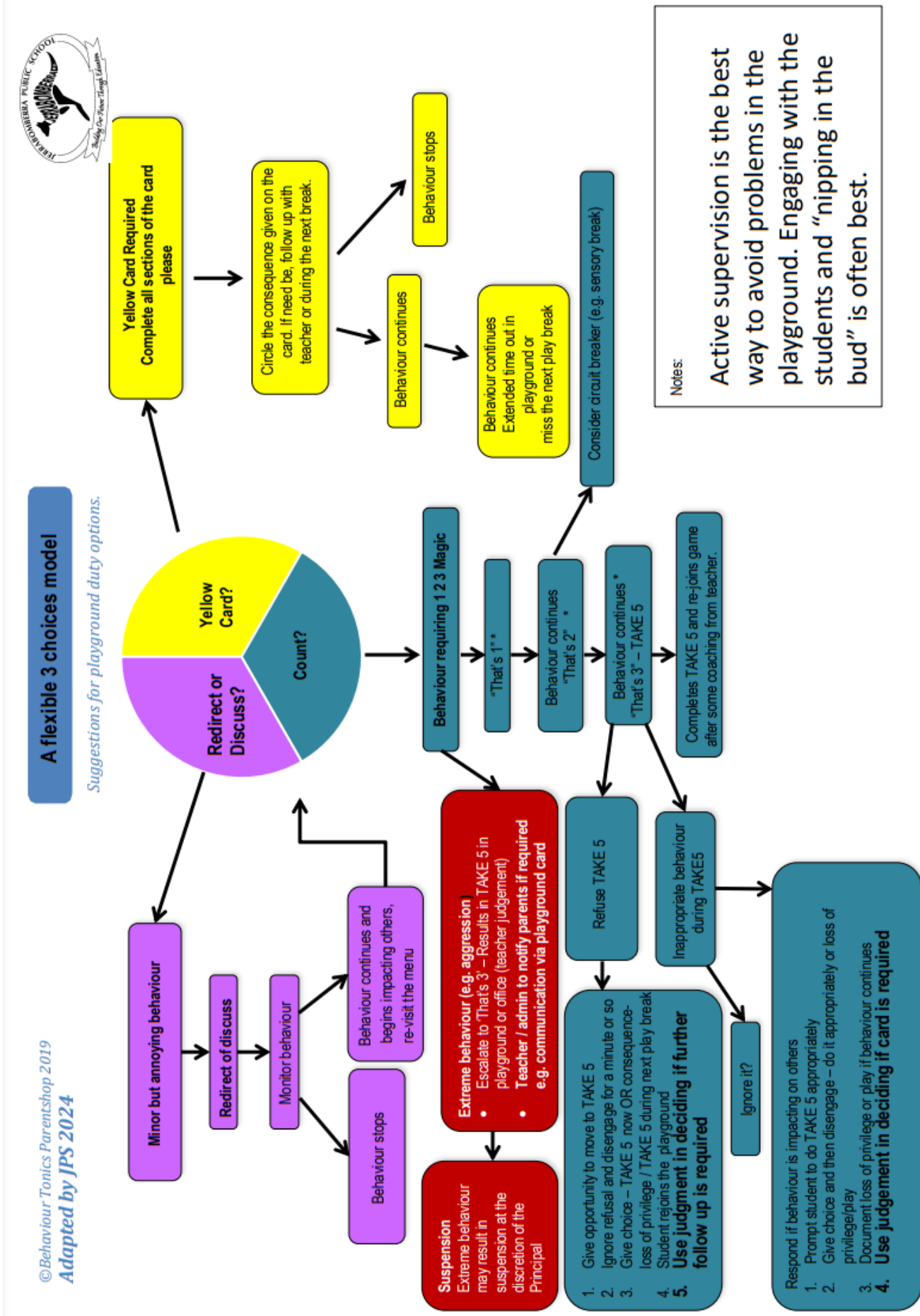
Jerrabomberra Public School
CLASSROOM MANAGEMENT PROCEDURES



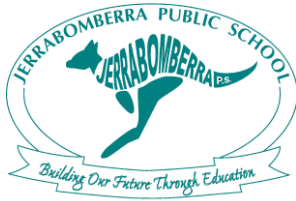
If a student severely disrupts the class or is violent or abusive to others, the Deputy or Principal should be notified. A letter, written by student, may be sent home and parent phoned. (See Appendix 3) A continuation of behaviours may also result in a referral to the Learning Support Team.

*Is suspension required for additional **planning time**? If so, consult with principal/executive.*

Appendix 2: Playground Behaviour Management flowchart:



Appendix 3: Letter Home to Parents



Jerrabomberra Public School

Parent/Carer Details:

Date: _____

TIME OUT

Today your child was given 'time out' from either the playground or classroom. This is usually done after several warnings. Here is your child's letter explaining what they did. This is part of the Jerrabomberra Public School Discipline Code and aims at keeping parents informed and encouraging students to take responsibility for their actions.
Please discuss this matter with your child, sign and return the note tomorrow.
We value your support with this matter. *Thank you.*

Dear _____,

I had 'time out' today from my class / the playground and was sent to an Executive staff member because:

I broke the rule... respect / safety / honesty

Next time I will...

Signed _____ Executive Staff _____

✂.....

PARENTS TO RETURN TO _____

I have received this letter and discussed it with my child,

Parent/Carer Signature _____ Date _____

(Please see over a copy of the rights and responsibilities of all members of our school)

NSW Department of Education Behaviour Code for Students

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the inclusive and safe behaviour we value in our students.

All students have a right to:

- Safety at school
- Access and fully participate in their learning
- Be treated with respect by other students, teachers and school staff
- Express their views, set goals and self-advocate

In NSW public schools students are expected, to the best of their ability, to:

RESPECT

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

Behaviour that infringes on the rights and safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated.

Appendix 4: Bullying Response Flowchart (Optional)

Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated over time and may cause harm.

Bullying is different from a one-time act of unkindness, rudeness or mean words. These incidents will be dealt with as a minor incident in the hope that it will not evolve into prolonged and targeted bullying. Children are encouraged to tell someone at school when random acts of unkindness occur so that it can be dealt with promptly and in a pro-active manner.

