

## Overview

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

The school's goal is to inspire every student to participate positively in the school community and beyond. The school focuses on promoting excellence, opportunity and success for every student, every day. We strive to develop safe, respectful and responsible behaviours, within a caring learning community.

Principles of positive behaviour support trauma-informed and inclusive practices. Social and 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 positive school culture encourages improved student behaviour, promotes emotional resilience and creates a more inclusive and productive learning environment.

## Parent Partnerships

Dulwich Hill Public School partners with parents/carers in establishing expectations and implementing student behaviour management and anti-bullying strategies, by:

- inviting parent/carer and student feedback through formal and informal consultation eg *Tell Them From Me*, other P&C/ school surveys and local AECG.
- taking opportunities from concerns raised or occurrences to review school systems, data and practices.

Dulwich Hill Public School will communicate established expectations to students, staff and parents/carers. Information and updates will be posted on Audiri, in the school newsletter and on the school website. The school continues to proactively build collaborative relationships with families to enhance a shared understanding of how to support student learning behaviours, safety and wellbeing.

## School-wide expectations and rules

Respectful	Responsible	Safe
Be kind and value others	Be on time for the bells	Ask for help
Use language that is courteous and appropriate	Be ready to learn	Play in your nominated area and wear your hat
Work cooperatively	Tell a teacher of any problems	Walk to class in front of your teacher
Accept differences	Report broken or missing equipment	Report unsafe play and other behaviours
Report all bullying behaviours	Return lost items to the front office	Tell someone if you do not feel safe, at any time.

## 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:

- explicitly teaching, reminding and reteaching students, established classroom and playground expectations
- explicitly teaching, reminding and reteaching students, established routines and associated procedures
- encouraging established classroom and playground expectations with positive feedback and positive reinforcement
- reteaching appropriate behaviours
- providing active supervision of students
- maximising opportunities for active engagement with learning
- providing carefully sequenced and engaging lessons that differentiate learning content and tasks to meet the needs of all learners
- documenting wellbeing incidents on database.

Care Continuum	Strategy or Program	Details	Audience
Prevention / Early Intervention	Positive Behaviour for Learning	The school uses Positive Behaviour for Learning to explicitly teach expected behaviour. PBL also underpins the behaviour management system implemented across the school. Students participate in weekly PBL lessons and values are embedded and retaught in everyday classroom practice.	All
Prevention/ Early Intervention	<a href="#">Child Protection</a>	Teaching Child Protection Education is a mandatory part of the syllabus.	Students K-6
Prevention/ Early Intervention	Brainstorm Productions	Each year, all students participate in an incursion by Brainstorm Productions. This educational theatre company focuses on educating students about anti-	Students K-6

Care Continuum	Strategy or Program	Details	Audience
		bullying, including cyber safety and aspects of student wellbeing.	
Prevention/ Early Intervention	Cyber Safety	Stage 3 annual lessons from the e-Safety Commission. e-Safety Commission parents information session each year, K-6. Police liaison officer visit at least once each year.	Students K-6
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner <u>Toolkit for Schools</u> 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.	Parents and caregivers Staff and students
Prevention / Early Intervention / Targeted / Individual	Quiet Play	The school provides a supervised alternative for students to be in a quiet space at lunch, rather than in the playground. Students engage in quiet activities such as reading, drawing and board games.	All
Prevention / Early Intervention / Targeted / Individual	Calm Corners	All classrooms have a Calm Corner. Originally funded by the P&C, these are comfortable spaces where students can take a break, self-regulate and then re-engage in their activities with the class.	Staff and students K-6
Prevention / Early Intervention / Targeted / Individual	Learning and Support Team (LST)	The Principal, Learning and Support Coordinator, School Counsellor, appropriate classroom teacher/s, appropriate Stage Assistant Principal (AP), parent/carer, DoE specialist personnel, external provider/s, student (where appropriate).  Learning support personnel, families, students and external providers/personnel as appropriate: Identify individual needs and provide appropriate, recommended strategies, interventions, adjustments (including and beyond Quality Teaching Practices).	All
Targeted / Individual Interventions	<u>Learning and Support</u>	Small Group Tuition Personalised Learning and Support Plan (PLASP) LST teachers and families support students who require adjustment strategies for learning. These are focused supports that align with inclusive teaching practices and Disability Standards.	Appropriate LST members, individual families, students as appropriate.
Targeted / Individual Interventions	<u>Attendance support</u>	The principal and LST coordinator convene meetings with families to identify actions to address barriers to improved attendance and set improvement goals. This action may include support and / or intervention from the Home School Liaison Officer (HSLO).	Individual families, appropriate LST members

Care Continuum	Strategy or Program	Details	Audience
Individual Intervention	<u>Individual behaviour support planning</u>	Classroom Teachers will notify parents, the Learning and Support Team (LST) and appropriate Assistant Principal (AP) of behaviours of concern. LST Coordinator and DoE specialists may observe individual students to determine triggers, risks and modifications. In collaboration with classroom teachers and AP solutions to promote replacement behaviours are developed. This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans in association with DoE and external providers.	Individual students, parent/carer, LAST, APs, DoE specialists/ external providers/ specialists.

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

### **Identifying behaviour of concern, including bullying or 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. The school's anti-bullying plan is available on the school website policies page: <https://dulwichhil-p.schools.nsw.gov.au/about-our-school/rules-and-policies.html>

Dulwich Hill 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 managed by teachers and/or executive. 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.

Classroom	Non-classroom setting
<ul style="list-style-type: none"> <li>· reminder of expected behaviour</li> <li>· re-direct</li> <li>· offer choice</li> <li>· error correction</li> <li>· prompts</li> <li>· reteach</li> <li>· seat change</li> <li>· discussion</li> <li>· conference</li> <li>· reflection and restorative practices</li> <li>· communication with parent/carer.</li> </ul>	<ul style="list-style-type: none"> <li>· reminder of expected behaviour</li> <li>· re-direct</li> <li>· offer choice</li> <li>· error correction</li> <li>· prompts</li> <li>· reteach</li> <li>· redirect to alternate play, playground and/or peers</li> <li>· walk with teacher</li> <li>· detention, reflection and restorative practices</li> <li>· communication with parent/carer.</li> </ul>

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

It is acknowledged that not all students are encouraged by the same things or in the same ways. Younger students may be more motivated by adult attention while older students more by peer attention, activities or privileges. 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 are powerful ways 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 internal self-regulation.

<b>Prevention</b> Responses to recognise and reinforce positive, inclusive and safe behaviour	<b>Early Intervention</b> Responses to minor inappropriate behaviour are teacher managed.	<b>Targeted/Individualised</b> 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 to encourage student self-regulation.	1. Contact office to seek help from executive immediately for assistance. Notify stage supervisor before the end of the school day. Notify parent/carer before the end of the day.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for 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: evacuation of class, lockdown of class, redirecting to another area or activity, providing reassurance and offering choices. Incident review is scheduled. Parents/carers informed. Incident Report and Support Hotline notified if appropriate.
3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on Behaviour / wellbeing data base.	3. Use direct responses e.g. rule reminder, reteach, 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 database. Contact parent/carer by email or phone. Formal Letter of Caution/ suspension may be considered.
4. Social emotional learning lessons are taught regularly across the year. eg Anti-Racism Anti Bullying Positive Living Skills. Peer Support Child Protection	4. Teacher records on database by the end of the school day. Inform family. Contact school principal for support. The school has an anti-racism contact officer (ARCO)	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
Recognition <i>merit awards</i> for positive individual and class behaviour are given by class teacher. Merits accumulate for <i>Principals Awards</i> .	Teacher contacts parents by phone or email when a range of re-teaching 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.

Principal Awards accumulate for ribbons and then book vouchers.		
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## Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on behaviour / wellbeing ITD system/database. 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
- 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, 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.

## 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.

## Detention, reflection and restorative practices

Dulwich Hill Public School provides a reflection time with the Principal when student behaviours of concern occur or are repeated.

The reflection period begins at 11:25, at the end of "Eating Time", and concludes at 11:45 which is the beginning of the second half of lunch. During reflection, students are allowed to go to the toilet, but are not permitted to go to the canteen until after reflection.

The Principal and student/s speak about the incident, action/ event and ramifications. Students are asked to reflect on the impact of their action on others. Finally, they are asked to consider what could/would be different next time or in a similar circumstance.

Strategy	When and how long?	Who coordinates?	How are these recorded?
<b>Reflection</b> – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student or small group	Next lunch break	Principal/ delegated executive	Documented on database
<b>Alternate play plan</b> – withdrawal from free choice play and re-allocation to office 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	Principal / LST / Class teacher	Documented on database

## Review dates

Last review date: 31.01.2025, Day 1, Term 1, 2025

Next review date: 31.01.2026, Day 1, Term 1, 2026



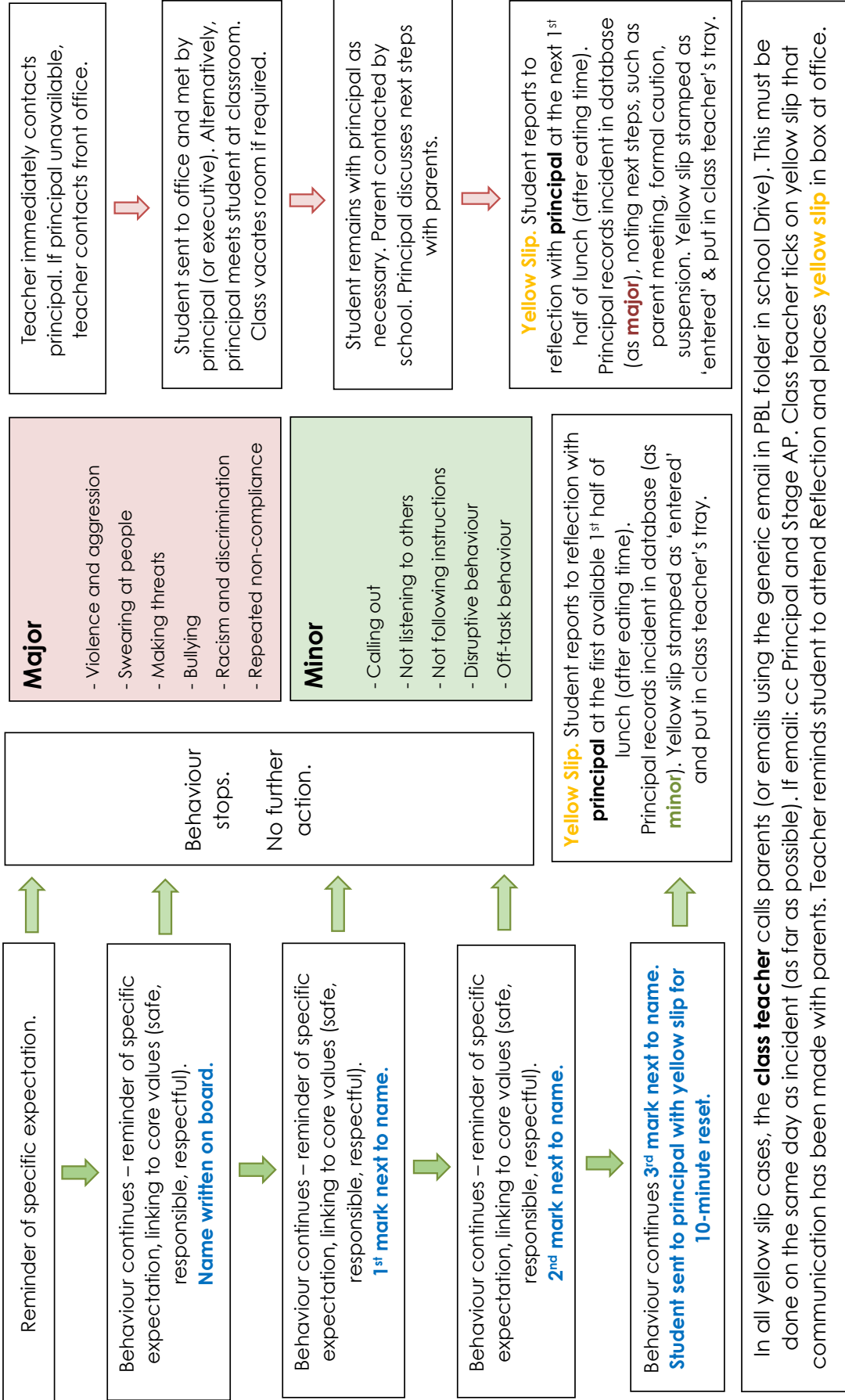
Appendix 1: Behaviour management flowcharts



Dulwich Hill Public School Classroom Behaviour Flowchart

NO YES

Is the classroom behaviour **major**?



Updated December 2024



**NO** ←

→ **YES**

**Is the playground behaviour major?**

Immediate consequence as below.

Out of bounds – walk with duty teacher and then sit for 5 minutes. Follow up with a yellow slip for a repeat offence.

Littering – pick up the litter. Follow up with a slip for a repeat offence.

Non-compliance – walk with duty teacher and then sit for 5 minutes. Follow up with a slip for a repeat offence.

Inappropriate language – walk with duty teacher and then sit for 5 minutes. Follow up with a slip for a repeat offence.

No hat = no play. Student must sit out in shaded area or walk with duty teacher (if shaded).

**Yellow slip is only given if the behaviour above is repeated or the student refuses to comply with immediate consequence.**

**Major**

- Violence and aggression
- Swearing at people
- Making threats
- Bullying
- Racism and discrimination
- Repeated non-compliance

**Yellow Slip.**

Filled in by **duty teacher** and placed in class teacher's tray. Duty teacher verbally tells class teacher (if possible).

Class teacher ticks on yellow slip that communication has been made with parents. Teacher reminds student to attend Reflection and places slip in box at office.

Student reports to reflection with **principal** at the first available 1<sup>st</sup> half of lunch (after eating time). Principal records incident in database (as **minor**). Yellow slip stamped as 'entered' and put back in teacher's tray.

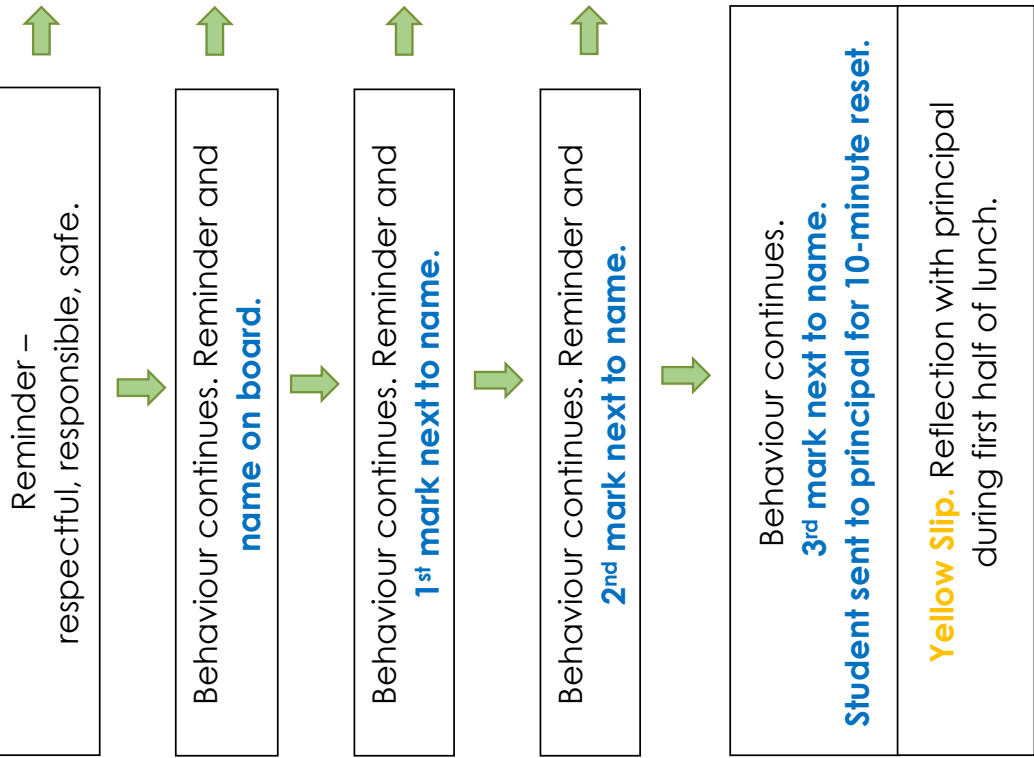
Student sent to office and met by principal (or executive). If student will not go to office, duty teacher makes phone call or sends two other students to ask for immediate assistance.

Student remains with principal as necessary. Parent contacted by school. Principal discusses next steps with parents.

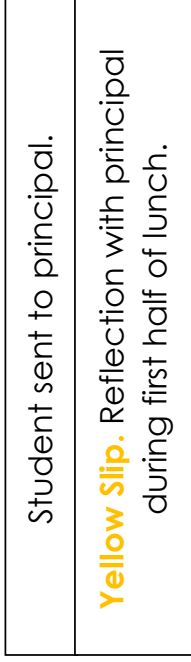
**Yellow Slip.** Student reports to reflection with **principal** at the next 1<sup>st</sup> half of lunch. Principal records incident in database (as **major**), noting next steps, such as parent meeting, formal caution, suspension). Yellow slip stamped as 'entered' and put in class teacher's tray.

In all yellow slip cases, the **class teacher** calls parents (or emails using the generic email on PBL folder in school Drive). This must be done on the same day as incident (as far as possible). If email: cc Principal and Stage AP.

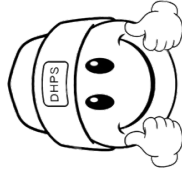
## MINOR BEHAVIOUR



## MAJOR BEHAVIOUR



Behaviour stops.



Dulwich Hill Public School

## CLASSROOM BEHAVIOUR FLOWCHART

Student-Friendly Version