

Behaviour Support and Management Plan

Manning Park Public School



Updated for 2025

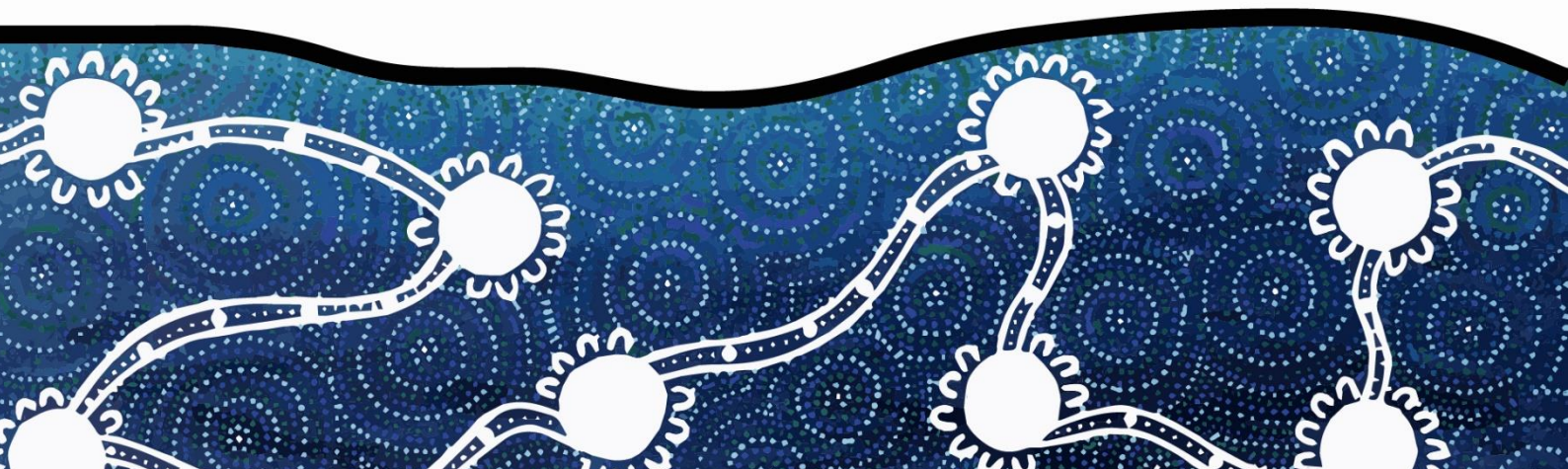


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Behaviour Support and Management Plan

Mannering Park Public School



Year: 2025

Network: Lake Macquarie East

Principal: Melanie Elks

Overview

Mannering Park Public School strives to provide an inclusive and supportive environment for students, families, staff and community. The school implements school-wide **Positive behaviour for Learning (PBL)** practices which focuses on the core values of *Responsible Learners, Respectful Relationships*. As part of this approach to wellbeing, the school has a designated PBL team which is made up of classrooms teachers, school leaders, SLSOs and the Principal. The school uses PBL to reinforce positive expectations using a school-wide matrix, fast and frequent rewards (called PIPs), all-inclusive rewards days, assemblies of recognition and management flowcharts for all staff.

The school has partnership with **The Resilience Project** and *Real Schools* focusing on **Restorative Practices**. These programs focus on the delivery of GEM principals (*Gratitude, Empathy and Mindfulness*) as well as restorative conversations and strategies.

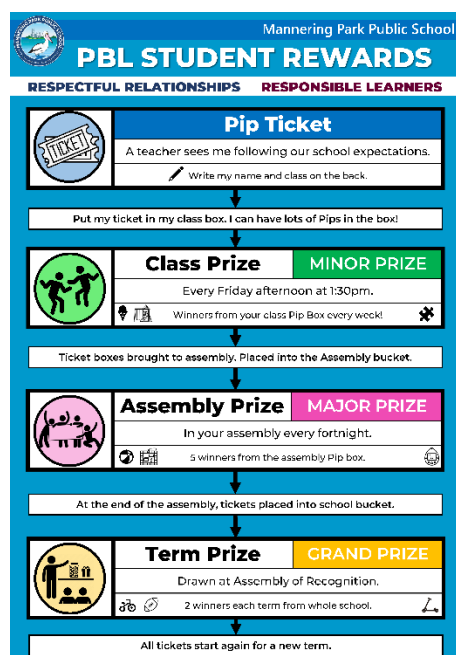
Every class utilises **Life Skills Go**, an online program that integrates into School Bytes. It enables teachers to track every student's readiness for learning and emotional state through an online check-in system. Teachers have access to a real-time dashboard which helps drive check-in circles, 1:1 check-in conversations and G.EM lessons. Teachers use this data to facilitate conversations with parents/carers and provide potential pathways into developing **Mental Health Calming Plans** for students.

The school also recognises the need to support targeted individuals with their wellbeing. Several initiatives are implemented each year through the Learning & Support team, Counselling team and external providers. These include (but are not limited to) **Drum Beat** (resilience through music), **Didge Group** (Aboriginal culture for boys), **Better Buddies** (Kindergarten mentoring), **Cool Kids** (anxiety program), and **social skills programs** (playground relationships).

This plan is updated annually by students, staff and community. The school utilises an annual **Student and Parent Survey** to ensure the plan is relevant to all students and families, and to value the voice of parents and carers. The staff complete their **SAS**, and the PBL team update the school's **Action Plan** to help evaluate the effectiveness of our approach to wellbeing.

Promoting Positive Student Behaviour

Initiative	Where?	Description
Fast and Frequent (PIPs)	All-settings	Small tickets given to students who are following school-wide expectations.
Restorative Conversations	School, Community & Planning Room	Restorative conversations allow the teacher to demonstrate empathy, teach children how to resolve conflict, and most importantly, allow students to have a voice.
Weekly Class Draw	Classrooms	Weekly Friday draw from PIP ticket box, teachers select 2-3 students to receive a prize.
Fortnightly Stage Draw	Assemblies	All classes empty their PIP boxes into a larger barrel. Names are drawn for prizes.
Termly School Draw	Assembly of Recognition	All the PIPS from the term are put into a large barrel. Names are drawn for major prizes at the end of term.
Classroom Rewards	Classrooms	Each teacher utilises their own whole-class rewards system each week which may result in extra play etc.
All-Inclusive (Week 5)	End of Recess	All students engage in extra 20 minutes of play to recognise their learning and approach to wellbeing.
End of Term (Week 10)	Thursday afternoon	A three-tiered approach based on major behaviour and planning rooms. All students get a different tiered reward.
Assembly Merit Award	Assemblies	Students are recognised for their outstanding efforts in fortnightly assemblies. Names go into the newsletter.
Term Awards	Assembly of Recognition	End of term merit awards for recognition towards learning and wellbeing in every class.
Student/Class of the Week	Various	Used by the Principal to recognise outstanding approach to learning or wellbeing. These are often posted to the school's Facebook page and newsletter.



PBL Rewards Days		
Manning Park Public School		
 Mid-Term 'All-Inclusive'	Thursday, Week 5 2:00 to 2:55pm	the 20 minutes at the end of recess, a special time for helping with a teacher.
 End-Term Rewards Afternoon	Thursday, Week 10 2:00 to 2:45pm	See the Information Book.
When: All students will participate. The 10, 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, 180, 190, 200, 210, 220, 230, 240, 250, 260, 270, 280, 290, 300, 310, 320, 330, 340, 350, 360, 370, 380, 390, 400, 410, 420, 430, 440, 450, 460, 470, 480, 490, 500, 510, 520, 530, 540, 550, 560, 570, 580, 590, 600, 610, 620, 630, 640, 650, 660, 670, 680, 690, 700, 710, 720, 730, 740, 750, 760, 770, 780, 790, 800, 810, 820, 830, 840, 850, 860, 870, 880, 890, 900, 910, 920, 930, 940, 950, 960, 970, 980, 990, 1000.		
No. Planning Rooms	Explanation	
0	Students who have not been to Planning Rooms will get to choose from 4 activities.	
1-2	Students who have attended Planning Rooms 1-2 times will choose from 3 activities: Free Play and Board Games in the Library.	
3 or more	Students who have attended Planning Rooms 3 times or more will attend 30 minutes in the library.	
		
Note: Wellbeing data from Sentral will be taken from Weeks 1-9.		
Activities	Staff	Responsibilities
 Music/Dance in Hall	TBA by the PBL Team	• Provide music
 Oval Play	TBA by the PBL Team	• Provide on Oval
 Indoor free play (C Block)	TBA by the PBL Team	• Provide free play/drawing activities for students to choose
 Board Games in the Library	TBA by the PBL Team	• Provide the library and use it to board
At 2:30pm each class will complete a PMI about the rewards session and send to the PBL Leader for review in the next PBL meeting.		

School-wide Expectations – how we reinforce positive behaviour



PBL Expectation Matrix Mannering Park Public School



 Responsible Learners	 Respectful Relationships
• I do my best • I follow instructions • I am organised and prepared • I am always safe	• I use my manners and talk nicely • I keep my hands and feet to myself • I listen to others • I am honest

	I am a Responsible Learner	I have Respectful Relationships
Classrooms	• Stay focused and on task • Use equipment properly • Ask for help when needed	• Look, Listen and Learn • Wait for your turn • Be nice to others
Eating Time	• Eat my own food • Sit at lunch seats • Look after my own things • Put rubbish in the bin	• Quiet conversations • Wait and listen to adult instructions • Be nice to others
Computer Room	• Use a quiet voice • Use appropriate apps and websites • Treat the equipment with care and respect	• Listen to instructions • Only use your username and password • Be nice to others
Library	• Quiet voices • Treat books, furniture and equipment with care • Listen to the teacher	• Look, Listen and Learn • Wait for your turn • Be nice to others.
Office	• Walk in office areas • Have permission from a teacher • Remember your message for the office	• Use your manners and speak nicely • Wait for your turn • Quiet voices
Toilets	• Use toilets using break times • Flush when done • Wash hands with soap and water	• One person in a cubicle at a time • Knock, wait, enter, close • Be mindful of personal space
Assembly	• Sit quietly in class lines • Ignore inappropriate behaviour of others • Clap sensibly	• Be an active audience member • Listen to the speaker • Eyes to the front
Transitions (throughout the school and afternoons)	• Wait patiently for the teacher • Stay together in class lines • Walk safely	• Quiet voices • Keep my hands and feet to myself • Stay on concrete areas and paths
Play Areas	• Wear a hat in sunny areas • Follow game rules • Walk on concrete areas • When the bell goes, finish playing, go to the toilet and line up	• Use nice words to others • Keep hands and feet to self • Look out for each other • Stay in bounds
Canteen	• Wait in lines patiently • Join the end of the line • Have my order ready and money ready	• Say 'please' and 'thank you' • Wait my turn • Keep my hands and feet to self
Fixed Equipment	• Walk around equipment • Be mindful of others • When the bell goes, finish playing, go to the toilet and line up	• Take turns • Use nice words • Keep my hands and feet to myself • Be nice to others
Bus and Bus Lines	• Opal card ready • Sit on bus benches when eating food • No eating or drinking on the bus Stay seated on the bus	• Play small games while waiting for the bus • Speak quietly • Listen to the bus driver and teachers

BEHAVIOUR MANAGEMENT CONTINUUM

RESPECTFUL RELATIONSHIPS

RESPONSIBLE LEARNERS



Manning Park Public School

Reviewed: Term 4, 2023

REMINDERS: ● Behaviour is driven by thoughts, feelings & experiences ● All behaviours of all students are the responsibility of every teacher in the school.

BEHAVIOUR MANAGEMENT CONTINUUM					
CALM/BASELINE LEVEL point-in-time managed	LOW LEVEL point-in-time managed	MINOR LEVEL point-in-time managed	MAJOR LEVEL point-in-time managed & record in School Bytes	EXTREME LEVEL referral to school Executive & record in School Bytes	CRISIS MANAGEMENT immediate escalation to Principal or delegate
- Compliance - On-task - Listening - Following instructions - Playing nicely - Engagement - Positive Language If you're not 'capturing' and recognising POSITIVE BEHAVIOUR often, then you will never see a change in the behaviours you want to see.	- Off-task - Running on cement - Speaking out of turn - Work avoidance - Speaking loudly - Screaming - Taking too long - Silliness - Crying/upset + others May need to be recorded in School Bytes as an Observation.	- Abandoning/Tuancy - Defiance/Refusal - Disruption - Excessive Swearing - Intimidation - Out of Bounds - Rough Play - Spitting - Teasing - Theft	- Abusive Language - Aggressive Behaviour (no injury) - Bullying (low-level) - Cyber-Bullying (low-level) - Harassment - Misuse of Technology - Property Damage/Vandalism - Racism or Discrimination (first instance) - Sexualised Behaviours (inc. sexual harassment) - Verbal abuse (low-level)	- Assault - Continuing persistent behaviour ... - Criminal Behaviour - Destruction of property ... - Physical Violence - Possession/Use/Supply of a drug or illegal substance - Possession/Use of weapon, firearm, or knife - Psychological Abuse - Serious behaviours of concern (pending expulsion) - Serious criminal behaviour related to the school - Use of implement as a weapon	- Stranger on site - All-in Brawl - Neighbour Issue - Severe Injury - Community Concern - Parent/Carer Concern - Unconscious - Fallen Tree or Branches

RESTORATIVE FRAMEWORK					
AFFECTIVE STATEMENT + FAST & FREQUENTS PIPs Everywhere, any time!	REINFORCE EXPECTED BEHAVIOURS PBL EXPECTATION MATRIX Manning Park Public School	EXPECTATION CLARITY NOTIFY: "I can see that you have been ..." IMPACT: "How does this behaviour impact you? Others?" COAL: "What do you need to do to turn this around?" EXPECTATION: "Can we agree that if you don't turn it around, this will be the consequence ..." RECOMMENDED ... Record in School Bytes	PAST- PRESENT - FUTURE PAST Get the facts. Tell me what happened. PRESENT How are we feeling right now? Why is that important? FUTURE What are we going to do to make things right? Actions speak louder than words. THEN ... Record in School Bytes	EXECUTIVE INTERVENTION ENQUIRE Tell me what happened. Why? ENGAGE Did we hear your side of the story? Were you asked for it? EXPLAIN Are you clear on what went wrong, how it affected people and what we're doing about that together? EXPECTATION Are you super clear on whether there are consequences coming for failing to live up to the standards we've set? THEN ... Record in School Bytes & inform Exec who will help make a decision on Planning Room and phone calls home	RESPONSE-ANALYSIS-SAFETY INDOORS 1. Call the office and state that assistance is needed for a CRISIS. Monitor & keep others safe. 2. Office seeks Principal or delegate immediately. OUTDOORS 1. Send a runner to the office with the CRISIS emergency card. 2. Monitor & keep others safe. 3. Office seeks Principal or delegate immediately. Principal or delegate will initiate a Response Analysis Method. THEN ... Complete Hazard/Incident form and seek support through Being Well, EAPs or union rep if needed.

CLASSROOM ACTION PLAN

Manning Park Public School

All students start each session on green.

Learning
Everything is good and I am able to work.

U-Turn
A little bit unsettled. My teacher reminds me what to do.

Warning
My teacher reminds me of expectations.

Time-In
My teacher asks me to go to the Cool Off Zone.

Time-Out
Buddy Class to reflect and get back to green.

When a student comes back from Buddy Class, they go back to blue. Buddy Class incidents are recorded on School Bytes and marked as Further Action Required.

If a student finds their way back to red in the same session, they go to an APs room or office.

CLASSROOM ACTION PLAN EXPLAINED

Manning Park Public School

All students start each session on **Learning**.

- Staff support students to make a **U-Turn** using reminders, re-direction or explicit instructions.
- If **U-Turn** cues are effective in helping the student return to **Learning**, no **Warning** is necessary. The number and nature of **U-Turn** cues will differ depending on individual student needs – staff use professional judgement.
- If minor misbehaviour continues or escalates, the student receives one explicit **Warning**.
- If minor behaviour continues or escalates, staff direct students to their designated **Cool Off Zone** area for 5-10 minutes. Students can work on mindfulness activities that are organised by the classroom teacher. Student conference may occur at the conclusion of this prior to returning to class activities. All classrooms will have a designated **Cool Off Zone**, however, individual students may have a different zone negotiated with the classroom teacher.
- If minor misbehaviour continues or escalates, staff direct students to **Time-Out** for 15-20 minutes in an agreed upon Buddy Class. Staff record all **Time-Out** incidences on School Bytes, select Further Action Required and inform Executive by phone so that Executive can follow-up. Student conference should occur when students return to class.
- When students return from **Time-Out** they will go back to **Learning**.
- If a student reaches **Time-Out** in the same session, the student goes to an APs room or office.
- If a student refuses to go to **Time-Out**, an Executive will be called for support.

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.

In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning.

Behaviour Code for Students

Actions Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education. We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect	Safety	Engagement
▪ Treat one another with dignity ▪ Speak and behave courteously ▪ Cooperate with others ▪ Develop positive and respectful relationships and think about the effect on relationships before acting ▪ Value the interests, ability and culture of others ▪ Dress appropriately by complying with the school uniform or dress code ▪ Take care with property	▪ Model and follow departmental, school and/or class codes of behaviour and conduct ▪ Negotiate and resolve conflict with empathy ▪ Take personal responsibility for behaviour and actions ▪ Care for self and others ▪ Avoid dangerous behaviour and encourage others to avoid dangerous behaviour	▪ Attend school every day (unless legally excused) ▪ 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

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention	PBL	School-wide expectations, Matrix, PIPs.	All students
	Restorative Conversations	Empathy approach teaching children how to resolve conflict, and most importantly, allow students to have a voice.	Community
	Social Play or Groups	Supported by the Learning & Support team to encourage positive social connections.	Younger students
	Classroom Adjustments	Differentiated, Supplementary, Substantial or Extensive (NCCD)	Students with needs
	PLaSP or PLP	Plans with specific goals for students which are created with the classroom teacher.	Students with needs Aboriginal students
	The Resilience Project Lessons	Weekly lessons on Gratitude, Empathy and Mindfulness.	School community
Early Intervention	Communication with Parents/Carers	Phone calls, emails, texts or Sentral Parent Portal contact.	Parents/Carers
	Learning & Support Referral/Caseload	Referral made by classroom teacher for additional support and advice.	Students with needs
	Transition Program/s	Includes high school, Kindergarten, new enrolments and support class.	
	Staff Communication Meetings	Principal informing staff of students to monitor.	Staff
	Learning & Support Teachers	Providing intervention groups focusing on Literacy and numeracy.	Targeted students
	Behaviour Management Plan	Formal plan using the MAPA escalation scale for proactive behaviour management.	Students with complex behaviour
	Risk Management Plan	Formal plan when a student is presenting WHS risks in the school.	
	Health Care Plan	Formal plan to administer medication or to keep staff aware of health needs.	Students with health needs
Targeted Intervention	Buddy Class	For students who reach red behaviour level (up to 10 minutes).	All students
	Time Out (reflection)	For students who are not following repeated instructions by the teacher.	
	Cool-Off Areas	Self-referred areas for students to assist with de-escalation of potential behaviour.	
	Counsellor Referral	Parent/carer permission for child to access school counsellor.	Students and families
	Tier-2 Programs	Various (see overview).	Targeted students
	AP Learning & Support	Leads the Learning & Support team and manages Access Requests.	
	Functional Behaviour Assessment	Conducted by the Learning & Support AP to assist with antecedent triggers.	Students with at-risk behaviour
	Zones of Regulation	Using the Incredible 5-point scale to assist students in identifying emotions.	
Individual Intervention	Communication Book	Written communication between classroom teacher and parent/carer.	Students with at-risk or problematic behaviour
	Mental Health Calming Plan	Student and teacher write together using the Equi Energy Youth platform.	
	U-Turn Book	Given to students for a week after having two planning room visits.	
	Allied Health Support	In-school support such as OTs and speech (organised by parents or carers).	Students with health needs (inc. NDIS) or a disability
	DCS	A disability Confirmation sheet to assist with recognised diagnosis.	
	Access Request	Completed by the school for either Support Class placement or Integrated Funding Support.	
	Learning & Wellbeing Officer	Provides advice and support to access non-school based resources.	Students with complex behaviour
	Part Day Exemption	A formal plan to assist students with transition back to school.	
	Warning of Suspension	Issued for concerning or repeated behaviours which meet a certain threshold.	
	Suspension	Issued for behaviour which endangers others or at risk or repeated major behaviours.	
	Crisis Management Plan	Developed by the Principal for students and families who're struggling to maintain behaviour.	
	Behaviour Specialist	Accessed through the LWO to assist with strategies for dealing with behaviour.	
	Complicated Caseload	Referred to by the Principal for students exhibiting ongoing, problematic behaviours.	

Time Outs, Buddy Classes and Planning Room

Action	When and how long?	Who coordinates?	How are these recorded?
Time Out 	Classroom: orange level (2 warnings) 10 minutes maximum Playground: 2 warnings 5 minutes maximum	Classroom Teacher Teacher on duty	Reflection sheet (kept in classroom) Verbal to student's teacher.
Buddy Class 	Classroom: red level (3 warnings) 10 minutes maximum Playground: 3 warnings (sitting) 5 minutes maximum	Classroom Teacher Teacher on duty	School Bytes School Bytes
Planning Room 	At lunch time using Restorative Framework Determined by student, teacher and AP	Assistant Principal	School Bytes

School Anti-Bullying Plan

The **Anti-Racism Contact Officer (ARCO)** is a teacher or executive member of staff who has been nominated by the principal to support anti-racism education in the school.

Our school's ARCO is: Mrs Ryan (Learning and Support Teacher)

Restorative Conversations

Mistakes and muck ups happen but we can fix them.
Choose to keep your conversations **WARM**.

W

What happened?

How does what happened fit with how we do things at our school?

What was I thinking about at the time?

What I am thinking now about what happened?

A

Affect

Who was affected by what happened?

Was what happened fair to them?

Was what happened the right thing?

R

Repair

What do I need to do to repair things?

How will this help put things right?

When can this happen?

M

Move Forward

How can we make sure this doesn't happen again?

What do you need to start/stop/stay doing?

If this happens again, what do you think should happen next?

Restorative conversations are a short (5-10 minute) dialogue between two people. Typically, this occurs between a teacher and student; however, it can be used in almost any context including a principal and teacher or staff member.

These are intentional conversations that start off positive and give the student or other party the opportunity to reflect some positive things as well.

Once the concern or issue is stated then both parties work to figure out how to heal the harm. Afterwards, it's always best to have both parties check in a couple of days or a week later to see how things have changed.

Through a bullying lens: ongoing bullying issues are often dealt with by Assistant Principals and the Principal. These conversations can take place during Planning Rooms visits, at break times or in the playground. Often, these conversations take place with the students involved, with a follow-up phone call to parents/carers after the meeting. If there is severe or ongoing concerning behaviours, these are passed on to the Principal and are dealt with in more formalised meetings.

Professional Learning

Course	Who?	Purpose	How often?
Classroom Management Fundamentals	- Classroom Teachers - SLSOs - Assistant Principals - Principal	This eLearning provides the fundamentals to help teachers establish essential good classroom practice. Classroom Management Fundamentals eLearning is divided into five modules: setting the scene, positive classroom environments, establishing your practice, active engagement and responding to student behaviour.	Every 2 years
Restorative Practices	- All staff - Families	Three-year plan to implement Restorative Practices as the underpinning methodology of School Culture. RP is an upgraded version of what you might be imagining and respects both the business and the busy-ness of the contemporary Australian school. Focused on “low investment, high return” changes that trigger both quick wins and sustainable practice commitments.	Every year for 3 years
The Resilience Project	All staff	Through presentations, student curriculum, teacher resources and digital content, The Resilience Project's Education Programs support mental health in the classroom, staffroom and family home.	Refresher every year
Management of Actual or Potential Aggression Training (MAPA)	- Support class staff - Assistant Principals - Principal	The Management of Actual or Potential Aggression (MAPA) training is one of the behaviour management training options available for Departmental staff. It provides strategies and skills to safely respond to anxious, hostile or violent behaviour. The aim of MAPA is to prevent behaviour escalation through non-physical interventions. Participants are taught verbal and non-verbal strategies to prevent the development of a crisis situation.	Every 2 years
PBL	New PBL team members	Tier 1 Classroom systems of support Tier 1 School-wide systems of support Tier 2 Targeted systems of support Tier 3 Individual systems of support	As needed
8 Ways Aboriginal Learning	- Classroom Teachers - SLSOs - Assistant Principals - Principal	This is a pedagogy framework that allows teachers to include Aboriginal perspectives by using Aboriginal learning techniques. In this way, focus can remain on core curriculum content while embedding Aboriginal perspectives in every lesson.	Once Access for new staff
Disability Standards for Education e-learning	- Assistant Principals - Principal - Support Class Staff - Learning & Support	A package of e-learning lessons on the Disability Discrimination Act 1992 (DDA), with a focus on the Disability Standards for Education 2005 (the Standards), has been developed to provide professional learning for teachers. These lessons are now a compulsory element of professional learning for principals, DELs and school executive staff as part of changes implemented under the department's Disability Strategy in 2020.	Every 3 years
Online Training Modules (various)	- Classroom teachers - Learning & Support	- Supporting Student Wellbeing and Mental Health - Understanding Autism Spectrum Disorder - Speech, Language and Communication Needs - Understanding and Supporting Behaviour - Understanding Attention Deficit/Hyperactivity Disorder - Anti-Racism Contact Officer Training	As needed
Functional Behaviour Assessment	- Learning & Support - Assistant Principals - Principal	Introduction to Functional Based Assessment (FBA) eLearning provides the foundations understanding behaviour and that all behaviour is functionally related to the environment. By understanding why and when behaviours occur educators can develop, implement and evaluate interventions that better meets the needs of the student.	As needed
Code of Conduct	All staff	The Code of Conduct describes standards of professional conduct that promote adherence to the department's and NSW public sector's values. All employees are expected to exercise sound judgement and live up to both the content and spirit of the Code.	Yearly
Child Protection	All staff	This training course focuses on recognising and responding to suspected risk of harm to children and young people resulting from problematic and/or harmful sexual behaviour. It also clarifies staff obligations under the reportable conduct scheme in NSW to ensure appropriate, caring and supportive relationships between adults (working in schools) and students. It aims to develop skills and understandings.	Yearly

When Completed

The following are published on our school's website

- ☒ School Behaviour Support and Management Plan
- ☒ Anti-Bullying Plan
- ☒ Other: *The Resilience Project Overview, PBL resources, Peer Support Overview.*

School Behaviour Support and Management Plan

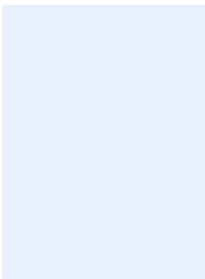
Date Completed:	4/02/2025
Completed by:	Melanie Elks and Sarah Robards
Position(s):	Principal
Next Review date:	November, 2025
Next Review date with community input:	November, 2025
Principal Name:	Melanie Elks
Principal Approval date:	4 th February 2025



Education

Appendix

STUDENT DETAILS

	Name:			
	Grade:		Gender:	
	Class:		Type:	☐ Mainstream ☐ ED ☐ MC
	Teacher:		Supervisor:	
	DOB:		Cultural:	
	Interests:			

PARENT/CARER DETAILS

Name:	
Relationship:	
Contact:	
External Supports:	
Additional:	

PLAN DETAILS

Plan	Date	Evaluation	Student Signature	Parent/Carer Signature	Principal Signature
Plan Start					
First Review					
Second Review					

STUDENT'S VIEW

Date:

How do you feel about school?    1 2 3 4 5 ☐ ☐ ☐ ☐ ☐		Do you feel supported at school to achieve your goals and learn?    1 2 3 4 5 ☐ ☐ ☐ ☐ ☐		Do you think you are achieving your goals?    1 2 3 4 5 ☐ ☐ ☐ ☐ ☐	
Since the last meeting, do you feel that you have achieved any of your goals?					
What else do you think you could do to achieve your goals?					
Is there anything else the school could do to help you achieve your goals?					
Are these goals still relevant, or do you think they need to change?					
What do <u>you</u> think your next goals should be?					

GOAL 1 - DEFINE		
Identify and assess - gather evidence/data to understand the meaning of the behaviour		
Form - Define the target behaviour/s of concern: Describe the <i>target</i> behaviour/s in specific measurable and observable terms for this goal)	Context of the behaviour: Describe where, when, who is present, what happens before and after, known triggers and setting events	Function of the behaviour: Describe the underlying goal/purpose of the behaviour and what it is trying to communicate

GOAL 1 - PLAN & IMPLEMENT		
SMART Goal: Describe the positive replacement behaviour. The goal must be specific, measurable, agreed, realistic and time bound.		
Strategies: Describe specific details about what the evidence-informed strategy looks like, sounds like.	Who	When and Where

GOAL 2 - DEFINE		
Identify and assess - gather evidence/data to understand the meaning of the behaviour		
Form - Define the target behaviour/s of concern: Describe the <i>target</i> behaviour/s in specific measurable and observable terms for this goal)	Context of the behaviour: Describe where, when, who is present, what happens before and after, known triggers and setting events	Function of the behaviour: Describe the underlying goal/purpose of the behaviour and what it is trying to communicate

GOAL 2 - PLAN & IMPLEMENT		
SMART Goal: Describe the positive replacement behaviour. The goal must be specific, measurable, agreed, realistic and time bound.		
Strategies: Describe specific details about what the evidence-informed strategy looks like, sounds like.	Who	When and Where

COMMUNICATION LOG: Please refer to the Wellbeing section of Sentral/School Bytes

BEHAVIOUR CONTINUUM

Student: _____

Class: _____

Explain behaviour(s), trigger(s) and strategies at each stage of the behaviour continuum



	 Calm	 Agitated	 Acceleration	 Crisis	 De-escalation	 Recovery
Behaviours	• • •	• • •	• • •	• • •	• • •	• • •
Triggers	• • •	• • •	• • •	• • •	• • •	• • •
Strategies	• • •	• • •	• • •	• • •	• • •	• • •
Exit Plan:						

* For help with detailed responses to strategies during the escalation cycle, refer to the [Behaviour Response Plan](#) in the Behaviour Support Toolkit.

Individual Student Care Continuum

Manning Park Public School



External Support

Responsible Learners

Respectful Relationships

Student:

Ab:

☐ N ☐ Y

Year:

20

Grade:

Class:

ESL:

☐ N ☐ Y

OoHC:

Disability:

☐ N ☐ Y

Code:

Additional:

Plans:

☐ PLaSP

☐ Health Care Plan

☐ Risk Mang. Plan

☐ Safety Plan

☐ PLP

☐ Beh. Mang. Plan

☐ Emerg. Resp. Plan

☐ Access Request

STUDENT CONTEXT

Considerations of Child/Family

Area/s of Concern

Formal Parent Consultation

WELLBEING DATA

Big 3 Behaviours

1.

2.

3.

Area/s of Concern

Frequency

Antecedent

CARE CONTINUUM

Prevention

Early Intervention

Targeted Intervention

Individual Intervention

- ☐ Classroom Expectations
- ☐ Fast & Frequents (PIPs)
- ☐ PBL (Matrix, Flowcharts)
- ☐ Restorative Practices
- ☐ Wellbeing Lessons
- ☐ Social Play or Groups
- ☐ Peer Support
- ☐ Brain Breaks
- ☐ PLaSP
- ☐ PLP
- ☐ Health Care Plan
- ☐ Classroom Adjustments

Teacher:

Teacher/Parent Meeting

Dates:

L&W Officer Notified ↑

Dates:

Discussion with Executive

Cool-Off Zone/s

Communication w/ family

Transition Program/s

Learning & Support

Behaviour Mang. Plan

Risk. Mang. Plan

Health Care Plan

Staff Notification

Level of Adjustments

- ☐ Quality Differentiated Teaching
- ☐ Supplementary Adjustment
- ☐ Substantial Adjustment
- ☐ Extensive Adjustment

Playground Observation

Communication Booklet

Zones of Regulation

Buddy Class

Planning Room

APLAS Observation ↑

Dates:

Targeted Program/s

PALS

Drumbeat

Culture Group

Other:

AP Learning & Support

Functional. Beh. As.

Observation

Counsellor Referral

Support Meeting

U-Turn Booklet

Safety Plan

Risk Management Plan

Crisis Management Plan

Part Day Exemption Plan

Dates:

Warning of Suspension/s

Dates:

Suspension/s

Dates:

WHIN Support ↑

Reason:

Behaviour Specialist ↑

Dates:

AP Learning & Support

Access Request

Complex Caseload

Additional Strategies or Information

Individual Intervention Information

Completed by:

Role:

Supporting Staff:

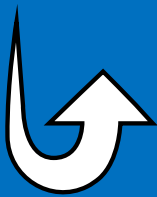
Classroom Action Plan

All students start each session on green.



Learning

Everything is good and I am able to work.



U-Turn

A little bit unsettled. My teacher reminds me what to do.



Warning

My teacher reminds me of expectations.



Time-In

My teacher asks me to go to the Cool Off Zone.



Time-Out

Buddy Class to reflect and get back to green.

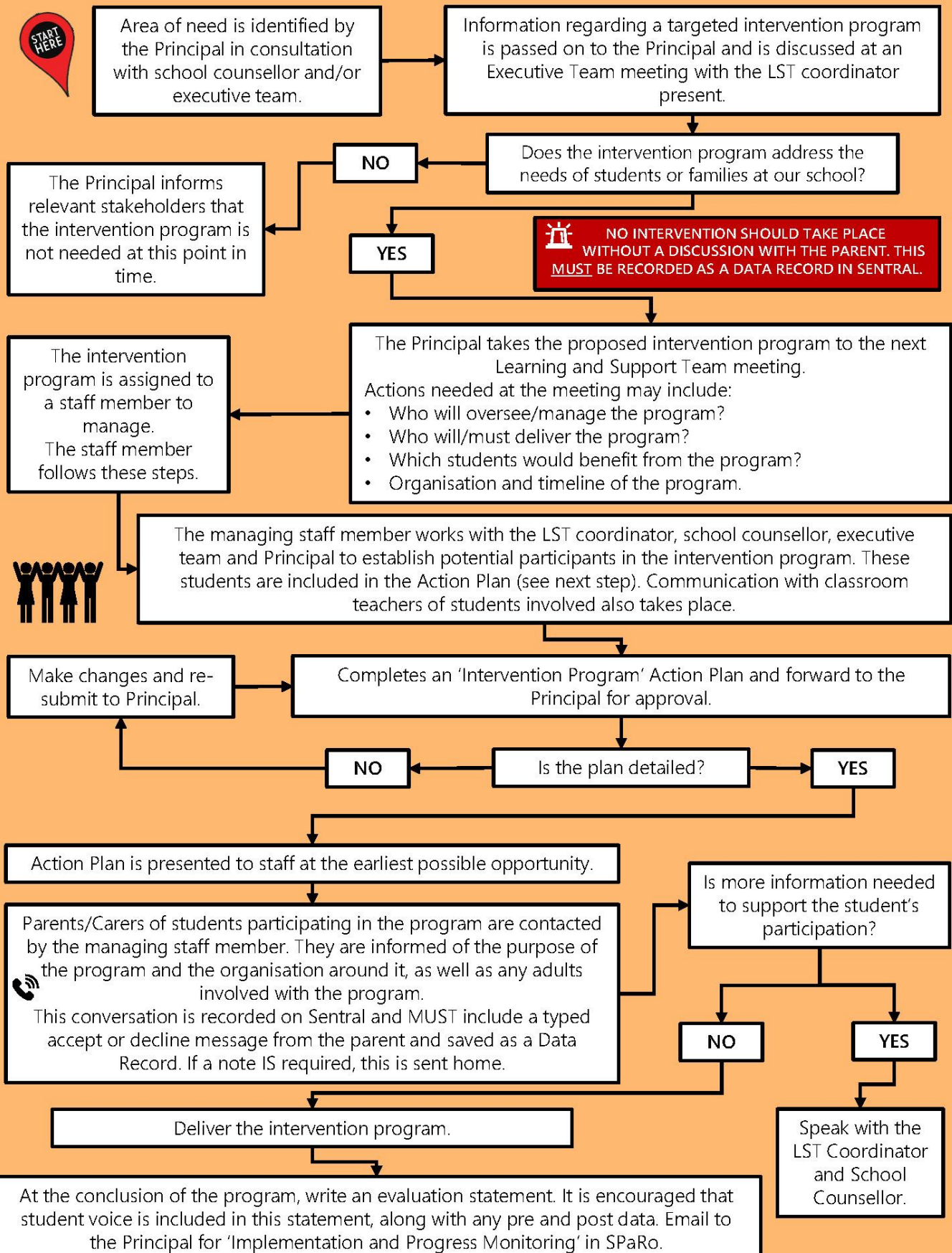
When a student comes back from Buddy Class, they go back to blue. Buddy Class incidents are recorded on Sentral and marked as Further Action Required.

If a student finds their way back to red in the same session, they go to an APs room or office.



Intervention Programs

Mannering Park Public School



If you find that this flowchart does not address your query, question or concern; please see your direct supervisor.



STEPS TO SUPPORTING MAJOR OR CONCERNING BEHAVIOUR

PROACTIVE STRATEGIES TO ENCOURAGE POSITIVE BEHAVIOUR



School-Wide Expectations



PIPs



Prize Draws

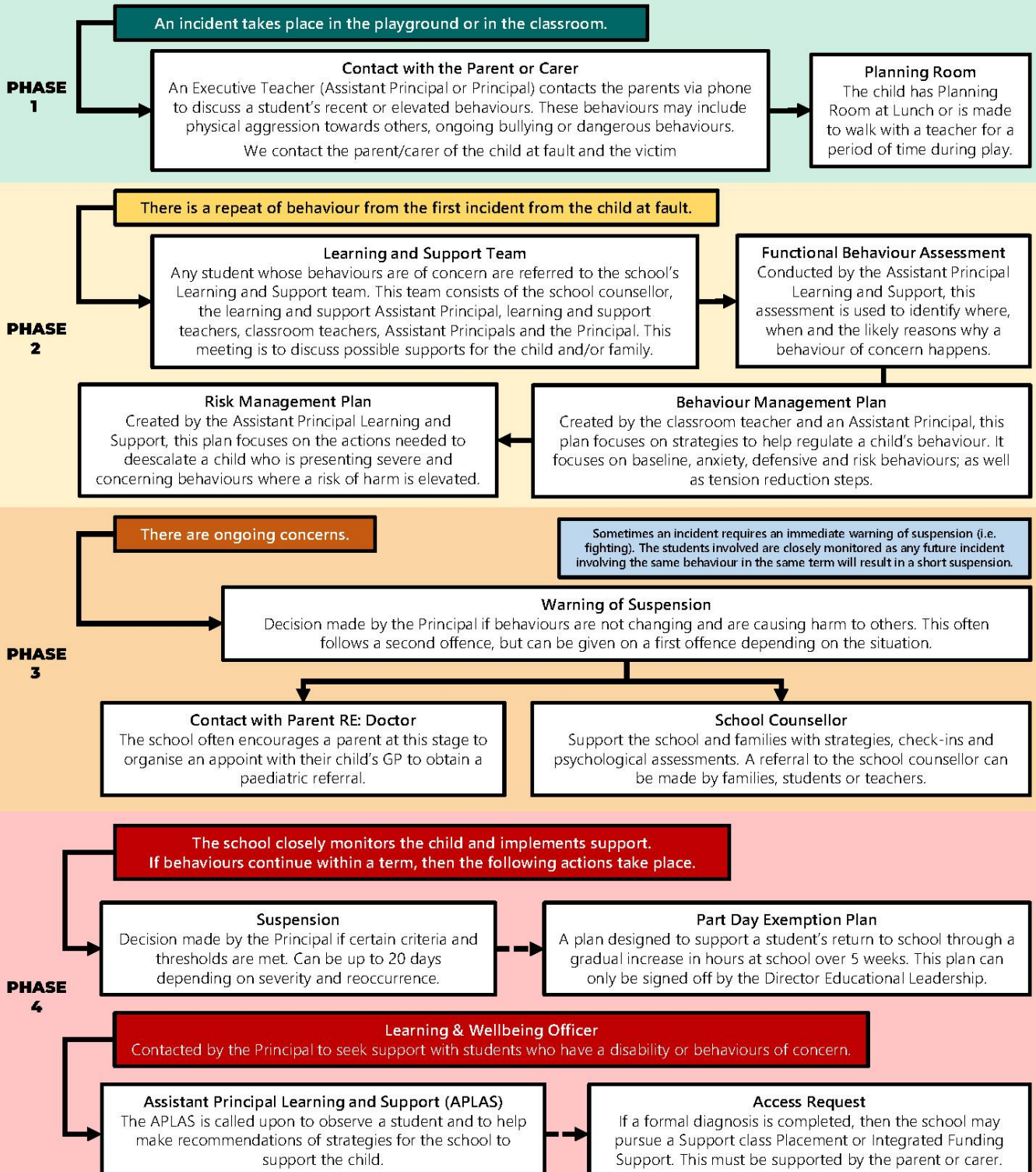


Reward Days



Assembly Awards

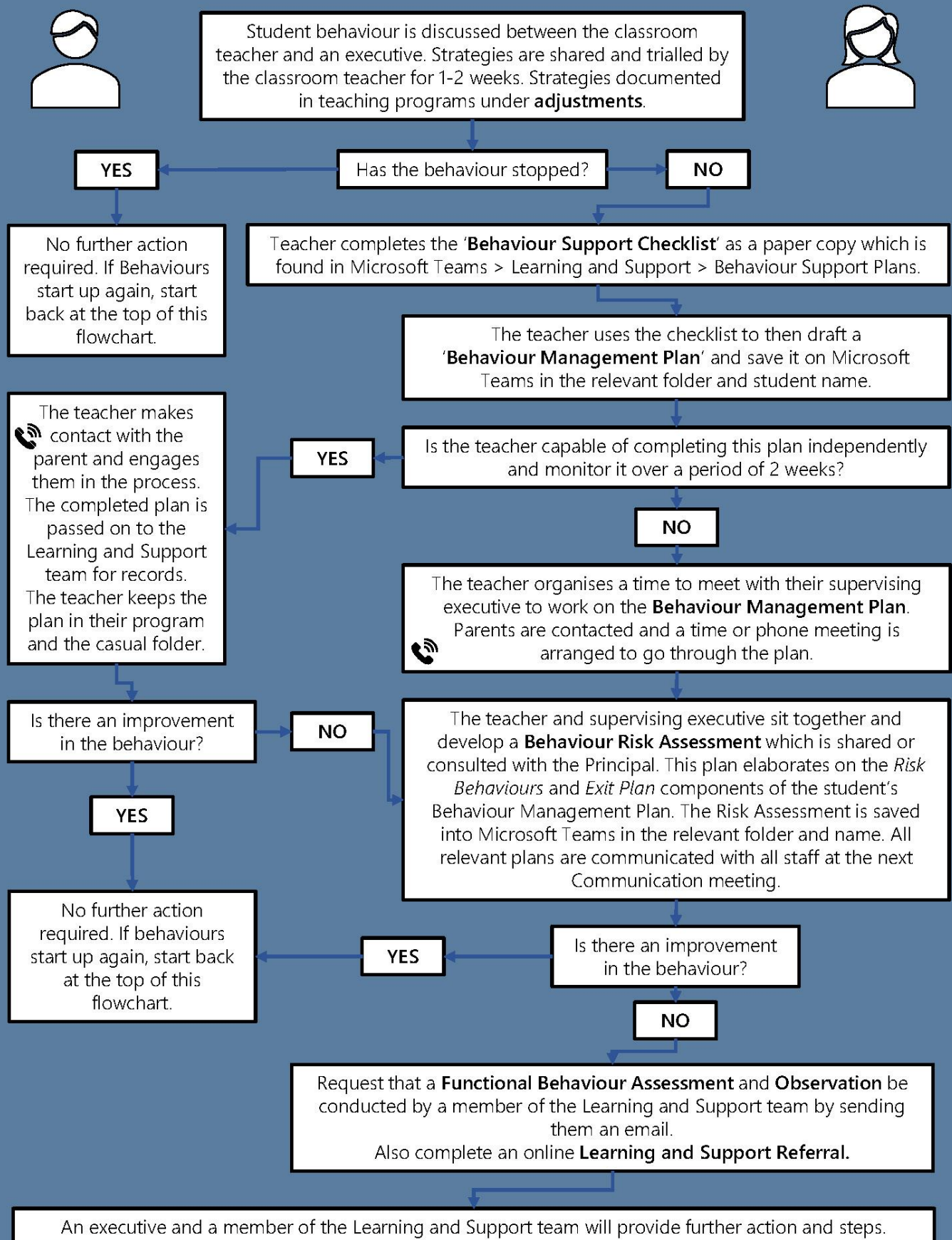
Our school endeavours to support all students and families. We understand that there are times, moments and incidents that challenge us. Remember that schools have students from all walks of life, with a range of needs and complexities. We are here to support, not judge.





Supporting Student Behaviour

Mannering Park Public School



If you find that this flowchart does not address your query, question or concern; please see your direct supervisor.



Behaviour & Wellbeing Support

Mannering Park Public School



Learning and Support Referral

Classroom teacher submits an **online Learning and Support Referral**

Referral is reviewed by the LST Coordinator and saved into Teams. If more information is needed, the LST Coordinator may access

- Sentral data
- Wellbeing documentation from AP office

The student is added to the LST minutes with accompanying information.

PBL or Executive

The PBL Leader or Executive Teachers view fortnightly Wellbeing data on Sentral. They use the following rule to identify 'At Risk' students.
Data Rule: 3 majors in a fortnight.

The PBL Leader or Executive Teacher completes an **online Learning and Support Referral** and informs the student's teacher.



NO INTERVENTION SHOULD TAKE PLACE WITHOUT A DISCUSSION WITH THE PARENT. THIS MUST BE RECORDED AS A DATA RECORD IN SENTRAL.

The student is discussed at the **Learning and Support Team meeting**, with strategies tabled by team members. The classroom teacher **MUST** be in attendance. They are notified by the Learning and Support Coordinator.

Is the student to be referred to the Behaviour Support Teacher?

NO

No further action. Proceed with normal LST referral process.



YES

The LST Coordinator and Behaviour Support Teacher develop a 5-week Action Plan which may include

- Student observations
- Developing resources
- Check-ins
- Diagnostic & Functional Assessments
- Acquiring outside assistance.

Does the student or family potentially need **NDIS Support**?

NO

YES

Behaviour Support Teacher contacts parents/carers and organises a face to face meeting.

The Behaviour Support Teacher organises a NDIS Connection Desk session and supports the family.

What is the level of support?

Individualised Support

Group Support

The plan is developed and discussed with the relevant Assistant Principal first. Considerations are made to teacher timetables and number of adults already in the room or space. The Action Plan is then taken to the Classroom Teacher for further input and consultation. The final copy is sent to staff electronically via Teams or email.



The Behaviour Support Teacher contacts the parents/carers and informs them of intervention support and strategies. It is encouraged to invite the parents/carers in to put a face to the name. This communication is recorded in Sentral as a Data Record.



During the Action Plan

Regular contact between Behaviour Support Teacher and Classroom Teacher is done informally. Formal communication is made with parents/carers at least twice during the 5 week cycle. Behaviour Support Teacher maintains student portfolio in program.

After the Action Plan

The Behaviour Support Teacher provides a report comment to the teacher via email, along with a report on the intervention. The Behaviour Support Teacher organises a meeting with the parents/carers to discuss next steps with Assistant Principal and/or Classroom Teacher.

If you find that this flowchart does not address your query, question or concern, please see your direct supervisor.



PBL Student Rewards

Mannering Park Public School

RESPECTFUL RELATIONSHIPS

RESPONSIBLE LEARNERS



Pip Ticket

A teacher sees me following our school expectations.



Write my name and class on the back.

Put my ticket in my class box. I can have lots of Pips in the box!



Class Prize

MINOR PRIZE

Every Friday afternoon at 1:30pm.



Winners from your class Pip Box every week!



Ticket boxes brought to assembly. Placed into the Assembly bucket.



Assembly Prize

MAJOR PRIZE

In your assembly every fortnight.



5 winners from the assembly Pip box.



At the end of the assembly, tickets placed into school bucket.



Term Prize

GRAND PRIZE

Drawn at Assembly of Recognition.



2 winners each term from whole school.



All tickets start again for a new term.

K-2 Buddy Class Reflection Sheet

Name: _____

Class: _____

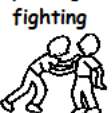
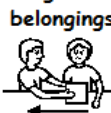
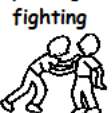
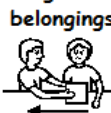
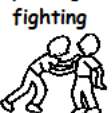
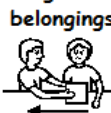
Date: _____

How were you feeling?

How are you feeling now?

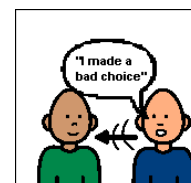
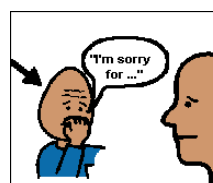
	 Happy Sad Angry Frightened	
---	---	---

I had trouble with:

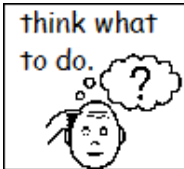
	<table border="1"> <tr> <td style="text-align: center;">angry </td> <td style="text-align: center;">annoying others </td> <td style="text-align: center;">not listening </td> </tr> <tr> <td style="text-align: center;">teasing </td> <td style="text-align: center;">pushing / fighting </td> <td style="text-align: center;">taking others belongings </td> <td style="text-align: center;">touching </td> </tr> <tr> <td style="text-align: center;">out of my seat </td> <td style="text-align: center;">swearing </td> <td style="text-align: center;">calling out </td> <td style="text-align: center;">not doing my work </td> </tr> </table>	angry 	annoying others 	not listening 	teasing 	pushing / fighting 	taking others belongings 	touching 	out of my seat 	swearing 	calling out 	not doing my work 
angry 	annoying others 	not listening 										
teasing 	pushing / fighting 	taking others belongings 	touching 									
out of my seat 	swearing 	calling out 	not doing my work 									

I need to say sorry to the people I hurt or upset.

"Sorry for ..."



Next time I will ...

 get help	 think what to do.	 stop	 Make a good choice	 talk quietly & ask
---	--	---	--	---

I am going to be ...

☐ RESPECTFUL

☐ RESPONSIBLE

3-6 Buddy Class Reflection Sheet

Name: _____

Class: _____

How were you feeling? Circle or Colour

 Happy	 Sad	 Silly	 Worried	 Scared
 Angry	 Confused	 Hurt	 Embarrassed	 Surprised

What Happened? _____

How did your behaviour make others feel? Circle or Colour

 Happy	 Sad	 Unsafe	 Worried	 Scared
 Angry	 Confused	 Hurt	 Embarrassed	 Frustrated

Did you use a coping strategy? Yes or No

If YES which one? If NO which one could you have tried?

Take 3 deep breaths	Self-talk	Ignore	Go to the chill area
Talk to the teacher	Move somewhere else	Think calm thoughts	Other:

What do you need to do to FIX it?

Apologise to ☐ students ☐ staff	Clean up	Make a plan
	Complete work	Other:

What did you want? Circle or Colour

Attention	Get out of work	Control	To get even/revenge
Be disruptive	Challenge the teacher	Talk to the teacher	Other:

Understanding my Feelings



by _____

Emotion: _____

My word for this is: _____

This is how I look:



This is how my body feels:



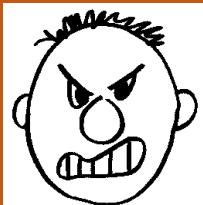
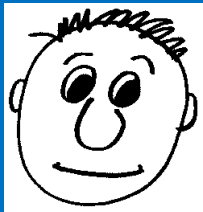
This is what I do: _____

This is what I say: _____

Name:

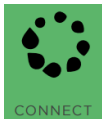
My

Scale

Rating	Looks Like	Feels Like	I can try ...
5 			
4 			
3 			
2 			
1 			

PDHPE Unit of Work				Manning Park Public School					
Unit:		The Resilience Project		Stage:		Class:			
Teacher:		Year:		Resources:		The Resilience Project, NSW PDHPE Syllabus			
Unit Overview		The Resilience Project's Partnership Program supports the wellbeing of the whole school community and builds a positive school culture.							
		The Resilience Project curriculum has been designed by teachers for teachers. We understand that teachers facilitating the delivery of wellbeing curriculum will have varying levels of expertise in the subject. To assist, we have designed evidence-based lesson plans and activities that are easy to follow, include comprehensive resources, and a range of practical activities to make delivery of the curriculum an engaging and enjoyable experience.							
		The preferred approach is to complete each lesson in its entirety, however we acknowledge that this isn't always possible. Therefore, lessons have been divided into multiple shorter activities, which provide the opportunity to complete as much of the lesson as possible and still achieve great outcomes.							
NSW Syllabus Objectives		PDHPE K-10							
		Early Stage 1		Stage 1		Stage 2		Stage 3	
		PDe-2 identifies people and demonstrates protective strategies that help keep themselves healthy, resilient and safe		PD1-2 recognises and describes strategies people can use to feel comfortable, resilient and safe in situations		PD2-2 explains and uses strategies to develop resilience and to make them feel comfortable and safe		PD3-2 investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others	
		PDe-3 communicates ways to be caring, inclusive and respectful of others		PD1-3 recognises and describes the qualities that enhance inclusive and respectful relationships		PD2-3 explains how empathy, inclusion and respect can positively influence relationships		PD3-3 evaluates the impact of empathy, inclusion and respect on themselves and others	
		PDe-9 practises self-management skills in familiar and unfamiliar scenarios		PD1-9 demonstrates self-management skills in taking responsibility for their own actions		PD2-9 demonstrates self-management skills to respond to their own and others' actions		PD3-9 applies and adapts self-management skills to respond to personal and group situations	
		PDe-10 uses interpersonal skills to effectively interact with others		PD1-10 describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong		PD2-10 demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations		PD3-10 selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections	
		NSW Syllabus Content or Key Skills		Self-management Skills (S)				Interpersonal Skills (I)	
Self-management skills provide students with the ability to feel greater control over their behaviour, manage and cope in stressful situations and take personal responsibility for their actions. Self-management skills include decision-making, problem-solving and help-seeking skills which are important for managing healthy, safe and active lives.				Building skills in negotiation, refusal, conflict management and being able to confidently express feelings supports students to build and manage relationships that are caring and respectful.					
Self-management skills help develop a student's capacity to be confident, independent, optimistic and resilient. These skills enable students to become self-aware and develop and refine self-monitoring and self-evaluative behaviours. There are five key self-management skills important to PDHPE: Strengthening personal identity, Self-awareness, Emotion and stress management, Decision-making and problem-solving, Help-seeking				Interpersonal skills develop a student's capacity to effectively relate to and interact with other people. Children and young people develop interpersonal skills through interactive experiences that involve various forms of communication and collaboration. They build empathy by learning to respond to and understand others and their points of view. There are five key interpersonal skills important to PDHPE: Communication, Collaboration, inclusion and relationship-building, Empathy building, Leadership and advocacy, Social awareness					
		☐ Stage 1		ST1-11DI-T explains how digital systems represent data, connect together to form networks and transmit data					
		☐ Stage 2		ST2-11DI-T describes how digital systems represent and transmit data					

Learning Across the Curriculum	☒  Aboriginal and Torres Strait Islander histories and cultures	☐  Asia and Australia's engagement with Asia		
	☐  Sustainability	☐  Critical and creative thinking		
	☒  Ethical understanding	☐  Information and communication technology capability		
	☐  Intercultural understanding	☒  Personal and social capability		
	☒  Civics and citizenship	☒  Difference and diversity		
	☐  Work and enterprise	☐  Literacy or Numeracy		
8 Ways of Aboriginal Learning	☒  Story Sharing: Approaching learning through narrative. Personal narratives (stories) are central	☐  Learning Maps: Explicitly mapping/visualising processes. Images or visuals are used to map out processes for learners to follow.		
	☒  Non-verbal: Applying interpersonal and kinaesthetic skills to thinking and learning. Kinaesthetic, hands-on, non-verbal learning is characteristic	☐  Symbols and Images: Using images and metaphors to understand concepts and content. Symbol, image and metaphor are central to pedagogy		
	☐  Land Links: Place-based learning, linking content to local land and place. Ecological and place-based, drawn from the living landscape within a framework of profound ancestral and personal relationships with place	☒  Non-linear: Producing innovations and understanding by thinking laterally. Nonlinear ways of learning are complementary, not oppositional		
	☐  Deconstruct/Reconstruct: Modelling and scaffolding, working from wholes to parts. Begin with whole structure, rather than a series of sequenced steps. Holistic, global, scaffolded and independent learning orientations of students.	☒  Community Links: Centering local viewpoints, applying learning for community benefit. Connections to real-life purposes, contexts & communities, teams.		
Formative Assessment Strategies	Identify TWO additional formative assessment strategies that will be used across this unit and provide a brief explanation of the strategy. You can use choose strategies from your Embedding Formative Assessment Professional Learning or the Digital Learning Selector.  			
	Strategy	① Learning Intentions & Success Criteria *	②	③
	Description	Learning Intentions are descriptions of what learners should know, understand and be able to do by the end of a learning period or unit. Learning intentions are the basis for tracking student progress, providing feedback and assessing achievement. Success criteria are the measures used to determine whether, and how well, learners have met the learning intentions.		
What assessment work samples will be collected for student assessment folders and used for reports? Briefly describe these below and include timeline.				

Title of Program:	Peer Support- Keeping Friends				Term	1	2	3	4	Week/s	1	2	3	4	5	6	7	8	9	10
Managing Teacher:	Teagan Pilgrim (Assistant Principal)					☐	☐	☒	☐		☐	☒	☒	☐	☒	☒	☒	☒	☒	☒
Personnel/Agency Involved (if external, please ensure office has WWC).		Peer Support Australia																		
Purpose Statement:	The Peer Support program provides essential support to Australian schools to positively impact the wellbeing of children and young people. Healthier relationships, positive school culture and improved student wellbeing can be cultivated by: • providing students with social and emotional knowledge and skills • partnering with parents to develop a shared language for guiding students through emotional responses and interactions with others • supporting teachers to value student voice; and involve students in decisions about their school and learning. The Keeping Friends Peer Support module provides students with opportunities to develop skills in maintaining positive friendships by learning how to play fairly, accept the changing nature of friendships, support each other and acknowledge that they may have a variety of friends.																			
Wellbeing Framework Which area/s of The Wellbeing Framework for Schools does this program address?	☒		Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community	☒		Our students will be respected, valued, encouraged, supported and empowered to succeed.	☒		Our students will grow and flourish, do well and prosper.											
Wellbeing Strategies This program aims to improve student's wellbeing in the following areas:	☐	Cognitive		Cognitive wellbeing is associated with achievement and success, how information is processed and judgements are made, informed by motivation and persistence to achieve and is important for attaining knowledge and experiencing positive learning.																
	☒	Emotional		Emotional wellbeing relates to self-awareness and emotional regulation. It includes how well we cope, and is often reflected by the level of a person's resilience. Emotional wellbeing is in part informed by our capacity for self-reflection.																
	☒	Social		Social wellbeing includes the extent to which we experience positive relationships and connectedness to others. It is important for pro-social behaviour and our empathy towards others.																
	☐	Physical		Physical wellbeing is associated with the extent to which we feel physically safe and healthy. It includes: physical activity, nutrition, physical safety and security, and preventative health care. Physical wellbeing enables positive health outcomes.																
	☒	Spiritual		Spiritual wellbeing is: related to our sense of meaning and purpose, formed through a range of influences including culture, community and religion and includes beliefs, values and ethics we hold.																
School Improvement Plan	Strategic Direction 2: Wellbeing	Every student, every staff member, and every family are known, valued and cared for through positive partnerships that build mutual understanding of culture, background and heritage.	What Improvement Measures is this program working towards?	What Initiative does this program fall under?	Which Success Criteria is this program working towards?															
			Student Wellbeing - Internal Wellbeing Data	Whole School Focus	Students															
School Excellence Framework	Learning Culture Choose an item.	Wellbeing A planned approach to wellbeing	Curriculum Choose an item.	Assessment Choose an item.																
	Reporting Choose an item.	Effective Classroom Practice Choose an item.	Educational Leadership Choose an item.	Management Practices & Processes Choose an item.																

8 Ways of Aboriginal Learning (select the areas that apply to this Intervention Program)

☒  Story Sharing: Approaching learning through narrative.	☐  Learning Maps: Explicitly mapping/visualising processes.	☒  Non-verbal: Applying interpersonal and kinaesthetic skills to thinking and learning.	☐  Symbols and Images: Using images and metaphors to understand concepts and content.
☐  Land Links: Place-based learning, linking content to local land and place.	☐  Non-linear: Producing innovations and understanding by thinking laterally.	☐  Deconstruct/Reconstruct: Modelling and scaffolding, working from wholes to parts. Begin with whole structure, rather than a series of sequenced steps.	☐  Community Links: Centering local viewpoints, applying learning for community benefit.

Links to Syllabus

Syllabus Outcomes	ES1	English	ENe-1A communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction ENe-10C thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts ENe-11D responds to and composes simple texts about familiar aspects of the world and their own experiences ENe-12E demonstrates awareness of how to reflect on aspects of their own and others' learning
		PDHPE	PDe-3 communicates ways to be caring, inclusive and respectful of others PDe-9 practises self-management skills in familiar and unfamiliar scenarios PDe-10 uses interpersonal skills to effectively interact with others
	S1	English	EN1-1A communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations EN1-10C thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts EN1-11D responds to and composes a range of texts about familiar aspects of the world and their own experiences EN1-12E identifies and discusses aspects of their own and others' learning
		PDHPE	PD1-3 recognises and describes the qualities that enhance inclusive and respectful relationships PD1-9 demonstrates self-management skills in taking responsibility for their own actions PD1-10 describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong
	S2	English	EN2-1A communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts EN2-10C thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts EN2-11D responds to and composes a range of texts that express viewpoints of the world similar to and different from their own EN2-12E recognises and uses an increasing range of strategies to reflect on their own and others' learning
		PDHPE	PD2-3 explains how empathy, inclusion and respect can positively influence relationships PD2-9 demonstrates self-management skills to respond to their own and others' actions PD2-10 demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations
	S3	English	EN3-1A communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features EN3-7C thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts EN3-8D identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts EN3-9E recognises, reflects on and assesses their strengths as a learner
		PDHPE	PD4-3 investigates effective strategies to promote inclusivity, equality and respectful relationships PD3-9 applies and adapts self-management skills to respond to personal and group situations PD3-10 selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections