

Parkes Primary School Behaviour Support and Management Plan

Overview

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

Our goal is to inspire every child to participate positively in the school community and beyond. We focus on promoting high expectations, opportunity and success for every student, every day. We value and strive to develop safe, respectful and responsible learners in a caring learning community.

Principles of positive behaviour support, trauma-informed practice and inclusive practice underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

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

- Positive Behaviour for Learning
- Zones of Regulation
- Peer Support
- Playground PALS

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

Parkes Public School rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive, and respectful learning community that promotes student wellbeing. Staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments.

Partnership with parents and carers

Parkes Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, by:

- inviting parent/carer and student feedback through formal and informal means, such as NSW Public Schools surveys, consulting with the P & C and local AECG

- using concerns raised through complaints procedures to review school systems, data and practices.

Parkes Public School will communicate these expectations to parents/carers through the school newsletter. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

School-wide expectations and rules

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

To be respectful, responsible and safe learners.

Respectful	Responsible	Safe
Follow instructions	Worry about yourself	Follow directions
Use appropriate language	Make positive choices	Move sensibly
Be patient	Be ready to learn	Right place, right time
Listen to others	Care for property	Hands and feet to yourself

Behaviour code for students

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

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01>. This document translated into multiple languages is available here: [Behaviour Code for Students](#).

Whole school approach across the care continuum

Our school embeds student wellbeing and positive behaviour approaches and strategies in practices across the care continuum to promote positive behaviour and respond to behaviours of concern, including bullying and cyber-bullying behaviour.

These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships. These practices include:

- stating and explicitly teaching classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- providing active supervision of students
- maximising opportunities for active engagement with learning
- providing carefully sequenced, engaging lessons
- differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Zones of Regulation	<p>The Zones of Regulation program is an instructional tool that aims to build safe, supportive environments that foster learning and well-being for all.</p> <p>Learners benefit from:</p> <ul style="list-style-type: none"> • Increased self-awareness and social and emotional skills • A common language for communication, problem solving, and emotional understanding • More time spent on learning instead of on behaviour management • A healthier, more inclusive school climate 	All
Prevention	Positive Behaviour for Learning	<p>The Positive Behaviour for Learning program is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people. When PBL is implemented with consistency, teachers and students have more time to focus on relationships and classroom instruction.</p>	All
Prevention	National Week of Action (NWA)	<p>Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year.</p>	All
Prevention	Child protection	<p>Teaching child protection education is a mandatory part of the syllabus.</p>	All
Prevention	Breakfast Program	<p>The school staff run a breakfast club program that provides access to a free, healthy breakfast and builds strong student-staff connections.</p>	All
Prevention	Transition Programs	<p>The transition programs are strategically planned to increase the success of students transitioning to Kindergarten, from Year 2 to 3 (from the K-2 site to the 3-6 site) and from Year 6 to 7 (into high school).</p>	Pre-kindergarten, Year 2 to 3 and Year 6 to 7
Prevention	Playground Activity Leaders in Schools (PALS)	<p>PALS is a student leadership program. It provides opportunities to help foster a sense of belonging and inclusion through lunch time games. Year 6 students complete</p>	K-2 and Year 6

Care Continuum	Strategy or Program	Details	Audience
		training and work with K-2 students to encourage them to participate in games.	
Early Intervention	Wellbeing Team	The Wellbeing Team review behaviour data, set focus for behaviour expectations and share resources that teachers use to teach the students about the expectations. They co-ordinate the whole school acknowledgements which are based on positive behaviour choices.	All
Early Intervention	Social Skills Program	Identified students attend and learn explicit social skills through teacher-led friendship games.	Individual students K - 6
Early Intervention	Check in, Check out	Data driven identification of students to check in and out each day with a student chosen staff member.	Individual students K - 6
Early Intervention	Playground Cards	The cards are used by staff to consistently respond to behaviour concerns in the playground. The cards also include the Zones of Regulation prompts to assist students to identify their emotions and how to manage them.	All
Targeted / Individual intervention	Learning and Support Team	The Learning and Support Team (LST) works with teachers, students, families and key stakeholders to support students who require personalised learning intervention and support.	All
Targeted / individual intervention	Attendance support	The LST refer students to the attendance co-ordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, attendance co-ordinator
Targeted / individual intervention	Behaviour Monitoring Cards	The behaviour monitoring cards are used with identified students who require additional support to reach behavioural goals.	All
Individual intervention	Individual behaviour support planning	This may include developing, implementing, monitoring and reviewing behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, LaST, AP

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

Identifying behaviour of concern, including bullying and 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. See Appendix 1.

Parkes 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.

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.
- Corrective responses are recorded on the Wellbeing system. These include:

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

Parkes Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Zones of Regulation consist of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity and increase focus.

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 and 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 locus of control.

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour are teacher managed.	Targeted/Individualised Responses to behaviours of concern are executive managed
1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.	1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	1. Contact staff member to seek help from executive straight away if there is a risk. Otherwise notify student's stage supervisor or executive ASAP and before the end of the school day.
2. Verbal and non-verbal specific and positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	2. Executive/classroom teacher to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as redirecting to another area or activity, providing reassurance or offering choices. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.
3. Tangible reinforcers include those that are free and frequent (rockets), moderate and intermittent (Daisy cards), significant and infrequent (White Merit Certificates, PBL acknowledgments, Pride in Assembly award, Student of the Week).	3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied.	3. Executive collect information and review the incidents from multiple perspectives to determine next steps. Contact teacher to record incident on Wellbeing system. Executive will contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.
4. Social emotional learning lessons are taught (Zone of Regulation) weekly.	4. Teacher records on Wellbeing system before the end of the school day. Monitor and inform family if repeated. Booster lesson provided as required.	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
Teacher contact via phone calls home, emails, notes or Daisy Cards are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at fortnightly school assemblies.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.	Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on the 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
- 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, 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.

Reflection and restorative practices

Toilet and food breaks are always included when withdrawal from free choice play at breaks is planned as a response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

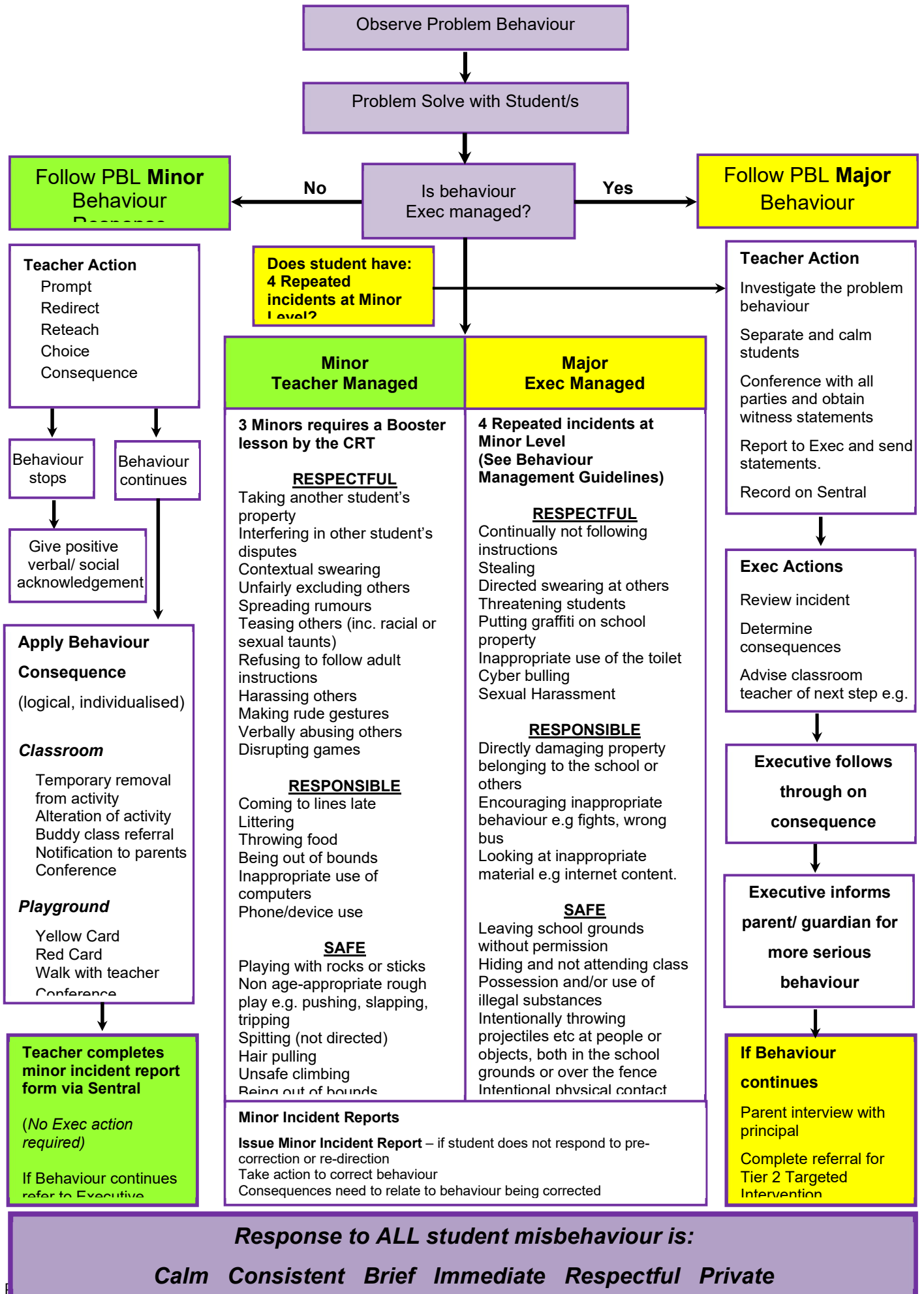
Strategy	When and how long?	Who coordinates?	How are these recorded?
Retreat room – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection), including Zones of Regulation	The same day or the next day at lunch time	Assistant Principal	Documented in Wellbeing system
Reflection – withdrawal from free choice play and re-allocation to classroom 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	Class teacher	Documented in Wellbeing system
Restorative practice – peer mediation or circles in groups which includes Zones of Regulation	Scheduled for lunch break in Retreat room	Assistant Principal	Documented in Wellbeing system

Review dates

Last review date: Week 8, Term 4 2025

Next review date: Week 8, Term 4 2026

Appendix 1: Behaviour management flowchart



Appendix 1: Anti-bullying process

