NSW Department of Education 

# Parkes East Public School

# School Behaviour Support and Management Plan

Overview

Parkes East Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning and experience success in their chosen pursuits. We value and strive to develop safe, respectful, responsible learners in a caring learning community.

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

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

* Positive Behaviour for Learning
* Positive Living Skills
* Peer Support Program
* School Psychologist run programs including but not limited to Seeing Red Program, Got it, Rage
* Cultural Programs including but not limited to Bro Speak, Sista Speak, Wiradjuri Language
* Learning and Support Team
* School Chaplain Intervention

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

Parkes East 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. School staff actively respond to student bullying behaviour.

## Partnership with parents and carers

Parkes East 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 Tell Them From Me surveys, school surveys, consulting with the P & C and local AECG
* using concerns raised through complaints procedures to review school systems, data and practices.

Parkes East Public School will communicate these expectations to parents/carers through the school newsletter, phone calls home, letters to caregivers, Sentral Parent Portal, Facebook and school website. 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 East Public School has the following school-wide expectations and rules:

**To be safe, respectful and responsible learners.**

|  |
| --- |
| **PBL Everywhere** |
| **Safe** | **Respectful** | **Responsible** |
| Wear your broad brimmed hat outside | Wear your uniform with pride | Put your rubbish in the bin |
| Walk on concrete | Use your manners | Move safely around the school |
| Talk to the teacher if there are any problems or dangers | Be a good role model | Use the right language |
| Stay in bounds | Co-operate and appreciate others | ‘Rise Above Self’ |
| Be aware of your surroundings | Respond appropriately to bells | Be in the right place at the right time |
|  | Listen to school staff/guests | Follow staff instructions |
|  | Keep hands and feet to yourself | Accept consequences for your choices |
|  | Use positive language | Be mindful others |

## 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](https://education.nsw.gov.au/schooling/translated-documents/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
* discouraging inappropriate behaviour
* providing active supervision of students
* maximising opportunities for active engagement with learning
* providing carefully sequenced engaging lessons that provide options for student choice
* differentiating learning content and tasks to meet the needs of all learners.

| Care Continuum | Strategy or Program | Details | Audience |
| --- | --- | --- | --- |
| Prevention | [Positive Behaviour for Learning (PBL)](https://education.nsw.gov.au/schooling/school-community/attendance-behaviour-and-engagement/positive-behaviour-for-learning) | The Positive Behaviour for Learning (PBL) program is an evidence-based framework that brings together the whole school community to develop a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.  | Students K-6 |
| Prevention | [Positive Living Skills](https://www.positivelivingskills.com.au/) | The Positive Living Skills (PLS) program is an evidence-based comprehensive mental health and wellbeing approach based on a combination of social and emotional learning, preventative mental health, resilience and life skills. | Students K-6 |
| Prevention | [Child protection](https://studentwellbeinghub.edu.au/educators/resources/child-protection-and-respectful-relationships-education/) | Teaching child protection education is a mandatory part of the syllabus.  | Students K - 6 |
| Prevention / Early intervention / Targeted / Individual | [Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying](https://www.esafety.gov.au/educators/toolkit-schools) | 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. | Students K-6 |
| Targeted intervention | [RAGE](https://www.salvationarmy.org.au/oasisyouth/support/school-group-programs/rage/) | Support students in managing and expressing anger in healthy ways, promoting understanding of emotions, communication skills, and strategies for conflict resolution. | Identified Students/School Chaplain |
| Targeted intervention  | [Seeing Red](https://elunanetwork.org/resources/seeing-red-an-anger-management-and-anti-bullying-curriculum-for-kids/)  | Support K-6 students to better understand their anger so they can make healthy and successful choices and build strong relationships. It includes a comprehensive anti-bullying component with material specific to cyber bullying and social media.  | Identified Students, School Psychologist  |
| Targeted intervention  | [Got It!](https://www.health.nsw.gov.au/mentalhealth/resources/Publications/got-it-guidelines.pdf) | Mental health early intervention support for students in K-2 who display defiant, aggressive and disruptive behaviours. The program supports engagement with children and their families. | Identified Students, Parents/Caregivers, NSW Health representative |
| Targeted intervention | Bro Speak Sista Speak | Support for Aboriginal girls (Sista Speak) and Aboriginal boys (Bro Speak) in developing positive relationships, teaching them to respect themselves, others around them and be proud of their Aboriginal identity.  | Identified Students, SLSO who identify as Aboriginal  |
| Targeted / Individual intervention | [Learning and Support](https://education.nsw.gov.au/schooling/parents-and-carers/inclusive-learning-support/primary-school/learning-and-support-journey-disability) | The LST works with teachers, students and families to support students who require personalised learning and support. | All |
| Targeted / Individual intervention | [School Counsellor / School Psychologist](https://education.nsw.gov.au/schooling/school-community/school-counselling-service/about-the-school-counselling-service) | Provides students with emotional, social, and academic guidance, offering support through personal challenges and fostering a positive school experience. The School Psychologist collaborates with the Learning & Support Team and provides specialised psychology assessment, counselling and intervention services. | Identified Students  |
| Targeted / Individual intervention | [Attendance Support](https://education.nsw.gov.au/schooling/school-community/attendance-matters-resources-for-schools) | 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. | LST, Individual students/families, HSLO, AAO |
| Individual intervention | [Individual behaviour support planning](https://education.nsw.gov.au/schooling/school-community/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-teachers/planning-behaviour-support-for-individual-students) | This may include developing, implementing, monitoring and reviewing behaviour support, behaviour response and risk management plans. | Individual students, parent/carer, LST, AP, CT |
| Individual Intervention  | [Chaplain Support](https://pscnsw.org.au/home/#:~:text=School%20Chaplains%20are%20trained%20to,the%20needs%20of%20the%20school.) | Support provides emotional guidance to individuals, offering a comforting presence and assistance through life's challenges and moments of reflection, regardless of one's faith or beliefs.  | All students, Chaplain |
| Individual Intervention  | [Wellbeing Health Inreach Nurse Co-ordinator Program](https://education.nsw.gov.au/schooling/school-community/wellbeing-support#Wellbeing0) | Collaborates with the school's Learning and Support Team and coordinates with local health and social services to assist students and their families with various health and wellbeing concerns, such as mental health, social and behavioural support, physical health, and issues related to peer or family relationships | Targeted students, WHIN, Learning & Support Team, Parent/Carer. Outside Agencies |
| Individual Intervention  | Communication Book with families | Teacher/Executive to establish a communication book which refers to daily behaviour and focuses on positive goals achieved. Parent will check book daily and enter any additional information from home.  | Targeted students, Parent/Carer, AP, CT  |

## 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.

Parkes East 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 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 Sentral Wellbeing system.

|  |  |
| --- | --- |
| **Classroom** | **Non-classroom setting** |
| * 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.
* calm down time in buddy class.
 | * rule reminder
* re-direct
* offer choice
* error correction
* prompts
* reteach
* play or playground re-direction
* walk with teacher
* detention, reflection and restorative practices
* communication with parent/carer.
* check in with nominated staff member.
 |

Parkes East Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Positive Behaviour for learning and Positive Living Skills consists of evidence-based strategies teachers use daily to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

We acknowledge that not all students are encouraged by the same thing or in the same ways. Younger students may be more motivated by adult attention while older students are typically more motivated by peer attention, activities, privileges, or freedom. When learning new skills, students need immediate and frequent reinforcement and as they develop mastery they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts.

The use of verbal and non-verbal specific positive feedback is the most powerful way to:

* help adults and learners to focus on positive social behaviour
* increase the likelihood that students will use the expected behaviours and skills in the future
* decrease unexpected behaviour and reduce the need for corrective responses
* enhance self-esteem and build an internal focus of control.

|  |  |  |
| --- | --- | --- |
| **Prevention**Responses to recognise and reinforce positive, inclusive and safe behaviour |  **Early Intervention**Responses to minor inappropriate behaviour | **Targeted/Individualised**Responses to behaviours of concern |
|  |  |  |
| 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 office to seek help from executive straight away if there is an immediate safety risk. Otherwise notify student’s stage supervisor or executive ASAP and before the end of the school day. |
| 2. Verbal and non-verbal specific 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/CT 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 (PBL Sonny Money)moderate and intermittent (Rise Above Self Award, Whole School Celebrations)significant and infrequent (Celebration Sessions at the end of each term) | 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 collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on Sentral Wellbeing system and 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 (PBL and Positive Living Skills) weekly. | 4. Teacher records on Sentral Wellbeing system by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school’s anti-racism contact officer (ARCO) or anti-bullying co-ordinator. | 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. Inclusion in programs such as RAGE, See It Red. |
|  Teacher/parent contact | Teacher/parent contact | Teacher/parent contact |
| Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at weekly 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 Sentral Wellbeing system. 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
* reflection and restorative practices (listed below)
* liaise with [Team Around a School](https://education.nsw.gov.au/inside-the-department/directory-a-z/team-around-a-school) for additional support or advice from Department
* 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](https://education.nsw.gov.au/policy-library/policies/pd-2006-0316) and [Suspension and Expulsion Procedures](https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-06) 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](https://education.nsw.gov.au/policy-library/policies/pd-2007-0362)
* [Incident Notification and Response Procedures](https://education.nsw.gov.au/content/dam/main-education/policy-library/public/implementation-documents/incident_proc.pdf)
* [Student Behaviour policy](https://education.nsw.gov.au/policy-library/policies/pd-2006-0316) and [Suspension and Expulsion procedures](https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-06).

Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](https://www.esafety.gov.au/report) and reporting links for most sites, games and apps can be found at the [eSafety](https://www.esafety.gov.au/key-issues/esafety-guide) Guide.

## Detention, reflection and restorative practices

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

| Strategy | When and how long? | Who coordinates? | How are these recorded? |
| --- | --- | --- | --- |
| Silent Nest (Garrady ngurung) – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection) | Current or next lunch break  | Assistant Principal | Documented in Silent Nest Book and Sentral Wellbeing system |
| Alternate play plan – withdrawal from free choice play and re-allocation to office or 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 – individual or group (detention) | As required  | Assistant Principal | Documented in Sentral Wellbeing system |
| Restorative practice – Circles (Yarning Circles), where the whole group or class form a circle. This promotes inclusiveness and provides opportunities for everyone to speak and listen to one another in a safe environment. Circles can be used to celebrate student success, to begin or end the day or to discuss difficult issues.  |  As required for approximately 20 – 30 minutes | Classroom  | Documented in Teacher Program and if discussing issues documented in Sentral Wellbeing system |

## Review dates

Last review date: Week 2, Term 1, 2025

Next review date: Week 1, Term 1, 2026

### Appendix 1: Behaviour management flowchart

Speak privately with student

Clearly and calmly state the issue and invite the student to come up with solutions with you to resolve the matter.

*Has the behaviour
stopped or improved?*

*Calm and engaged classroom*Apply preventative strategies

Positive classroom climate, providing and teaching explicit rules,
engaging lessons, active supervision, offering pre-corrections

**Observe behaviour**

*Does the behaviour pose a risk to the safety or wellbeing of the student or others?*

**Behaviours of concern**

Manage it at teacher level.

De-escalate the situation by *calmly*:

* correcting the behaviour
* identifying student need
* ensuring student understands corrective response
* responding proportionally to the level of behaviour displayed

*Has the behaviour stopped or improved?*

De-escalate the situation by *calmly*:

* List strategies

*Has the behaviour stopped or improved?*

NO

YES

NO

YES

**Consider additional supports**

Identify and engage support(s) for the student to return to normal routine:
*Refer to learning and support team/school counselling service, contact parents, conversation with teacher, refer to and/or revise individual student support plans.*

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

*Is a* ***mandatory report*** *required?
If so, consult with principal and MRG.*

YES

**Serious behaviours of concern**

Teacher to inform executive staff and focus on safety.

Executive/CT to assist student to
de-escalate to baseline by using appropriate strategies such as:

* redirecting to another area
or activity
* providing reassurance
* offering choices
* List strategies

NO

NO

YES

Provide positive verbal/nonverbal acknowledgement or de-escalation strategy

Provide positive verbal/nonverbal acknowledgement

Speak privately with student

Executive/CT to *calmly* allow the student to explain the situation to identify ways to fix the problem.

Executive to check-in with teacher for feedback and contact parent.

Executive/CT to enter incident on Sentral (wellbeing).

*Is it safe for the student to
return to normal routine?*

### Appendix 2: Bullying Response Flowchart