



Parklea Public School

Behaviour Support and Management Plan

Overview

Our school community believes that every student should be challenged, engaged and empowered to learn and continually grow in a respectful and collaborative environment, building inclusive and trusting relationships. Our teachers are committed to providing students with a contemporary education that is strongly aligned with evidence-informed practices and work hard to bring learning to life by valuing student voice, inspiring curiosity and creativity, and designing authentic learning experiences.

Our entire school community values Restorative Practices and focuses on building, maintaining and restoring positive relationships. We encourage behaviour that is supportive and respectful and puts the onus on individuals to be accountable for their choices and repair any harm caused to others.

Partnership with parents and carers

Parklea Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies outlined in our partnership with Real Schools.

Parklea Public School will communicate these expectations to parents/carers by sharing our school's behaviour management practices via our school's website, School Bytes and Facebook page.

School-wide expectations and rules

I am Safe	I am Respectful	I am a Learner
I keep my hands and feet to myself.	I listen to others.	I share problems with a teacher.
I am cyber safe when using technology.	I use kind words.	I always try my best.
I walk on hard surfaces.	I use equipment appropriately.	I ask for help when I need it.
I wear my hat outside.	I take care of my belongings.	I use technology for learning.
I stay in the right place	I treat others equally.	I take accountability for my actions.

Behaviour Code for Students

NSW public schools are committed to providing safe, supportive, and responsive learning environments for everyone across a range of settings. We teach and model the inclusive and safe 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](#). The Behaviour Code for Students provides information for students and parents/carers regarding behaviour expectations, rights and principles. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

Whole school approach across the care continuum

The care continuum facilitates the implementation of a whole-school, prevention-focused, and positive approach to behaviour support to meet the needs of all students.

The care continuum includes interventions for:

- All students – creating a safe and respectful learning and play environments for all students. Along the care continuum this is known as prevention or universal interventions.
- Some students - providing early intervention and targeted support for disruptive student



behaviour, including students at risk of developing negative behaviours. Along the care continuum this includes early and targeted interventions.

- A few students - supporting students with complex and challenging behaviour needs, including students who have been diagnosed with conditions, through intense, individual interventions.

Whole-school proactive and prevention approaches aim to establish and maintain safe, respectful learning environments for all students. Proactive approaches include explicit teaching of the expected behaviours. These learning environments include classrooms, playgrounds, online and any other school endorsed events and should encourage prosocial behaviour. These interventions underpin effective teaching and will reduce minor behaviours of concern when applied consistently.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Behaviour for Learning (PBL)	Positive Behaviour for Learning (PBL) 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. The PBL framework supports schools to identify and successfully implement evidence based whole school practises that enhance learning outcomes for children this is achieved by using the framework to strengthen systems within the school, such as structures and processes that underpin ongoing school improvement and the effectiveness of all school members.	All stakeholders -Teachers -Students -Parents
	Parklea Perfections	Students can be awarded Parklea Perfection awards based on quality academic achievements, personal bests, positive social interactions, and school citizenship.  Teachers monitor and track the Parklea Perfections handed out each week to ensure equitable distribution. Students collect their Parklea Perfections. Students need to collect the following: 10 Perfections collected = Bronze Award & Badge An additional 15 Perfections collected = Silver Award & Badge An additional 20 Perfections collected = Gold Award & Badge An additional 25 Perfections collected = Medallion Award	Teachers Students Parents
	Parklea PALS	Parklea PALS are a quick 'caught you being good' reward that students earn by displaying positive behaviour. Some teachers may choose to link PALS to whole class behaviour management systems.  Teachers ensure that all students are being rewarded with Parklea PALS throughout the week. Each student should be receiving 2-5 PALS per week. Students write their name and class on the back of the Parklea PAL and place it into their class PAL box. Each fortnight, at our school assembly, 2 Parklea PALS are drawn from each grade's box and the winners receive a voucher to spend at the canteen.	Teachers Students Parents
	PBL Merit Awards	PBL Merit Awards are a reward distributed at fortnightly assemblies. Classroom teachers will award the following awards each fortnight; Be Safe Award, Be Respectful Award and Be a Learner Award. Classroom Teachers track and record students receiving the awards each fortnight to ensure awards are distributed equally throughout the year.	Teachers Students Parents
	Reward Days	Reward Days are held at the end of each term to recognise and celebrate respectful students who have displayed upstanding behaviour and dedicated work habits.	Teachers Students Parents

Care Continuum	Strategy or Program	Details	Audience
Prevention	Anti- Racism Strategy	The Department of Education's Anti-Racism Strategy 2024–35 reaffirms our ongoing commitment to eliminating all forms of racism. It is a long-term plan to effectively address and prevent racism in our school. The strategy aims to see students and learners, staff, families and communities from all cultural, linguistic and religious backgrounds participate equitably in a racism-free education system.	Teachers
	The Resilience Project	Our school has partnered with The Resilience Project to support positive mental health for all stakeholders in the classroom, staffroom and wider community. The whole school wellbeing program is centred on The Resilience Project's core principles: Gratitude, Empathy, Mindfulness, and Emotional Literacy. These foundational skills are explicitly taught and practised from K-6 to cultivate positive emotion and build resilience within our school community.  	Classroom Teachers Parents Students
	Proactive Playground Interventions	Passive Play opportunities are provided each day in the playground at recess and lunch for students to interact with their peers in more calm and peaceful manner. In the playground every recess and lunch, active play opportunities are planned for students. Active play includes sports such as; basketball and soccer. Lunch Clubs provide a space for students to attend structured activities supervised by a teacher. Each day, at least one lunch club is scheduled.	Teachers Students
Early intervention	Trauma-Informed Practice	Teachers and Support Staff take part in professional learning to develop their understanding of Trauma-Informed Practices to support students who come from a background of trauma. Trauma informed practice recognises student behaviour as communication. Professional learning is designed to help staff create a trauma-aware school community. Staff develop an understanding of childhood trauma and its impacts on student learning and wellbeing so they can better meet students to reach their full potential	Teachers Support Staff
Early intervention	PALS (Playing and Learning to Socialise) Program	A targeted program delivered to small-groups of 4–6-year-old students identified by their classroom teachers. The program aims to develop a range of social skills including; greeting others, listening, sharing, taking turns, identifying feelings, managing frustration and solving problems.	Kindy Teachers, students and parents
	Learning & Support Team	The Learning and Support Team (LaST) meet each week to discuss students who have been identified with additional learning and wellbeing requirements. Students displaying behaviours of concern are collaboratively discussed with the school counsellor to implement strategies to decrease risk-taking behaviours. Resources such as individualised behaviour charts, social stories and visuals are developed to support students in the classroom. Teachers and the LaST meet with parents to jointly support the needs of students.	Teachers Students Parents
	Assistant Principal Learning and Support (APLaS)	If students are presenting with ongoing behaviours of concern, the Department of Education's Assistant Principal Learning and Support (APLaS) can be contacted for support. The APLaS conducts classroom observations of identified students and collaborates with our school's Learning and Support Team and classroom teachers to provide expert behavioural advice and connections with support agencies to manage student behaviour.	APLaS Teachers LaST
	School Counsellor Small Group Intervention	The school Counsellor coordinates small group interventions to support our student's anxiety, sense of self, resilience and connection. These targeted interventions support students to maximise their behaviour and learning. Some of the small-group targeted interventions include: 'Get Lost Mr Scary' Anxiety program for K-2 students and 'Flourish' Anxiety Program for Stage 3 girls.	School Counsellor Identified Students

Care Continuum	Strategy or Program	Details	Audience
Targeted intervention	Zones of Regulation	The Zones of Regulation is a framework and curriculum that develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, pro-social skills, self-care, and overall wellness. Targeted students are supported by the Zones of Regulation to provide them with strategies to self-regulate their emotions to avoid complex, risk-taking behaviours in the playground or classroom 	Teachers Identified Students LaS Team
	School Counsellor	Our school counsellor works with individual students identified by the Learning and Support Team. The school counsellor works 1:1 with students to develop personalised strategies to help overcome anxiety, anger management, trauma, emotional regulation etc.	Teachers Parents Students LaS Team
Individual intervention	Individualised Behaviour Support Plans	Behaviour Response Plans (BRPs), and Risk Management Plans (RMPs) are developed in collaboration with teachers, parents and the Learning & Support Team for students who require additional support and guidance to manage their behaviour. The plans outline student behaviour and relevant strategies to manage behaviours causing concern. These plans ensure that all stakeholders are supported to feel safe and free from harm within the school.	Teachers Parents Students LaS Team
Individual intervention	Assistant Principal Learning and Support (APLaS)	The Assistant Principal Learning and Support can be called in to provide direct and timely assistance to students with additional behavioural needs. He/she works collaboratively with identified students, their classroom teachers and the Learning and Support Team to develop plans to support students with ongoing behavioural concerns. She provides professional specialist advice and resources whilst liaising and connecting the school with relevant personnel within the Department of Education's Learning and Wellbeing Team.	Teachers Identified Students LaS Team
	Yearly Transitions	Teachers engage in yearly transition practices to ensure effective communication between teachers from one year to the next. This practice supports students with additional requirements to transition smoothly. At the end of each year, teachers identify students who require transition support about behaviour.	Teachers Students Parents

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

Prevention	Early Intervention	Targeted/Individualised
Responses to recognise & reinforce positive, inclusive & safe behaviour	Responses to minor inappropriate behaviour	Responses to behaviours of concern
Restorative Practices Restorative practices focus on repairing harm and restoring relationships, emphasizing dialogue, empathy, and mutual understanding, rather than solely focusing on punishment. Core Principles: Focus on relationships Restorative practices prioritize building and maintaining positive relationships, especially when conflicts or wrongdoing occur. Repairing harm The goal is to address the harm caused by an incident and to repair the relationships involved. Involving all parties Restorative practices aim to include those who have been harmed, those who have caused harm, and other relevant stakeholders in the process of addressing the issue. Empathy and understanding Restorative practices encourage listening to different perspectives and fostering empathy to understand the impact of actions. Accountability and responsibility Restorative practices emphasize taking responsibility for actions and making amends for the harm caused. Building community Restorative practices promote a sense of community and shared responsibility for creating a positive and safe environment.	Low level inappropriate behaviour is managed by teachers. P3P3F3 PROCESS This process is utilised as undesirable behaviours arise in the playground or classroom. The process should take no longer than 9 minutes to occur. Teachers guide students through the following process; Past (3 mins) What happened? Where did it happen? Who was involved? Why did it happen? Present (3 mins) How do you feel? Who has been affected by what you have done? How do you think they are feeling? Future (3 mins) Teacher and students co-construct "I will" statements using the following prompts; What do you need to do to make things right again? How can you restore the harm you have caused? What can you do to restore the relationship with the other people involved? What could you do differently next time that would work better for you? Teachers are required to follow up with the students F3- 'I will' statements to ensure they are being followed through to restore any harm that may have been caused. PARENT/CARER COLLABORATION At the completion of a formal P3-P3-F3 process, parents/carers will be contacted via phone call to take part in a 3-way conversation between the parent-student-teacher. During this conversation, the student will speak to their parent/carer to take accountability for their actions and explain the details of the incident. The classroom teacher (or executive staff for more severe incidents) will support the student to speak with their parent/carer about each step of the process. This collaborative approach ensures parents/carers are informed about incidents at school involving their child. It enables the parent/carer to follow up in the home setting with further restorative conversations or consequences. This step of the process is important to nurture positive partnerships within our school community to best support the needs of our students.	Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on School Bytes. These may include: • review and document incident • determine appropriate response/s, including supports for staff or other students impacted • refer/monitor the student through the school learning and support team • develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments • detention, reflection and restorative practices (listed below) • liaise with Team Around a School for additional support or advice • communication and collaboration with parents/carers (phone, email, parent portal, meeting) • formal caution to suspend, suspension or expulsion. The NSW Department of Education Student Behaviour policy and Suspension and Expulsion Procedures apply to all NSW public schools. Staff will comply with reporting and responding processes outlined in the: • Incident Notification and Response Policy • Incident Notification and Response Procedures • Student Behaviour policy and Suspension and Expulsion procedures. Students and/or parents/carers can report cyberbullying to the eSafety Commissioner and reporting links for most sites, games and apps can be found at the eSafety Guide.

Detention, reflection and restorative practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection	As soon as practical: 10-20 mins	Class Teacher	School Bytes
Alternate Play Plan	Recess or Lunch- 20mins	Assistant Principal	School Bytes
Level 1	2 Weeks (monitored for additional 5 weeks)	Assistant Principal	School Bytes
Level 2	4 Weeks (monitored for additional 5 weeks)	Deputy Principal	School Bytes
Level 3	4 Weeks (monitored for additional 6 weeks)	Deputy Principal	School Bytes

Review dates

Last review date: 8th April 2025

Next review date: 8th April 2026

Appendix 1:

