

Parramatta East Public School Behaviour Support and Management Plan

Overview

Parramatta East 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 excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful learners in a caring learning community.

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

- Life Skills GO
- Interrelate
- Positive Behaviour for Learning Framework

These programs prioritise social and emotional learning, promoting mental health, fostering positive relationships, and preventing bullying.

At Parramatta East Public School, we are committed to eliminating all forms of bullying, including cyberbullying, by maintaining a safe, inclusive, and respectful environment that supports student wellbeing. Our staff implement evidence-based strategies to create a positive climate where bullying is less likely to occur.

The entire school community plays an active role in nurturing a welcoming culture that celebrates diversity and encourages positive relationships. Central to this supportive culture is the development of respectful relationships and a strong stance against all forms of bullying, both online and offline. Our staff are committed to addressing and responding promptly to any bullying behaviour.

Partnership with parents and carers

Parramatta East Public School is dedicated to working closely with parents and carers to establish clear expectations for their involvement in the development and implementation of student behaviour management and anti-bullying strategies. The school actively seeks feedback from parents, carers, and students through a range of channels. This input, along with feedback received through complaints procedures, is used to review and enhance school systems, data, and practices.

Expectations for involvement will be communicated to parents and carers through various methods, including school newsletters, the school website, phone calls, and face-to-face meetings. The school also arranges meetings with parents to discuss student behaviour and coordinates Learning and Support team meetings to offer tailored recommendations based on individual student needs.

Parramatta East Public School is committed to fostering strong, collaborative relationships with families and the wider community, ensuring a shared understanding of how to best support student learning, safety, and wellbeing.

School-wide expectations and rules

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

- Be safe
- Be respectful
- Be a learner

Safe	Respectful	Learner
We are in the right place at the right time	We are respectful when talking and playing with others	We learn to solve problems
We walk on hard surfaces	We follow teacher directions	We resolve problems by talking and listening
When there is a problem we tell a teacher	We speak politely	We follow directions
	We are cooperative	Right place, right time
	We wear the correct uniform	

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>.

Whole school approach across the care continuum

Parramatta East Public School is committed to embedding student wellbeing and positive behaviour strategies throughout our school practices, promoting positive behaviour and effectively responding to behaviours of concern, including bullying and cyber-bullying. Our approach is based on evidence-driven, effective classroom practices that create a supportive environment for student engagement and the development of respectful relationships.

These strategies include:

- Clearly stating and explicitly teaching classroom expectations
- Establishing predictable routines and procedures that are communicated to students
- Encouraging expected behaviours through positive feedback and reinforcement
- Discouraging inappropriate behaviours
- Providing active supervision of students
- Maximising opportunities for active engagement with learning
- Delivering carefully sequenced, engaging lessons that offer options for student choice
- Differentiating learning content and tasks to meet the diverse needs of all learners

Through these practices, we aim to set a positive tone for engagement in learning, foster respectful relationships, and ensure that all students are supported in their development.

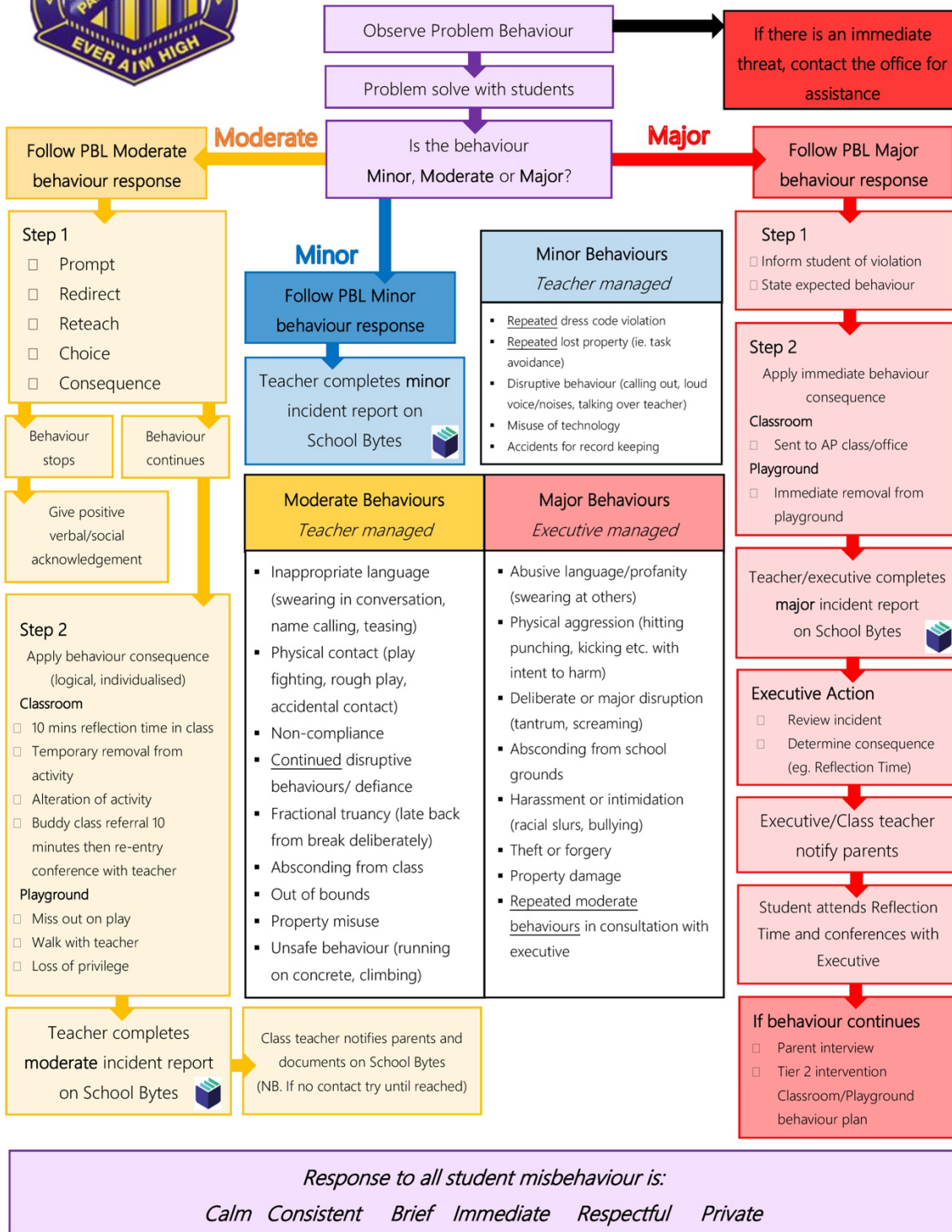
Care Continuum	Strategy or Program	Details	Audience
Prevention	Interrelate	Stage Three program that focuses on personal development and sex education.	Stage 3 students
Prevention	Child Protection	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention	Life Skills Go	The Life Skills GO program supports positive behaviour by equipping schools to teach, track and report on student wellbeing, as well as social, emotional and physical literacy.	Students K - 4
Prevention	Life Education	Specialised programs that develop students' self-awareness around positive self-care choices and harm minimisation strategies	Students K - 6
Early intervention	PBL	Positive Behaviour for Learning (PBL) Framework is used to develop procedures and maintain positive, safe and supportive learning culture school wide through identification of outcomes, implementation of effective practice and collection of data.	Whole School
Targeted intervention	Social Skills Program	Programs that support students who are identified by playground data and/or teacher recommendations. These programs use positive play to promote the development of students' social skills in and out of the classroom. These programs are led by a member of the wellbeing team.	Students K - 6
Targeted intervention	Learning and Support	The Learning and Support Team (LST) comprises of school executive, school counsellor/psychologist, EAL/D representative and learning and support teachers. The team meets weekly with a K-2 or 3-6 focus each week. Student learning, behaviour and emotional needs are discussed and personalised plans to support students are documented, shared and implemented. Data from classroom teachers, learning and support teachers, PBL playground data and attendance data are also discussed. Timetabled support through LST program. Senior executive staff can also refer students to the LST meeting based on communication with parents/carers.	Individual students, families, staff
Targeted intervention	Minilit and Macqlit	A specialised early intervention program for students in Stage 1 – Stage 3 requiring additional support in literacy. Students undertake the programs run by our Learning and Support Teacher (LaST).	Students 1- 6

Care Continuum	Strategy or Program	Details	Audience
Targeted intervention	School Learning Support Officers (SLSO)	SLSOs support students who have received funding for special needs or specific purposes by the Department of Education. They assist staff in the implementation of individualised learning plans and differentiation in the classroom.	Individual students, staff
Targeted/Individual intervention	Attendance	The LSTCo-ordinator refer students to the HSLO who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals	Individual Students, LST Coordinator
Individual intervention	Individual Behaviour Support Planning	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual students, families and staff

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



Student Behaviour Management Flowchart SAFE RESPECTFUL LEARNERS



Responses to serious behaviours of concern

In situations where a behaviour of concern presents an unacceptable risk to others or disrupts teaching and learning, the Principal will implement more significant interventions.

Formal Caution

A formal caution offers an opportunity for the student and their parents or carers to recognise the impact of the student's behaviour and engage in positive behaviour supports and strategies to address the issue.

Suspension

Suspension may be used as a necessary intervention when a behaviour poses an unacceptable risk to others or interferes with teaching and learning. The aim of suspension is to allow the school to provide appropriate supports for addressing the student's complex and challenging behaviours, reduce risks to students and staff, and ensure the student can return to school as soon as appropriate.

Expulsion

In the most serious cases, where behaviour management interventions, including suspension, have not been successful in addressing significant behaviours of concern, expulsion may be considered. This action will be carried out in accordance with procedural fairness.

- The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) apply to all NSW public schools.
- 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.

Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

- [Incident Notification and Response procedure](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

Detention, reflection and restorative practices

At Parramatta East Public School, toilet and food breaks are always incorporated when a student is withdrawn from free-choice play as part of the response to a behavioural issue. The duration of this withdrawal will be appropriate to the student's age and developmental level.

Stop (Reflection) Room – This is a structured debriefing and planning time following a crisis or concerning behaviour. It provides the student an opportunity for reflection and to discuss ways to improve behaviour.

Alternate Play Plan – In the event of a behaviour breach, students may be withdrawn from free-choice play and redirected to the office or classroom for supervised play. The purpose of this is to help the

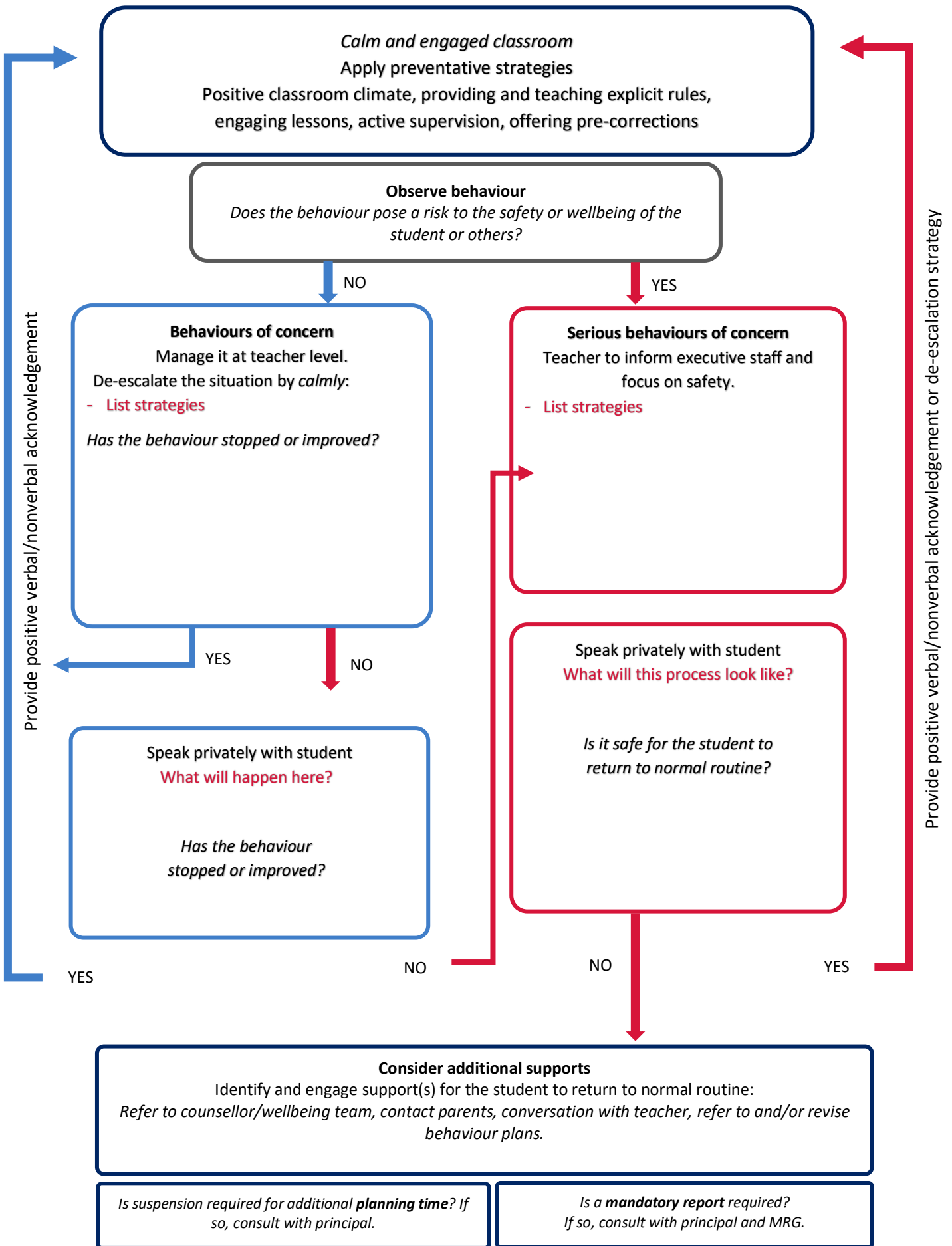
student reflect on their actions, understand the desired behaviour, and make positive choices moving forward. This can be done individually or in a group setting (detention).

Review dates

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026

Appendix 1: Behaviour management flowchart (Alternative example)



Appendix 2: Bullying Response Flowchart (Optional)

