

# Parramatta West Public School Behaviour Support and Management Plan

## Overview

Parramatta West Public School is committed to explicitly teaching and modelling positive behaviour to ensure healthy, strong relationships with their peers and to support all students to be engaged with their learning. Our vision is:

***At Parramatta West Public School, our school is committed to creating innovative, connected and collaborative lifelong learners. Our vision is to offer a collaborative culture embedded in high impact classrooms focused on leveraging student growth and attainment. We are committed to educating a multicultural community, where students are encouraged to become healthy, well rounded, global citizen who contribute to the creation of the common good in today's knowledge based, dynamic, interdependent world.***


Key programs prioritised and valued by the school community are underpinned by the principles of Positive Behaviour for Learning (PBL). This evidence-based framework brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture at Parramatta West Public School.

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.

Parramatta West Public School adopts a relational approach to addressing mistakes and resolving conflict. When mistakes occur, relationships are impacted upon, and reparation is required. The school follows a non-adversarial set of procedures that aim to stop the behaviour and rebuild relationships.

## Promoting and reinforcing positive student behaviour and school-wide expectations

Parramatta West Public School has the following school-wide expectations:

 <b>PARRAMATTA WEST PUBLIC SCHOOL PBL MATRIX</b>	
At Parramatta West Public School we demonstrate our core values of being safe, responsible and respectful learners in all settings.	
<b>ALL AREAS</b>	
<b>SAFE</b>	<ul style="list-style-type: none"> <li>• Use equipment appropriately</li> <li>• Move sensibly and safely around the school</li> <li>• Be in the right place at the right time</li> <li>• Maintain personal space</li> </ul>
<b>RESPONSIBLE</b>	<ul style="list-style-type: none"> <li>• Be prepared and organised</li> <li>• Look after equipment and learning spaces</li> <li>• Wear school uniform</li> <li>• Follow playground procedures</li> </ul>
<b>RESPECTFUL</b>	<ul style="list-style-type: none"> <li>• Speak appropriately with peers and adults</li> <li>• Listen and follow instructions</li> <li>• Play fairly and follow the rules</li> </ul>
<b>LEARNING TIPS</b>	
<ul style="list-style-type: none"> <li>• Persist with challenging tasks</li> <li>• Take risks with learning</li> <li>• Use feedback to improve</li> <li>• Work collaboratively with others</li> </ul>	<ul style="list-style-type: none"> <li>• Be resilient</li> <li>• Take ownership of learning</li> <li>• Display a positive attitude to learning</li> <li>• Ask questions to help problem solve</li> </ul>
<b>PLAYGROUND TIPS</b>	
<ul style="list-style-type: none"> <li>• Sit down for eating until dismissed by duty teacher</li> <li>• Line up for field at ramp</li> <li>• Returning from the field – line up at sign</li> </ul>	<ul style="list-style-type: none"> <li>• Students are not to return to class for forgotten items during play time</li> <li>• Students with no hat are to be seated</li> </ul>

Parramatta West Public School uses the following evidence-based approaches to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- Relationships are central and students are at the centre of all decisions.
- Students identify character strengths and are taught to practice optimistic thinking, gratitude, mindfulness and a solution focussed approach.
- Positive relationships are cultivated through the implementation of Positive Behaviour for Learning (PBL), which reinforces school expectations, supports the prevention of bullying, and fosters a safe and productive school environment.
- Parramatta West Public School rejects all forms of bullying behaviours, including online (or Cyber) bullying through explicit teaching of anti-bullying programs, regular communication with parents and the wider community organisations. School staff actively respond to student bullying behaviour
- Explicit lessons are linked to the PDHPE K-6 Syllabus and integrated across KLAs.

Our student recognition procedures describe how our school expectations are recognised through rewards.



### Partnership with parents and carers

Parramatta West 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 interviews and questionnaires.
- Including parents/carers in meetings that reflect upon behaviour incidents, develop learning plans to support their children and review meetings that evaluate and establish new goals.

### Behaviour Code for Students

The Behaviour Code for Students can be found at

<https://education.nsw.gov.au/policy-library/policies/pd-2006-0316/pd-2006-0316-01>.

High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

## Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Universal Prevention Strategies for all Students	Explicitly teach	<ol style="list-style-type: none"> <li>1. School wide PBL expectations</li> <li>2. PBL focused playground lessons</li> <li>3. Social Skills programs</li> <li>4. Relationship building, circle time, restorative conversations</li> <li>5. Targeted PL for all staff</li> </ol>	K-6 Students Staff Parents
Early Intervention Strategies for some Students	Explicitly reteach	<ol style="list-style-type: none"> <li>1. Teachers reteach school behaviour expectations as necessary</li> <li>2. Teachers consult with parents to seek support on a case-by-case basis to develop and implement proactive support plans</li> <li>3. Restorative conversations &amp; circle time by classroom teacher</li> <li>4. Reflection time and regular check- ins with those involved</li> </ol>	K-6 students Staff Parents
Targeted intervention for some students	Learning support Team (Team within the School)	<ol style="list-style-type: none"> <li>1. LST monitors, consults and provides support to teacher, student and parents of students who require personalised learning support for behaviour.</li> <li>2. LST monitors and provides support to children and families who have been impacted by the behaviour.</li> <li>3. Development of behaviour plans and risk assessments</li> <li>4. Development of short/long term goals</li> </ol>	Learning Support Team
Intensive & Individual intervention for a few students	LST Learning & Wellbeing Team (Team around the School)	<p>Identified students at risk of suspension are supported through</p> <ol style="list-style-type: none"> <li>1. Consultation meetings with parents and teachers</li> <li>2. Referral and consultation with the Parramatta Network Learning &amp; Wellbeing Team</li> <li>3. Restorative Conversations</li> <li>4. Solution Focused, preferred future, visualisation and goal setting</li> </ol>	<p>Learning and Support Team</p> <p>Learning &amp; Wellbeing Officer</p> <p>Assistant Principal</p>

## Reflection and Restorative Practices

Action	When and how long?	Who coordinates?	How are these recorded?
<b>Reflection</b>	<p>After reteaching appropriate expectations some students may require time to reflect on their behaviour and the harm it has caused others or property. Students participate in a conversation and receive counselling from an AP and/or classroom teacher who supports them to have a reflective conversation and, in some instances, document this reflection. The AP/Teacher communicates with parent/s and may share student's written reflection.</p> <p>The AP/Teacher will also communicate with the parents of the impacted child to explain what has occurred. On a case-by-case basis, this child may require further check-ins and support to recover and repair. The school counsellor may become involved.</p> <p>Reflections and sharing with parents occurs upon the completion of an investigation by the school.</p> <p>Reflections occur during break time, in a safe place e.g. a classroom, meeting room or a garden. This is an opportunity to bring students together with an adult, without disrupting learning.</p> <p>Reflection sessions are approx. 20 mins. If additional time is required, the conversation may continue on another day.</p>	<p>Stage Assistant Principal (AP)</p> <p>Teacher</p>	SENTRAL
<b>Restorative Conversations</b>	<p>Some students are supported to restore the relationship they have broken.</p> <p>All teachers are trained to facilitate restorative conversations.</p>	<p>Assistant Principal</p> <p>Deputy Principal</p>	SENTRAL
<b>Consequences</b>	<p>Students are encouraged to repair the damage their behaviour has caused, by proposing how they can rectify the situation.</p> <p>Some students may require timeout to help them self-regulate. This action is documented in the student's behaviour plan, which has been written in consultation with parent/carer.</p>	<p>Teachers</p> <p>Assistant Principal</p> <p>Deputy Principal</p>	<p>Proactive Learning Plans</p> <p>Behaviour Plan</p> <p>Review Meetings</p>



## Partnership with parents/carers

Parramatta West Public School partnered with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies. Data was collected from parents to determine their attitudes and opinions about behaviour support and management.

Parramatta West Public School communicates these expectations to parents/carers by face-to-face workshops, the school newsletter, website and P&C meetings.

Parramatta West Public school is committed to supporting positive student wellbeing through:

1. Whole School Approach (outlined in the proceeding pages)
2. Effective communication with families keeping them informed of next steps, while maintaining respect and confidentiality.
3. Working collaboratively with students, parents and peers to support children to reconcile their differences, forgive and recover.

## School Anti-bullying Plan

Parramatta West Public School's anti-bullying plan see policies and reports on the school website.

Refer to the [Bullying of Students – Prevention and Response Policy](#)

## Reviewing dates

Last review date: Term 3, 2025

Next review date: Term 3, 2026