



Parklea Public School's Behaviour Support & Management Plan

The following plan is an operational document which outlines school behaviour processes and practices. It is published on the school website, and is made available to all students, parents/carers, and school staff.

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.

Teachers, parents and students work in partnership, ensuring our learners are inquisitive and reflective individuals, who actively contribute to our school and the wider global community.

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/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.

Promoting and reinforcing positive student behaviour and school-wide expectations

Parklea Public School has the following school-wide values and expectations:

Excellence - We hold high expectations of all students, that are differentiated according to their current academic abilities.

Belonging – We ensure positive student/teacher relationships to enhance self-esteem, promote positive behaviour and improve attendance levels across the school.

Resilience – We challenge and support our students to improve motivation and engage students in all learning activities.

Teamwork – Everyone at a staff and classroom level, work together to establish and set rules, routines, expectations for behaviour, learning and accountability.

Respect – We create a positive classroom environment that is supportive and collaborative and where students feel comfortable to take risks, make mistakes and ask questions to clarify their thinking.

Honesty – We provide students and colleagues with fair, consistent, and truthful feedback.

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.

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.

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 particular conditions, through intense, individual interventions.





Whole School Approach - Prevention

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)	<p>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.</p> <p>When PBL is implemented with consistency, teachers and students have more time to focus on relationships and classroom instruction. Students and staff benefit from;</p> <ul style="list-style-type: none"> • Reduced inappropriate behaviour • Increased time focused on instruction • Improved social emotional wellbeing • Positive and respectful relationships among students and staff • Support for teachers to teach comma model and respond effectively to student needs • A predictable learning environment where staff and students know what is expected to deliver effective practises that can be sustained over time <p>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.</p>	<p>All stakeholders</p> <ul style="list-style-type: none"> -Teachers -Students -Parents

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Prevention	Parklea Perfections	<p>Students can be awarded Parklea Perfection awards based on quality academic achievements, personal bests, positive social interactions, and school citizenship</p>   <p>Each term, teachers will be given a Parklea Perfection allocation. The allocation formula is as follows;</p> <table border="1" data-bbox="470 560 1316 761"> <thead> <tr> <th colspan="2">PERFECTION ALLOCATION FORMULA</th> </tr> </thead> <tbody> <tr> <td> <p>0-24 students in the class</p> <p>Double the class number + 3 bonus Perfections</p> <p>(for 3 students who have been consistently displaying safe, respectful, learning characteristics)</p> </td> <td> <p>25+ students in the class</p> <p>Double the class number + 5 bonus Perfections</p> <p>(for 5 students who have been consistently displaying safe, respectful, learning characteristics)</p> </td> </tr> </tbody> </table> <p>Teachers monitor and track the Parklea Perfections handed out each week to ensure equitable distribution. All students should receive 2 Perfections across the term. Students displaying outstanding safe, respectful, learning characteristics could receive 3 Parklea Perfections in one term. Students collect their Parklea Perfections at home and bring them into the blue Perfection Drop Box (located in the office) when the required amount has been achieved. Students will be notified of the relevant cut-off date each term for handing in their Parklea Perfections. Students need to collect the following;</p> <p style="text-align: center;">10 Perfections collected = Bronze Award & Badge</p> <p style="text-align: center;">An additional 15 Perfections collected = Silver Award & Badge</p> <p style="text-align: center;">An additional 20 Perfections collected = Gold Award & Badge</p> <p style="text-align: center;">An additional 25 Perfections collected = Medallion Award</p> <p>For students who begin school in Kindergarten, the achievement of each award should be as follows;</p> <table border="1" data-bbox="502 1220 1300 1848"> <thead> <tr> <th colspan="2"></th> <th>Bronze</th> <th>Silver</th> <th>Gold</th> <th>Medallion</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Kindy</td> <td>S1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>S2</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td rowspan="2">Year 1</td> <td>S1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>S2</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td rowspan="2">Year 2</td> <td>S1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>S2</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td rowspan="2">Year 3</td> <td>S1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>S2</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td rowspan="2">Year 4</td> <td>S1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>S2</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td rowspan="2">Year 5</td> <td>S1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>S2</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td rowspan="2">Year 6</td> <td>S1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>S2</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>**Not all students will receive their Medallion. This reward is reserved for students who display a consistent approach to their learning and behaviour throughout their time at Parklea Public School.</p>	PERFECTION ALLOCATION FORMULA		<p>0-24 students in the class</p> <p>Double the class number + 3 bonus Perfections</p> <p>(for 3 students who have been consistently displaying safe, respectful, learning characteristics)</p>	<p>25+ students in the class</p> <p>Double the class number + 5 bonus Perfections</p> <p>(for 5 students who have been consistently displaying safe, respectful, learning characteristics)</p>			Bronze	Silver	Gold	Medallion	Kindy	S1					S2					Year 1	S1					S2					Year 2	S1					S2					Year 3	S1					S2					Year 4	S1					S2					Year 5	S1					S2					Year 6	S1					S2					Teachers Students Parents
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Prevention	Parklea PALS	<p>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 (e.g. 5 dojo points = 3 PALS or if you reach 'superstar' level on the class reward ladder = 5 PALS or 2 PALS for the best guided reading group each day).</p> <p>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, our school leaders will visit each classroom (just before lunch) to collect the class PALS and place them into the grade Parklea PAL draw box. The leaders will then take the grade Parklea PAL draw box to assembly. At our school assembly each fortnight, 2 Parklea PALS are drawn from each grade's box and the winners receive a voucher to spend at the canteen.</p>	 <p>Teachers Students Parents</p>
	PBL Merit Awards	<p>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. Awards are handed out to students on Friday fortnights during the assembly live stream.</p> <p>Following the assembly, students who have received an award will be photographed and photos uploaded to Facebook. Classroom Teachers track and record students receiving the awards each fortnight to ensure awards are distributed equally throughout the year.</p>	 <p>Teachers Students Parents</p>
	Reward Days	<p>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. There is no cost involved. Students who have maintained their best behaviour and positive work habits throughout the term will be invited to attend reward day at the end of each term. This incentive should encourage students to strive to be their best. A range of different events and activities are held on Reward Days. If students are placed onto a 'Level of Consequence' they may risk their invitation to be involved in Reward Day for that term.</p>	<p>Teachers Students Parents</p>
	Whole Class Behaviour Management Systems	<p>Classroom teachers implement a whole class behaviour management system to recognise and reward individual students' positive behaviour and learning. Some examples of classroom management systems could include; stickers, prize box, positive reinforcement, class reward charts, bump-it-up walls, class dojo etc.</p>	<p>Teachers Students</p>
	Transition to Kindergarten	<p>Our school has a number of transition practices in place to support our students coming into Kindergarten each year. Some of these practices include;</p> <ul style="list-style-type: none"> - Parent Information Session/s - Preschool Information Sessions - Kindergarten Orientation Program - Additional Orientation Days for students with additional requirements - Kindergarten Enrolment Interviews - Kindergarten email list to distribute information - Best Start Assessment Interviews - Preschool Visits - Collaboration with External Therapists - Scheduled Parent Meetings for students with additional requirements <p>These practices ensure we understand the individualised needs of students transitioning into Kindergarten, especially those with additional behavioural requirements.</p>	<p>Kindy Teachers Kindy Students Kindy Parents</p>

Care Continuum	Strategy or Program	Details	Audience
Prevention	Yearly Transitions	<p>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 a transition support. There are 3 levels of transition support;</p> <ul style="list-style-type: none"> ✓ Transition Checklist Checklists are created by students' current teacher and handed over to the following years teacher to provide insight about the students learning and wellbeing needs (e.g. diagnosis, teaching strategies, personalised learning plans, custody information, medical information etc.) ✓ Teacher – Teacher Transition Meeting Transition Meetings occur at the end of each year to provide the opportunity for teachers (current teacher and teacher of the following year) to sit together to discuss in depth, the needs of identified students. During the meeting, teachers share information and resources including; reward charts, social scripts, visual supports, personalised learning and support plans, effective/ineffective teaching and learning strategies, known behaviour triggers and effective/ineffective behaviour management strategies etc.) ✓ Teacher-Student Transition For a very limited number of students with diagnosed anxiety, teacher-student transition practices are in place to support identified students' mental health. Students with a diagnosed condition who are displaying symptoms of anxiety will be informed about who their teacher will be for the following year. This information will be provided to their parents to share with their child over the Summer holidays to decrease their stress and anxiety. 	Teachers Students Parents External providers
	Transition into our Multi-Categorical Unit	When students with additional requirements, including complex behaviour, have been successful in gaining a position into our Multi-Categorical Unit, a number of transition processes have been put in place to support these students to transition as smoothly as possible. Our school's transition procedures are outlined in our 'Multi-Categorical Unit – Transition Handbook'. We work in collaboration with the student's parents/carers, previous school setting (if applicable) and external therapists to put in place all the necessary supports required to set the student up for success upon commencement of their enrolment at Parklea PS in order to minimise behaviours causing concern.	MC Teachers MC Students MC Parents- External Therapists
	Transition to High School	<p>Various transition procedures are in place to support our Year 6 students as they transition into High School. We work in partnership with our local high school, parents, teachers, students, and external therapists to minimise anxiety and complex behaviours. Our school implements the following transition practices;</p> <ul style="list-style-type: none"> - High School Taster Lessons - High School Orientation Days - Additional Orientation Days for students with additional requirements - Collaboration with External Therapists - Scheduled Parent Meetings for students with additional requirements - High School Wellbeing Officer & High school student visits/meetings 	Yr 6 Teachers Yr 6 Students Yr 6 Parents External Therapists
	Behaviour Code For students	All school expectations are aligned to the DET Behaviour Code for Students. The Behaviour Code for Students is communicated to parents via School Bytes. The Behaviour Code is presented to students at the beginning of each school year. This ensures all stakeholders are aware of their rights and behaviour expectations.	Teachers Students Parents
	PPP Lessons	In Term 1, all teachers deliver the 'Parklea Positive Practices' program to outline the whole school expectations and practices in a consistent way. The program outlines our school rules, behaviour processes, restorative practices, classroom expectations, playground expectations, cyber safety and technology expectations. The 'PPP' programs sets all students up for a successful year being transparent about school behaviour expectations, processes & consequences.	Teachers Students
	Anti-Bullying & Cyber Bullying	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, both online and offline. School staff will actively respond to student bullying behaviour. An Anti-Bullying Plan is developed each year to outline strategies to prevent and monitor bullying. The plan is communicated to the whole school community via the website.	Students Teachers Parents

Prevention	<p>Positive Wellbeing Days</p>	<p>Throughout the year our school plans a number of days/events to support our students' behaviour and wellbeing. Some of these days include; Wellbeing Weeks (each term), Bullying No-Way! Day, B Kinder Day, NAIDOC Week, Harmony Day etc. On these days, students take part in a range of activities to develop their awareness and acceptance for others which alternatively aims to impact positively on student behaviour.</p>	<p>Teachers Students Parents</p>															
	<p>Student Government (Student Voice)</p>	<p>Our school's Student Government representatives work collaboratively on a range of initiatives within the school. The four initiative groups include; Media & Communication Group, Sport/Fundraising/Playground Group, Learn & Library Group, Environmental Group. The Student Government represent all students at Parklea Public School and regularly seek student voice from their peers to make positive changes within our school to improve students' behaviour and wellbeing.</p>	<p>Teachers Students</p>															
	<p>Restorative Practice: Restorative Circles</p>	<p>A range of restorative circles (check in, check out, preparation, response, and learning) are embedded into classroom teaching practice to support students and teachers to build positive relationships whilst interacting on a level playing field. When students and teachers are standing in a circle, they are all facing each other, which brings about a sense of vulnerability. This enables students and teachers to make connections on a deeper level. Students are encouraged to share their thoughts, feelings, ideas and emotions with their class. A minimum of 2 restorative circles are delivered each week.</p> <div data-bbox="598 739 1212 1176" data-label="Table"> <p>THE 5 EASY WAYS TO GET STARTED WITH RESTORATIVE CLASSROOM CIRCLES</p> <table border="1"> <thead> <tr> <th>Check-in Circles</th> <th>Check-Out Circles</th> <th>Preparation Circles</th> <th>Response Circles</th> <th>Learning Circles</th> </tr> </thead> <tbody> <tr> <td> <p>FOCUS Present (how we are feeling) Future (how do we want to feel & behave)</p> </td> <td> <p>FOCUS Past (reflecting on performance, effort, difficulty, affect)</p> </td> <td> <p>FOCUS Preparing for changes, special events & new standards</p> </td> <td> <p>FOCUS Responding to performance issues and unforeseen circumstances.</p> </td> <td> <p>FOCUS Introducing new content of either a Restorative or academic nature.</p> </td> </tr> <tr> <td> <p>FREQUENCY Minimum once per week. You may decide to do more - but quickly!</p> </td> <td> <p>FREQUENCY Minimum once per week. You may decide to do more - but quickly!</p> </td> <td> <p>FREQUENCY As needed. Sometimes there are many & sometimes there are few changes on the horizon.</p> </td> <td> <p>FREQUENCY As needed. It could be a bad excursion, a birthday or event.</p> </td> <td> <p>FREQUENCY As needed. Useful for the presentation of new skills, instructions and concepts.</p> </td> </tr> </tbody> </table> </div>	Check-in Circles	Check-Out Circles	Preparation Circles	Response Circles	Learning Circles	<p>FOCUS Present (how we are feeling) Future (how do we want to feel & behave)</p>	<p>FOCUS Past (reflecting on performance, effort, difficulty, affect)</p>	<p>FOCUS Preparing for changes, special events & new standards</p>	<p>FOCUS Responding to performance issues and unforeseen circumstances.</p>	<p>FOCUS Introducing new content of either a Restorative or academic nature.</p>	<p>FREQUENCY Minimum once per week. You may decide to do more - but quickly!</p>	<p>FREQUENCY Minimum once per week. You may decide to do more - but quickly!</p>	<p>FREQUENCY As needed. Sometimes there are many & sometimes there are few changes on the horizon.</p>	<p>FREQUENCY As needed. It could be a bad excursion, a birthday or event.</p>	<p>FREQUENCY As needed. Useful for the presentation of new skills, instructions and concepts.</p>	<p>Classroom teachers</p>
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<p>Restorative Practice: Affective Language</p>	<p>Affective language and statements are a way to communicate to another person how they have affected you by their behaviour, either positively or negatively. Students, staff and parents are encouraged to develop their emotional literacy by exploring a wide range of emotions. Affective statements are used to build and consolidate relationships within the school community. Some examples of affective statements include;</p> <p><u>POSITIVELY FRAMED AFFECTIVE LANGUAGE</u></p> <p><i>"I am so happy to see you here on time today. I worry about you when you are late to school."</i></p> <p><i>"I am so proud of your writing today, you have really tried your best."</i></p> <p><i>"I feel so grateful for your help, thank you for helping me to pack away the toys."</i></p> <p><u>NEGATIVELY FRAMED AFFECTIVE LANGUAGE</u></p> <p><i>"I am so frustrated that you are calling out when we have agreed to put up our hands and wait our turns."</i></p> <p><i>"I am so disappointed that you have chosen to ignore my instructions."</i></p> <p><i>"I was so worried about you when I saw you running on the concrete, remember to walk to keep yourself and others safe."</i></p> <div data-bbox="965 1467 1316 1926" data-label="Diagram"> <p>I'm feeling a little...</p> <p>REAL SCHOOLS</p> </div>	<p>Classroom Teachers</p> <p>Parents</p> <p>Students</p>																

Whole School Approach – Early Intervention

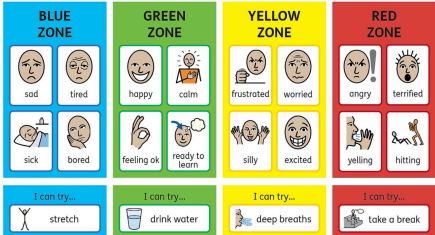

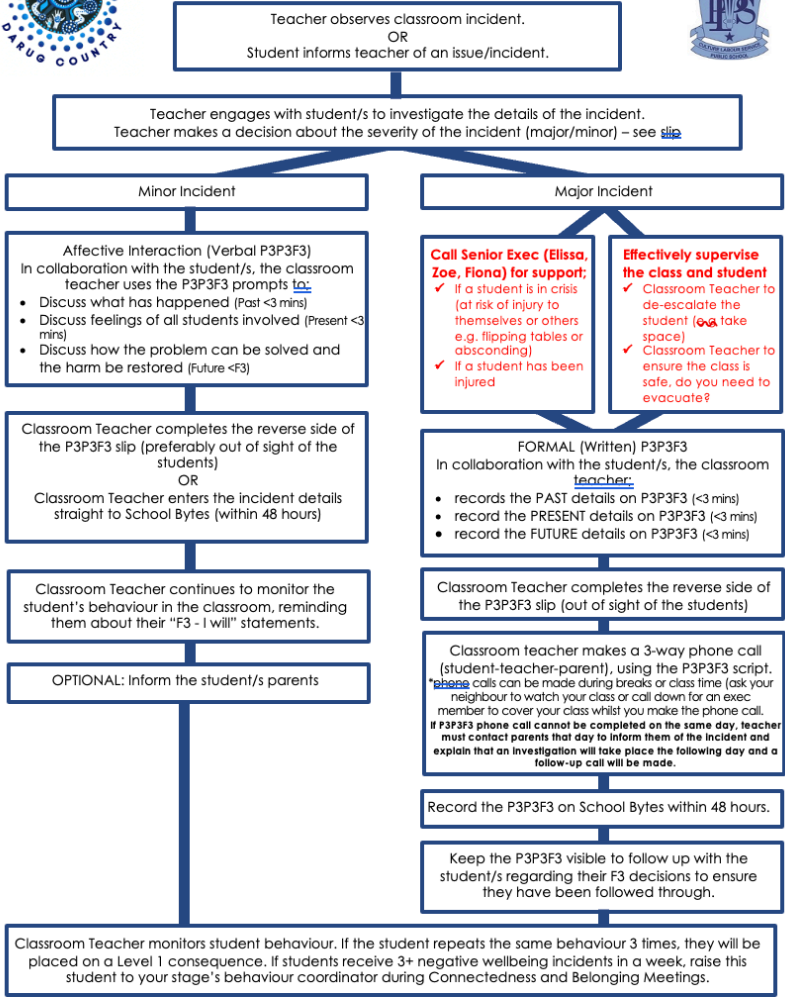
Some students require early intervention to deal with emerging, low-level behaviours of concern. Early interventions provide early support for students or groups of students who are identified as being at risk of developing behaviours of concern. Schools need to develop a range of initial responses and approaches to work with students displaying emerging, low-level behaviours of concern. Early responses to behaviours of concern include preventive strategies, explicit teaching of expected behaviours, logical consequences, and consultation.

Care Continuum	Strategy or Program	Details	Audience
Early Intervention	Learning & Support Team – Early Intervention Funding Support	The Learning and Support Team liaise with local preschools to identify students who could be eligible Early Intervention Support. The LaS team collaborate with parents, external therapists and preschool educators to apply for Early Intervention Support in the preschool setting. The LaS team can also apply for Integration Funding Support for students who continue to require additional support in the school setting	Teachers Students Parents
	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
	Passive Play	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. Each day, our school leaders lay out a range of toys and games under the COLA on picnic blankets. Some of the passive play resources include; jumbo chess, colouring, imaginative play (dolls, tea-sets), cars, board games etc. Any student can participate in passive play each day. The passive play program was initiated to provide opportunities for students to socialise and build relationships. It also provides a safe space for students to self-regulate in preparation for learning in the classroom.	Teachers Students
	Active Play	In the playground every recess and lunch active play opportunities are planned for students. Active play includes sports such as; basketball and soccer. These sports are monitored/refereed by school sport leaders and teachers to ensure the games run smoothly and safely. Timetables are distributed to allocate active play opportunities for each stage throughout the week. Our school's active play program provides structured opportunities for students to develop social skills and team building opportunities, promote exercise and release additional energy to encourage better focus and attention during classroom learning activities.	Teachers Students
	Lunch Clubs	Lunch Clubs provide a space for students to attend structured activities supervised by a teacher. Each day, at least one lunch club is scheduled. Some Lunch Clubs include; chess club, cricket club, art club, dance club, garden club. Lunch Clubs were initiated to provide structure and opportunity for students to interact with peers in a positive space. Students attend Lunch Clubs with friends or attend solo and establish new friendships. Teachers support students to develop social skills such as; taking turns, following directions, listening, dealing with frustration, making friends etc.	Teachers Students
	Collaboration & Communication with Local Preschools	Our school communicates and collaborates with local preschools to support families to prepare for school. Preschool Information Sessions and Information Packs are provided to preschools to help inform families about when to send their child to school, how to best prepare their child for school and how to access any supports such as funding. Our connections with local Preschools and their families enable our school to identify students with specific behavioural requirements prior to beginning school. This allows our school to be prepared for their arrival.	Preschool Staff Kindy Teachers Parents

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 Kindy Students Kindy Parents
	Learning & Support Team: Resourcing & Intervention	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 LaST Students
	Wrap Around Meetings	Each term, classroom teachers attend 'Wrap-Around Meetings to collaboratively discuss the needs of each individualised class. The school principal, Learning and Support Team, Curriculum Team and EALD team meet with each classroom teacher to take part in comprehensive discussions about all students. During the meetings, the following topics are discussed; <ul style="list-style-type: none"> - Identification of students working below grade expectations and strategies to support them - Identification of students working beyond grade expectations and strategies to support them - Identification of students requiring a Personalised Learning and Support Plan - Analysis of internal and external literacy and numeracy data - Identification of students with behaviour concerns and strategies to support them - Identification of students with wellbeing concerns and supports/strategies and resources to support them The purpose of the Wrap-Around meetings is to ensure EVERY student is known, valued and cared for.	School Executive Teachers
	Collaboration & Communication with Local Preschools	Our school communicates and collaborates with local preschools to support families to prepare for school. Preschool Information Sessions and Information Packs are provided to preschools to help inform families about when to send their child to school, how to best prepare their child for school and how to access any supports such as funding. Our connections with local Preschools and their families enable our school to identify students with specific behavioural requirements prior to beginning school. This allows our school to be prepared for their arrival.	Preschool Staff Kindy Teachers 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
	Behaviour Data Analysis	At our fortnightly Connectedness and Belonging Meetings, our school executive lead teachers to analyse behaviour data to look for trends, identify students causing concern and behaviours causing concern. During these meetings, opportunities are provided for teachers to ask questions about behaviour expectations and processes. Interventions, supports and changes are put in place to respond to the data trends.	Teachers

Whole School Approach – Targeted Intervention

Some students may require targeted support to encourage positive behaviours, particularly if they exhibit more complex and challenging behaviours, or where the frequency of the behaviour of concern may put students' learning and social success at risk if it is not addressed quickly. School staff should facilitate positive behavioural supports, including explicit teaching of expected behaviours as well as making targeted and reasonable adjustments in the classroom to support effective teaching and learning practices.

Care Continuum	Strategy or Program	Details	Audience
Targeted Intervention	Zones of Regulation	<p>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</p> 	<p>Teachers Identified Students LaS Team</p>
Whole School Classroom Behaviour Management Flowchart		<p style="text-align: center;">Parklea Public School's Classroom Behaviour Management Flowchart</p>  <p style="text-align: center;">If you need assistance at any point, please contact your Department's Behaviour Coordinator Casey Sgrol (K-2 & MC) Laura Giordmaina (3-6)</p>	<p>School Executive Teachers Students</p>

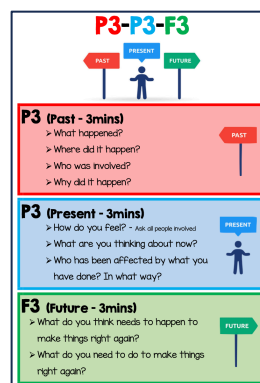
Care Continuum	Strategy or Program	Details	Audience
Targeted Intervention	Whole School Playground Behaviour Management Flowchart	<p style="text-align: center;">Parklea Public School's Playground Behaviour Management Flowchart</p> <p style="text-align: center;">Teacher observes playground incident. OR Student informs teacher of an issue/incident.</p> <p style="text-align: center;">Teacher engages with student/s to investigate the details of the incident. Teacher makes a decision about the severity of the incident (major/minor) – see slip.</p> <p>Minor Incident</p> <p>Affective Interaction (Verbal P3P3F3) In collaboration with the student/s, the teacher on duty uses the P3P3F3 prompts to:</p> <ul style="list-style-type: none"> • Discuss what has happened (Past <3 mins) • Discuss feelings of all students involved (Present <3 mins) • Discuss how the problem can be solved and the harm be restored (Future <3) <p>Teacher on duty completes the reverse side of the P3P3F3 slip (preferably out of sight of the students)</p> <p>Teacher on duty gives the P3P3F3 to the classroom teacher at the end of the playground session.</p> <p>Classroom Teacher checks in with the student/s involved.</p> <p>Classroom Teacher records the P3P3F3 on School Bytes within 48 hours.</p> <p>OPTIONAL: Inform the student/s parents</p> <p>If you need assistance at any point, please contact your Department's Behaviour Coordinator Casey Sgrol (K-2 & MC) Laura Glordmalna (3-6)</p> <p>Major Incident "If assistance is required immediately, send your "Assistance Required" card to the front office with a student.</p> <p>FORMAL (Written) P3P3F3 In collaboration with the student/s, the teacher on duty:</p> <ul style="list-style-type: none"> • records the PAST details on P3P3F3 (<3 mins) • record the PRESENT details on P3P3F3 (<3 mins) • Informs the student that the F3 details will be followed up by their classroom teacher to solve the problem and restore the harm. • Asks the student to prepare for this conversation by thinking about ways to restore the harm. How can you show that you are sorry? <p>Teacher on duty completes the reverse side of the P3P3F3 slip (preferably out of sight of the students)</p> <p>Teacher on duty gives the P3P3F3 to the classroom teacher at the end of the playground session.</p> <p>Classroom teacher completes the F3 section on the P3P3F3 in collaboration with the student/s.</p> <p>Classroom teacher makes a 3-way phone call (student-teacher-parent), using the P3P3F3 script. Phone calls can be made during breaks or class time (ask your neighbour to watch your class or call down for an exec member to cover your class whilst you make the phone call)</p> <p>Record the P3P3F3 on School Bytes within 48 hours.</p> <p>Keep the P3P3F3 visible to follow up with the student/s regarding their F3 decisions to ensure they have been followed through.</p> <p>Classroom Teacher monitors student behaviour. If the student repeats the same behaviour 3 times, they will be placed on a Level 1 consequence. If students receive 3+ slips in a week, raise this student to your stage's behaviour coordinator during Connectedness and Belonging Meetings.</p>	School Executive Teachers Students
	Targeted Small Group Psychologist Intervention	<p>A trained psychologist works with a range of different targeted groups to support the social and emotional needs of our students. The psychologist offers the following small group interventions;</p> <ul style="list-style-type: none"> - Zones of Regulation - Stop, Think, Do - Anxiety <p>Each intervention group runs for 45 min sessions over 10 weeks. Students are selected to be involved in the groups based on our school behaviour data and classroom teacher recommendations. Parent consent is required for students to participate in the groups. The psychologist works with identified students to identify feelings and practical strategies to support their emotional regulation/anxiety.</p>	Teacher Students Parents
	Theragames	<p>Theragames is series of 15 therapeutic board games designed to support the social and emotional resilience of students. The games teach psychological skills such as; social and emotional literacy, resilience, assertiveness, humour, cognitive behaviour therapy, problem solving and character development. The games progress in skill and complexity and cover things kids deal with like friendship problems, teasing, bullying, anger, anxiety, success at school and happiness. In the classroom, teachers embed Theragames into social skills lessons to develop students emotional literacy in order to decrease behaviours causing concern.</p>	Teacher Students

Care Continuum	Strategy or Program	Details	Audience																																																																																
<p>Targeted Intervention</p>	<p>Levels of Consequence</p>	<p>The Levels of Consequence Intervention is a whole school approach which comes into play when students continually fail to meet our school's behaviour expectations. The intervention targets students who have completed the P3P3F3 process 3 times for a specific behaviour. Upon completion of the third P3P3F3, students will be placed onto a 'Level 1 Consequence' where they will miss out on an activity for a short time and will be placed onto a Level 1 Behaviour Contract for 2 weeks. The contract will be developed collaboratively with the teacher, student and school executive to monitor the student's behaviour closely. Students will need to get their behaviour contract signed after each session. The contract will also be sent home to parents to monitor at the end of each day.</p> <p>If students fail to meet the expectations outlined on their behaviour contract, they will escalate to a 'Level 2 consequence' where they will be removed from an activity of choice for a longer period of time or permanently. Students will also be on a 'Level 2 Behaviour Contract' for 4 weeks.</p> <p>If students fail to meet the expectations outlined on their Level 2 Behaviour contract, students may face the possibility of suspension. This could be a formal suspension from school or it could be a suspension from the playground/classroom.</p> <div data-bbox="981 560 1321 801"> <p>Behaviour 'Level 1' Contract</p> <p>Name: _____ Class: _____ Duration: 2 weeks Start date: 3/11/23</p> <p>I have been placed on this behaviour contract because there have been concerns that I regularly require support from my teachers and/or friends.</p> <p>EXPECTATIONS</p> <ul style="list-style-type: none"> I will respectfully listen to my teachers and friends. I will follow school rules and expectations. I will ask for help from teachers to help solve problems. <p>MY NEGOTIATED CONSEQUENCES:</p> <ul style="list-style-type: none"> I will miss out on _____ if I don't meet my expectations for the following _____ days. I will miss out on _____ if I don't meet my expectations for the following _____ days. I will miss out on _____ if I don't meet my expectations for the following _____ days. <p>Initials _____ Teacher _____</p> <table border="1"> <thead> <tr> <th colspan="2">Monday</th> <th colspan="2">Tuesday</th> <th colspan="2">Wednesday</th> <th colspan="2">Thursday</th> <th colspan="2">Friday</th> </tr> <tr> <th>Behavioural</th> <th>Sign</th> <th>Behavioural</th> <th>Sign</th> <th>Behavioural</th> <th>Sign</th> <th>Behavioural</th> <th>Sign</th> <th>Behavioural</th> <th>Sign</th> </tr> </thead> <tbody> <tr> <td>✓</td><td>✓</td> <td>✓</td><td>✓</td> <td>✓</td><td>✓</td> <td>✓</td><td>✓</td> <td>✓</td><td>✓</td> </tr> <tr> <td>✓</td><td>✓</td> <td>✓</td><td>✓</td> <td>✓</td><td>✓</td> <td>✓</td><td>✓</td> <td>✓</td><td>✓</td> </tr> <tr> <td>✓</td><td>✓</td> <td>✓</td><td>✓</td> <td>✓</td><td>✓</td> <td>✓</td><td>✓</td> <td>✓</td><td>✓</td> </tr> <tr> <td>✓</td><td>✓</td> <td>✓</td><td>✓</td> <td>✓</td><td>✓</td> <td>✓</td><td>✓</td> <td>✓</td><td>✓</td> </tr> <tr> <td>Student: _____</td> <td>Parent: _____</td> <td>Student: _____</td> <td>Parent: _____</td> <td>Student: _____</td> <td>Parent: _____</td> <td>Student: _____</td> <td>Parent: _____</td> <td>Student: _____</td> <td>Parent: _____</td> </tr> <tr> <td>Teacher: _____</td> <td>Teacher: _____</td> <td>Teacher: _____</td> <td>Teacher: _____</td> <td>Teacher: _____</td> <td>Teacher: _____</td> <td>Teacher: _____</td> <td>Teacher: _____</td> <td>Teacher: _____</td> <td>Teacher: _____</td> </tr> </tbody> </table> </div> <div data-bbox="502 851 1284 1288"> <p>LEVELS OF CONSEQUENCE</p> <p>Level 3 Consequences A Level 3 consequence is a suspension consequence where students are removed from the environment where the behaviour of concern is taking place. Students could be removed from the playground, the classroom or the school. When a student fails to follow the expectations outlined on their Level 2 Behaviour Contract OR an extreme behaviour has occurred where there is a need to act or where:</p> <p>Level 2 Consequences A Level 2 consequence is a long-term or permanent consequence, where students will be removed from activities, events, roles or responsibilities for a long time or forever. Students will also be placed onto a Level 2 Behaviour Contract for 4 weeks. When students fail to follow the expectations outlined on their Level 1 Behaviour Contract</p> <p>Level 1 Consequences A Level 1 consequence is a short-term consequence, where students will be removed from activities, events, roles or responsibilities for a short time. Students will also be placed onto a Level 1 Behaviour Contract for 2 weeks. When does a Level 1 consequence apply? When 3 x P3P3F3s for the same behaviour have occurred OR a significant major behaviour</p> <p>2nd P3P3F3 (Past-3mins, Present-3mins, Future-3mins) Students complete a second P3P3F3 (For the same behaviour) with their teacher/parents to take accountability for their actions and restore the harm they have caused.</p> <p>1st P3P3F3 (Past-3mins, Present-3mins, Future-3mins) Students complete a P3P3F3 with their teacher/parents to take accountability for their actions and restore the harm they have caused.</p> <p>Safe, RESPECTFUL LEARNERS...EVERYWHERE, ALL the time!</p> </div>	Monday		Tuesday		Wednesday		Thursday		Friday		Behavioural	Sign	Behavioural	Sign	Behavioural	Sign	Behavioural	Sign	Behavioural	Sign	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Student: _____	Parent: _____	Student: _____	Parent: _____	Student: _____	Parent: _____	Student: _____	Parent: _____	Student: _____	Parent: _____	Teacher: _____	Teacher: _____	Teacher: _____	Teacher: _____	Teacher: _____	Teacher: _____	Teacher: _____	Teacher: _____	Teacher: _____	Teacher: _____	<p>Teacher Students Parents</p>
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	<p>School Counsellor Small Group Intervention</p>	<p>The School Counsellor coordinates small group interventions to support our students 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.</p>	<p>School Counsellor Identified Students</p>																																																																																
	<p>Social Skills Lessons (PD/H/PE)</p>	<p>Each week, classroom teachers timetable PD/H/PE 'Social Skills' lessons to provide opportunities for students to socialise and interact with each other. Throughout the lesson teachers encourage students to build positive relationships with each other whilst playing games and working collaboratively on group orientated goals. These lessons promote positive relationships and social skills to decrease the possibility of negative peer interactions or conflict.</p>	<p>Teachers Students</p>																																																																																

Whole School Approach – Individual Intervention

Students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents, Team within a school and Team Around a School. Strategies for these students require individual assessment, planning, implementation, monitoring and evaluation. Schools need to build capacity of school teams and teaching staff to be able to undertake functional behaviour assessments (FBA), develop individual student support plans and risk management plans for individual students.

Care Continuum	Strategy or Program	Details	Audience
Individual Intervention	Attendance Programs	Individualised Attendance programs may be required to re-engage students after prolonged absences. Classroom teachers, the Learning and Support Team and the Home School Liaison Officer (HSLO) work in collaboration to support the student and their family to improve the students mental health and school attendance.	Teachers Parents Students LaS Team HSLO
	<p>RESTORATIVE PRACTICE: P3-P3-F3 Past – 3mins Present – 3mins Future – 3mins</p>	<p>P3-P3-F3 process is utilised as undesirable behaviours arise in the playground or classroom. The P3-P3-F3 process should take no longer than 9 minutes to occur. Teachers guide students through the following process;</p> <p>THE PROCESS</p> <p>Past (3 mins) <i>What happened? Where did it happen? Who was involved? Why did it happen?</i></p> <p>Present (3 mins) <i>How do you feel? Who has been affected by what you have done? How do you think they are feeling?</i></p> <p>Future (3 mins) Teacher and students co-construct "I will" statements using the following prompts; <i>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?</i></p> <p>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.</p> <p>PARENT/CARER COLLABORATION</p> <p>At the completion of the 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.</p>	Teachers Parents Students
	School Counsellor	Our school counsellor can work with individual students who have been identified by the Learning and Support Team. Mrs Amelia Wilson works 1:1 with students to develop personalised strategies to help overcome anxiety, anger management, trauma, emotional regulation etc. She works with diagnosed students and students without a diagnosis. Mrs Wilson also has the ability to undertake classroom observations and assessments to support teachers, students and their families.	Teachers Parents Students LaS Team



Care Continuum	Strategy or Program	Details	Audience
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. Irene Perente 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
	Individualised Behaviour Support Plans	Individualised Behaviour Plans (IBPs), Crisis Management Plans (CMP) and Student Behaviour Risk Management Plans (RMP) 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
	Learning and Support Team	The Learning and Support team work collaboratively with the School Counsellor, teachers, parents, external therapists and medical practitioners to support students with complex and challenging behaviour needs, including students who have been diagnosed with particular conditions. Through ongoing, intense and individualised interventions students are supported to minimise challenging behaviours. This can be done through various means, including the application for Integration Funding Support to grant students access to a Student Learning Support Officer (SLSO) to provide 1:1 support in the playground and/or classroom.	Teachers Parents Students LaS Team
	Partnerships with External Therapists	Our school nurtures partnerships with external therapists to work collaboratively to support students with complex behaviours. We have an implementation process in place to engage with therapists within the school setting. This enables teachers to work with students' behaviour therapists, psychologists, counsellors and occupational therapists to set and achieve goals regarding student behaviour. Our school also collaborates with external therapists to assess and diagnose students by completing surveys, questionnaires and assessments for therapists to analyse for diagnosis purposes.	Teachers Parents Students External Therapist

Parklea Public School's Externally Funded Service Providers Implementation Process

Schools have an important role to play in supporting families to engage with the NDIS. There may be times when families ask for a NDIS funded service provider to work with their child in the school. Principals have the authority to determine if and when NDIS funded services can be provided during school hours and must ensure that the flow of the school day is not interrupted. Further information can be found at: <https://education.nsw.gov.au/teaching-and-learning/disability-learning-and-support/resources/external-therapists>

Externally funded health, disability and wellbeing service providers may seek to provide their services to students at the school during school hours. Access to the school by an externally funded provider is at the discretion of the principal. Further information can be found at: <https://education.nsw.gov.au/teaching-and-learning/disability-learning-and-support/resources/external-therapists>

The following outlines Parklea Public School's implementation process for externally funded service providers:

Parent/Careers are required to:

- Visit <https://parklea-p.school.nsw.gov.au> to download and complete the "Parent Request for Externally Funded Service Provider" form.
- Send an email to the school requesting external service provision, with the "Parent Request for Externally Funded Service Providers" form attached.

Service Providers are required to:

- Visit <https://parklea-p.school.nsw.gov.au> to download and complete the:
 - Declaration for Child Related Work
 - Externally Funded Service Provider Engagement Agreement
- Provide evidence of mandatory "Child Protection Training" certificate
- Provide proof of identity (photo ID) on first visit to the school.
- Provide evidence of currency of the following [insurances](#):
 - Workers Compensation, or, if the provider is an individual or sole trader performing the work themselves, evidence of personal insurance covers in the event they have an issue
 - Professional Indemnity (for at least \$2 million for any single occurrence and in the aggregate)
 - Public Liability (for at least \$20 million for any single occurrence and in the aggregate)

Parklea Public School is required to:

- Consider the request, taking into account the needs of the child, other students and the operations of the school.
- Enter into an Externally Funded Service Providers' Engagement Agreement with the Externally Funded Service Provider, meeting the Department of Education's legal requirements.

Service provision at our school is subject to the following:

- Availability of physical space (Classroom/withdrawal room)
- Availability of physical resources (teaching/SSO staff)
- Impact of the student's learning
- Needs of all students within the classroom, and
- Therapy is in line with the classroom teacher's timetable.

Service provision subject to conditions:

- Maximum of 60 minutes per session, between the hours 11:30am - 12:00pm
- External provider services are to commence from Term 1, Week 5
- Duty of Care maintained: client service provider within line of sight with teaching staff
- Service providers must ensure their session does not impact upon the teaching and learning of the other teacher and/or students in the class.
- Parent/Career must notify the school if the provider's services are terminated.
- Parent/Career must notify the provider if the student is absent from school on a day scheduled for service delivery.

PARKLEA Public School
Challenge. Inspire. Flourish.

We acknowledge the Aboriginal and Torres Strait Islander peoples continued connection to land, waters and community. We pay our respects to Elders both past and present.

REQUESTS FROM EXTERNALLY FUNDED SERVICE PROVIDERS

Dear Parents & Carees,

We are committed to working collaboratively with you and your child's externally funded service provider(s) and medical practitioners (e.g. speech therapists, occupational therapists, behaviour therapists, psychologists, paediatricians etc.) to assist your child achieve their educational and wellbeing goals. If your child's specialist is requesting their classroom teacher and/or our school's counsellor to complete an assessment or questionnaire, it is important you understand our school's process.

Requests from External Specialists Process

- Your child's agency/specialist/therapist needs to email the school: parklea-p.school@det.nsw.edu.au to request permission for the classroom teacher and/or school counsellor to complete the assessment/questionnaire **AT LEAST 10 DAYS PRIOR TO WHEN THE ASSESSMENT/QUESTIONNAIRE IS REQUIRED**. In this email, the agency/specialist/therapist needs to state that you have granted permission for them to seek this request and explain the purpose of the assessment/questionnaire.
- The school office will then forward this request onto our school's Learning and Support Team for approval.
- If approved, the assessment/questionnaire will be passed onto your child's classroom teacher (or school counsellor) to be completed.
- Once complete, the assessment/questionnaire will be returned to the requesting external specialist/therapist/agency via email from the school email address.
- Your child's classroom teacher or the school counsellor will inform you via a phone call when the assessment has been completed and returned to the requesting external specialist/therapist/agency.

Throughout the year, we receive many requests from specialists/therapist/agencies asking teachers or our school counsellor to complete assessments on students. We kindly ask that you familiarise yourself and follow our school's procedures to implement a fair and equitable process.

Our school counsellor, Mrs Annella Wilson (Monday, Tuesday, Friday) works tirelessly to support the needs of the school community. The many services she provides include, supporting our four support unit classes, departmental programs for students with additional needs, psychological/cognitive assessments and counselling sessions with identified students. The counsellor's caseload is determined by the Learning and Support Team at Parklea Public School, according to the needs of students within the school setting.

Thank you for your ongoing cooperation and support. Please contact Mrs. Hogar if you require further information or clarification.

Kind regards,
Mrs. Hogar
R/Deputy Principal Wellbeing

Mrs. Gracie
Principal

Responses to Serious Behaviours of Concern

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

OUR SCHOOL'S RESPONSE TO SERIOUS BEHAVIOURS OF CONCERN RELATE TO BEHAVIOURS THAT OCCUR:

- ✓ 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, WHERE THERE IS A CLEAR AND CLOSE CONNECTION BETWEEN THE SCHOOL AND STUDENTS' CONDUCT.

If a serious behaviour of concern is displayed by a student, the following process will be adhered to:

1. Formal Caution to Suspend (optional)

There may be circumstances where an individual student's behaviour is of such concern that a formal caution to suspend is issued. The caution is communicated to parents or carers in writing. The purpose of the formal caution is for the student and their parents or carers to understand the impact of the student's behaviour or behaviours of concern and to engage them in positive behaviour supports and strategies. A formal caution is valid for up to 50 school days from the date the caution is issued. Formal Cautions to suspend are documented on School Bytes.

2. Suspension

There will be cases of unacceptable behaviour where a student may need to be removed from the school for a period of time. Principals can suspend a student engaging in behaviour or behaviours of concern on grounds that could include but are not limited to:

- continued/persistent disobedience and/or disruptive behaviour
- malicious damage to or theft of property
- verbal abuse
- bullying/cyber-bullying
- misuse of technology
- discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity
- threatening or engaging in physically violent behaviour

Due to the immediate and/or significant risk of harm to students or staff, it is important principals consider issuing an immediate suspension to any student who engages in serious behaviour/s of concern.

The duration of a suspension can be up to:

- 5 consecutive school days for students in Kindergarten to Year 2
- 10 consecutive school days for students in Year 3 to Year 12

Suspension extensions can be applied with approval from the DEL.
Suspensions are documented on School Bytes.

3. Resolving the Suspension

Wherever possible, a face-to-face meeting should be held to resolve the suspension prior to the student returning to school. Other meeting formats may be appropriate in some situations. The meeting must include the principal or their delegate, the student, parent/carer and other key personnel.

The purpose of the meeting is to discuss the student's behaviour and plan supports and management strategies to enable the student's successful return to school. Depending on student factors, such as developmental age, trauma, child protection concerns, cultural considerations, disability and individual needs and circumstances, the principal or their delegate may interview the student in the presence of their parent or carer and/or support person to ascertain that the student:

- has a clear understanding of the reasons for the suspension and how their actions did not meet the standards of the department's Behaviour Code
- understands the impacts their behaviour had on others
- has reflected on strategies to avoid any repetition of this unacceptable behaviour in the future.

A successful return to school will involve:

- documenting outcomes from the meeting, with a copy provided to the student and parent or carer, to support the student's ongoing wellbeing and learning needs, including regular monitoring and mentoring, with clear goals and explicit strategies
- where required, a risk assessment to minimise and manage the physical and psychological hazards that the student may pose to themselves, students, staff, or other persons.

Suspension Checklist is referred to for procedural fairness.

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](#).

School Anti-bullying Plan

[Parklea Public School's Anti-bullying plan can be accessed here](#). The plan outlines our school's commitment to anti-bullying to promote student wellbeing. Please also refer to the [Student Behaviour Policy](#) and the [NSW Anti-Bullying Website](#).

Reviewing Date

Last review date: 10 April, 2024

Next review date: April, 2025