



Parklea Public School



Behaviour Support and Management Plan

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

Overview

The Inclusive, Engaging and Respectful schools package includes three new policies that help our school manage the diverse spectrum of student needs to improve outcomes for all students in every public school across New South Wales.

The new policies, framework and procedures aim to strengthen the engagement and participation of all students, including those with disability, complex and challenging behaviours and additional needs. They provide more support to teachers and also ensure all students, teachers and staff are safe in school.

Parklea Public School staff, student and parent community is committed to explicitly teaching and modelling positive behaviour and supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are Positive Behaviour for Learning (PBL) and Restorative Practices.

Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. It puts the onus on students to be truly accountable for their behaviour and to repair any harm caused to others as a result of their actions.

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

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 – Restorative Practices

| Action | When and how long? | Who coordinates? | How are these recorded? |
|--|---|--------------------|---|
| <p>P3-P3-F3 Investigation Process</p> <p>Past – 3mins Present – 3mins Future – 3mins</p> | <p>The P3-P3-F3 process is utilised as undesirable behaviours arise in the playground and classroom. The P3-P3-F3 process should take no longer than 9 minutes to occur. Teachers are required to follow up with the students F3- 'I will' statements to ensure they are being achieved by the student. Teachers should recognise and praise students' positive behaviour.</p> <p>At the completion of the P3-P3-F3 process families will be contacted via phone call by classroom teachers to advise how we investigated and dealt with the situation and how students will move forward to accept responsibility and repair harm caused to others. Students will be present during the phone call with families and where appropriate will verbalise their 'I will' statements. Affective questions will be utilised by teachers when investigating undesirable behaviours that arise in the playground and classroom. Affective questions will include:</p> <ul style="list-style-type: none"> - What happened? - What did you want? (Establish what the need is) - Is it ok to want _____? - Did what you do work for you? (Identify the behaviour) - What could you do next time that would work better for you? - Do you think that might work? - Who has been affected by what has happened? (Impact and victims) - In what way have they been affected? - What do you think you need to do to make things right? ('I will' statements) - If the same thing happened again, what would you do differently? (Reaffirming 'I will' statements) | Classroom teachers | <ul style="list-style-type: none"> ● School wide behaviour referral slips ● Sentral |
| <p>Restorative Circles</p> | <p>A range of restorative circles (check in, check out, preparation, response, and learning) are embedded into classroom teaching practice. A minimum of 2 restorative circles are delivered each week.</p> | Classroom teachers | n/a |
| <p>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 or positively or negatively.</p> | Classroom Teachers | n/a |

Whole School Approach - Prevention and Intervention

| Care Continuum | Strategy or Program | Details | Audience |
|-----------------------|---|---|---|
| Prevention | Positive Behaviour for Learning (PBL) | School wide systems and practices are in place to ensure consistency in whole school expectations. Some of these practices include; PBL reward system (PALs, Perfections, Class Awards) | All stakeholders -Teachers -Students -Parents |
| | Whole Class Behaviour Management Systems | Classroom teachers implement a whole class behaviour management system to recognise and reward individual students' positive behaviour and learning. Some examples include; stickers, prize box, positive reinforcement, class reward charts, bump-it-up walls, class dojo etc. | -Teachers -Students |
| | Yearly Transitions | Teachers engage in a thorough handover to ensure effective communication and transition. Transition also occurs between preschools, primary school, and high school to assist students as they move from one level to the next. | All stakeholders -Teachers -Students -Parents -External providers |
| Early Intervention | PBL Tier 1 | Positive behaviour for learning tier 1 school-wide and classroom systems of support that brings together the whole school community to contribute to developing a positive, safe, and supportive learning culture. | All stakeholders -Teachers -Students -Parents |
| | PALS (Playing and Learning to Socialise) Program | A targeted program delivered to 4–6-year-old students identified by their classroom teachers. The program aims to develop a range of social skills | -Kindergarten Teachers -Identified Kindergarten students |
| Targeted Intervention | Case Management Intervention Team | The Case Management team, work with teachers, students, and families to support those students to identify student needs and access counsellor support or specialist allied health professionals. | All stakeholders -Teachers -Students -Parents -CMIT Team |
| | Zones of Regulation | The zones of regulation are 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. | -Teachers -Identified Students -CMIT Team |
| | PBL Tier 2 | Tier 2 practices and systems provide targeted support for students who are not successful with Tier 1 supports alone. The focus is on supporting students who are at risk for developing more serious problem behaviour before they start. | -Teachers -Identified Students -CMIT Team |

| Care Continuum | Strategy or Program | Details | Audience |
|--------------------------------|--|--|--|
| Individual Intervention | PBL Tier 3 | At tier 3, students receive more intensive more individualised support to improve behavioural outcomes. | -Teachers -Identified Students -CMIT Team |
| | Individual Behaviour Support Plan | Individual Behaviour Support plans are developed in collaboration with teachers and the CMIT for students who require additional support and guidance to manage their behaviour | -Teachers -Parents -Identified Students -CMIT Team |
| | Attendance Programs | Individualised Attendance programs may be required to engage students in regular attendance. Classroom teachers, the CMIT and HSLO work in collaboration to support the student and their family. | -Teachers -Parents -Identified Students -CMIT Team -HSLO |
| | Case Management Team | The Case Management team, work with teachers, students, and families to support those students to identify student needs and access counsellor support or specialist allied health professionals. They also complete application for specialised placements and funding. | -Teachers -Parents -Identified Students -CMIT Team |

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, app and Facebook page.

School Anti-bullying Plan

Parklea Public School's Anti-bullying plan can be accessed on our school website. The plan outlines our school's commitment to anti-bullying to promote student wellbeing. Please also refer to the [Bullying of Students – Prevention and Response Policy](#) and [Anti-bullying Plan](#).

Reviewing Date

Last review date: 31 January 2023

Next review date: Day 1, Term 1, 2024