

School Behaviour Support and Management Plan

Overview

Penrith South Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community include our whole school Positive Behaviour for Learning (STAR expectations), Anti-Bullying Plans and Restorative Practices Reflection Room.

Partnership with parents and carers

Penrith South 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 school surveys, consulting with the P & C and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Penrith South Public School will communicate these expectations to parents/carers through the school newsletter and school website. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

School-wide expectations and rules

Safe	Teamwork	Achieving	Respect
Listen to and follow instructions	Encourage those who need help	Do your best	Represent your school with pride
Keep your hands and feet to yourself	Co-operate with others	Be on time	Respect other people, their property and personal space
Move around the school safely, sensibly and quietly	Play by the rules	Be assertive	Use appropriate school language

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>. This document translated into multiple languages is available here: [Behaviour code for students](#).

Whole school approach across the care continuum

Care Continuum	Strategy or Program	Details	Audience
Prevention Strategies	Whole School Positive Behaviour for Learning	<ul style="list-style-type: none"> • Strong teacher/student relationships • Explicit teaching and modelling of specific skills including behaviour expectations and social skills • Communication with parents around school expectations • Class based systems of expectations and positive reinforcement • Consistent teacher expectations, routines, modelling and responses to behaviour 	Whole School
Prevention Strategies Early Intervention	Strong Teacher/Student Relationships	<ul style="list-style-type: none"> • All students are known, valued and cared for within our school • Students feel they have someone at school who consistently provides encouragement and can be turned to for advice 	Whole School
	Class Expectations	<ul style="list-style-type: none"> • Created collaboratively by the teacher and students • Displayed in classrooms • Linked back to our school-wide expectations 	Whole School
	Attendance Strategies (Intervention Model)	<ul style="list-style-type: none"> • Attendance is monitored by classroom teachers and executive staff. • Data is analysed and addressed following Department and school attendance policies. • Regularly promote the importance and benefits of regular attendance at school 	Whole School
	Clubs and Groups	<ul style="list-style-type: none"> • Dance groups at lunchtimes • Before school walking group • Kitchen Garden Club 	Whole School

Care Continuum	Strategy or Program	Details	Audience
		<ul style="list-style-type: none"> Library open to students at recess 3 times per week 	
	Playground Equipment	<ul style="list-style-type: none"> Sports equipment provided for lunch and recess breaks to give students something productive to do and build social skills 	Whole School
	Leadership Opportunities	<ul style="list-style-type: none"> Leadership Opportunities for students Various positions, eg School Captains and Councillors, SRC, House Sport Captains and Vice Captains, Library Monitors 	Years 1-6
	Award Systems	<ul style="list-style-type: none"> School reward system in place to recognise and promote positive behaviours. Class Awards, Supervisor's Awards and Principal's Awards 	Whole School
	Attendance Tier 1	<ul style="list-style-type: none"> Phone calls home to parents when a student has 2 days in a row or more than 2 days off in a week Fortnightly monitoring of attendance rates at Stage meetings Clear communication with parents of students whose attendance drops below 90% Teacher letters sent home when students drop below 90% 	Whole School - students with attendance less than 90%
Early Intervention Targeted Intervention	Transition to Kindergarten	<ul style="list-style-type: none"> Kindy Expo evening and enrolment information packs - introduce parents to STAR behaviour expectations STAR expectations explicitly taught to Kindy students at the beginning of the year 	Incoming Kindergarten parents and students
	Attendance Tier 2	<ul style="list-style-type: none"> Attendance Improvement Plans created with classroom teachers for students whose attendance is not improving after teacher letter sent home Assistant Principal attendance letter sent home if no improvement 	Students with ongoing attendance concerns

Care Continuum	Strategy or Program	Details	Audience
		<ul style="list-style-type: none"> Assistant Principal Attendance Improvement Plans 	
Targeted Intervention Individual Intervention	Playground Behaviour Monitoring Card	<ul style="list-style-type: none"> For students to take into the playground to give to duty teacher. Each has individual strategies/goals that the student is working on. <p>Duty teacher to give a score and rewards are given if goals are met</p>	
	Learning and Support Team Referral	<ul style="list-style-type: none"> Team meets fortnightly and discuss referrals from teachers/executive staff and decide on strategies to put in place. They work with students, parents and teachers to best support identified students. 	Individual students, families and staff
	Restorative Practice	<ul style="list-style-type: none"> This approach encourages behaviour that is supportive and respectful Puts the onus on individual students to be truly accountable for their behaviour and to repair any harm caused to others as a result of their actions 	Targeted students school-wide
	Use of Support Unit Playground	<ul style="list-style-type: none"> Students with disabilities for whom it is not safe to use the large playground may use the small Support Unit playground. Play equipment/sandpit/balls will be provided for student to engage in Support Unit playground only to be used if it is specified in the student's Individual Education Plan and agreed to by parents/carers. Please refer to the Department of Education Restrictive Practices Reduction and Elimination Policy and Framework https://education.nsw.gov.au/student-wellbeing/whole-school-approach/inclusive--engaging-and-respectful-schools/restrictive-practices 	Targeted Students

Care Continuum	Strategy or Program	Details	Audience
	Individual Behaviour Support Plans	<ul style="list-style-type: none"> Developed collaboratively with classroom teacher, executive and LST Designed to support individual behaviour support planning 	Targeted Individual Students
Individual Intervention	Crisis management Plan	<ul style="list-style-type: none"> Used when a student’s behaviour escalates to crisis point and interferes with the safety of staff, the student themselves and those around them Guides the actions others to respond consistently, to reduce the distress of the individual and to keep everyone safe 	Targeted Individual Students
	Attendance Tier 3	<ul style="list-style-type: none"> Meetings between parent/carer and Principal Attendance Improvement Plan updated during meeting Additional supports and strategies implemented as necessary, including HSLO referral. 	Students with ongoing attendance concerns
	School Counsellor	<ul style="list-style-type: none"> School Counsellor works with identified students through the Learning and Support Team identified for counselling 	Targeted Individual Students
	School Learning and Support Officers (SLSO)	<ul style="list-style-type: none"> Classroom - Provide support for students with identified learning and behaviour needs in the classroom. Playground – Support targeted students at lunch and recess to assist with social cues, appropriate responses to conflict, conflict resolution skills and self-regulation of emotions 	Targeted Individual Students
	Behaviour Specialist Support/Assistant Principal Learning Support	<ul style="list-style-type: none"> School leaders engage and work alongside Department of Education experts to support student behaviour and wellbeing 	Targeted Individual Students
	External Agencies	<ul style="list-style-type: none"> School leaders engage and work alongside external agencies to support student wellbeing as needed 	Targeted Individual Students

Care Continuum	Strategy or Program	Details	Audience
	Formal Caution of Suspension / Suspension / Suspension Resolution Meetings	<ul style="list-style-type: none"> Principal/Deputy Principal, Assistant Principal, classroom teacher, parent/carer and student to attend Documentation developed and kept 	Targeted Individual Students

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

Penrith South Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- directly observing a student’s behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
- a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
- concerns raised by a parent, community member or agency.

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support, for example through the school counselling service.

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.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Behaviour / wellbeing ITD system. These may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- detention, reflection and restorative practices (listed below)
- liaise with [Team Around a School](#) for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- formal caution to suspend, suspension or expulsion.

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

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](#).

Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](#) and reporting links for most sites, games and apps can be found at the [eSafety Guide](#).

Detention, reflection and restorative practices

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection room – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Next recess break (Scheduled Reflection)	Assistant Principal	Documented in [Behaviour / wellbeing ITD system]
Alternate play plan – withdrawal from free choice play and re-allocation to office or classroom for supervised play following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention)	Next break	Assistant Principal/Deputy Principal/Principal	Documented in [Behaviour / wellbeing ITD system]
Restorative practice – Reflective process – Processing an incident with a student is an intensive 1:1 lesson. This lesson involved the student identifying and describing their behaviour and emotions, reflecting on what was helpful or not, planning for next time and identifying and taking steps to repair relationships	After student has de-escalated and ready to reflect OR next break	Assistant Principal/Deputy Principal/Principal	Documented in [Behaviour / wellbeing ITD system]

Review dates

Last review date: 09.12.2024

Next review date: Day 1, Term 4, 2025