

Penrith South Public 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.

Promoting and reinforcing positive student behaviour and school-wide expectations

Penrith South Public School has the following school-wide rules and expectations:

- Safe
- Teamwork
- Achieving
- Respect

Penrith South Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

Teach	Recognise	Reinforce
<ul style="list-style-type: none">• Positive Behaviour for Learning framework across all school settings• STAR Behaviour Matrix – reviewed with students at the beginning of each year	<ul style="list-style-type: none">• Class Award System based on levels – Class STAR Cards, Supervisor’s Awards• STAR token system based on the 4 expectations – canteen voucher raffle• PBL Reward Days• Platinum Award Assembly• Presentation Assembly	<ul style="list-style-type: none">• Restorative Practice – Reflection room responsive to student needs

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
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
	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

Care Continuum	Strategy or Program	Details	Audience
	Clubs and Groups	<ul style="list-style-type: none"> Dance groups at lunchtimes Before school walking group Kitchen Garden Club Library open to students at recess 3 times per week 	Whole School
	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
Early Intervention	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%
	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
Targeted Intervention	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 Assistant Principal Attendance Improvement Plans 	Students with ongoing attendance concerns

Care Continuum	Strategy or Program	Details	Audience
	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. Duty teacher to give a score and rewards are given if goals are met 	
	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
Individual Intervention	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
	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 	Targeted Individual Students

Care Continuum	Strategy or Program	Details	Audience
		around them <ul style="list-style-type: none"> Guides the actions others to respond consistently, to reduce the distress of the individual and to keep everyone safe 	
	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
	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

Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Reflection Room	Daily at recess time 30 minutes as needed	Executive Staff	Sentral – Parent/Carer receives a letter

Partnership with parents/carers

Penrith South Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by:

- Working in partnership to promote student learning
- Treating each other with respect and fairness
- Communicating in a positive and constructive manner
- Diversity is respected and we promote tolerance and understanding
- Engaging in phone calls and face-to-face meetings to discuss setting behaviour goals for students
- Engaging in the development and implementation of individual behaviour management plans

Penrith South Public School will communicate these expectations to parents/carers by:

- School Newsletter
- Sentral Parent Portal
- Phone Calls
- Face-to-face meetings
- School Events/Assemblies
- Complaints handling process

School Anti-bullying Plan

Insert a link to the school's existing anti-bullying plan here. Refer to the [Bullying of Students – Prevention and Response Policy](#) and [Anti-bullying Plan](#).

Reviewing dates

Last review date: 5 June 2023

Next review date: Day 1, Term 1 2024