

# Parkview Public School

## School Behaviour Support and Management Plan



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## 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/content/dam/main-education/going-to-a-public-school/media/documents/translated-documents-/behaviour-code-for-students/english-student-behaviour-code.pdf> This document is translated into multiple languages.

## School Wide Expectations and Rules

### SCHOOL RULES

Students should...

1. Abide by the school's Welfare Policy.
2. Attend school regularly, be punctual and present notes to explain absences.
3. Follow the instructions of teachers and others in authority.
4. Complete all required work carefully and to the best of their ability.
5. Behave in a responsible, polite and courteous manner.
6. Behave in a manner that shows respect for themselves and for the rights and feelings of others.
7. Behave in a manner that keeps themselves and others safe at all times.
8. Respect and care for school buildings, school property and the property of others.
9. Observe the general standards of dress and uniform requirements of the school.
10. Accept their responsibilities as members of the community.

### TEACHER SUPERVISION

The School Playground Routine is designed to allow children to play in safety and to allow everybody a "fair go" with the facilities available.

Play equipment is available from the sports room. Pupils are directly supervised by rostered teachers from 8.30am until 3.10pm. Permission to leave the school grounds can only be given following a written request from a parent/carer.

No direct supervision is rostered before 8.30am. Students who arrive early must wait quietly in the COLA. Other students are requested not to arrive at school before 8.30am.

Children are to leave the school grounds as soon as possible after 3.10pm. Direct supervision is only available for students waiting to be collected, crossing Lilac or Park Avenue or catching a bus. Students who behave poorly while waiting for buses can be denied the option of this type of transportation.

### ACTIVITIES IN THE PLAYGROUND

- Organised safe games are encouraged at all times.
- Permission must be given by a teacher to retrieve balls from outside the fence.
- Children given permission to practise shot put, long or high jump or cricket with hard ball outside the nets must be under the direct supervision of the teacher concerned (not duty teacher).
- No fielder will be within four (4) metres of the batter for games like cricket or softball unless supervised by a teacher.
- Students with food or frozen treats need to be seated in designated areas.

### OUT OF BOUNDS

- Areas in and around all buildings that are not in view of supervising teachers.
- Bicycle storage area.
- Playing in toilet and ablution areas.
- Fixed equipment is out of bounds unless under the direct supervision of the playground teacher.
- Classrooms/Library unless supervised by a teacher.

## Simple School Rules:

Hands off!

Show good manners.

Be clean and tidy.

Be safe.

Always do your best.

Be a friend.

## STUDENT RIGHTS AND RESPONSIBILITIES

I have the right...	I have the responsibility...
To learn	<ul style="list-style-type: none"><li>• To let others learn</li><li>• To be attentive</li><li>• To learn all I can</li><li>• To be punctual</li><li>• To ask for and accept help</li><li>• To do my best</li></ul>
To be happy	<ul style="list-style-type: none"><li>• To care for others</li><li>• To speak in a kind way</li><li>• To be courteous and kind</li><li>• To respect the rights of others</li><li>• To behave in a way that brings credit to myself and my school</li></ul>
For myself and my property to be safe	<ul style="list-style-type: none"><li>• To look after my own property</li><li>• To leave other people's property alone</li><li>• To play safely</li><li>• To play in the right places</li><li>• To use equipment carefully</li><li>• To return all class and sports equipment to its correct place</li><li>• To think responsibly</li></ul>
To be treated with respect and politeness	<ul style="list-style-type: none"><li>• To be courteous and kind to others</li><li>• To make sure my language is acceptable</li><li>• To show good manners</li><li>• To make visitors welcome and help them</li><li>• To treat others with respect</li></ul>
To be in a clean and tidy school	<ul style="list-style-type: none"><li>• To keep my own space clean and tidy</li><li>• To care for the school buildings and environment</li><li>• To wear the school uniform</li><li>• To clean up when asked</li><li>• To keep my classroom and playground clean and tidy</li></ul>
To make responsible decisions	<ul style="list-style-type: none"><li>• To know the school rules</li><li>• To behave in a way that makes the school a better place as well as safe and happy for all</li><li>• To respect the rights of others</li></ul>

## Whole school approach to the care continuum

Parkview Public School embeds student wellbeing and positive behaviour approaches and strategies in practices across the care continuum to promote positive behaviour, respond to behaviours of concern, including bullying and cyber bullying.

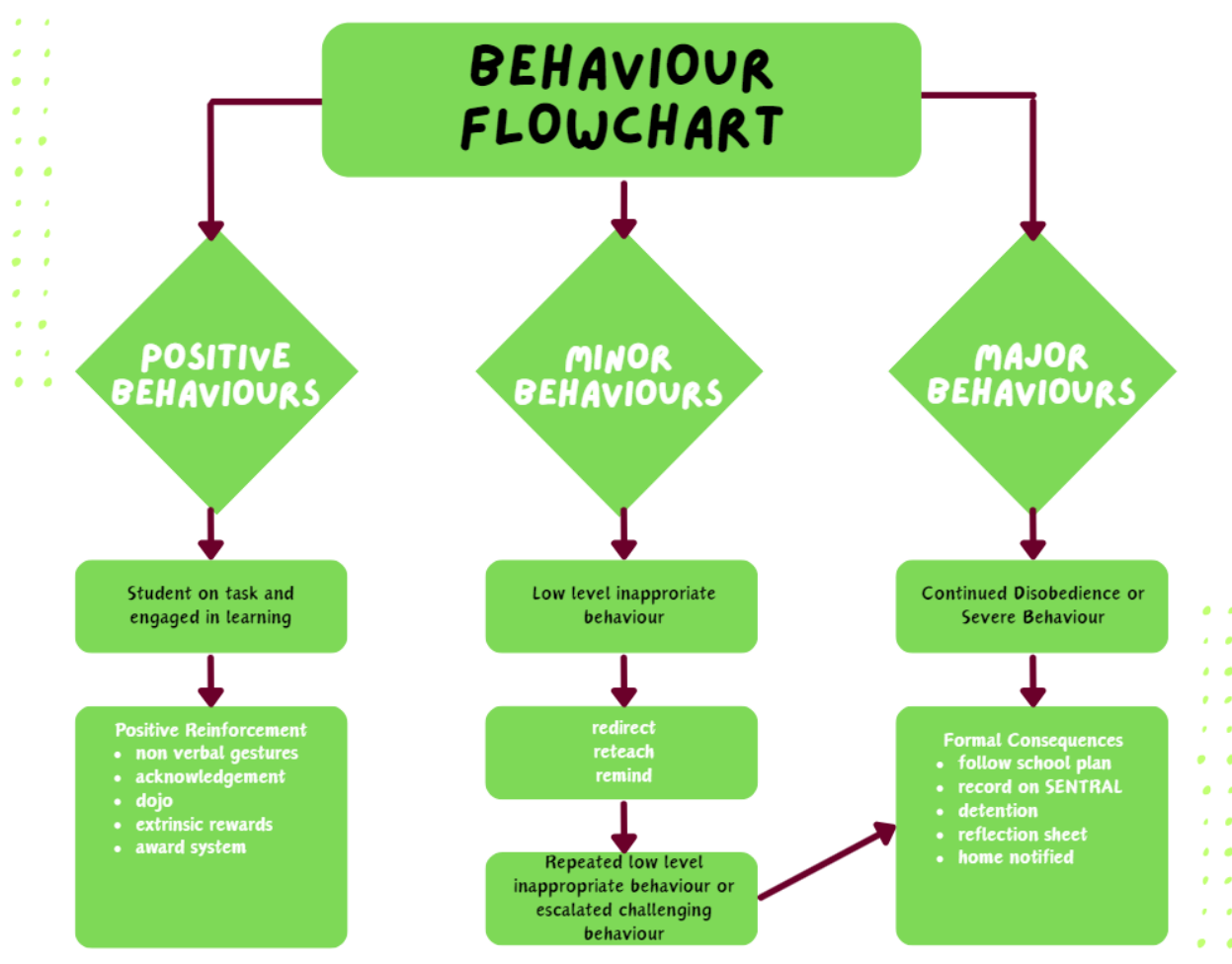
Care Continuum	Strategy/Program	Details	Audience
Prevention	Child Protection NSW	Teaching child protection is mandatory in all NSW schools	K-6
Prevention	Youth Outreach Worker	School funded wellbeing role providing the school with additional person who is available to connect with students and parents. They are the go-to person for most students, who have multiple scheduled 'check-ins' throughout the term.	K-6
Prevention	What works best toolkit	Teachers follow carefully the What Works Best document to support all students.	Everyone
Prevention	Australian eSafety Toolkit for Schools	Supports school communities in maintaining safe online environments.	Everyone
Prevention	Zones of Regulation	Led by the Youth Outreach Worker in collaboration with executive and implemented by teachers. Explicit lessons around recognising emotions and how to regulate them.	K-6 Teachers
Targeted / Early Intervention	Learning and Support	The Learning and Support team works with the school counsellor, teachers, students and families who need extra support (PLaSPs and Behaviour plans). Where required, the Learning and Wellbeing Team will be contacted.	Everyone
Targeted / Individual Intervention	Attendance	The Principal, Attendance AP and Youth Outreach Worker closely monitor attendance across the school. School procedures are followed.	Everyone

## Whole School Behaviour Management Process

The purpose of whole school behaviour management processes is to create consistency across all classrooms K-6 and clear communication to students about whole school processes to all students. This involves a coordinated approach to behaviour management includes:

1. Consistent expectations: Whole school behaviour management processes ensure that all classrooms K-6 have consistent behaviour management processes. This means students understand behaviour management processes regardless of which classroom they are in. Consistent expectations and processes help students feel secure and supported, which can promote positive behaviour.
2. Consistent consequences: Whole school behaviour management processes ensure that consequences for inappropriate behaviour are consistent across classrooms K-6. This helps to ensure that all students are treated fairly and that inappropriate behaviour is addressed consistently.
3. Collaboration: Whole school behaviour management processes involve collaboration between all members of the school community, including staff, students, and parents. This collaboration helps to ensure that behaviour management processes are effective and that everyone is working towards the same goals.

The whole school behaviour management process is outlined below.



## Celebrating Positive Behaviour

In our classrooms we have a fair and consistent approach to behaviour management.

Teachers will establish and apply appropriate negotiated in class expectations and consequences for classroom conduct. These expectations and consequences will be clearly communicated to students and parents. A standard school model is provided as a guide to establishing expected behaviours in classrooms and ensures consistency in all learning spaces across the school.

Students may be rewarded with both intrinsic and extrinsic feedback, as deemed appropriate by the teacher. Teachers in K-2 spaces may use Class Dojo as a positive behaviour system.

To ensure consistent messages between students and teachers we often refer to pink and gold choices. Pink choices refer to unfavourable behaviours and gold choices refer to desirable behaviours. By acknowledging both pink and gold choices, this clearly sends a message about behaviours we discourage and followed by the behaviour we want to encourage.

## End Of Term Reward Days

Students who have displayed pleasing behaviour during each term will be invited to participate in end of term reward activities. These activities vary and can be class all whole school based. All children with the exception of those who have received three formal detentions in the previous ten school weeks or have been suspended are welcome to participate in End Of Term Reward Days.

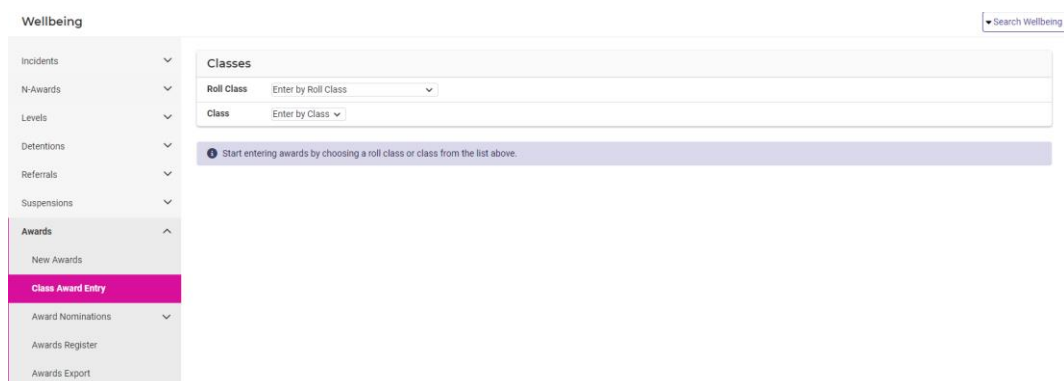
## House Points Reward System

House Points are allocated to every student who receives an award (refer next page) on a weekly basis. These points are tallied in Sentral and are published in the newsletter weekly.

Points accumulated from competition in Friday sport are also utilised weekly to come up with the weekly total.

Points gathered at carnivals, and during activities like inter-house debating, verse speaking and performing arts also contribute to the overall champion house for the year.






## Recording Positive Behaviour Award



The screenshot shows a web interface for a 'Wellbeing' system. On the left is a navigation menu with categories: Incidents, N-Awards, Levels, Detentions, Referrals, Suspensions, Awards (highlighted), and Award Nominations. Under 'Awards', there are sub-options: New Awards, Class Award Entry (highlighted in pink), Award Nominations, Awards Register, and Awards Export. The main content area is titled 'Classes' and contains two input fields: 'Roll Class' with a dropdown arrow and 'Class' with a dropdown arrow. Below these fields is a purple banner with a white icon and text: 'Start entering awards by choosing a roll class or class from the list above.' In the top right corner of the interface, there is a search bar labeled 'Search Wellbeing'.



## Merit Award System

 <p>A green-bordered certificate template for a Merit Award. It features the Parkview Public School logo and the text 'Merit Award' in green. There are fields for 'Presented to', 'Class', and 'For', and a signature line for the Principal.</p>	 <p>A red-bordered certificate template for a Sport Award. It features the Parkview Public School logo and the text 'Sport Award' in red. There are fields for 'Presented to', 'Class', and 'For', and a signature line for the Principal.</p>	 <p>A blue-bordered certificate template for a School Environment Award. It features the Parkview Public School logo and the text 'School Environment Award' in blue. There are fields for 'Presented to', 'Class', and 'For', and a signature line for the Principal.</p>	 <p>A yellow-bordered certificate template for a School Service Award. It features the Parkview Public School logo and the text 'School Service Award' in yellow. There are fields for 'Presented to', 'Class', and 'For', and a signature line for the Principal.</p>
<p><b>Merit Awards (Green):</b> These awards are presented each week at the Friday Assembly.</p>	<p><b>Sports Awards (Red):</b> These awards are presented each week, following the previous Friday's Sport lessons.</p>	<p><b>School Environment Awards (Blue):</b> These awards are presented each Monday at 9.00am to acknowledge students who have made a positive contribution to the School Environment over the previous seven days.</p>	<p><b>Service Awards (Yellow):</b> The Awards presented to students who meaningfully represent the school in extra-curricula activities and prove to be great ambassadors for our school. These awards would be given for activities such as ANZAC Day marches, Choir performances in public, 'Light up Leeton' performances etc.</p>
<p><i>Aim:</i> to reward students who have been working well within the classroom related to scholastic endeavours.</p>	<p><i>Aim:</i> to reward and acknowledge students who have been participating well in sport, displaying particular prowess in a specific endeavour or exhibiting pleasing or improved sportsmanship.</p>	<p><i>Aim:</i> to reward students who make valuable contributions to the school environment both in terms of physical appearance (gardens, rubbish etc) and through their conduct (playing safely, being a good friend etc.).</p>	<p><i>Aim:</i> to reward students who represent our school at out of school and/or community events.</p>
 <p>A gold-bordered certificate template for a Gold Award. It features the Parkview Public School logo and the text 'GOLD AWARD' in large gold letters. Below it, there are fields for 'AWARDED TO' and '«First_Name» «Family_Name»'. A small text block at the bottom explains the award's criteria and includes a date '19th Nov 2023' and a signature line. There are also four gold stars at the bottom right.</p>	<p><i>Every time a student earns an award they must keep them. When they accumulate 12 awards they are eligible for a 'GOLD Award', the highest level of achievement in our Positive Discipline Reward Scheme. They should return these awards to school to show their teacher, who will then instigate the 'GOLD Award'</i></p> <p><i>The system recognises consistent and on-going application and achievement in all areas of school life.</i></p> <p><i>Students reaching GOLD status each year are eligible for the Gold Reward Day, held at the end of the year.</i></p>		

# Wellbeing

Zones of Regulation is about meeting children where they are at in moments of time, teaching them to recognise, understand and regulate their big emotions in positive ways.

Zones is a whole school approach to the emotional wellbeing of our students and we encourage parents/carers to attend information sessions so the skills the children are learning can be reinforced at home.

Students explore emotions and what they can do to regulate their emotions.

Supplementary Reproducible E for Elementary Ages



## The ZONES of Regulation

<b>Blue Zone</b> Sad Bored Tired Sick	<b>Green Zone</b> Happy Focused Calm Proud	<b>Yellow Zone</b> Worried Frustrated Silly Excited	<b>Red Zone</b> overjoyed/Elated Panicked Angry Terrified

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 Adapted from The Zones of Regulation 2-Storybook Set | Available at [www.socialthinking.com](http://www.socialthinking.com)

### What Zone Are You In?






Blue Zone	Green Zone	Orange Zone	Red Zone
SAD	HAPPY	SURPRISED	ANGRY
SICK	CALM	WORRIED	TERRIFIED
TIRED	EXCITED	SILLY	ANNOYED
<b>What can I do?</b>	<b>What can I do?</b>	<b>What can I do?</b>	<b>What can I do?</b>
<b>REST</b>	<b>GO</b>	<b>SLOW DOWN</b>	<b>STOP</b>
Take a break Ask for help Talk to someone Jump up and down 5 x You can also.....?	Think happy thoughts Finish my work Help others Share ideas You can also.....?	Take deep breaths Talk to someone Go for a short walk Count to ten You can also.....?	Take a time out Run a lap Squeeze a stress ball Drink water You can also.....?

## Behaviour Chart

Minor Behaviours	
Classroom	Playground
<ul style="list-style-type: none"> <li>● Not following instructions</li> <li>● Touching others/property</li> <li>● Disrupting learning (i.e. distracting, talking)</li> <li>● Calling out</li> <li>● Refusing to work</li> <li>● Silly/inappropriate behaviour</li> <li>● Not caring for school equipment</li> <li>● Out of seat/moving around</li> <li>● Leaving room without permission</li> <li>● Verbal put downs (teacher discretion)</li> <li>● Argumentative</li> <li>● Teasing/Taunting others</li> <li>● Late to class</li> <li>● Extended absence from class</li> <li>● Dishonesty</li> <li>● Littering</li> </ul>	<ul style="list-style-type: none"> <li>● Not following instructions</li> <li>● Touching others/property</li> <li>● Not caring for school equipment</li> <li>● Out of bounds</li> <li>● Littering</li> <li>● Silly/inappropriate behaviour</li> <li>● Rough play</li> <li>● Playing in toilets</li> <li>● Throwing sand</li> <li>● Ignoring bell</li> <li>● Playing on equipment (before bell)</li> <li>● Verbal put downs (teacher discretion)</li> <li>● Territorial play</li> <li>● Argumentative</li> <li>● Climbing school property</li> <li>● No hat</li> </ul>
Major Behaviours	
Classroom	Playground
<ul style="list-style-type: none"> <li>● Slander/Racism</li> <li>● Putting others in danger</li> <li>● Physical abuse toward students/staff</li> <li>● Graffiti</li> <li>● Verbal/written abuse toward students/staff</li> <li>● Swearing AT students/teachers</li> <li>● Subversive behaviour</li> <li>● Deliberate lying about serious issues</li> <li>● Deliberately damaging property school/others</li> <li>● Sexual inappropriateness</li> <li>● Patterned emotional abuse</li> <li>● Theft</li> <li>● Persistent defiance/Arguing</li> <li>● Possession/use of weapon</li> <li>● Misuse of technology</li> <li>● Bullying</li> </ul>	<ul style="list-style-type: none"> <li>● Slander/Racism</li> <li>● Putting others in danger</li> <li>● Leaving school grounds</li> <li>● Graffiti</li> <li>● Inappropriate use of bathroom</li> <li>● Swearing AT students/teachers</li> <li>● Subversive behaviour</li> <li>● Deliberate lying about serious issues</li> <li>● Deliberately damaging property school/others</li> <li>● Sexual inappropriateness</li> <li>● Patterned emotional abuse</li> <li>● Theft</li> <li>● Failure to attend reflection</li> <li>● Possession/use of weapon</li> <li>● Physical abuse toward student/staff</li> <li>● Bullying</li> </ul>

## Whole School Plan for Inappropriate behaviour

Staff also follow a 5 step behaviour system throughout the school. This system ensures consistency around behaviour expectations and provides students with clear consequences when unacceptable behaviour continues.

				
<p>Teacher Instruction</p> <p>Student is redirected toward positive classroom or playground behaviour. (gold choice)</p>	<p>Teacher Firm Instruction and Visual Warning</p> <p>Student given explicit instruction including consequence if instruction not followed.</p>	<p>Time Out – 5 minutes</p> <p>If inappropriate behaviour continues, student is moved to a space in the classroom or playground, for 5 minutes, away from other students.</p>	<p>Buddy Room / Executive</p> <p>Student continues pink choices and a time out of more than 5 minutes is needed.</p> <p>Pink Slip is issued. Recorded on Sentral.</p>	<p>Principal Intervention</p> <p>Removal from classroom or playground for timeout with principal.</p> <p>Recorded on Sentral.</p>

### Ramifications of Minor and Major behaviours.

When undesirable conduct is exhibited by students and is not modified in accordance with stipulated classroom management strategies, teachers may escalate student discipline as follows:

Principal Intervention may result in further action;

- Formal Detention
- In-School Suspension
- Suspension (short or long)

DEC WHS plans are developed in conjunction with parents and the student to support student behaviour. These include;

- Flowchart for student behaviour support plan
- Student Behaviour Analysis and Prompt Sheet
- Student Behaviour Support Plan

## Detention, Reflection and Restoration Processes

Detention as a result of undesirable behaviour or 3 pink slips in a ten week school period, occurs at lunch time. Students are required to present at the allocated classroom and reflect on their behavioural choices. This is recorded in SENTRAL.

If a child receives a formal detention parents will be notified by a formal detention sheet being sent home. This form outlines what has occurred in both the student's and teacher's words. It will be signed by an executive member and parents/ carers will be requested to sign the form to acknowledge they are aware of the actions of the students involved.

A student who presents for three (3) formal detentions within a ten (10) school week period will be deemed ineligible for any non-scholastic based extra-curricula activity for the ensuing ten school weeks (from the date of the last detention). Simply defined, this means no excursions that are not essentially part of the curriculum or reward activities of any type.

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?
Detention/Reflection room – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Next day at lunch	Assistant Principal	Documented in SENTRAL
Alternate play plan – withdrawal from free choice play and re-allocation from the playground or classroom following a breach of 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	Next break	Assistant Principal	Documented in SENTRAL
Restorative practice – <a href="#">peer mediation</a> or <a href="#">circles</a> in groups. Student meets with group of peers to ensure successful social re-entry after critical incident.	Scheduled to suit lead teacher.	Assistant Principal or Principal	Documented in SENTRAL

## Responses to serious behaviours of concern

Behaviours of particular concern are discussed at Staff Meetings to ensure student is supported with his/her behavioural choices.

LST develop WHS endorsed plans to support behaviour when needed in more continuous or extreme circumstances.

Consistent with the DET's suspension and expulsion procedures, serious incidents will be dealt with on their individual merits. There is provision in the procedures for consistent, defiant and anti-social behaviour to be worthy of the suspension at the discretion of the Principal and Executive.

## Bullying Flow Chart

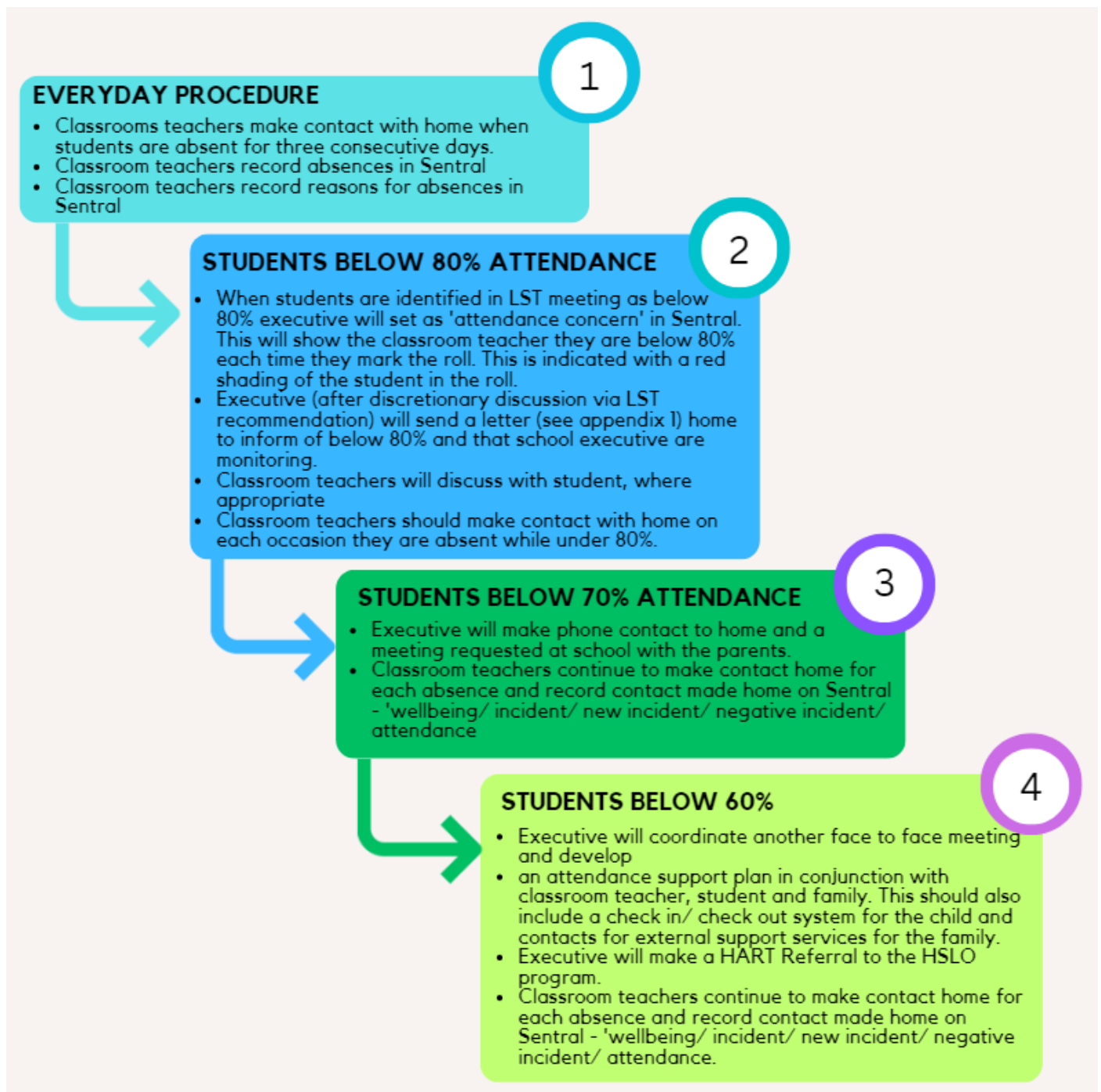
Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. There is no justification for the action. The victim has done nothing to deserve such treatment. Conflict or fights between equals or single incidents are not defined as bullying.

Bullying can happen anywhere: at school, in sporting teams, between neighbours. Bullying is behaviour that continues over time and includes:

- be physical (hitting, kicking, pinching),
- verbal (name-calling, teasing),
- psychological (standover tactics, gestures),
- social (social exclusion, rumours, putdowns)
- sexual (physical, verbal or non-verbal sexual conduct)
- cyber-bullying – using technology eg. computers, mobile phones



## Attendance Procedures



Detention Reflection Plan:

**Behaviour Reflection Plan**

**NAME:** \_\_\_\_\_ **CLASS** \_\_\_\_\_ **DATE:** \_\_\_\_\_

You are here because you have chosen *not* to follow the rules. You may spend this time thinking about your behaviour and planning how to improve it in the future.

**1. What did you do?**

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**2. Why did you do it?**

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**3. What should you have done?**

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**4. How do you think your actions affected others?**

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# Recording Behaviours of Concern:

## Wellbeing

**Incidents** ^

**New Incident**

Incident Register

Open Incidents **1**

N-Awards v

Levels v

Detentions v

Referrals v

Suspensions v

Awards v

Reports v

Select an incident type below to create an incident.

---

**School Counselling**

School Psychologist Youth Outreach Worker

---

**Positive Incident**

Merit Award School Environment Award School Service Award Sports Award

---

**Negative Incident**

Poor Behaviour (less than Pink Slip) Class Exit (Pink Slip) Detention Suspension

---

**General Incidents**

Attendance Legal Medical Incident Critical Incident General Note Attendance Letters and Reports Referral and Reports

## Wellbeing

**Incidents** ^

**New Incident**

Incident Register

Open Incidents **2**

N-Awards v

Levels v

Detentions v

Referrals v

Suspensions v

Awards v

Reports v

**Negative Incident: Class Exit (Pink Slip)**

Save Cancel

This information is shared between all students involved in this incident.

Date: 19/08/2024

Period: Select Period...

Location: Select Location...

Behaviour: Select Behaviour...

Confidential:  Mark this incident as confidential

Teacher: \* Select Teacher...  
Ms Merilyn Blakeman Reporter

Subject: Select Subject...

\* Fields marked with an asterisk are required.

Add at least one student to this incident to continue.

**Students Involved**

Search...

## Wellbeing

**Incidents** ^

**New Incident**

Incident Register

Open Incidents **1**

N-Awards v

Levels v

Detentions v

Referrals v

Suspensions v

Awards v

Reports v

**Negative Incident: Detention**

Save Cancel

This information is shared between all students involved in this incident.

Date: 26/08/2024

Period: Select Period...

Location: Select Location...

Confidential:  Mark this incident as confidential

Teacher: \* Select Teacher...  
Ms Merilyn Blakeman Reporter

Subject: Select Subject...

\* Fields marked with an asterisk are required.

Add at least one student to this incident to continue.

**Students Involved**

Search...

## Review dates

Previous review date: [5.03.2023]

Last review date: [21.08.2024]

Next review date: [5.03.2025]