

## Overview

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. NSW public schools students are expected to:

- respect other students, their teachers and school staff and community members
- follow school and class rules and follow the directions of their teachers
- strive for the highest standards in learning
- respect all members of the school community and show courtesy to all students, teachers and community members
- resolve conflict respectfully, calmly and fairly
- comply with the school's uniform policy or dress code
- attend school every day (unless legally excused)
- respect all property
- not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- not bully, harass, intimidate or discriminate against anyone in our schools

Parramatta Public School will take strong action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning.

## Aim

Using a coordinated, positive and consistent approach to wellbeing, welfare and discipline, Parramatta Public School aims to be a caring community which:

- provides the opportunity for all to do the best they can
- gives students a wide range of learning experiences
- encourages all in the school community to make informed decisions
- encourages staff, students and parents to co-operate for the wellbeing of the school
- is a pleasant place to be
- fosters respect and tolerance for all
- is always receptive to considering change
- does not tolerate bullying
- implements its Equal Opportunity Policy with students, teachers, parents and the community
- develops a strong sense of belonging.

*All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation and discrimination (NSW DoE Student Discipline in Government Schools Policy, 2016).*

## Partnership with parents and carers

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

- Meeting with parents regarding student behaviour
- Learning and Support Team meeting with parents for recommendations around student needs

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

- Provision of OTP (Off the Playground) notes. OTP or Off the Playground is a term used at Parramatta Public School for when detention and reflection are used to address inappropriate behaviour in line with the [student behaviour policy](#).

- Phone calls
- Face to face meetings

Parramatta Public School will communicate these expectations to parents/carers through School Bytes and the 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

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

- Be Responsible
- Be Respectful
- Be Safe

Respectful	Responsible	Safe
Be kind and value others	Be on time and be prepared	Keep hands, feet and objects to yourself
Use appropriate language	Be ready to learn	Follow safety instructions and procedures
Work cooperatively	Take care of your belongings	Use equipment and materials properly
Accept differences	Own your actions and choices	Stay in designated areas

Parramatta Public School encourages positive learning behaviours and reinforces this behaviour. Student achievement in academic, cultural, social, sporting and behavioural areas are recognised, acknowledged and reinforced. Parramatta Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

Class level examples

- positive reinforcement schedules, including compliment boxes, hub shout outs, super star walls, marble jar reward structures,
- class or hub negotiated expectations, including class expectations, class rules, class monitors

School level examples

- positive reinforcement schedules, including, ribbons and certificates, community shout outs
- targeted program interventions, including learning and support led programs and team leader led programs

Parramatta 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 are:

- Use of PPS Social Skills Program
- Learning Links Social Skills Programs

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

## Whole school approach across the care continuum

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

These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships. These practices include:

- stating and explicitly teaching classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- providing active supervision of students
- maximising opportunities for active engagement with learning
- providing carefully sequenced engaging lessons that provide options for student choice
- differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention	PPS Social Skills Program	Social Skills with school based targets	All students
Targeted / individual intervention	<u>Attendance</u> support	The Learning and Support Teacher (LaST) refers students to the attendance co-ordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, attendance co-ordinator
Early Intervention	PPS Behaviour Management Procedures	Restorative practices	All students
Targeted Intervention	Social Skills group w/school counselor/psychologist	Social Skills with school based targets	Small group of students
Targeted Intervention	Timetabled support through Learning an Support program	Tiered support	Individualised support from caseload
Targeted Intervention	Learning and Support	The Learning and Support Team works with students, teachers and families to develop individual plans and goals where personalised learning or behaviour support is required.	Individual students, families, staff
Prevention	<u>Child protection</u>	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6

## School Anti-bullying Plan

Every child has the right to feel safe and secure at school. Bullying of any form is not acceptable at Parramatta Public School. Students have the right to expect that they will spend their day free from bullying, harassment, intimidation and victimisation.

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. Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment. Cyberbullying refers to bullying through information and communication technologies.

Conflict or fights between equals and single incidents are not defined as bullying. It is a shared responsibility of students, parents, caregivers, staff and members of the wider school community to prevent and respond to bullying behaviour.

Bullying has 3 key features:

1. It involves a misuse of power in relationships
2. It is ongoing and repeated
3. It involves behaviours that can cause harm

It can be:

- Physical, verbal or social
- Easy to see or hidden
- Face-to-face or online

Teachers have a responsibility to regularly teach their students anti-bullying strategies, including upstander and bystander behaviours. At Parramatta Public School these lessons are taught annually and revisited throughout the year as needed.

Parents / Carers have a responsibility to be familiar with the schools' anti-bullying strategies and to reinforce these at home. Parents also have the responsibility to report any ongoing bullying behaviour to the school in a timely manner.

Students have the responsibility to understand and know what constitutes bullying behaviours, the actions of a bystander and an upstander and to report bullying behaviours occurring within the school.

Consequences for bullying behaviour will be determined based on the type and severity of the bullying incidents and the impact on the individual/s. These consequences will be decided and overseen by the 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. 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.

## Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Off the playground (OTP)	15 mins, 1st lunch break. Toilet breaks allowed.	Executive	Off the Playground record
Social Skills Group	Thursday Lunch	Psychologist	Learning and Support Team Meetings
Circle Time	After Breaks	Teacher	Programs
School Counsellor / Psychologist	As required	Learning and Support Coordinator	Learning and Support Team Meetings

Parramatta Public School has clear and documented procedures for managing behaviour in the classroom and on the playground. Responses to student misbehaviour are calm, consistent, brief, immediate, respectful and private. These procedures should be followed with close reflection upon the school values.

Persistent misbehaviour may lead to time off the playground, consultation with parents, referral to the Learning Support Team, removal of opportunities to attend excursions, school activities or competitions. OTP or Off the Playground is a term used at Parramatta Public School for when detention and reflection are used to address inappropriate behaviour in line with the [student behaviour policy](#). At this level, the Deputy Principal and Principal will become involved. In some circumstances, the school may need to implement the NSW DoE procedures for 'Suspension and Expulsion of School Students'.

Please refer to the flowchart for behaviour management, Parramatta Public School Behaviour Procedures (Appendix1).

### Off the Playground

Students may be placed on time-out from the playground (Off the Playground) as a consequence of breaching the Parramatta Public School Rules in either a minor / repeated manner, or in the case of a major breach, either in the classroom or the playground. Students may also be taken off the playground at the discretion of an Executive staff member.

Restorative practices in schools are based on restorative justice principles instead of punishment. They provide specific pathways to repair harm by bringing together those who are affected by misbehaviour in a dialogue to address concerns, achieve understanding and come to agreement about resolving issues. A restorative approach focuses on building and maintaining positive relationships across the whole school community. It aims to create an ethos of respect, inclusion, cooperation, accountability and responsibility.

### Suspension

Suspension will only be enforced when all other strategies have been exhausted. Prior to making the decision to suspend a formal disciplinary interview must be held with the student. The Principal or Deputy Principal will ensure that the student is given explicit information about the nature of the allegations and the opportunity to respond to these.

- When a decision to suspend is made, the Principal must supply parents with a formal DoE letter advising of the reasons for and length of the suspension, the DoE Suspension Policy and a copy of the school's Discipline Policy
- The teacher is to provide a package of work so the student can continue with their learning
- Details of the suspension will be recorded in the electronic Suspension Register
- Principal to organise a suspension resolution meeting to negotiate a plan for the student's return. The assistance of the school counsellor, learning support team and other resources may be sought to assist in resolving the suspension
- Behaviour monitoring may be one of the strategies used to support a student's successful return

### **Additional approaches and strategies**

In maintaining and supporting a positive school environment the school recognises and supports the social and emotional development of every child.

Personalised Learning and Support Plans (PLaSP) - For some students, targeted or intensive support may be required to meet their learning and wellbeing needs. PLaSPs are developed to support individual students in meeting their needs. Students who require extra support to make positive choices in the classroom or playground should have a developed PLaSP. A PLaSP should be developed in consultation with the student, their teacher, parents and other relevant school staff.

A Behaviour Response Plan is to be developed when a student's behaviour escalates to crisis point and interferes with the safety of staff, the student themselves and those around them. The response plan will guide the actions of others to respond consistently, to reduce the distress of the individual and to keep everybody safe.

### **Review dates**

Last review date: Term 4, 2024

Next review date: Term 4, 2025

# Parramatta Public School

## Behaviour Procedures

This document outlines procedures for managing behaviour in the classroom and on the playground. Responses to all student misbehaviour is : calm, consistent, brief, immediate, respectful and private. These procedures should be followed with close reflection upon the school values.

