

# Panania PS Behaviour Support and Management Plan

## Overview

Panania Public School is committed to explicitly teaching and modelling positive behaviour and supporting all students to actively engage with their learning. Key programs prioritised and valued by the school community are Positive Behaviour for Learning and Friendly Schools Plus (Yarning time).

At the core of the School Behaviour Support and Management plan is the Care Continuum which provides a framework for delivering a universal focus, targeted intervention and intensive intervention to address needs.

## Partnership with parents/carers and community

Panania Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies. Panania Public School will communicate these expectations to parents/carers by:

- providing information on enrolment and orientation;
- email and formal letters;
- SMS messaging and phone calls;
- School Bytes app;
- newsletters;
- meetings (PLaSPS, behaviour, attendance, wellbeing);
- school website;
- three-way conferences and
- following departmental policies and procedures.

Panania Public School seeks to enhance community participation by:

- developing strong links between students, staff, families and other members of the school community;
- parents/carers and community members participating in the education of young people and sharing the responsibility for shaping appropriate student behaviour and
- sharing curriculum, goals, plans and actions of the school reflecting the needs and aspirations of students and the wider community.

## School-wide expectations and rules

Panania Public School has school-wide rules and expectations:

- Be safe
- Be respectful
- Be an active learner

## 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](#).

## Strategies and Practices to Promote Positive Student Behaviour

Panania Public School strives to develop a positive school climate and good discipline through the:

- wellbeing, safety and health of students and other community members being a priority in all school policies, programs and practices;
- principles of equity and justice being evident in school plans, programs and procedures;
- clear school guidelines and procedures for behaviour which are known by staff, students and parents/carers;
- disciplined, ordered and cohesive school community where individuals take responsibility and work together;
- inclusive school environment which affirms diversity and respects difference;
- building of positive, collaborative relationships among all members of the school community;
- varied opportunities for communication;
- fostering of student voice and
- contacting parents with positive feedback about their children and identifying concerns early.

All members of Panania Public School and its community maintain a climate of respect by having a clear understanding of the school rules and the student management procedures.

## Giving Respect to Gain Respect

Panania Public School seeks to enhance positive relationships by:

- keeping the school premises clean and orderly;
- prominently displaying student work and achievements;
- expecting staff and students to be punctual and tidy;

- treating students with courtesy and care;
- greeting students positively;
- responding to student problems;
- encouraging and acknowledging students' genuine efforts;
- welcoming families and community and
- promoting cultural awareness.

### Teaching and Learning

Panania Public School seeks to promote positive behaviours in the classroom by:

- utilising inclusive strategies and fostering a sense of belonging;
- providing explicit teaching and modelling of socio-emotional skills and prosocial behaviours;
- developing individual plans (PLaSPs) and strategies to cater for needs
- promoting self-regulation and restorative practices;
- informing and involving parents/carers early when their children experience difficulties;
- providing support and linking parents to services when needed;
- expecting students to do their best and communicating the belief that students can succeed;
- providing students with both the support and expectation to succeed in learning;
- developing students' positive social skills through the use of specific programs;
- sensitively recognising student success;
- designing and systematically implementing, throughout the year, recognition systems to support student success; and
- highlighting school and student successes through e.g. newsletters, at assemblies and on school signage.

### Recognition and Reinforcement of Student Achievement

Panania Public School encourages and promotes the development of students who are learning to take responsibility for their own behaviour and the choices they make. This is achieved through rules, consistency, rewards and consequences.

Our major considerations are:

- students have the right to be treated with respect and the responsibility to respect others;
- students need to be cared for at all times and they need to feel safe and secure;
- students react well to a positive and consistent approach;
- there are definite recognised stages in their emotional, social and moral development; and
- socialisation of students is the strong foundation for learning to be built on.

## Our Reward System

Panania Tickets are awarded to students demonstrating positive behaviour. White Panania Tickets can be issued in the classroom and green Panania Tickets are issued in the playground.

These awards can be accumulated from year to year. Merit Certificates and Student of the Week Awards are given out by individual teachers at Friday assemblies. Sports Awards are presented to individual students based on sportsmanship, improvement of skills, team spirit and participation.

At the end of year Presentation Day Ceremony awards are presented to 5 students in each class. These awards cover a range of criteria, which include citizenship, application, attitude, academic progress and social skills. Whole school awards are also presented which include dux, peer support, leadership, creative arts, public speaking, citizenship and sport.

## Whole school approach across the care continuum

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Behaviour for Learning Term 1 (ongoing)	Reward System Explicit teaching and modelling of skills including behaviour expectations. Communication with parents around school expectations.	School community
	Friendly Schools Plus Terms 2 & 4	Strong teacher/student relationships Yarning time (3 times a week).	School community
	Peer Support Program Term 3	Year 6 leaders lead lessons on Learner Qualities in K-5 classes.	Whole school
Prevention	Class based	Class based systems of expectations reinforcing positive behaviour. Consistent teacher expectations, routines, modelling and responses to behaviour.	Whole school
Prevention	Comprehensive transparent communication	Liaison with previous teachers, pre-schools, high schools and all external providers.	Whole school
Prevention	Curriculum Links	PDHPE, social emotional learning integrated in teaching and learning programs.	Stage based
Prevention	Social Skills programs	Lunchtime programs including mindfulness and structured games both indoors and outdoors.	Whole school
Prevention	Interest Groups	A strategy to engage students through self-referral in activities and interests that they enjoy and identify strengths in. For example, Lego Club, Minecraft Club and Garden Club.	Whole school
Prevention	Differentiated teaching programs	Teaching and learning programs that address individual learning needs, adjustments documented in Personalised Learning and Support Plan.	Whole school
Prevention	Restorative Practice approach	Focus on building and maintaining and restoring positive relationships.	Whole school
Prevention	Movement breaks	Integrated across all Key Learning Areas.	Whole school
Early Intervention	PBL Tier 1	Positive Behaviour for Learning (PBL) Tier 1 Schoolwide and classroom systems of support that bring together the whole school	Whole school

Care Continuum	Strategy or Program	Details	Audience
		community to contribute to developing a positive, safe and supportive environment.	
Early Intervention	Classroom management	Communication with parents/carers via phone and email.	Class
Early Intervention	Classroom management	Explicit teaching and modelling of specific skills including behaviour expectations and social skills.	Class
Early Intervention	Classroom management	Circle time, drama, role plays and restorative practices.	Class
Early Intervention	Classroom management	Self-regulation support using brain breaks, yoga and mindfulness, weighted toys.	Class
Early Intervention	Classroom management	Peer support and buddy programs.	Class
Early Intervention	Cyber safety	Student digital user contract outlining expectations of behaviour	Whole school
Targeted Intervention	Learning and Support meetings	Regular parental and carer communication at Learning Support meetings. The Learning Support team consisting of AP from each stage, work with teachers, families to support those students who require personalised learning and support.	Students with complex and challenging needs
Targeted Intervention	Check in /check out	Regular check with nominated staff.	Students with complex and challenging needs
Targeted Intervention	Top Blokes	Stage 3 boys equipped with skills set to engage with community respectfully and responsibly. To increase their resilience, empathy, and respect for self and others, and in doing so work to reduce the rates of suicides, mental health issues, antisocial and risk-taking behaviours.	Stage 3 boys with identified needs
Targeted Intervention	PCIT (Parent Child Interaction Therapy)	Students in K-2 screened by a psychologist. Students identified engage in assessments with potential to access the therapy clinic.	K-2 students with identified needs alongside their families and teachers.
Targeted Intervention	Tiered Social Skills groups	Socio-emotional learning groups at play time and part of learning support co-ordination.	Students with identified needs

Care Continuum	Strategy or Program	Details	Audience
Targeted Intervention	Peer mentors	Buddy system utilising Stage 3 students.	Students with identified needs
Targeted Intervention	Play based groups	Break time groupings utilising SLSO support.	Students with identified needs
Targeted Intervention	Classroom	Communication books and regular contact with parents/carers.	Students with identified needs
Targeted Intervention	Explicit modelling	Individual expectations, goals and strategies to attain goals.	Students with identified needs
Targeted Intervention	Movement breaks	Gross motor movement breaks including sports, walking and gardening.	Students with identified needs
Targeted Intervention	Planning of transition strategies	From class to playground, lesson to lesson, grade to grade and school to school.	Students with identified needs
Individual	Classroom Management	Communication books and regular contact with parents/carers	As required for individual students.
Individual	Classroom Management	Self-regulation strategies including visual timetables, timers, regular breaks, fidgets and weighted toys	As required for individual students.
Individual	Learning Support	Development of PLaSPs	As required for individual students.
Individual	Explicit modelling	Individual expectations, goals and strategies to attain goals	As required for individual students.
Individual	Movement breaks	Gross motor movement breaks including sports, walking and gardening.	As required for individual students.
Individual	Planning of transition strategies	From class to playground, lesson to lesson, grade to grade and school to school.	As required for individual students.
Individual	Functional Behaviour Assessment	Functional Behaviour assessment led by APLS and team leaders.	As required for individual students.
Individual	Access Request	Student observations and data alongside external provider reports supporting the submission of access requests: integration funding support, or specialised setting.	As required for individual students.
Individual	Itinerant support teachers	Students with disability or significant needs access help from	Students with disability or

Care Continuum	Strategy or Program	Details	Audience
		itinerant support teachers (hearing, vision conductive hearing loss), early intervention and support teacher transition.	significant support needs
Individual	Delivery Support: Team around a school and external providers	Cohesive strategy utilising Learning and Wellbeing Officer, Assistant Principal Learning and Support, Senior Psychologist Education, school based Psychologist, Behaviour Specialist, Out of Home Care Teacher, Itinerant Support Teacher, Early Intervention, Support Teacher Transition, Aboriginal Community Liaison Officer, Home School Liaison Officer, Aboriginal School Liaison Officer, Assistant Principal Sensory, Learning and Wellbeing Advisor, Learning and Wellbeing Coordinator, NDIS Transition Coordinator and Network Specialist Facilitator.	As required for individual students.
Individual	Transition to School	Early Intervention to preschool setting, comprehensive transition workshops and visits, where appropriate part time exemption plans to adjust to routines in a five-week cycle.	As required for individual students.

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

Refer to Appendix 1 and Appendix 2

### 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.



## Reporting and recording behaviours of concern

Staff 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](#).

## Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Teachers model restorative strategies in the classroom.	Integrated	Class teachers	SEL learning program
Role play embedded in SEL program to develop self-awareness, self-management, social awareness, relationship skills and responsible decision making.	Integrated	Class teachers	SEL learning programming
Circles demonstrating equality, democracy, safety, respect, inclusion agency and choice.	As required	School leaders and classroom teachers	Incidents recorded in School Bytes
Conflict Resolution	As required	All staff	Incidents recorded in School Bytes
School counselling	School Psychologist	Learning Support Team	Confidential student file
Peer mediation	As required	Team leaders or class teachers	Incidents recorded on School Bytes
Reflection Restorative Space Planned Consequence (3 x incident recorded on School Bytes)	Lunch time Duration 10 minutes or half of lunch Students will eat and use toilets when needs arise	Assistant Principal	Incidents recorded on School Bytes
Reflection Restorative Space Planned Consequence (3x3 incidents recorded on School Bytes)	Lunch time half of lunch Students will eat and use toilets when needs arise	Principal	Incidents recorded on School Bytes
Teacher-Directed Reflection time Planned Intervention Paired with restorative Conversation	In classroom 10 minutes	Classroom teacher	Incidents recorded on School Bytes
Self-Directed reflection time during class time	In class Designated	Class teacher with student	Incidents recorded on the

Action	When and how long?	Who coordinates?	How are these recorded?
Planned Informal behaviour support strategy	space 10 minutes		class Behaviour Chart
School Bytes Wellbeing entries will be monitored by the stage coordinators and discussed at each stage meeting (Student matters)	Stage meetings 10 minutes	Stage coordinators	Incidents recorded in School Bytes

Panania Public School Behaviour Support and Management Plan is written in alignment with NSW Department of Education policy and procedures. These include:

[Inclusive Education Policy](#)


[Student Behaviour Policy](#)

[WHS Policy](#)

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026

Appendix 1: Behaviour management flowchart

 <h2 style="text-align: center;">Panania Public School : Behaviour Management Flow Chart</h2>	
<p><b>Calm and engaged classroom / Apply preventative strategies.</b></p> <ul style="list-style-type: none"> <li>▪ verbal positive feedback                             <ul style="list-style-type: none"> <li>▪ Panania Tickets and class-based reward system</li> <li>▪ Bronze, Silver and Gold Awards</li> </ul> </li> <li>▪ Parent feedback and communication                             <ul style="list-style-type: none"> <li>▪ Assembly/class/sport awards/Presentation Day</li> </ul> </li> </ul> <p>Positive classroom climate, providing and teaching explicit rules, engaging lessons, active supervision, offering pre-corrections.</p> <p><i>Example:</i> PBL lessons, Yarning time—Friendly School Plus Programs, Self-regulation support using brain breaks, sensory tools, and Mindfulness.</p>	
<p><b>Observed Behaviour</b></p> <ul style="list-style-type: none"> <li>▪ Does the behaviour pose a risk to the safety or wellbeing of students or others?                             <ul style="list-style-type: none"> <li>▪ Is the behaviour minor or major?</li> </ul> </li> <li>▪ At any time through this process, behaviour is corrected, teacher to recognise the positive behaviour.                             <ul style="list-style-type: none"> <li>▪ Behaviour tracked on class consequences chart.</li> </ul> </li> </ul>	
<p><b>Minor Behaviour</b></p> <ul style="list-style-type: none"> <li>▪ Defiance</li> <li>▪ Disrespect</li> <li>▪ Inappropriate language</li> <li>▪ Out of bounds</li> </ul>	<p><b>Major Behaviour</b></p> <ul style="list-style-type: none"> <li>▪ Constant defiance, disrespect, or disruptive behaviour</li> <li>▪ Abusive language / constant inappropriate language</li> <li>▪ Physical aggression / fighting</li> <li>▪ Theft</li> <li>▪ Harassment / Bullying</li> <li>▪ Absconding / Refusal to go to class (call for exec support)</li> </ul>
<p><b>Review and Re-teach positive behaviour</b></p>	
<p><b>Conference with student at appropriate time - Re-teach positive behaviour</b></p> <p>Step 1 Corrective verbal reminder referring to expectation [Re- teach expected behaviour]</p> <p>Step 2 Corrective verbal reminder referring to expectation [Re- teach expected behaviour]</p> <p>Step 3 Teacher directed choice of action Reflection: Recommend one minute per age of student within the space or agreed location. (invite back when appropriate)</p> <p style="text-align: center;"><i>Intervention</i></p> <p style="text-align: center;"><i>Consider additional supports:</i></p> <ul style="list-style-type: none"> <li>▪ LST referral</li> <li>▪ Individual Behaviour Plan</li> <li>▪ Risk Management Plan</li> <li>▪ Contact Parents/ Carers</li> <li>▪ In class observations</li> <li>▪ School psychologist intervention</li> <li>▪ AP Learning and Support</li> <li>▪ Behaviour Support Specialist intervention</li> </ul>	<p>Step 1 Call for executive - Ensure the safety of all students</p> <p>Step 2 Executive to determine appropriate action</p> <p>Step 3 Conference with teacher, student, executive, parent/carer</p> <p style="text-align: center;"><i>Intervention</i></p> <p style="text-align: center;"><i>Assistant Principal/ Principal to decide upon further consequences.</i></p> <ul style="list-style-type: none"> <li>▪ In school suspension</li> <li>▪ Out of School Suspension (only be approved by the Principal)</li> <li>▪ Resolution meeting to include teacher and parent/carer.</li> <li>▪ Agreed expectations of behaviour and self-regulation strategies to be discussed and implemented.</li> <li>▪ Is a mandatory report required? if so, consult with Principal and MRG</li> <li>▪ Suspension of school-based events including but not limited to: PSSA, excursions, incursions.</li> </ul>
<p><b>Restorative Practice</b></p> <p>Teachers use restorative questions with students at each step. Upload restorative documentation to School Bytes. At every step student commits to improved behaviour, attitude, and engagement with classroom learning.</p>	
<p><b>Restorative Questions</b></p> <ol style="list-style-type: none"> <li>1. What happened?</li> <li>2. What could you have done differently?</li> <li>3. Who was affected by your actions?</li> <li>4. How do you think they might feel and what might they be thinking?</li> <li>5. What do YOU think needs to happen next and how can I support you?</li> </ol>	

## Appendix 2: Bullying Response Flowchart

