



Padstow North PS Behaviour Strategy

Last Updated: March 2023

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- Parent Overview of PN Behaviour and Support procedures
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At PNPS we use the care continuum as part of our behaviour strategy. Whole-school prevention approaches aim to establish and maintain safe, respectful learning environments for all students at PNPS. These learning environments include classrooms, playgrounds, online and any other school endorsed events and should encourage prosocial behaviour. These interventions underpin effective teaching and will reduce minor behaviours of concern when applied consistently.

<https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-teachers/the-care-continuum/applying-the-care-continuum#landing>

Padstow North PS School Behaviour Support and Management Plan

Overview

Padstow North 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 are the You Can Do It (YCDI) Social and Emotional Learning Program, Kindness Day, Harmony Day and the use of restorative practices.

Promoting and reinforcing positive student behaviour and school-wide expectations

Padstow North Public School has the following school-wide values and expectations:

Getting along – I can get along with others by accepting everyone, showing respect and being safe.

Persistence – I want to learn and I keep trying when something is challenging.
Success comes from hard work.

Resilience – I can solve problems effectively and show strength when times are tough.

Confidence – I attempt all tasks and can share my ideas and opinions with others respectfully during learning and play.

Organisation – I set goals to achieve my personal best, and I come to school ready to learn.

Padstow North PS uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

Implementation of the DOE 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.

Our Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention	YCDI program Behaviour matrix Games Club Special interest clubs Transition programs	School values are taught weekly through social and emotional learning lessons via the YCDI program. Clear and consistent expectations of behaviours via a school behaviour matrix. Class based system of expectations and positive reinforcement. Lunch time games club, teaching students how to take turns and interact with peers in a safe, supportive environment (also an early intervention initiative). Extra-curricular clubs, such as mindfulness, coding, drumming and dance; supporting students to feel a sense of belonging. Liaise with families, previous teachers, pre-school, other schools, and external paraprofessionals.	Staff Students Community External services
Early Intervention	Restorative conversation Parent meetings LST referral Time out	A restorative approach that focuses on building, maintaining, and restoring positive relationships. Communication with parents when students receive 2 white slips in one term or when concerns arise. LST referral and AP wellbeing support in and out of the classroom. This may include developing individualised learning or behaviour plans and social stories. (Also, a targeted intervention strategy). Time out with an AP to discuss alternate strategies and reinforce expectations.	Staff Students Community External services
Targeted Intervention	Monitoring Cards LST support Behaviour contract Communication with all stakeholders	Transition and monitoring cards—learning time and playground. Playground support to set the student up for success (may include a designated area to play). Learning and support intervention. Modified individual expectations and goals, via a negotiated behaviour contract. Meetings with parents/caregivers and relevant external support agencies to better understand and develop plans to meet individual student's needs. Regular contact with families, including celebrating success.	Staff Students Community External services
Individualised Intervention	Delivery Support	The above strategies also apply for individual intervention, including seeking the delivery support teams expertise. Attendance monitoring Negotiated playground programs	Staff Students Community External services

Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Restorative Conversation	Immediately after an incident.	Teacher who witnessed the behaviour	Sentral and details emailed to key school stakeholders
Time out or detention (This time is used to support the student to reflect on their behaviour, the impact on others and better strategies to use next time)	-Immediately after the behaviour arises and the situation has been thoroughly investigated. -In line with the school's behaviour matrix and expectations (ie level 1 behaviour typically equals time out for 3 lunch breaks; supporting students to reflect and develop better strategies). Student voice is included in this process.	Leadership team Parent contacted	Sentral and details emailed to key school stakeholders
Reward Initiatives -Tiered merit award system -Playground awards linked to values -Recognition of students who follow the values each term	-Merit awards presented at whole school assembly in weeks 3, 6 & 9 termly. -Weekly recognition of students using the school values on the playground. -Termly activity organised for students who have been following our school values.	Leadership team	Minutes of meetings Sentral PNPS Behaviour Procedures

Partnership with parents/carers

Padstow North PS will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies via community information sessions, surveys and as part of P&C meetings.

Padstow North PS will communicate these expectations to parents/carers by class dojo, school newsletter, assemblies, parent-teacher meetings, and P&C meetings.

School Anti-bullying Plan

Please see the school website for our school anti-bullying plan. Please refer to this link for more details [Bullying of Students – Prevention and Response Policy](#).

Reviewing dates

Last review date: March 2023

Next review date: End of 2023, ready to implement day 1, 2024.

ANTI-BULLYING PLAN 2023

Padstow North Public School

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. The NSW Department of Education requires all NSW public schools to have an Anti-bullying Plan which details the strategies implemented to reduce student bullying behaviours.

Resources

The NSW anti-bullying website (see: <https://antibullying.nsw.gov.au/>) provides evidence-based resources and information for schools, parents and carers, and students. Schools are encouraged to visit the website to support whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour.

Padstow North's commitment

Our school rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.


1 School culture and inclusion

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff will actively respond to student bullying behaviour.

Our school engages in the following practices to promote a positive school culture.

1.1 Student assemblies

Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.

Dates	Communication topics
Term 1	Behaviour code for students
Every wk 3,6,9	Role play/discussion linked to school values by student leaders at the Thursday whole school assembly.
Playground awards - with 	Students demonstrating school values on the playground go into a weekly canteen voucher raffle (from T2).

1.2 Staff communication and professional learning

Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.

Dates	Communication topics and Professional learning
2022-23	Review PNPS behaviour expectations for consistency with staff & students. Expectations clearly set for all.
2021-23	Trauma informed practice (presented by delivery support team and network behaviour specialist)
2022-23	Writing rigorous & achievable Individual Education Plans.
2022-23	Social and Emotional Learning - supporting students to self-regulate, maintain friendship and be successful.

1.3 New and casual staff

New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways.

- * PNPS staff/visitor handbook provides all key information to new staff when they enter on duty at the school.
- * An executive staff member speaks to new and casual staff when they enter on duty at the school.
- * Leadership team refers to the change of routine document developed to identify and support students with a disability or special needs when a casual is on the class.
- * The principal speaks to new executive staff when they enter on duty at the school, as part of the induction process.
- * The Principal/AP meets with new staff when they enter on duty at the school, as part of the induction process.

2 Partnerships with families and community

Effective schools have high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance and behaviour. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

2.1 Website

Our school website has information to support families help their children to regulate their emotions and behaviour and develop socially. Information is provided to assist if children have been involved in bullying behaviour (as the person engaging in bullying behaviour, as the person being bullied or as the person witnessing the bullying behaviour).

The following are published on our school's website. Check the boxes that apply.

- ☒ School Anti-bullying Plan ☒ NSW Anti-bullying website ☒ Behaviour Code for Students

2.2 Communication with parents

Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour.

Dates	Communication methods and topic
Term 1, 2023	P&C meeting - overviewing Behaviour Management Plan and AntiBullying Policy.
Term 1, 2023	School website
As need arises	During parent meetings or when working with students and staff.

3 Support for wellbeing and positive behaviours

Our school's practices support student wellbeing and positive behaviour approaches that align with our school community's needs.

Social and emotional skills related to personal safety, resilience, help-seeking and protective behaviours are explicitly taught across the curriculum in Personal Development, Health and Physical Education (PDHPE).

Examples of other ways our school will embed student wellbeing and positive behaviour approaches and strategies in practices include the following.

*Implementation K-6 of the You Can Do It (YCDI), social and emotional learning program.

*Child Protection, Drug Education, Internet Safety, Road and Sun Safety lessons.

*SRC initiatives to recognise and utilise student voice; includes termly fundraisers and annual student-voice student choice activity.

*Teaching of our school values weekly as part of YCDI lessons.

*Recognition of positive school behaviours each term via a special activity; students with one white slip or less can attend.

*Harmony day and Kindness Day.

Completed by: Genevieve Dennis

Position: Principal

Signature: Dennis3, Genevieve

Digitally signed by Dennis3, Genevieve
Date: 2023.02.28 10:05:35 +11'00'

Date: 28/2/23

Behaviour code for students

NSW public schools

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.

In 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

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour




Engagement



- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.



PNPS School Values

Resilience	Confidence	Organisation
		
I can solve problems effectively and show strength when times are tough.	I attempt all tasks and can share my ideas and opinions with others respectfully during learning and play.	I set goals to achieve my personal best, and I come to school ready to learn.

Getting Along	Persistence
	
I can get along with others by accepting everyone, showing respect and being safe.	I want to learn and I keep trying when something is challenging. Success comes from hard work.



Padstow North Public School

Behaviour Strategy and Staff Procedures

At PNPS we build students to be safe respectful learners who build, repair and maintain healthy relationships.

NOTE

White slips are used to support students to be respectful, safe and engaged learners. The key focus is on restoring relationships and teaching resolution and problem solving strategies (restorative practices).

White slips are a way to support students to understand and follow our school values. They provide boundaries & are a tool to let students know when they have crossed these boundaries.

All white slip behaviour must be well investigated. This includes the child admitting or a teacher witnessing the behaviour.

Students with additional needs require support to be successful at school, including following school values. When these students step outside the boundaries a conversation with the AP is to be organised to determine further actions.

A casual teacher experiencing problems with a child must notify the AP. The AP to determine actions.

RFF/support teachers follow the same processes, working in consultation with classroom teachers. RFF teachers can give white slips using these procedures – they are also responsible for the follow up including entering onto Sentral.

When unsure – see an AP or the Principal.

Playground and Class expectations are clearly displayed in ALL classrooms, including consequences.

Students Not Following Classroom Expectations

3 Warnings in one day = white slip. **Classroom teacher issues white slip.**

Teacher to record on Sentral and notify AP.

Classroom teacher keep record of white slips.

Students Not Following Playground Expectations – “Respectful and Safe”

Focus is on students following instructions and redirecting to other areas and/or students.

Warnings can be given – the playground teacher notifies the classroom teacher via email/text (this may contribute to a white slip for classroom & playground issues).

Serious behavior as indicated in our procedures = white slip or level. **Send for exec support.**

Playground duty teacher to enter behaviour incidents on Sentral.

Classroom Behaviour: Teacher who gave the white slip meets with the child during break time to discuss and use restorative questions to teach expectations (including the why).

Playground Behaviour: Playground teacher to notify classroom teacher. A **RESTORATIVE CONVERSATION** will then take place ran by the teacher who witnessed/dealt with the incident (may also include class teacher or AP if the duty teacher is not familiar with the child)

2nd White Slip in a term

1. Restorative conversation (see box above).
2. Teacher to touch base with the AP to discuss.
3. Class teacher to call student's family.

3rd White Slip in a term: LEVEL 1

1. Child referred to AP who implements consequences. Time out - 3 days, restorative conversation, monitoring card 5 days (see behaviour matrix for full explanation)
2. For a child on a monitoring card (or level), the three warning process continues before given an “X”. They stay on this card until successful in the classroom & playground, then back to base camp. Serious misbehavior to level 2 – action by principal.

LEVEL 2: Same as Level 1, see behaviour matrix for full explanation.

LEVEL 3: Usually an in-school or suspension involved. On return, student is on monitoring card before returning to base camp. See behaviour matrix for full explanation.

Termly Reward Afternoon. Students who have followed our School Values will participate in a special reward afternoon. (Student with one or no white slips are eligible per term).

What is

RESTORATIVE JUSTICE



When someone's behavior causes someone else harm, restorative justice is those two people meeting to come to a resolution that will **best repair that harm**.

It is **not about punishment** like detention, fines, or prison.

It's about healing and change.

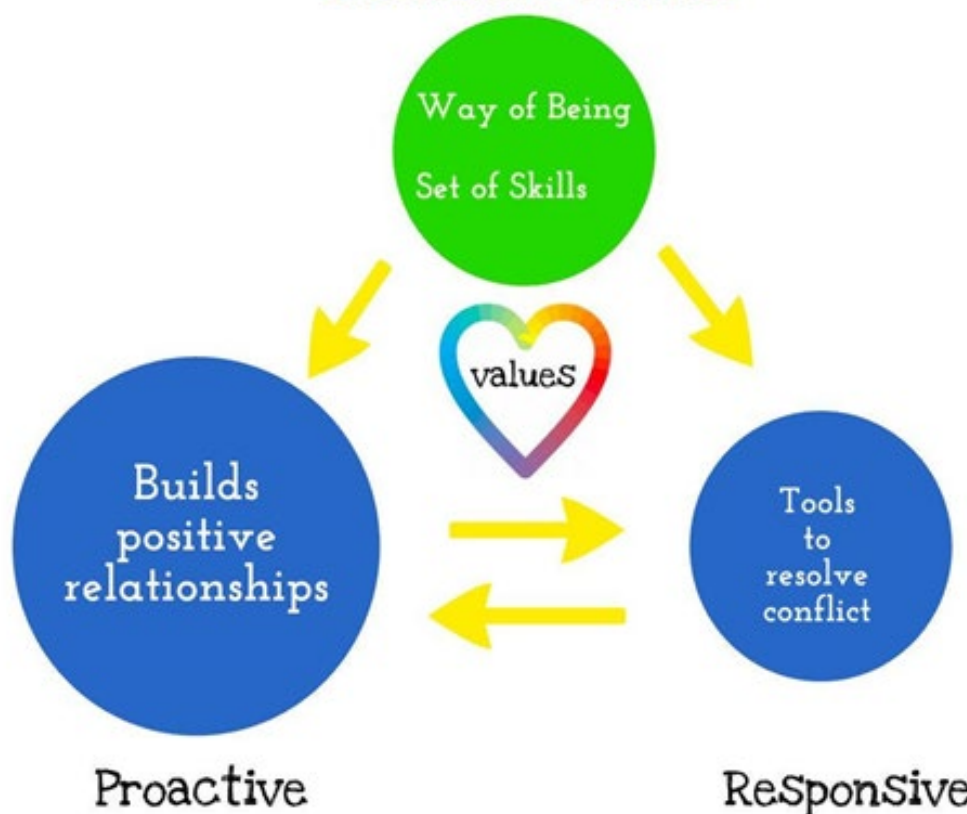
When speaking to someone
who has caused harm...

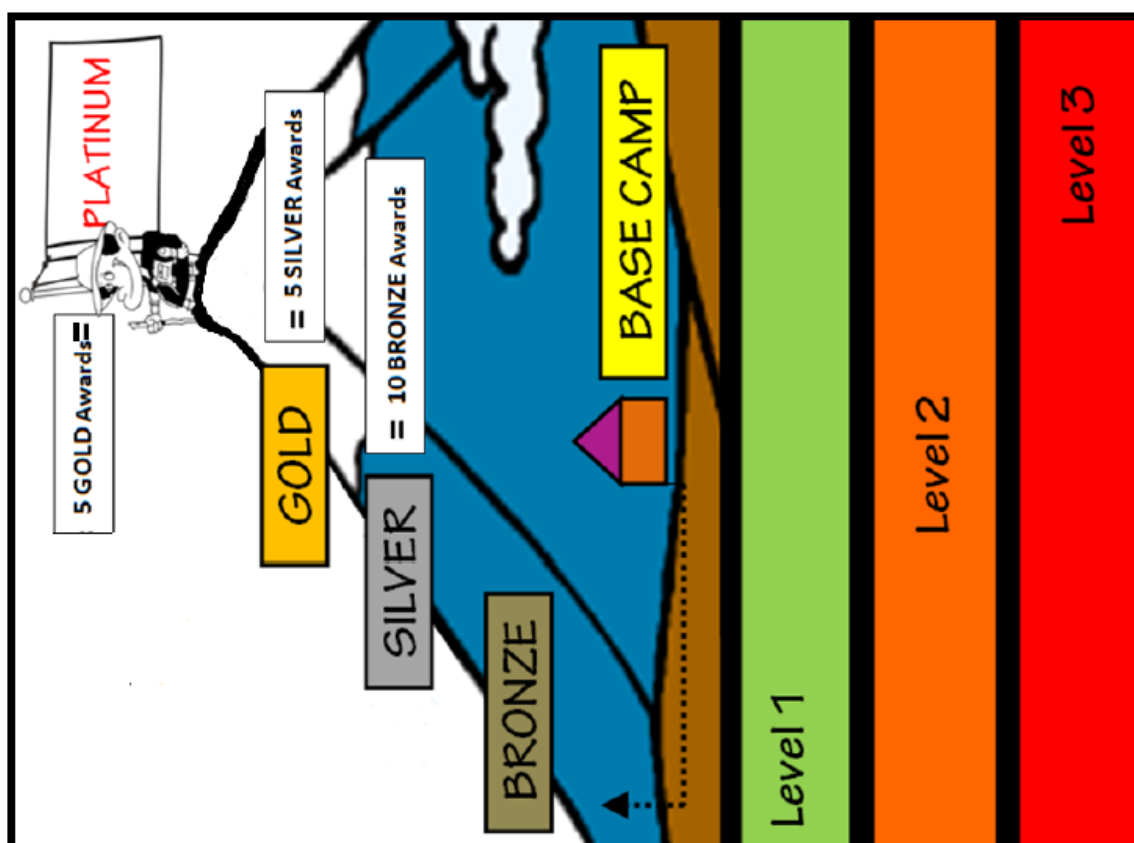
- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who do you think has been affected by what you did? In what way?
- What do you need to do to make things right?
- How can we make sure this doesn't happen again?

When speaking to someone
who was harmed...

- What did you think when it happened?
- What have you thought about since?
- How have you been affected?
- Who else has been affected?
- What's been the hardest part?
- What's needed to make things right?
- How can we make sure this doesn't happen again?

Restorative Practice





Encouragement Award Scheme

10 BRONZE= 1 SILVER

(presented at weekly assembly)

5 SILVER= 1 GOLD

(presented at GOLD Assemblies, Wks 5/10 of each term)

5 GOLD=1 PLATINUM MEDALLION

(presented at end of year award ceremony)

- BRONZE awards can be awarded by all regular members of staff.
- Students alert their classroom teacher when they have collected the required number of awards.
- Classroom teacher signs back of awards before issuing the higher award.
- Awards should be stored safely at home by the student.

PLAYGROUND TICKETS:

can be awarded for exemplary behaviour in the playground. A token is drawn from a box each week at assembly. The child whose token is drawn from the box is awarded a Playground Award which allows the student to spend a token amount at the Canteen the following week.

Termly Reward Afternoon. Students who have followed our School Values will participate in a special reward afternoon. (Student with one or no white slips are eligible per term).

Updated March 2025

	WARNING 3 warnings = white slip		Support Strategies	Immediate white slip
WHITE SLIP	Classroom Examples	Playground Examples	Teacher discretion is required. Possible strategies...	Deliberate unsafe and disrespectful behaviour, such as:
	<ul style="list-style-type: none">Calling out/back chatNot following instructionsNot following class expectationsDistracting othersLate to class from breakMisuse of materials	<ul style="list-style-type: none">Not playing nicely/fairlyRunning in a walk zoneThrowing waterToilet playInappropriate language (low level)Mobile phone/apple watch used between 9-3Unsafe hands/feet	<ul style="list-style-type: none">In class – quick teacher chatMove the childOn the playground – have the child sit in a quite spot to calm, walk and talkRedirect child to another area to play or other studentsRestorative conversation	<ul style="list-style-type: none">Deliberately out of bounds and unsafe (ie. car park)Intentional rough and unsafe play (risk of student injury)Low level fighting (may result in 2 white slips if physical and name calling)Pushing/kicking/hitting...Serious name calling/swearing or threats of violence.Continued swearing/inappropriate language.Inappropriate use of google/techMobile not secured in school bag 8:45-3pm (e.g., playing games)Continued low level behavioursVery minor stealing (ie stationary)
OUTCOME (or at the discretion of the principal)				
LEVEL 1	Typical Behaviours			OUTCOME (or at the discretion of the principal)
5 days and then returns to base camp if no further incidents occur	<ul style="list-style-type: none">3 white slips in a term (This level is repeated behaviours or a SERIOUS incident)Inappropriate serious body contact including fighting or repeated minor fighting.Intimidation/bullying – premeditated and has occurred more than once.Stealing – ie taking from student bags, money...Leaving school groundsBringing vapes/e-cigarettes to school.Intentional racial/sexist/sexualised comment/sSerious misuse of technology (eg swearing, viewing inappropriate content)Misuse of social media that includes students in uniform or references the school.Misuse of a mobile phone (eg. disrupts learning, continued use in school hours)Deliberate damage to school property (eg. removable graffiti)			
LEVEL 2	7 days and then returns to base camp if no further incidents occur			OUTCOME (or at the discretion of the principal)
	<ul style="list-style-type: none">Persistent Level 1 behavioursContinual harassment/bullying/threatening with the intent to harm.Serious damage to school property, including vandalismUsing vapes/e-cigarettes to school (depending on circumstances this may become Level 3)Misuse of technology that targets others, including misuse of mobile phones (eg taking photos & filming without permission, sharing inappropriate content). Depending on the content this may be a level 3 incident determined by the principal			
LEVEL 3	10 days and then returns to base camp if no further incidents occur			OUTCOME (or at the discretion of the principal)
	<ul style="list-style-type: none">Willful serious damage to school propertyStealing (major) - from the school (ie. iPad)Possession and intended use of weapons, drugs etc. at school.Violence with deliberate intentPersistent Level 2 behaviours			
Note: This matrix may not be applicable to those students that require individual or targeted intervention, as identified by the principal & LS team (in line with the DOE care continuum). A separate behaviour plan in consultation with all stakeholders will be put in place.				

Appendix



Padstow North Public School School Behaviour and Support Procedures Community Information

"A quality education in a caring environment"



<p>At Padstow North Public School we are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.</p> <p>In NSW public schools' students are expected to:</p> <ul style="list-style-type: none"> ■ 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 <p>Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning (<i>DOE Behaviour Code for Students</i>)</p>	<p>There are four central components that drive our approach to discipline at PNPS.</p> <ol style="list-style-type: none"> 1. The DOE Behaviour Code for Students, which is the foundation for our school rules. 2. Strategies and practices that promote positive student behaviour, including specific strategies to maintain a climate of respect. 3. Strategies and practices to recognise and reinforce student achievement. 4. Strategies and practices to manage inappropriate student behaviour. <p><i>"We use restorative conversations to give students a voice, resolve conflict, maintain friendships and to develop the strategies to solve problems".</i></p>	<p>Padstow North School Values</p> <p>Get along – I can get along with others by accepting everyone, showing respect and being safe.</p> <p>Persistence – I want to learn and I keep trying when something is challenging. Success comes from hard work.</p> <p>Resilience – I can solve problems effectively and show strength when times are tough.</p> <p>Confidence – I attempt all tasks and can share my ideas and opinions with others respectfully during learning and play.</p> <p>Organisation – I set goals to achieve my personal best, and I come to school ready to learn.</p>
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"At Padstow North PS we build students to be safe respectful learners who build, repair and maintain healthy relationships".



Level 1 Monitoring Card – 5 days (AP to oversee with classroom teacher support)

	Date:	Date:	Date:	Date:	Date:
Morning Session	Signed:	Signed:	Signed:	Signed:	Signed:
Lunch	Signed:	Signed:	Signed:	Signed:	Signed:
Middle Session	Signed:	Signed:	Signed:	Signed:	Signed:
Recess	Signed:	Signed:	Signed:	Signed:	Signed:
Afternoon Session	Signed:	Signed:	Signed:	Signed:	Signed:
Parents Signature					



Name: _____ Monitoring card started on: _____ Ends on: _____

What are my goals?

What strategies do I need to achieve my goals?

Who can help me?



Level 2 K-2 Monitoring Card – 7 days (AP to oversee with classroom teacher support)

	Date:	Date:	Date:	Date:	Date:
Morning Session	Signed:	Signed:	Signed:	Signed:	Signed:
Lunch	Signed:	Signed:	Signed:	Signed:	Signed:
Middle Session	Signed:	Signed:	Signed:	Signed:	Signed:
Recess	Signed:	Signed:	Signed:	Signed:	Signed:
Afternoon Session	Signed:	Signed:	Signed:	Signed:	Signed:
Parents Signature					




























Name: _____ Monitoring card started on: _____ Ends on: _____

What are my goals?

What strategies do I need to achieve my goals?

Who can help me?

Level 2 Years 3-6 Monitoring Card – 7 days (AP to oversee with classroom teacher support)

	Date:	Date:	Date:	Date:	Date:
Morning Session	 Signed:	 Signed:	 Signed:	 Signed:	 Signed:
Lunch	 Detention with AP Signed:	 Detention with AP Signed:	 Detention with AP Signed:	 Detention with AP Signed:	 Detention with AP Signed:
Middle Session	 Signed:	 Signed:	 Signed:	 Signed:	 Signed:
Recess	 Detention with AP Signed:	 Detention with AP Signed:	 Detention with AP Signed:	 Detention with AP Signed:	 Detention with AP Signed:
Afternoon Session	 Signed:	 Signed:	 Signed:	 Signed:	 Signed:
Parents Signature					

Name: _____ Monitoring card started on: _____ Ends on: _____

What are my goals?

What strategies do I need to achieve my goals?

Who can help me?

