

# Padstow Heights Public School Behaviour Support and Management Plan

## Overview

Padstow Heights Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. The school's vision is that every student should be challenged to learn and continually improve in an environment of inclusivity and high expectations. We believe connecting students to purpose and meaning in their learning is vital for supporting the development of the whole child.

Our goal is to inspire every child to participate positively in the school community and beyond. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful learners in a caring learning community.

Principles of positive behaviour support, trauma-informed practice, inclusive practice, and social emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

To achieve our mission, key programs prioritised and valued by the school community are:

- [Second Step](#) – a social and emotional learning (SEL) program to help students build social-emotional skills – like nurturing positive relationships, managing emotions, and meeting goals – so they can thrive in school and in life.
- [Positive Behaviour for Learning \(PBL\)](#) - an evidence-based framework to develop a positive, safe and supportive learning culture, assisting the school to improve social, emotional, behavioural and academic outcomes for students.

These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying.

Padstow Heights Public 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. Staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

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 actively respond to student bullying behaviour.

## Partnership with parents and carers

Padstow Heights Public School's goal is for the entire school community become learning partners who work collaboratively to ensure our students leave school demonstrating resilience and determination in their pursuit of continuous growth, empowered to be local and global citizens.

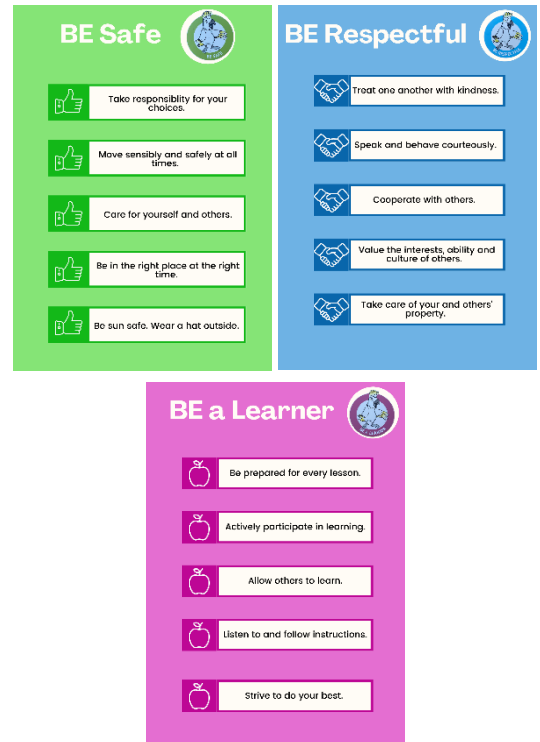
The school will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies by:

- inviting parent/carer and student feedback through formal and informal means, such as Tell Them From Me surveys, school surveys, consulting with the P&C and local AECG.
- using concerns raised through complaints procedures to review school systems, data and practices.

Padstow Heights Public School will communicate these expectations to parents/carers through the school newsletter, P&C meetings and School Bytes. Our school aims to build 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

Key Concept	Expectations
Be Safe	<ul style="list-style-type: none"> <li>• Take responsibility for your choices.</li> <li>• Move sensibly and safely at all times.</li> <li>• Care for yourself and others.</li> <li>• Be in the right place at the right time.</li> <li>• Be sun safe. Wear a hat outside.</li> </ul>
Be Respectful	<ul style="list-style-type: none"> <li>• Treat one another with kindness.</li> <li>• Speak and behave courteously.</li> <li>• Cooperate with others.</li> <li>• Value the interests, ability and culture of others.</li> <li>• Take care of your and others' property.</li> </ul>
Be a Learner	<ul style="list-style-type: none"> <li>• Be prepared for every lesson.</li> <li>• Actively participate in learning.</li> <li>• Allow others to learn.</li> <li>• Listen to and follow instructions.</li> <li>• Strive to do your best.</li> </ul>



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

### Whole school approach across the care continuum

Our school embeds student wellbeing and positive behaviour approaches, strategies and 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. Whole school approaches across the care continuum 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
- recognising and reinforcing student achievement in a number of ways (see below).

Award	Given by	When	Reward
<b>Crackers</b>	All teachers	Frequently – classroom and playground	Fortnightly winners are drawn from the cracker barrel at assembly, winners receive an ice block.
<b>Merit Awards</b>	Class teachers	Fortnightly	Merit award recipients are presented their award at assembly each fortnight.
<b>Learning Power Awards</b> (Appendix 3)	All teachers	Daily	Students accumulate Learning Power Awards

Whole school approaches across the care continuum are detailed below:

Care Continuum	Strategy or Program	Details	Audience
<b>Prevention</b>	School-wide positive behaviour expectations	Classroom management – explicit teaching, high expectations and visual display of rules, assembly/presentation awards.	All
<b>Prevention</b>	Wellbeing check-ins	Intervention to support and increase the coping strategies of students who are feeling anxious, stressed or concerned about situations at school.	K-6
<b>Prevention</b>	National Week of Action (NWA)	Our school participates in the annual National Week of Action against Bullying and Violence each year.	K-6
<b>Prevention</b>	Child Protection	Teaching child protection education is a mandatory part of the syllabus.	K-6
<b>Prevention</b>	Second Step	Second Step is an evidence-based social and emotional learning (SEL) program to help students build social-emotional skills – like nurturing positive relationships, managing	All

Care Continuum	Strategy or Program	Details	Audience
		emotions, and meeting goals— so they can thrive in school and in life.	
<b>Prevention</b>	School-wide 'cracker' awards	A positive, tangible, reinforcer to acknowledge expected behaviour.	K-6
<b>Prevention</b>	Planned transitions and orientations	Structured transition programs for students moving from kindergarten to primary and from primary to high school, with specific strategies to prepare students for new environments, routines, and expectations. Includes orientation sessions, buddy systems, and regular communication with families.	All
<b>Prevention</b>	Professional Learning	Staff complete professional learning that explores the underlying reasons and factors that influence behaviour, how to respond to behaviour escalation and strategies to assist students with complex and challenging behaviours	All staff
<b>Prevention</b>	Differentiation	Implementation of differentiated instruction to meet the diverse learning needs of students, providing varying levels of support and challenge. Tailored strategies may include scaffolded tasks, flexible grouping, and individualised learning goals.	All
<b>Early intervention</b>	Australian eSafety Commissioner Toolkit for Schools	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	All
<b>Early Intervention</b>	Police Liaison Officer	A resource used to engage with the students and school community about creating and maintaining safe online environments to prevent cyberbullying incidents.	3-6
<b>Targeted intervention</b>	Learning and Support	The Learning Support Team (LST) works with teachers, students and families to support students who require personalised learning and support.	All
<b>Targeted Intervention</b>	Restorative conversations	Conversations between staff and students to address conflicts, restore relationships, and repair harm caused by inappropriate	All

Care Continuum	Strategy or Program	Details	Audience
		behaviour. Focus on reflection, accountability, and moving forward positively.	
<b>Targeted Intervention</b>	Social stories	Personalized short stories used to help students understand and respond appropriately to social situations and expectations. Designed to improve social understanding and reduce anxiety in specific scenarios.	Individual students
<b>Targeted intervention</b>	Attendance support	The LST refer 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, stage co-ordinators
<b>Targeted intervention</b>	Visual timetables	A visual representation of the day's schedule to help students. Reduces uncertainty and supports smooth transitions between activities.	Individual students
<b>Targeted intervention</b>	Sensory aids	Tools and resources (e.g., fidget toys, noise-cancelling headphones, weighted blankets) provided to students who need sensory regulation to manage their emotional and physical responses, enhancing focus and engagement.	Individual students
<b>Targeted intervention</b>	Restorative practices	A school-wide approach that focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.	All
<b>Individual intervention</b>	Individual behaviour support	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, LAST, AP
<b>Individual intervention</b>	Referral for health and wellbeing concerns	Executive to contact the Team Around a School for further support in regards to students' health, well-being or behaviour concerns that the school requires further support in managing.	Principal, stage co-ordinators
<b>Individual intervention</b>	Liaising with external supports	Collaborating with external professionals (e.g., psychologists, speech therapists, occupational therapists) to provide tailored interventions. Coordination between staff, families, and external agencies helps address complex behaviour or learning needs.	Individual students, LST, parent/carer

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

### Identifying behaviour of concern, including bullying and cyberbullying

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm.

Padstow Heights Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- directly observing a student's behaviours, interactions, verbal communications, or work produced.
- a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret.
- concerns raised by a parent, community member or agency.

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support, for example through the school counselling service.

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.

### Preventing and responding to behaviours of concern

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others. Corrective responses are recorded on School Bytes.

- **Teacher managed** – low level inappropriate behaviour is managed by teachers in the classroom and the playground.
- **Executive managed** – behaviour of concern is managed by school executive.

Teacher Managed Behaviours	Executive Managed Behaviours
<ul style="list-style-type: none"> <li>• <b>Disruptive behaviour:</b> Talking during instruction, calling out, interrupting others, or engaging in off-task behaviour.</li> <li>• <b>Non-compliance:</b> Failing to follow teacher instructions, such as not completing classwork or not adhering to classroom rules.</li> <li>• <b>Low-level defiance:</b> Refusing to participate in class activities or follow directions without escalating to disrespect or aggression.</li> <li>• <b>Playground issues:</b> Minor disagreements or conflicts during play, such as arguing over equipment, rules or taking turns.</li> <li>• <b>Inappropriate language:</b> Use of low-level, non-aggressive inappropriate language (e.g., casual swearing not directed at anyone).</li> <li>• <b>Minor property damage:</b> Accidentally damaging school property without intent or malice, such as breaking a pencil or knocking over classroom items.</li> <li>• <b>Inattention:</b> Not fully engaging in learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Physical aggression:</b> Hitting, kicking, pushing, or any form of physical violence directed at students or staff.</li> <li>• <b>Bullying or harassment:</b> Any sustained behaviour targeting others, including verbal, physical, or online bullying.</li> <li>• <b>Severe defiance:</b> Repeated refusal to follow instructions, complete work, or comply with reasonable requests from teachers, especially if it disrupts the learning environment.</li> <li>• <b>Threats of violence:</b> Any threatening behaviour towards students, staff, or school property, whether verbal or physical.</li> <li>• <b>Significant property damage:</b> Purposefully damaging school property or belongings of others, such as vandalism.</li> <li>• <b>Absconding:</b> Leaving school grounds or the classroom without permission, putting the student's safety at risk.</li> <li>• <b>Theft:</b> Taking property belonging to others with intent to permanently deprive them of it.</li> <li>• <b>Inappropriate sexual behaviour:</b> Any form of inappropriate sexual conduct, gestures, or language directed at others.</li> <li>• <b>Repeated patterns of low-level behaviour:</b> Persistent disruptive behaviour or non-compliance that has not been corrected by teacher-managed interventions.</li> </ul>

Corrective responses include:

Classroom	Non-classroom setting
<ul style="list-style-type: none"> <li>• rule reminder</li> <li>• re-direct</li> <li>• offer choice</li> </ul>	<ul style="list-style-type: none"> <li>• rule reminder</li> <li>• re-direct</li> <li>• offer choice</li> </ul>

<ul style="list-style-type: none"> <li>• error correction</li> <li>• prompts</li> <li>• reteach</li> <li>• seat change</li> <li>• stay in at break to discuss/ complete work</li> <li>• conference</li> <li>• time in a buddy class</li> <li>• time out, reflection and restorative practices</li> <li>• communication with parent/carer.</li> </ul>	<ul style="list-style-type: none"> <li>• error correction</li> <li>• prompts</li> <li>• reteach</li> <li>• play or playground re-direction</li> <li>• walk with teacher</li> <li>• time out, reflection and restorative practices</li> <li>• communication with parent/carer.</li> </ul>
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Padstow Heights Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Positive Behaviour for Learning is a whole-school framework that promotes positive behaviour across our school and helps to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

We acknowledge that not all students are encouraged by the same thing or in the same ways. Younger students may be more motivated by adult attention while older students are typically more motivated by peer attention, activities, privileges, or freedom. When learning new skills, students need immediate and frequent reinforcement and as they develop mastery they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts.

The use of verbal and non-verbal specific positive feedback is the most powerful way to:

- help adults and learners to focus on positive social behaviour
- increase the likelihood that students will use the expected behaviours and skills in the future
- decrease unexpected behaviour and reduce the need for corrective responses
- enhance self-esteem and build an internal focus of control.

Prevention	Early Intervention	Targeted/Individualised
Responses to recognise and reinforce positive, inclusive and safe behaviour	Responses to minor inappropriate behaviour are teacher managed.	Responses to behaviours of concern are executive managed
1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.	1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	1. Contact office to seek help from executive straight away if there is a risk. Otherwise notify student’s stage supervisor or executive ASAP and before the end of the school day.
2. Verbal and non-verbal specific positive feedback is paired with positive, tangible reinforcers for	2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise,	2. Executive/CT to take immediate steps to restore safety and return the situation to calm by using



acknowledging expected behaviour.	redirect with specific corrective feedback.	appropriate strategies such as: redirecting to another area or activity, providing reassurance or offering choices. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.
3. Tangible reinforcers include: Cracker awards – free and frequent Learning power awards and merit awards – significant and intermittent Learning power and merit awards are recorded and tracked.	3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied.	3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on School Bytes and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.
4. Social emotional learning lessons are taught through the Second Step program fortnightly.	4. Teacher records on School Bytes by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator (stage coordinator)	4. Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan.
<b>Teacher/parent contact</b>	<b>Teacher/parent contact</b>	<b>Teacher/parent contact</b>
Teacher contact through School Bytes, SeeSaw or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at fortnightly school assemblies.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.	Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School.

## Responses to serious behaviours of concern

Responses to serious behaviours of concern, including students who display bullying behaviour, are recorded on School Bytes. Responses may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- reflection and restorative practices (see below)
- liaise with Team Around a School for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- formal caution to suspend, suspension or expulsion.

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.

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support, in line with the school’s anti-bullying process. See Appendix 2.

**Reporting and recording behaviours of concern**

Staff will 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](#).

Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](#) and reporting links and guides for most sites, games and apps can be found at the [eSafety Guide](#)

**Detention, reflection and restorative practices**

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/development level of the student.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection – withdrawal from free choice play for a structured debriefing and planning after a behaviour of concern with an individual student.	Next break	Executive	Documented in School Bytes
Alternate play plan – withdrawal from free choice play and re-allocation to office or alternate area for supervised play after a behaviour of concern. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices.	Next break	Executive	Documented in School Bytes

**Review dates**

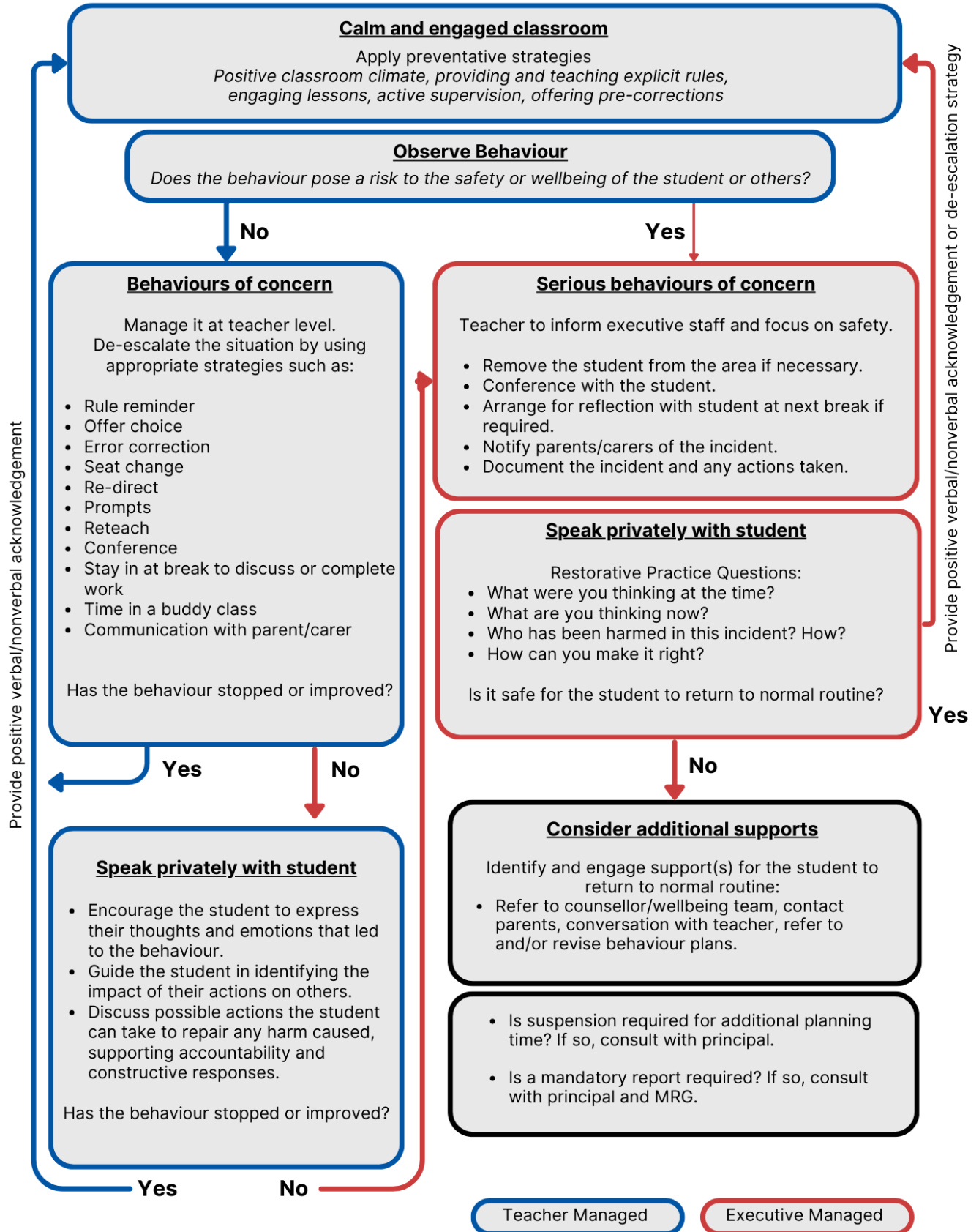
Last review date: 25<sup>th</sup> November 2024

Next review date: 25<sup>th</sup> November 2025

**Appendix 1: Behaviour management flowchart**



**Padstow Heights Public School  
Behaviour Management Flowchart**



## Appendix 2: Bullying Response Flowchart



### Padstow Heights Public School Bullying Response Flowchart

#### First hour: Listen

- Provide a safe, quiet space to talk and reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- As a mandatory reporter, if you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours

#### Day 1: Document

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student and check with the student to ensure you have the facts correct
- Enter the record in School Bytes
- Notify school executive of incident if required in line with behaviour management flowchart
- Notify parent/s that the issue of concern is being investigated

#### Day 2: Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

#### Day 3: Discuss

- Evaluate the information to determine if it meets the definition of bullying (see above)
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- If appropriate, work with executive to complete a Student Support Plan (Appendix 4) and agree to a plan of action and timeline for the student, parent and yourself

#### Day 4: Implement

- Document the plan of action in School Bytes
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

#### Day 5: Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in School Bytes

#### Ongoing follow-up

- Continue to check in with student on regular basis until Student Support Plan is complete
- Record notes of follow-up meetings in School Bytes
- Refer matter to the Learning and Support Team within 48 hours if the situation is not resolved
- Look for opportunities to improve school wellbeing for all students

### Appendix 3: Learning Powers Awards System

# PADSTOW HEIGHTS PUBLIC SCHOOL Learning Powers Awards System



Appendix 4: Student Support Plan



Padstow Heights Public School Student Support Plan

**Definitions & Guidance:**

Our school provides a safe and secure learning environment that is free from **harassment, intimidation or bullying (HIB)**.

This support plan aims to support both:

- the student who has been identified or allegedly identified as being harassed, intimidated or bullied, and;
- the student who has been identified or allegedly identified as harassing, intimidating or bullying another student.

It is understood that each situation is different and that additional considerations may be included.

This **Student Support Plan** will be completed by the School's Learning and Support Team representative, the student and a member of the targeted student's family. The principal or designee will see that it is implemented with the student and his/her family. The principal will also share this plan with all necessary school staff. The classroom teachers will leave a copy of the plan for any **relieving teachers** who come in.

The plan involves two components: the actions **school staff** will engage in and the actions the **student** will engage in. The plan has a **definite start and a proposed end date**. It is meant to cover the **entire school day**. The student needs to be safe during **the school day**.

The plan designates a **Primary Staff Contact** for the student. This person might be the classroom teacher or with whom the student feels most comfortable.

It is the intent of this plan that it be carried out in a way which is **minimally intrusive**. School layout, transition times, learning groups, Scripture and availability of staff may impact the plan.

Phone: 9773 9340

Email: padstowhts-p.school@det.nsw.edu.au



Student Support Plan

<b>Student Name:</b>	<b>Date:</b>
<b>Classroom Teacher:</b>	<b>Year:</b>
<b>Person filling out Support Plan:</b>	<b>Position:</b>
<b>Plan Start Date:</b>	<b>Planned Check In:</b>
<b>Reason for referral:</b>	
<b>Main Areas of Concern:</b>	<b>Classes:</b>
	<b>Playground/ Transitions:</b>
	<b>Outside school:</b>

**School/ staff**

1. All school staff will be notified of this safety plan and will make every effort to implement it successfully.
2. Any school staff who witness or are otherwise made aware of any harassing, intimidating or bullying behaviour, will intervene immediately and will report such behaviours to the principal.

**Classroom and Transition Times**

1. The following teacher/staff will be designated as the student's primary point of contact (trusted adult on school grounds).

Name:	Position:
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2. The following teachers/staff will be designated as the back up should the primary point of contact be unavailable.

Name:	Position:
Name:	Position:

Phone: 9773 9340

Email: padstowhts-p.school@det.nsw.edu.au



3. The following classes are classes in which there are conflicts present:

Class:	
Class:	

4. The following location has been designated as a safe area should something come up during break, lunch, and/or transitions:

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5. The Primary 'Point of Contact' will check in daily to ensure the plan is working.

6. The school will immediately report any harassing, intimidating or bullying behavior which is made aware to parents.

**The Student**

1. The following students are friend(s) that the student feels safe with:

Name:	Classes:
Name:	Classes:
Name:	Classes:

- will remain as close to the trusted friend(s) as reasonable during the school day.
- will seek out these students if he feels threatened or uncomfortable.
- will report any breach of this plan to his parents, designated trusted adult, teacher, or other identified staff immediately.
- will also report any such behaviour which occurs as a result of this plan outside of school.

Phone: 9773 9340

Email: padstowhts-p.school@det.nsw.edu.au



**Parents and Family**

1. Parents and other family members agree to monitor and support this Support Plan.
2. Parents are welcome to contact the school at any time to check the effectiveness of the plan.

If threats and harassment continue and/or escalate, further disciplinary action may take place including but not limited to suspension.

We agree to the Support Plan as stated above.

\_\_\_\_\_ Student Name Signature

\_\_\_\_\_ Parent/Guardian Name Signature

\_\_\_\_\_ Principal or designee Signature

**TO BE COMPLETED BY ADMIN/DESIGNEE**

Completed: \_\_\_\_\_

Modified: \_\_\_\_\_

Extended: \_\_\_\_\_

Phone: 9773 9340

Email: padstowhts-p.school@det.nsw.edu.au