NSW Department of Education
2025 Palmers Island Public School Behaviour Support and Management Plan

Overview

Palmers Island Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Our Behaviour Support and Management Plan has been developed to cultivate a school-wide safe, respectful, and inclusive learning environment that fosters academic excellence and social and emotional growth.

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

Through our school-wide rules of Be Safe, Be Responsible, Be Respectful and Be aware, that together embrace the principles of being a respectful safe learner, this plan aims to guide student conduct, nurture positive social interactions, and provide a framework for addressing behavioural challenges where student voice is encouraged and valued.

Our ongoing commitment to ensuring positive student wellbeing practices are maintained and supported at our school is embedded in our Strategic Improvement Plan through our Strategic Direction 2: Wellbeing and Engagement, with the goal to achieve a comprehensively planned approach to wellbeing.

In compiling this plan, our school contributors have consulted with the following Department of Education policies and supporting documents: Student Behaviour Policy (updated 2023), Wellbeing Framework for Schools (2018), Behaviour Code for Students (2023), School Community Charter (currently being reviewed), Inclusive Education Statement for Students with Disabilities (updated 2022), Bullying of Students – Prevention and Response (2022), Strong Strides Together (2022).

Partnership with parents and carers

Palmers Island Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by liaising with staff, students, Palmers Island Public School P&C Association, and the Lower Clarence (Yaegl) AECG.

Palmers Island Public School will communicate these expectations to parents/carers by employing open communication methods (interviews/meetings, newsletter, text/email, phone), providing access to parenting and support workshops, and written confirmation of policy and procedures, including the School Community Charter which informs parents and carers on how to engage positively with our school.

School-wide expectations and rules

Palmers Island Public School has implemented the following school-wide rules and expectations:

- **I am Safe** – We encourage students to play safely, use school equipment in a safe manner, wear approved school hats in the playground, travel safely to and from school by bus or private transport and follow teacher instructions. Students play safely keeping their hands and feet to themselves.
- **I am Responsible -** we encourage students to embrace the positive culture of our school, encourage others to do their best, to take positive ownership of their learning, setting personal goals and being an active and supportive member of our school.
- **I am Respectful** – We encourage students to share school spaces and facilities, show respect towards others and be responsible for their own behaviour.

• **I am Aware** – We encourage students to foster an inclusive environment where all students, especially those with disabilities, are supported to grow academically, socially, and emotionally. We aim to cultivate a culture of mutual respect, encourage personal responsibility, and promote emotional well-being. Our mission is to empower each student to thrive in an environment that embraces diversity and promotes understanding.

Palmers Island Public School's Behaviour Support and Management Plan is underpinned by the following fundamental beliefs:

- Both students and teachers have the right to work in a safe and predictable environment where staff and students feel physically and emotionally safe.
- Trust is a core principle of our policy, underpinning the foundation of a nurturing and inclusive environment.
- Throughout all interactions, the integrity of staff and students is crucial to building positive and respectful relationships.
- Students must be aware of, through explicit teaching, the expected standards of behaviour.
- All staff are required to maintain consistency when upholding the expected standards of behaviour.
- Consequences for inappropriate behaviour aim to establish connection and accountability. These consequences are transparent and agreed upon by staff, students and parents.

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.

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 cyberbullying 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 students.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Got It Program	This program provides a range of mental health and social and emotional wellbeing activities to build the capacity and resilience of young people.	Years K-2
Prevention	Second Step	Second Step aims to build a foundation for a positive, inclusive culture through developing skills-based competencies, which include perspective-taking, empathy, processing emotions, understanding and resolving conflicts, and building positive relationships.	Years K-6
Prevention	Child Protection Program	Delivery of the mandatory Child Protection program K-6.	Years K-6
Prevention	Trauma Informed Practice PL	Trauma-informed practice recognises student behaviour as communication.	K-6
Prevention	Positive Behaviour for Learning (PBL)	To develop a positive, safe and supportive learning culture. Our school expectations are; I am safe, I am Responsible, I am Respectful and I am Aware.	K-6
Prevention	Healthy Harold Life Education	To empower children and young people to make safer and healthier choices through education.	K-6
Prevention	Lunch Program	All students are offered a free lunch or crunch and sip on select days, building health and wellbeing	K-6
Early intervention	Staff Meetings including Learning and Wellbeing	Staff meet each week to discuss students and to identify early concerns of student behaviour and wellbeing	All staff
Early intervention	Learning and Wellbeing Referrals	Wellbeing meetings for discussion and processing ensure relevant staff are aware of pertinent details to support students or groups of students as required. Support may include referral to School Counsellor, or other DoE school services personnel, including Home School Liaison Officer	All Staff
Early intervention	Staff Mentor	Staff check in with a student to mentor and support. Students identify a trusted staff member who they can check in with.	All Staff K-6
Early intervention	PBL Lessons	Weekly focus on a targeted focus in response to student needs.	All Staff
Targeted intervention	Chill Club	To develop a positive, safe and supportive learning culture within structured small group play settings.	Student Support Officer K-6

Care Continuum	Strategy or Program	Details	Audience
Targeted intervention	Learning and Support Program	Teachers develop and maintain ILP's, IEP's and PLP's in collaboration with parents to establish learning plans and any risk assessments, including short/long term goals.	LaST, teachers, parents/caregivers and DoE supports when needed
Targeted intervention	Attendance Support	coordinate HSLO Attendance data sheets and follow up with home contact for attendance concerns. HSLO to support Principal with parent meetings and/or additional follow-up.	Principal, HSLO and individual students and their families/caregivers
Targeted intervention	School Counsellor Support	Individual counsellor support for students as required. Students to be referred through in school system for support.	Individual students and their parents/caregivers
Individual intervention	Parent/caregiver Meetings with class teacher or Principal	Collaborative approach to addressing issues that arise and goal setting to support student.	Staff, student and parents/caregivers
Individual intervention	Reflective Practice	Students exhibiting poor behaviour choices may be referred to the principal to engage in reflective practices to encourage them to consider their choices and how their actions impact on others, including how they can make things better.	Individual or groups of students

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.

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

- directly observing a child or young person's behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
- 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

Palmers Island Public School uses the following strategies to recognise and reinforce positive student behaviour and behavioural expectations:

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.

Specific positive feedback may not be sufficiently reinforcing for some students, so the school-wide continuum provides the opportunity to pair verbal or non-verbal feedback with a positive, tangible consequence.

The school-wide continuum for acknowledging expected behaviour includes:

- free and frequent – for everyday use by all staff in all settings
- moderate and intermittent – awarded occasionally, such as merit and principal awards
- significant and infrequent –semester or annual types of recognition, such as end of year awards.

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour	Targeted/Individualised Responses to behaviours of concern
Recognising and rewarding observance of the school's PBL expectation of I am Safe, I am Responsible, I am Respectful, and I am Aware. This recognition includes a Principal Award or class Dojos for individuals, extra playtime for the whole school and acknowledging students at lines or in class. Catching students doing the right thing and being a good role model. Student expected behaviour is visually displayed via the 'Above the Line' chart in each learning space.	Minor infringements across all settings, such as: back chatting, name calling, targeting of peers, class disruption, non-compliance, exclusion, careless incidents resulting in harm to others, out of bounds without permission. Students will work with staff to reflect on their choices and plan how they can make better choices in the future. Visuals of relevant behaviours for this category are displayed as orange behaviours on the "Above the Line' chart is each learning space.	Major infringements across all settings: deliberate minor hands-on others, ongoing non-compliance, and minor discrimination and targeting of peers. Behaviour reported to parents with a reminder of school expectations and at-risk behaviours that may lead to exclusion from school activities for safety reasons. A Behaviour Management Plan will be reviewed or created in collaboration with the students' parents/caregivers. Visuals of relevant behaviours for this category are displayed as red behaviours on the "Above the Line' chart is each learning space.

Responses to serious behaviours of concern

- Repeated behaviours across all settings as well as major hands-on, disrespectful behaviour and discrimination incidents will lead to 50% time off the playground and a warning of a suspension letter. Parents/caregivers will be called to discuss review and/or plan a behaviour management plan to support the students school engagement.
- If the behaviours continue the student will be suspended in line with DoE policy.
- 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 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.

Detention, reflection and restorative practices

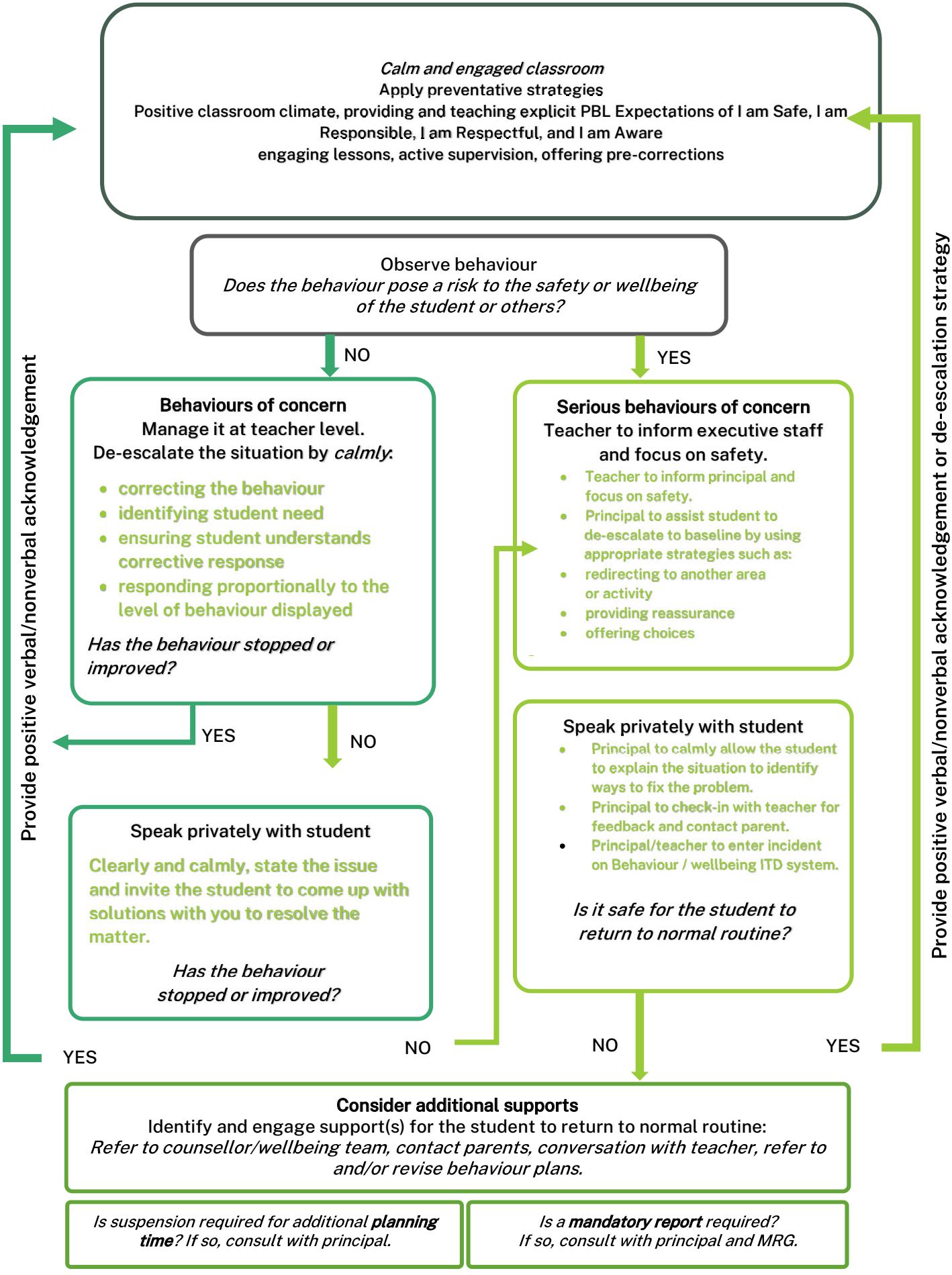
Toilet and food breaks are always included when withdrawal from free choice play at any break is planned as a response to behaviour.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Minor infringement	Walk with teacher or stay back in class to discuss behaviour. No more than 5 minutes	Teacher	All records kept in School Bytes Wellbeing module
Major infringement in class	Sent to the principal to discuss behaviour. Continue class work with the principal during class time.	Teacher Principal	All records kept in School Bytes Wellbeing module
Major infringement in playground	Time out of the playground to discuss behaviour with the principal and reflect. 50% of the break.	Principal	All records kept in School Bytes Wellbeing module
Repeated behaviours across all settings as well as major hands-on and discrimination incidents.	50% of time off the playground. Principal to meet with caregivers and a suspension warning letter, in accordance with DoE Policy	Principal	All records kept in School Bytes Wellbeing module

Review dates

Last review date: 10 February Term 1, 2025
Next review date: 10 February Term 1, 2026

Appendix 1: Behaviour management flowchart



Appendix 2: Bullying Response Flowchart (Optional)