

John Palmer Public School Behaviour Support and Management Plan

Overview

John Palmer 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 Positive Behaviour for Learning (PB4L) and our values awards – integrity, excellence and innovation.

Promoting and reinforcing positive student behaviour and school-wide expectations

John Palmer Public School has the following school-wide values and expectations:

- **Integrity** – committed to being honest and having strong moral principles
- **Excellence** – of the highest quality
- **Innovation** – the creative application of skills and strategies to new learning

Partnership with parents and carers

John Palmer Public 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.

John Palmer Public School will communicate these expectations to parents/carers through the school ENews posts, parent information sessions, three-way conferences and our school website. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

School-wide expectations and rules



ALL SETTINGS	<ul style="list-style-type: none"> • Be respectful • Be honest • Speak politely • Think of others • Keep our school tidy • Stand up for what is right • Show resilience • Use STAND to solve problems 	<ul style="list-style-type: none"> • Be safe • Always try your hardest • Keep your hands and feet to yourself • Move sensibly • Use the 5L's • Get involved • Use your manners 	<ul style="list-style-type: none"> • Think outside the box • Be creative • Use critical thinking • Be a problem solver • Always preserve
CLASSROOMS	<ul style="list-style-type: none"> • Take care of others • Make good choices • Work cooperatively • Work collaboratively 	<ul style="list-style-type: none"> • Be an active listener • Take pride in your school work • Be organised for learning 	<ul style="list-style-type: none"> • Take risks
HALL	<ul style="list-style-type: none"> • Clap appropriately to show appreciation • Stand quietly • Sing the national anthem respectfully 	<ul style="list-style-type: none"> • Sit quietly in your class lines 	
LIBRARY / OFFICE AREA	<ul style="list-style-type: none"> • Wait patiently • Use a quiet voice • Let visitors go first 	<ul style="list-style-type: none"> • Enter and exit sensibly • Listen to instructions 	<ul style="list-style-type: none"> • Demonstrate 21st century learning skills
PLAYGROUND	<ul style="list-style-type: none"> • Share the space and games • Invite others to join you • Pack away equipment • Put rubbish in bins 	<ul style="list-style-type: none"> • Follow the playground rules 	<ul style="list-style-type: none"> • Create new games with your friends
WALKWAYS	<ul style="list-style-type: none"> • Use the walkways instead of grass • Return to class quickly 	<ul style="list-style-type: none"> • Walk quietly so others can continue learning 	
SCHOOL ENTRANCES AND EXITS	<ul style="list-style-type: none"> • When walking, respect your school community • Line up safely at the kiss and drop • Follow road safety rules 	<ul style="list-style-type: none"> • Stay seated until 8.30am when the duty teacher comes • Walk bikes and scooters in and around our school 	
CANTEEN LINES	<ul style="list-style-type: none"> • Be patient • Wait behind the line 	<ul style="list-style-type: none"> • Line up in the correct line • Be ready to order 	
COMPUTERS	<ul style="list-style-type: none"> • Follow internet rules • Log off when finished • Respect devices 	<ul style="list-style-type: none"> • Learn your log-in details 	
TOILETS	<ul style="list-style-type: none"> • Respect the privacy of others • Flush the toilet • Return to class quickly 	<ul style="list-style-type: none"> • Wash hands with soap and water • Keep water in the sink • Use the toilet at appropriate break times 	

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

Care Continuum	Strategy or Program	Details	Audience
Prevention	School Value System	Our school values of Integrity, Excellence and Innovation have been used as the foundation for expectations and are thoroughly depicted within our school expectations matrix for various settings around the school.	Whole School (Students, Teachers, Parents)
	Classroom Management	Classroom Management follows the PB4L pedagogy and universal systems support consistent expectations school wide. Happy Faces are used to support positive behaviours and students are able to earn a number of these incentives within classroom settings. Classroom teachers choose classroom focuses based on the specific needs within their own classroom. Consequences follow our schoolwide systems and are consistent throughout the school.	Whole School (Students, Teachers, Parents)
	Playground Management	Supervising teachers use STAR awards to support positive behaviours in line with a school, stage or cohort fortnightly focus. Supervising teachers use the behaviours and consequences chart to ensure the prompt and consistent enactment of consequences where applicable.	Whole School (Students, Teachers, Parents)
	Transition Programs	Transition programs are available to support all students coming to and progressing through school, including our pre-school community connections, school tours and connections with the local high school.	Community Links (Pre-schools, The Ponds High School), Coordinating Teachers
	Expert Speakers	Dr Judith Locke – seminars provided for parents on supporting resilient and independent children. 1, 2, 3 Magic program – support materials available for families.	Teachers, students, parents
Early Intervention	Learning and Support Team	A rigorous learning and support system provides teachers and students with ongoing support for targeted class and cohort needs. The Learning and Support team provide connections to programs and initiatives to train and equip teachers in catering for the specific needs of their classes.	L&ST Teacher Family Supervisor
	Small Groups	Small groups are provided for targeted areas of need, including both social and academic. Some of the small group initiatives that are provided to support student behaviour include: Brave, Get Lost Mr Scary, getting along, games, and mindfulness/growth mindset groups.	L&ST Teacher Family Supervisor

	Student Wellbeing	Student wellbeing is provided through classroom programs including brain breaks, growth mindset activities, and health, wellbeing and relationships programs in PDHPE.	Teachers Students
Targeted and Individual intervention	Class and Playground Monitoring System	Targeted programs are developed for individual students who require specific support for positive behaviours. These programs are individualised and created in consultation with the Learning and Support team, and stage supervisor.	L&ST Supervisor
	Learning and Support	The Learning and Support Team work alongside the classroom teacher, parents and stage supervisor to create targeted programs and interventions to support individual students. These supports can include strategies for successful behaviour within the classroom and/or playground, referral to the school counsellor or external services, and student surveys to support individual plans.	L&ST Teacher Family Supervisor
	Counsellor Intervention	The School Counsellor is available for individual cases that may require specific expertise. The counsellor works with families and the school to create plans for the best options for ensuring the success of the student’s participation and attendance at school. Some of the services could include: Cool Kids, Positive Parenting Program (Triple P).	School Counsellor Family
	Attendance Programs	Attendance programs support the specific students who have demonstrated unusual attendance rates or school refusal. In a holistic approach, the deputy principal works alongside the HSLO, the family, the classroom teacher and stage supervisor of the student at risk to create and implement a coming to school plan.	DP HSLO Classroom Teacher Family
	Individual Plans	Individual plans provide a bank of interventions that can be adjusted and communicated with all stakeholders to ensure the success of individual students in the areas of behaviour and attendance. Individual plans may include academic as well as social and emotional goals and are negotiated with the child and their family. Additional programs and interventions may supplement these plans. Plans are reviewed often and passed on to subsequent teachers to ensure ongoing success of the student.	L&ST Teacher Family Supervisor

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

John Palmer 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 (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 serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Sentral. These 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
- detention, reflection and restorative practices (listed 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.

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 either break is planned as a response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

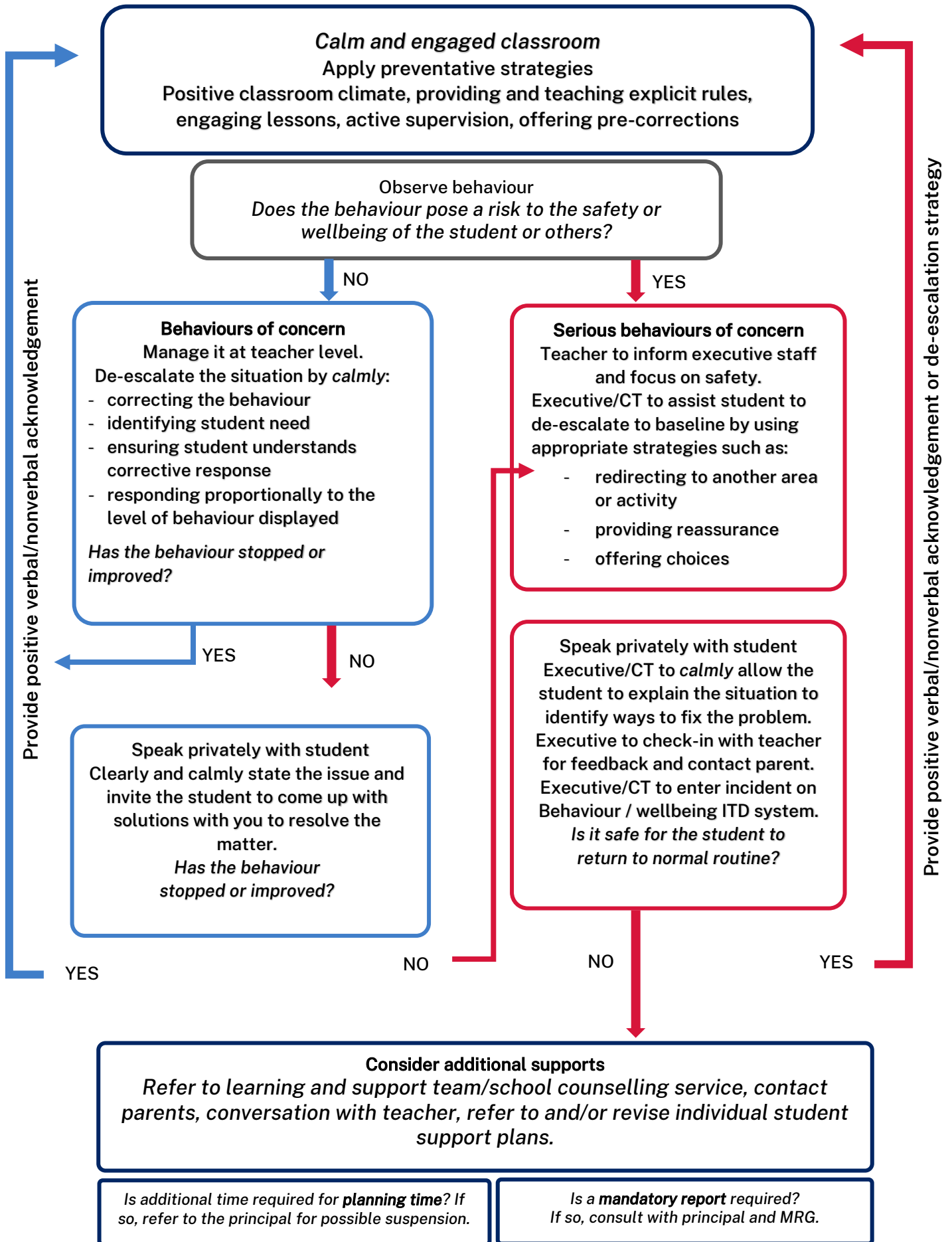
Action	When and how long?	Who coordinates?	How are these recorded?
Warning Level	student is referred to the school expectations.	Supervising Teacher	Classroom Teacher records repeated events
Level 1	5 mins seated in playground or name on 'sad face' in classroom	Supervising Teacher	Entered in Sentral Classroom Teacher Monitors
Level 2	10 minutes seated in playground or name on 'stop sign' in classroom	Supervising Teacher	Entered in Sentral Classroom Teacher Monitors
Level 3	15 minutes of reflection time or 15 minutes in buddy class May be actioned the following play time if needed	Supervising teacher	Entered in Sentral and reported to Assistant Principal Classroom Teacher contacts parents
Level 4	Off playground immediately – reflection time may be actioned the following day if needed. Referred to Assistant Principal immediately	Supervising Teaching Assistant Principal	Entered in Sentral and reported to Assistant Principal Communication to Parents
Level 5	Immediate Referral to Off Class Executive	Senior Executive	Entered in Sentral and Communicated to Parents

Review dates

Last review date: Friday 31st January 2025: Day 1, Term 1, 2025

Next review date: Tuesday 27th January 2026: Day 1, Term 1, 2026

Appendix 1: Behaviour management flowchart



Appendix 2: Bullying Response Flowchart

