



Pacific Palms Public School Behaviour Support and Management Plan

Overview

Pacific Palms Public School is committed to explicitly teaching and modelling positive behaviour and supporting all students to be engaged with their learning.

Our goal is to inspire every child to participate positively in the school community and beyond. It is our intent to create innovative and safe learning spaces where each child is supported to achieve. We focus on embedding the school's core value of care to support students to make positive choices, develop resilience and accept responsibility for their actions. We recognise the notion that wellbeing and learning are inextricably linked and are committed to streamlining our wellbeing practices to ensure that every student, every family, and every staff member can connect, succeed, thrive, and achieve their full potential at our school.

We are committed to implementing comprehensive and inclusive strategies that support students' social, emotional and academic wellbeing. Principles of positive behaviour support, trauma-informed, restorative and inclusive practices underpin our daily routines and procedures. High expectations for student behaviour are established and maintained through effective, explicit teaching, and planned responses.

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

- Positive Behaviour for Learning (PBL)
- Berry Street Education Model
- Child Protection Units

These programs clearly define behavioural expectations and prioritise social and emotional learning which supports good mental health, positive relationships and prevention of bullying. This creates a teaching and learning environment that enables students to be healthy, happy, engaged and successful.

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. Pacific Palms 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 environment where bullying is less likely to occur.

A key component of a supportive school culture is building respectful relationships and an ethos that bullying of any kind is not accepted. School staff actively respond to student bullying behaviour.

Partnership with parents and carers

Pacific Palms Public School partners with parents/carers in establishing expectations for engagement, 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
- consulting at parent information evenings

- working collaboratively with parent/carers in the development and review of individual student plans

Pacific Palms Public School will communicate these expectations to parents/carers through the school newsletter, School Bytes and the 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

Pacific Palms Public School promotes the following school-wide expectations.



CARE for Ourselves

- Taking care of our minds and bodies to be happy, healthy and display a growth mindset
- Being safe and ensuring that we are protected from harm
- Wearing our school uniform with pride
- Using respectful language and manners
- Being honest when accepting responsibility for behaviour and actions

CARE for Others

- Working together and valuing the contributions of others
- Being friendly, kind and thoughtful towards everyone
- Valuing and celebrating our individuality and uniqueness
- Behaving respectfully and thinking about how our actions affect others

CARE for Learning

- Actively engaging in learning
- Being curious, creative, collaborative and thinking critically
- Striving to consistently produce quality work
- Being prepared for learning, sharing ideas, making mistakes and taking risks
- Aspiring and striving to achieve the highest standards of learning

CARE for the Environment

- Respecting and valuing our school, our community and the world around us
- Taking care of the environment so that it is here for future generations
- Valuing the connections between the natural and human worlds.
- Promoting positive mental health, wellbeing, and resilience to build safe and supportive learning environments
- Caring for our classrooms, playgrounds and all school spaces

PPPS Learning Dispositions

- Be Inspired, Be Creative
- Learn from Mistakes
- Persevere
- Solve Problems
- Take Risks
- Work Together
- Ask Questions
- Seek Feedback

Pacific Palms Public School Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

PBL: Positive Behaviour for Learning (PBL) is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. Our four key values of care include caring for others, caring for ourselves, caring for learning and care for the environment.

Learning and Support Team (LaST): The school's LaST oversee the implementation of support programs and procedures. They meet in a formal capacity fortnightly to review current programs and individual student's needs.

Student Wellbeing Officer: The Student Wellbeing Officer supports the wellbeing of students through the provision of a student-centred approach to support services.

Intervention Groups: Using data from surveys, behaviour incidents, learning assessments and attendance records, staff group students to work in tiered intervention groups to promote positive student behaviour, wellbeing and academic results.

Learning Dispositions: Learning dispositions are characteristics or attitudes to learning that are skills for life. These are taught throughout the school year and are incorporated into lessons through learning goals and success criteria.

Student leadership and voice: Using student surveys, behaviour incidents and student voice in the Year 6 leadership team, we adjust classroom programs and playground systems to support student academic and social wellbeing.

Berry Street: Through presentations, student curriculum, teacher resources and digital content, The Resilience Project's Education Programs support mental health in the classroom, staffroom, and family home we provide varying strategies to support the needs of our school community.

Anti-Racism Contact Officer (ARCO): The ARCO is a teacher who supports anti-racism education and support at school.

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](#).

School Anti-Bullying Plan

The Pacific Palms Public School Anti Bullying Plan is available at –

[2025_PPPS Antibullying.pdf](#)

<https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/parents-and-carers>

School Anti-Racism Plan

The Pacific Palms Public School Anti Racism Plan and additional information is available at –

[PPPS_Anti_Racism_Policy_2023](#)

<https://education.nsw.gov.au/policy-library/policies/pd-2005-0235>

<https://racismnoway.com.au/>

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 cyber bullying.

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 co-created with 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.

Care Continuum	Strategy or Program	Details	Audience
Prevention	PBL Tier 1	<p>A school-home-community approach to helping young people achieve to the best of their ability and experience positive social-emotional wellbeing.</p> <p>Teachers provide explicit lessons based on our four key care values. These lessons are discussion based with real life scenarios for students to have a clear understanding.</p> <p>The PBL matrix classroom display provides a clear and consistent outline of behaviour expectations in each area of the school.</p> <p>PBL fortnightly focuses are consistent across the school throughout the school year. Classroom teachers explicitly teach the PBL focus on the commencement of each fortnight.</p>	Whole school community
Prevention	Berry Street Education Model	<p>The Berry Street Education Model provides explicitly taught strategies that are embedded into whole school procedures and processes in classroom management.</p> <p>Staff have a greater understanding of the effects of trauma and how to respond to and support students in a calm, respectful and understanding manner.</p>	Teachers and students
Prevention	Student Acknowledgements	<p>Classroom Acknowledgements Teachers may have individual systems to acknowledge positive student behaviours (e.g. stickers, table points and rewards) that are implemented in conjunction with Palmy PBL tickets. PBL prize boxes (reward vouchers) acknowledge positive classroom behaviours.</p> <p>Whole School Acknowledgements</p>	

Care Continuum	Strategy or Program	Details	Audience
		<p><u>Palmy Tickets</u> – PBL ticket to reward students displaying the core values in the playground, during events and in the classroom. Whole school fortnightly prize draws during Monday morning assemblies.</p> <p><u>Gold Ticket Reward</u> – each term two students are randomly selected from each class using the Palmy Gold Ticket draw. Gold tickets are provided to students who constantly demonstrate core values of care.</p> <p><u>Principal Super Awesome Award</u> – awarded to one student and one adult during whole school assemblies. Award nominations can be made by the school community and reviewed by the principal.</p> <p><u>Assembly Merit and Care Awards</u> – Two merit and two care awards are received by each class during each whole school assembly. Classroom teachers acknowledge positive contributions, engagements and achievements of four students in their class.</p> <p><u>Commendation Letters</u> – are sent in the mail to parent/career of two students per class each semester. The note outlines the positive attributes of each student.</p> <p><u>Achievement Postcards</u> – Students identified as achieving above expectation during external assessments (i.e. Check-In) receive a postcard to recognise and celebrate their achievement.</p>	
Prevention	Class Rules / Expectations	<p>Teacher’s co-construct class expectations and routines with their class at the commencement of each school year. The class expectations compliment whole school PBL expectations and whole school behaviour management procedures and are based on the CARE core values.</p> <p>Classroom routines enhance consistency and provide clear outlines of daily classroom procedures to reduce cognitive demands and increase clarity.</p>	Teachers, support staff, students
Prevention	Leadership Programs	<p>The Year 6 leadership team meet with the principal once a term to give feedback and make suggestions on how to improve programs that run in the school. They develop leadership skills by running assemblies, welcoming new staff/adults to the school, thanking guests and attending special events to represent the school.</p> <p>The Green Team learn about caring for the environment through looking after our gardens, harvesting the crops, and using the produce to make items to sell to the community. They are responsible for maintaining the worm farm</p>	<p>Teachers, SLSOs, student leaders</p> <p>Yr.6 leadership team</p> <p>Yr.6 green team</p> <p>Yr.6 sports captain</p> <p>Yr. 4 Junior PBL team</p>

Care Continuum	Strategy or Program	Details	Audience
		<p>using the class compost bins, watering plants and collecting class recycling each day.</p> <p>The school Sports Captains are elected each year by their peers. They develop their leadership skills by leading sports houses during school sporting events. They have responsibilities during the year to further develop their leadership qualities.</p> <p>The Event Crew and Canteen Crew are students in Year 6 who are provided with opportunities to assist staff during various school functions such as school assemblies. The canteen crew deliver each class canteen orders during canteen days and meal deals.</p> <p>The Junior PBL team are beginning leaders in our school. They encourage and model our PBL fortnightly values for other students to follow. They contribute to the PBL fortnightly lessons and communicate the focus at assemblies.</p>	
Prevention	Whole school PBL	Signage, posters, PBL Junior Team, fortnightly focus, CARE tickets, raffle reward system and golden reward days.	Teachers, students, visitors
Prevention	Staff PL	All staff engage in ongoing professional learning using the department's Universal Resources Hub, Berry Street Education Model training, various evidence-based behaviour and support training. The Department of Educations Team around a School team provide professional learning opportunities and support the school at point of need.	All staff
Prevention	Student engagement	Visible learning pedagogy is embedded in all classrooms to provide clarity to student learning. Visible Learning attributes include learning intentions, success criteria, learning dispositions, learning pit, and zones of regulation.	Teachers, SLSO and students
Prevention	Lunch time clubs / Peer mentors	<p>Staff run a variety of lunch time clubs to support student engagement. These clubs include: - library activities, craft, sewing, kindness rocks, dance party, chess club, comic club and gardening helpers.</p> <p>Yr. 6 are Kindergarten Buddies - During the Happy Start program Yr. 5 are buddied with a student starting Kindy the following year to support their transition from preschool to kindergarten.</p> <p>Yr. 5 have explicit lessons that teach them about leadership qualities and how to be good role models when entering Yr. 6. This program is run in conjunction with the Leadership nominations and elections for the following years leadership, sport house captains and green team positions.</p>	Teachers, students, wellbeing officer

Care Continuum	Strategy or Program	Details	Audience
Prevention / Early intervention	Whole School Anti-Racism Officer	<p>The Anti-Racism Contact Officer (ARCO) is a member of staff who has been nominated by the principal to support anti-racism education in the school.</p> <p>The ARCO runs lessons through Harmony week that encourage cultural acceptance and kindness to everyone.</p> <p>The ARCO is the contact for any racism concerns. In the role they address the concerns individually with students as required and provide quality information and lessons for teachers to promote an inclusive culture at school.</p>	ARCO
Prevention / Early intervention	Whole School Anti-Bullying	Teachers explicitly teach students about the types, impacts and responses to bullying throughout the school year during PBL learning, KLA and child protection lessons and special events i.e. Harmony Day each year and as concerns arise.	Teachers and students
Early intervention	Classroom and playground management	<p>Class teachers support and guide individual students.</p> <ul style="list-style-type: none"> • positive reward systems using PBL raffle tickets, dojos or other • explicit behaviour lessons to promote school/ classroom expectations • re-direct student to task. • discussion with student about appropriate behaviour • verbal and visual warning system used in each classroom • time out use in classroom to give students time to reflect • buddy time out from activity/classroom in another classrooms with reflection sheet to complete • walk with a teacher in the playground during play time • walking with teacher on duty • move to another playground area • monitoring cards (playground, classroom, and student separation) • reflection room during first half of lunch to discuss and bring restitution for behaviour • conflict resolution and restorative practice • writing apology letters and reflection worksheets, peer mediation • phone call home 	Teachers
Early intervention	School wide processes	Classroom expectations, reminders, re-direct, in class time out, buddy class, reflection, restorations.	All staff
Early intervention	LaST / Tiered Intervention	Coordinates the student learning support services and programs in the school. The Learning Support Team considers the learning needs of individual students (and students with common learning patterns in year levels and	Teachers, LaST

Care Continuum	Strategy or Program	Details	Audience
		<p>across the school) and co-ordinates services and programs to ensure maximum use of both human and physical resources.</p> <p>Recommendation may include referral for school counselling or access to specialist support or external agencies (e.g. Occupational Therapists and Speech Therapy).</p>	
Early intervention	Wellbeing officer	This is a specialised early intervention program for students that are displaying behaviours of concern. Our Wellbeing Support officer runs programs that promote social development and teach strategies to support the mental wellbeing of students.	LaST
Targeted intervention	Student Individualised Plan	<p>In consultation with parent/carer an individualised plan (IEP) will be developed with short- and long-term goals. This is reviewed each semester to ensure goals are continually progressing to develop their social, emotional and academic wellbeing.</p> <p>Personalised Learning Pathways (PLP) for Aboriginal and/or Torres Strait Islander students are developed in consultation with the student, their family and teachers to identify, organise and apply personal approaches to learning and engagement at school.</p>	Teacher, LaST, Student
Targeted intervention	Classroom adjustments and support	<p>Social stories, reward charts, visual timetables, Stop Think Do, Timers, Zen den, seating arrangements and QT provisions are some adjustments to support students in classrooms.</p> <p>The Assistant Principal Learning and Support (APLaS) support schools to provide timely assistance to students with additional learning and support needs and their teachers.</p>	Teachers. LaST, SLSOs
Targeted intervention	Reflection Room and Restorative Practice	<p>This includes developing, implementing, monitoring and reviewing ongoing behaviour concerns to support positive student choices and responsibility. Staff record each wellbeing incident promptly into School Bytes. An executive member of staff will complete Reflection Room with identified student.</p> <p>The maximum time spent in the detention session is one-half lunch playtime (20 minutes) and will reflect the age and/or developmental level of each student.</p> <p>Student and executive member will discuss concerns and resolution determined.</p> <p>Resolutions include:</p> <ul style="list-style-type: none"> • restorative conversation • apology letter • community service • playground monitoring card • classroom monitoring card • playground separation card 	Student, Teachers

Care Continuum	Strategy or Program	Details	Audience
Targeted intervention	LWO and/or APLAS support (DoE Forster Office)	The Learning and Wellbeing Officer and/or Assistant Principal Learning Assistance will be consulted for advice and support on suitable interventions for individual students and plan collaboratively reviewed and adjusted in consultation with the parent/carer. Student observations are completed during school visits and recommendations made to further support the student	Executive, LaST, Student Wellbeing Officer, Educational Psychologist, External Agencies
Individual intervention	LaST ILSP	The Principal and LaST will develop a personalised plan for student informed by staff, parents, medical practitioners, and agencies. The plan will be monitored and evaluated weekly.	Executive, LaST, Delivery Support Team, Parents, Educational Psychologist, External Agencies
Individual intervention	Team Around a School	Specialist supports will be accessed. An individualised plan developed in consultation with the parent/carer. Teachers and staff are provided with targeted professional learning.	Executive, LaST Delivery Support Team, Parents, APC&I, APLAS
Individual intervention	Funding Support	OOHC (Out of Home Care). IFS (Integrated Funding Support) is additional funding support, such as Student Learning Support Officer (SLSO) in the mainstream classroom. We are well-prepared to support students with disability and additional learning and support needs.	LaST, Educational Psychologist, External agencies

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

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use the PPPS Student Behaviour Management Process flowchart (Appendix 1), PPPS Behaviour, Consequence, Action – Planned Response Guide (Appendix 2) and the PPPS Behaviour Level Matrix (Appendix 3) in conjunction with 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.

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.

- **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.

Corrective responses and incidents are recorded and reviewed on the School Bytes wellbeing system. School, stage and learning and support teams regularly review Wellbeing data on School Bytes. Data from the School Bytes wellbeing system is used to inform fortnightly PBL focus areas,

Pacific Palms 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.

Pacific Palms Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Positive Behaviour for Learning (PBL) strategies are used daily by teachers 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, privilege, 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.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on School Bytes system. 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
- reflection and restorative practices
- 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, for example through the school counselling service.

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 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/developmental level of the student.

Strategy	When and how long?	Who coordinates?	How are these recorded?
<p>Off Playground Students engage in a debrief and restorative discussion to reflect on incident (action, reaction and result) with classroom teacher or teacher on duty. Students remain in the classroom to complete work or walk with teacher or complete restorative activity. Teacher discusses restorative practices and follow up with consequences for behaviour.</p>	<p>Same day as behaviours if possible Between 5 – 20 minutes (student must be able to eat and visit bathroom)</p>	<p>Teachers/ Assistant Principal / Principal</p>	<p>Incidents and action recorded on School Bytes</p>
<p>Reflection Room/Time Students will be referred through a School Bytes wellbeing incident for reflection room to occur during that day or the following day. Students work with an Assistant Principal to plan for productive interactions and potential outcomes if the event or similar event may happen again.</p>	<p>1 to 5 School Days (Usually, one day first half of lunch only)</p>	<p>Assistant Principal</p>	<p>School Bytes</p>
<p>Monitoring Systems Students that accumulate a succession of reflection room incidents or display ongoing behavioural concerns will be monitored in the playground or classroom. Monitoring focuses on one goal to promote safe play or engagement in learning. This monitoring system includes a blue playground and a yellow classroom monitoring card. Classroom teachers and executive staff are to conduct check ins with students to ensure goals are being achieved through the 1- or 2-week monitoring period.</p>	<p>1 to 2 weeks Blue Playground Card – up to 2 weeks Yellow Classroom Card – up to 2 weeks</p>	<p>Classroom Teachers / Assistant Principal</p>	<p>School Bytes, Monitoring cards are sent home at the end of the period to inform parents of progress</p>
<p>Inappropriate Language Letter If a student uses inappropriate language such as swearing, bullying, racist or highly offensive for others to hear, a letter is sent home to parents/carers to sign.</p>	<p>Sent home the day of the incident where possible</p>	<p>Assistant Principal</p>	<p>On School Bytes and Teams</p>
<p>Parent Contact Parents are informed by classroom teachers about behaviour concerns that they have with a student. They give suggestions and work with the parents to help change the behaviour. If the behaviour continues the stage Assistant Principal will contact the parent in a formal capacity to raise ongoing issues and discuss strategies to be used to support their child.</p>	<p>5 to 10 School Days</p>	<p>Classroom Teacher / Assistant Principal / Principal</p>	<p>School Bytes Suspension Data Folder</p>
<p>Learning and Support Review Fortnightly Learning and Support Meetings take place to review students with repeated negative behaviour incidents. IEP, PLP, IBSP, BRP and social stories, reward charts, headphones, sensory tools etc are considered to support the student as needed. LWO and/or APLAS support or external agencies considered (Speech, OT, family referral, assessment)</p>	<p>Fortnightly</p>	<p>Principal, Learning and Support Coordinator, School Psychologist</p>	<p>School Bytes meeting minutes, shared with staff by :aST</p>
<p>Behaviour Meeting A behaviour meeting may take place face to face or over the phone with a parent or carer, classroom teacher or Assistant Principal. The Assistant Principal will discuss</p>	<p>At the time of Behaviour Letter</p>	<p>Classroom Teacher and/or Assistant Principal</p>	<p>School Bytes Additional Comments</p>

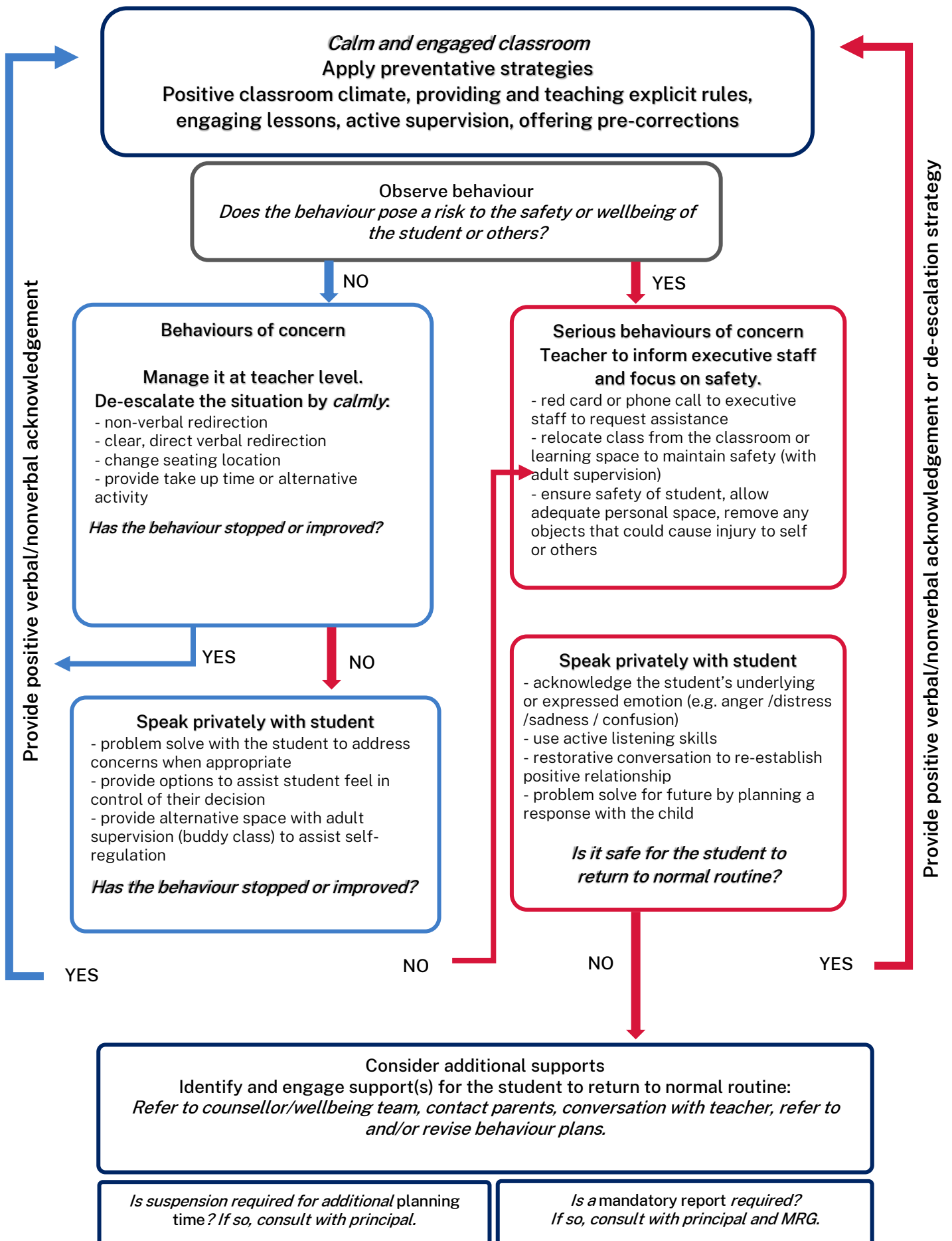
<p>the ongoing behaviour concerns and strategies already in place in the school to support the student. All three stakeholders will agree to steps moving forward understanding the need to improve behaviour choices. Steps moving forward could include: - monitoring systems, referral to learning and support team, adjusted timetable, reward system etc.</p>			
<p>Formal Caution to Suspend Parents/carers are contacted and either attend a face-to-face meeting or a phone meeting to discuss the formal caution to suspend. This tells the student that their behaviour has caused or may cause harm or danger to themselves or other people. This is designed to let students know that their behaviour needs to change for their own and others wellbeing.</p>	<p>50 School Days</p>	<p>Assistant Principal / Principal</p>	<p>School Bytes Suspension Data Folder</p>
<p>Suspension The principal may decide to suspend the student if the behaviours following the formal warning of suspension continue. Further to this, if there are severe behaviour incidents or events the principal may seek approval to suspend from the Director of Educational Leadership.</p>	<p>5-10 School Days At any time</p>	<p>Principal</p>	<p>School Bytes Suspension Data Folder</p>

Review dates

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026

Appendix 1: PPPS Behaviour Management Flowchart



Appendix 2: PPS Behaviour, Consequence, Action - Planned Response Guide

	Low Level	Minor Level	Major Level	High Level
Behaviour	<ul style="list-style-type: none"> - refusing to follow reasonable request - playing/disturbing others in toilets - out of bounds - rough play (low level) - late to class - climbing trees - low level classroom disruption - not handing phone/smart watch into the front office - drawing on self - inappropriate comments - misuse of IT (different platform during learning) - misuse of property (low level) - no hat and playing in the sun 	<ul style="list-style-type: none"> - refusing to follow staff instructions - continued timeout behaviour - refusing timeout consequence - rough play (intense) - throwing an object with intent - minor physical aggression no intent to harm (pushing/shoving) - repeated disruptive behaviours - intimidation or exclusion - inappropriate language or gestures - misuse of IT (e.g. targeted comments) - misuse of property (causing harm) - after two Buddy Class visits in one week (CT contacted parents/ careers x2 prior) 	<ul style="list-style-type: none"> - offensive language directed towards a staff member - physical aggression with the intent to harm - bullying and harassment - discrimination- (sexual, racial - refer to ARCO) - vandalism of school property 	<ul style="list-style-type: none"> - continued persistent behaviour posing unacceptable risk to self or another person's learning or well being - criminal behaviour (weapons, drugs, stealing, absconding) - aggressive behaviour - physical, verbal, psychological, racial, sexual
Consequence	<ul style="list-style-type: none"> - follow classroom behaviour management process - buddy class (x 2 visits) - withdrawal time with the playground teacher - apology and short time out (walk with the teacher, restorative conversation, think, reflect, plan) - reteach expected behaviour 	<ul style="list-style-type: none"> - visit to reflection room for conversation with executive staff member - restorative justice action reflective of behaviour (3rd buddy class occurrence, CT previously contacted parents and recorded in School Bytes incident and additional comments) 	<ul style="list-style-type: none"> - visit to reflection room conversation with executive staff member - start of justice action, duration reflective of the behaviour - contact parents and record on School Bytes additional comments - playground monitoring card 	<ul style="list-style-type: none"> - class and/or playground monitoring card - loss of privileges including leadership badge, no school representation - formal caution of suspension at the discretion of executive staff - an immediate suspension may be issued dependent on the severity of the incident (Principal) - repeated incidents involving this type of behaviour may result in a suspension (Principal)
Action	<ul style="list-style-type: none"> - classroom or playground teacher follow up by recording on School Bytes - If low-level behaviour is repeated (within the same week) consider escalating to minor level behaviour 	<ul style="list-style-type: none"> - classroom or playground teacher follow up by recording initial incident in School Byte - Exec member complete details after Reflection Room - If minor-level behaviour continues, consider escalating to major level behaviour 	<ul style="list-style-type: none"> - classroom or playground teacher enter initial details into School Bytes wellbeing incident - exec member complete details after reflection room - exec member contact parents/carers to discuss concerns. - major level behaviours may result in a formal caution to suspend (at the discretion of exec. staff, reflective of behaviour) 	<ul style="list-style-type: none"> - press remove playground teacher into initial details into school bites and inform executive staff - letter to families in a phone call or interview arranged - refer to LaST and review current plans

Appendix 3: Pacific Palms Public School Behaviour Level Matrix



Care for our environment

Care for our learning

Care for yourself

Care for others

POSITIVE BEHAVIOURS		HIGH LEVEL MISBEHAVIOUR	
<p>CARE FOR YOURSELF</p> <ul style="list-style-type: none"> We are in the right place We remain in supervised areas We walk and play safely We use equipment correctly <p>CARE FOR OUR LEARNING</p> <ul style="list-style-type: none"> We follow staff instructions We listen to others We let ourselves and others learn We are helpful <p>CARE FOR OUR LEARNING</p> <ul style="list-style-type: none"> We follow staff instructions We listen to others We let ourselves and others learn We are helpful 	<p>MINOR LEVEL MISBEHAVIOUR</p> <p>Teacher</p> <ul style="list-style-type: none"> Not engaging in class activities Disrespecting and distracting others Failing to follow instructions Graffiti Leaving classroom without permission or not returning promptly after a break Inappropriate use of technology Running on cement Littering Not wearing a hat Unfriendly talk or unfair play 	<p>Principal (Red Card)</p> <ul style="list-style-type: none"> Assault/Violence Ongoing intimidation/ harassment/ bullying Vandalism Possession of major banned items. Eg. alcohol, drugs, weapons Targeted abuse of staff Persistent disobedience Walking on roof Leaving school grounds Threats to staff 	<p>POSSIBLE CONSEQUENCES</p> <ul style="list-style-type: none"> Contact parent/guardian Communication book Interagency Intervention Suspension Police involvement Invoice parents for property damage Negotiated attendance plan External agencies involved Behaviour monitoring card for playground/classroom
<p>CARE FOR OUR LEARNING</p> <ul style="list-style-type: none"> We follow staff instructions We listen to others We let ourselves and others learn We are helpful <p>CARE FOR OUR LEARNING</p> <ul style="list-style-type: none"> We follow staff instructions We listen to others We let ourselves and others learn We are helpful 	<p>MAJOR LEVEL MISBEHAVIOUR</p> <p>Stage Supervisor</p> <ul style="list-style-type: none"> Ongoing class disruption Refuses to enter the classroom Continual refusal to work or follow instructions Repeated inappropriate verbal remarks Persistent inappropriate behaviours/language Damage to school (or another person's) equipment Bullying (after being asked to stop by member of staff) 	<p>POSSIBLE CONSEQUENCES</p> <ul style="list-style-type: none"> Parents/guardians contacted Reflection Room Monitoring card (letter sent home) Referral to supervisor Loss of privileges Formal: caution of suspension Inappropriate language/behaviour letter 	<p>POSSIBLE CONSEQUENCES</p> <ul style="list-style-type: none"> Verbal warning Time-out in class / off playground Restorative conversation Buddy class -> Reflection sheet Parent/Guardians contacted Pick up litter School Byes record Move to a new play area Confiscation of items
<p>CARE FOR OUR LEARNING</p> <ul style="list-style-type: none"> We follow staff instructions We listen to others We let ourselves and others learn We are helpful <p>CARE FOR OUR LEARNING</p> <ul style="list-style-type: none"> We follow staff instructions We listen to others We let ourselves and others learn We are helpful 	<p>CARE FOR OUR LEARNING</p> <ul style="list-style-type: none"> We follow adult instructions We keep our hands and feet to ourselves We are kind and friendly We support our classmates We are polite and well-mannered We speak positively We are tolerant of others <p>CARE FOR OUR LEARNING</p> <ul style="list-style-type: none"> We follow adult instructions We keep our hands and feet to ourselves We are kind and friendly We support our classmates We are polite and well-mannered We speak positively We are tolerant of others 	<p>POSSIBLE CONSEQUENCES</p> <ul style="list-style-type: none"> CARE assembly award PBL white Palmy ticket Gold palmy ticket Verbal praise Assembly awards Classroom management strategies Parents informed 	<p>POSSIBLE RECOGNITION</p> <ul style="list-style-type: none"> CARE assembly award PBL white Palmy ticket Gold palmy ticket Verbal praise Assembly awards Classroom management strategies Parents informed



Appendix 4: PPPS Response Flowchart: Student Bullying

Bullying complaints are taken seriously and responded to sensitively. The flowchart outlines the steps taken by our school when a concern is raised for a student in our school.

