

# Pallamallawa Public School Behaviour Support and Management Plan 2024

## Overview

At Pallamallawa Public School a collaborative and supportive learning culture is underpinned by the core values of show respect, be responsible and achieve success.

A high quality teaching and learning environment aims to support students to become literate, numerate, confident, and productive citizens in their community.

Every student will be provided with academic, sporting, creative, social and emotional learning opportunities.

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

Pallamallawa is a Positive Behaviour for Learning (PBL) School. RESPECT- RESPONSIBILITY- SUCCESS are our core values.

- Positive Behaviour for Learning (PBL)
- The Resilience Project
- Bullying No Way
- Life Skills Go
- Healthy Harold
- Grow Your Mind (2025)

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

Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents involve interpersonal conflict or wrongdoing occur.

## Behaviour Code for Students

The whole school has a determined set of expectations for each school setting. These are explicitly taught to each class in a weekly Wellbeing lesson. In addition, every class develops a set of expectations for their classroom at the beginning of the school year.

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

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

**Our whole school's wellbeing is a shared responsibility.**

**Student Responsibilities and Expectations:**

- Attend school everyday
- Be prepared for learning and work to their best ability
- Be kind and respectful at all times to peers, staff and community members
- Represent our school with pride and sportsmanship
- Take responsibility for their actions
- Follow school rules, procedures and values.
- Not bully, harass, intimidate or discriminate against others

**Parent Responsibilities and Expectations:**

- Ensure that their child attends every day, unless sick or excused
- Support the school's uniform policy by ensuring their child wears the correct uniform
- Model and encourage respectful relationships at all times within the school community
- Be aware of and respond to school communication
- Work with teachers to maintain a quality learning environment for all

**Staff Responsibilities:**

- Provide a safe and stimulating quality learning environment
- Ensure effective supervision of students at all times
- Be punctual and observant during playground duties
- Promote positive relationships that respect and accept individual differences and diversity
- Model and foster respectful and kind relationships at all times within the school community
- Use effective, consistent and appropriate processes and procedures to address behavioural issues and conflict

### Partnership with Parents and Carers

Pallamallawa Public School communicates expectations to parents and carers through the school newsletter, school website, Facebook and provide links to information and resources in the Behaviour support toolkit. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

Our school partners with families in establishing expectations for parent engagement in developing and implementing student behaviour management strategies, including bullying behaviour by:

- Inviting families and student feedback through formal and informal means including conversations, school surveys, consulting with P&C Association
- using concerns raised through complaints procedures to review school systems, data and practices.

### School – wide expectations and rules

<b>Pallamallawa Public School Expectations</b>	
<b>Be Responsible</b>	<ul style="list-style-type: none"> <li>• Be responsible for my actions</li> <li>• Be safe at all times</li> <li>• Care for our property</li> </ul>
<b>Show Respect</b>	<ul style="list-style-type: none"> <li>• Show good manners</li> <li>• Care for everyone</li> <li>• Be cooperative with everyone</li> </ul>
<b>Have Success</b>	<ul style="list-style-type: none"> <li>• Always do my best</li> <li>• Take pride in myself and my school</li> </ul>

### Pallamallawa Behaviour Matrix

	Be Responsible	Show Respect	Have Success
<b>All Settings</b>	<ul style="list-style-type: none"> <li>• Be responsible for my actions</li> <li>• Be safe at all times</li> <li>• Care for our property</li> </ul>	<ul style="list-style-type: none"> <li>• Show good manners</li> <li>• Care for everyone and be kind</li> <li>• Be cooperative with everyone</li> </ul>	<ul style="list-style-type: none"> <li>• Always do my best</li> <li>• Take pride in myself and my school</li> </ul>
<b>Classroom</b>	<ul style="list-style-type: none"> <li>• Take care of our equipment</li> <li>• Be honest</li> <li>• Return equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and follow instructions</li> <li>• Say please and thank you</li> <li>• Be accepting of others</li> </ul>	<ul style="list-style-type: none"> <li>• Stay on task</li> <li>• Always do my best</li> <li>• Take pride in my work</li> </ul>
<b>Playground</b>	<ul style="list-style-type: none"> <li>• Play safely</li> <li>• Include everyone</li> <li>• Return equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Play fairly</li> <li>• Share equipment</li> <li>• Be aware of others</li> </ul>	<ul style="list-style-type: none"> <li>• Place rubbish in bins</li> <li>• Keep sport shed neat and tidy</li> </ul>
<b>Office</b>	<ul style="list-style-type: none"> <li>• Enter area quietly</li> <li>• Be patient</li> </ul>	<ul style="list-style-type: none"> <li>• Use your manners</li> <li>• Use appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>• Be patient</li> </ul>
<b>Canteen / Staffroom</b>	<ul style="list-style-type: none"> <li>• Be honest</li> <li>• Care for our property</li> </ul>	<ul style="list-style-type: none"> <li>• Wait in line</li> <li>• Use good manners</li> </ul>	<ul style="list-style-type: none"> <li>• Be patient</li> </ul>

<b>Special Events</b>	<ul style="list-style-type: none"> <li>• Listen to instructions</li> <li>• Go where directed</li> <li>• Be safe at all times</li> </ul>	<ul style="list-style-type: none"> <li>• Use good manners</li> <li>• Listen carefully to instructions</li> <li>• Sit quietly</li> </ul>	<ul style="list-style-type: none"> <li>• Always do your best</li> <li>• Wear your correct uniform</li> <li>• Try to be neat at all times</li> </ul>
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### **Rewards and Consequences**

Rewards	Consequences
Free Time – computer – iPad – Negotiated with teacher	Time out in playtime (Sitting on the step)
Weekly 100% attendance reward	Miss an activity
Weekly PBL reward	Phone call home
Special activity with a friend	Letter home
Game	Time out in Ms Pidgeon Office
	Suspension

### Whole school approach across the care continuum

Care Continuum	Strategy or Program	Details	Audience
<b>Prevention</b>	Teaching School Rules	Explicitly and consistently teach school rules, values and expectations.	All
	Child Protection	Teaching child protection education is a mandatory part of the syllabus	Students K-6
<b>Early intervention</b>	Positive Behaviour for Learning	Positive behaviour for Learning is an innovative, easy, whole school, evidenced backed social and emotional learning tool that measures and builds emotional intelligence, mental health and wellbeing.	All
	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	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 cyberbully incidents.	All

Care Continuum	Strategy or Program	Details	Audience
Targeted intervention	<u>Learning and Support</u>	The LST works with teachers, students and families to support students who require personalised learning and support.	All
Individual intervention	<u>Attendance Support</u>	The LST refers 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.  Class teacher identifies absences.	Classroom Teacher and Principal
	Individual Behaviour support planning	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, LAST, APCI

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

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.

A behaviour of concern that is challenging, complex or unsafe behaviour requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour.

- **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 are recorded on School Bytes. These include:**

Classroom	NON-classroom setting
<ul style="list-style-type: none"> <li>• Rule reminder</li> <li>• Re-direct</li> <li>• Offer choices</li> <li>• Error correction</li> <li>• Prompts</li> <li>• Reteach</li> <li>• Seat change</li> </ul>	<ul style="list-style-type: none"> <li>• Rule reminder</li> <li>• Re-direct</li> <li>• Offer choice</li> <li>• Error choice</li> <li>• Prompts</li> <li>• Reteach play or playground re-direction</li> </ul>

<ul style="list-style-type: none"> <li>• Discuss and complete unfinished work in break</li> <li>• Conference</li> <li>• Detention, reflection and restorative practices</li> <li>• Communication with parent</li> </ul>	<ul style="list-style-type: none"> <li>• Walk with teacher</li> <li>• Detention, reflection, and restorative practices</li> <li>• Communication with parent/ carer</li> </ul>
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Pallamallawa public school staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Positive Behaviour for Learning consists of evidence-based strategies 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, 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 Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour	Targeted/Individualised Responses to behaviours of concern
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 second staff member to seek help straight away if there is a risk.
2. Verbal and non-verbal specific positive feedback in a school-wide continuum 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 appropriate strategies such as: redirecting

acknowledging expected behaviour.	redirect with specific corrective feedback.	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 those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on School Bytes	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 (Resilience Project/Life Skill Go (2025) Lessons) weekly. 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.	4. Teacher records on School OneNote 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.	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.
5. Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations	5. Teacher contacts parents by phone when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.	5. 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 for serious behaviours of concern, including students who display bullying behaviour, are

### 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

[Include information about food and toilet breaks and the maximum length of time appropriate to the age/developmental level of the student]

Strategy	When and how long?	Who coordinates?	How are these recorded?

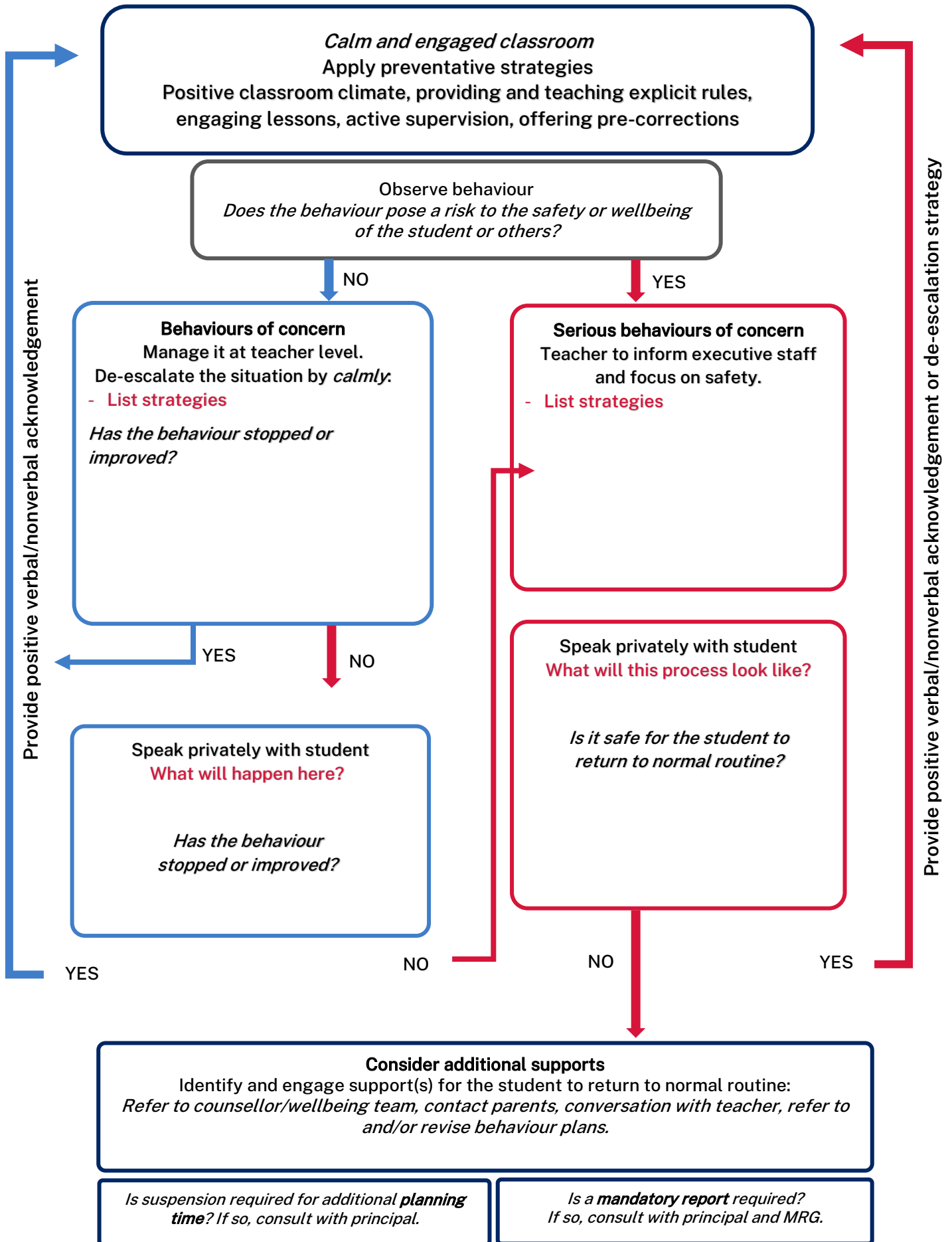
## Review dates

Last review date: [INSERT DATE: Day 1, Term 1, 202X]

Next review date: [INSERT DATE: Day 1, Term 1, 202X]



**Appendix 1: Behaviour management flowchart (Alternative example)**



## Appendix 2: Bullying Response Flowchart (Optional)

