NSW Department of Education
Premer Public School
Behaviour Support and Management Plan – 2025

Overview

Premer Public School staff explicitly teach and model positive behaviour and are committed to supporting all students to be actively engaged in their learning. Our goal is to inspire every child to participate positively in the school community and beyond. We promote excellence and create opportunities for success for every student, every day. Our school values of Respect, Responsibility, and Resilience guide students in all aspects of their learning and help to make them life-long learners and active, engaged citizens.

Principles of social emotional learning and trauma-informed practice 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 goals, the school prioritises and values several key approaches and programs, including the teaching of the social and emotional wellbeing programs Grow Your Mind and Zones of Regulation, principles of Choice Theory and Restorative Practices. Premer Public School rejects all forms of bullying behaviours by maintaining a commitment to providing a safe, inclusive, and respectful learning community.

Partnership with parents and carers

Premer Public School will partner with parents and carers to establish expectations for engagement in the development and implementation of student behaviour management and anti-bullying strategies, by:

- inviting parent/carer and student feedback through formal and informal means, such as school surveys, consulting with the P&C and local AECG.

Premer Public School will communicate these expectations to parents/carers through the school newsletter, School Bytes Parent Portal, phone calls, and in person at the gate.

School-wide expectations and rules

Premer Public School has the following school-wide expectations and rules:

I am Respectful	I am Responsible	I am Resilient
I speak and act with kindness	I listen and follow instructions	I strive for improvement by setting goals and working towards them
I take care with property	I immediately tell a teacher if there is a problem	I reflect on my actions and learn from them
I keep my hands, feet and objects to myself	I can do what is expected of me and stay on task	I keep going, even when things are challenging
I wear the school uniform with pride	I take ownership of my actions and do the right thing, even when no one is watching	I approach learning with courage, persistence and curiosity

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 across the care continuum and responds 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:

- 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
- actively supervising students
- 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
Preventions & Early interventions	Restorative Practice	Promotes positive proactive strategies to provide opportunities to develop, strengthen, repair and maintain healthy relationships. Includes circles and restorative conversations.	Staff, students & families
	PDHPE curriculum	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	Students
	Breakfast Club	Staff run a breakfast club every morning that provides access to a healthy breakfast, provides a positive start to the day and build connections between staff and students.	Staff & students
	Social / Emotional Learning	Including mindfulness, Choice Theory, Zones of Regulation and the Grow Your Mind program, building resilience and supporting respectful relationships.	Students and Teachers
	Communication with parents	To increase parent's understanding of how our school addresses all forms of behaviour.	Staff, students & families
	Transitions to school	Focusing on a safe and successful movement from preschool to primary and primary to high school.	Incoming preschool students and outgoing Year 6 students
	School Counsellor	The NSW School Counselling Service plays a key role in supporting students, parents, teachers and school staff in NSW Public Schools.	Students

Care Continuum	Strategy or Program	Details	Audience
Targeted intervention	Learning Support	Targeted learning support structures that allow for regular opportunities to discuss students of concern, identify needs and establish touch points for families. The structure of learning support allows all students to receive an individualised learning plan with explicit goals.	Staff, students & families
Individual intervention	Attendance monitoring	Address barriers to improve attendance and set growth goals.	Staff, students & families
	Individual behaviour support planning	This may include developing, implementing monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Staff, students & families

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

A behaviour of concern is challenging, complex or unsafe behaviour that requires intensive interventions. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm. See Appendix 1.

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.

- 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 principal.

Proactive responses by teachers may include:

- reminder of the school expectations

- re-direct, offer choice or error correction
- prompts
- seat change/play or playground re-direction
- stay in at break to discuss/complete work/walk with teacher
- reflection and restorative practices
- communication with parent/carer

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

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
Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations.	Refer to school-wide expectations.	Contact office to seek help from staff straight away if there is a risk. Otherwise notify principal as soon as possible and before the end of the school day.
Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	Use indirect responses e.g. Proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	Staff to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirecting to another area or activity, providing reassurance or offering choices. Incident review and planning is scheduled, determined by the nature of the incident.
Tangible reinforcers include those that are: - free and frequent - moderate and intermittent - significant and infrequent Intermittent and infrequent reinforcers are recorded on internal wellbeing system.	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 a low-level consequence is applied.	Principal collects information and reviews the incident from multiple perspectives to determine the next steps. Staff to record incident on internal wellbeing system and contact parent/carer by email or phone. Principal may consider further action for e.g. formal caution/suspension.
Social Emotional learning programs (eg Grow Your Mind) are taught weekly.	Teacher records on the centralised recording system. Monitor and inform family if repeated.	Refer to the school's APLaS considering current and previous behaviour data.
Teacher/parent contact Staff notifies parents when intermittent and infrequent reinforcers are recorded on the internal wellbeing system. Student awards for positive behaviour are given at assemblies.	*Teacher/parent contact* 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.	*Teacher/parent contact* Staff makes parent/carer contact 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 recorded on school Behaviour / wellbeing system. These may include:

- review and document incident in School Bytes
- 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 (listed below)
- liaise with Team Around a School for additional support or advice
- communication and collaboration with parents/carers (phone, email, 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

Reflection and restorative practices

Toilet and food breaks are always included when students are withdrawn from the playground as a planned response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

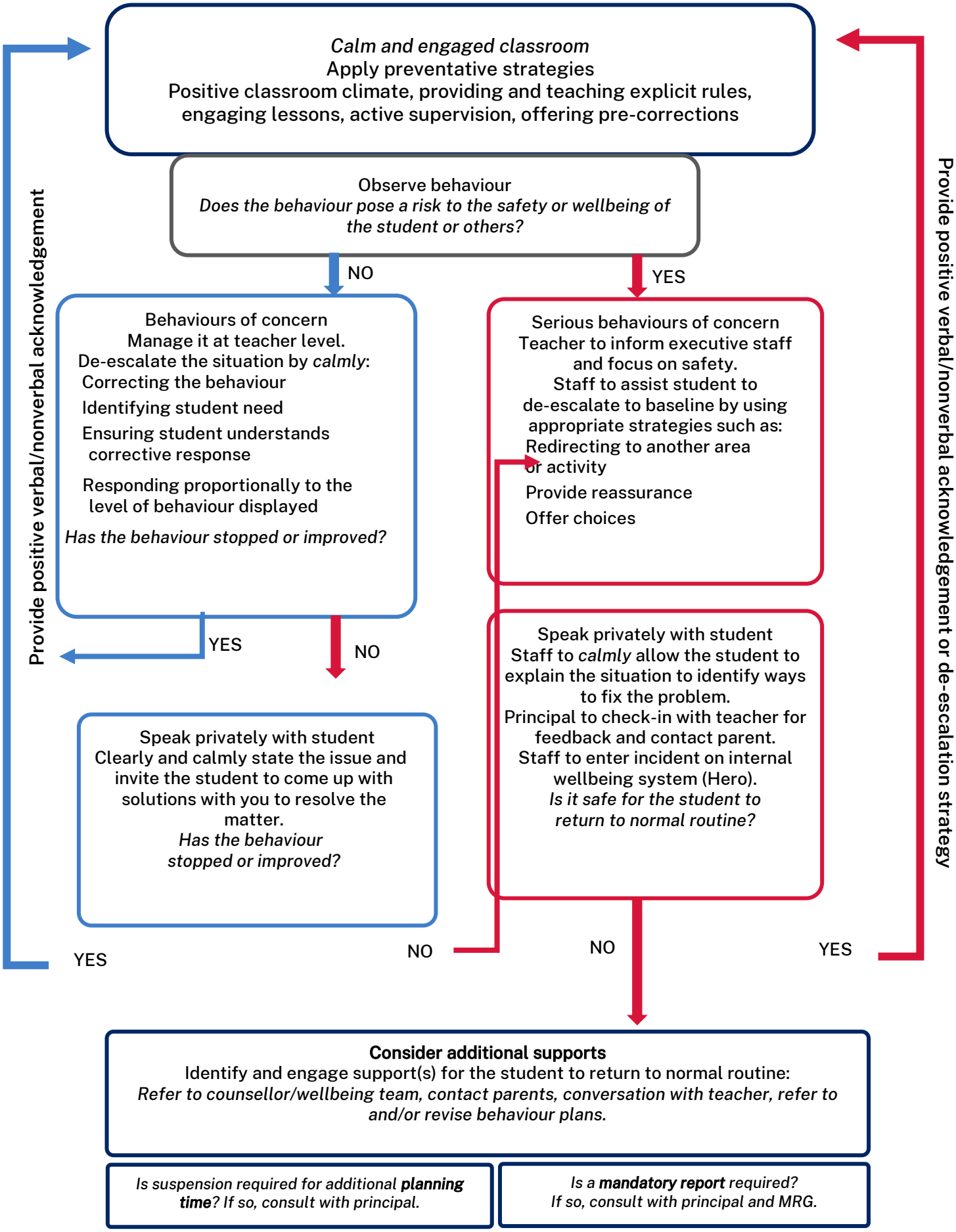
Strategy	When and how long?	Who coordinates?	How are these recorded?
Alternate break plan – withdrawal from playground during breaks and re-allocation to office/classroom for supervised breaktime following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group	Next break	Teacher or Principal	Internal wellbeing system (School Bytes)
Restorative practice – restorative conversations in groups	Scheduled as soon as all involved are available	Teacher or Principal	Internal wellbeing system (School Bytes)

Review dates

Last review date: Term 2, 2025

Next review date: End Term 4, 2025

Appendix 1: Behaviour management flowchart



Bullying Response Flowchart

The following flowchart explains the actions Premer Public School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting.