

NSW Department of Education

Forestville Public School Behaviour Support and Management Plan

Overview

Forestville Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. The PDHPE syllabus guides teaching and learning for behaviour and social-emotional learning. Key programs prioritised and valued by the school community are:

- Positive Behaviour for Learning (PBL)
- The Learning and Support Team
- Friendly Schools social skills and anti-bullying program
- Smiling Minds wellbeing program

Partnership with parents and carers

Parents and carers work in partnership with the school to implement the SBSMP, supporting their child to abide by the [Behaviour Code for Students](#), resolving issues about their child’s behaviour, and communicating with school staff and the school community respectfully and collaboratively consistent with the [School Community Charter](#).

Forestville Public School partners with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by including this in our PBL implementation processes. Forestville Public School communicates these expectations to parents/carers through parent teacher information sessions and individual parent meetings.

School-wide expectations and rules

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

Expectation - Respect	Expectations - Responsibility	Expectation – Positive Attitude
I will co-operate with others.	I will be honest.	I will aim high
I will let others learn.	I will work, move and play safely.	I will give everything a go.
I will follow instructions first time, every time.	I will wear my school uniform with pride.	I will encourage others.
I will show care and consideration to myself, others and the environment.	I will look after equipment and personal belongings.	I will accept change and advice

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.

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

- Learning and Support processes
- PBL curriculum lessons K-6
- Friendly Schools lessons K-6
- Smiling Minds practices K-6
- Child Protection curriculum K-6

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 cyber-bullying 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 whole school and classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour and re-teaching expected 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 and Early Intervention	PBL	Schoolwide systems of support that contribute to a positive, safe and supportive learning culture.	Whole school
Targeted Intervention Individual Intervention	Learning and support processes	The learning and support team work with teachers, students and families to support those students who require personalised learning and support. Including instructional leadership, development of risk assessments and the development of short- and long-term goals.	Individual students, families and staff
Prevention Targeted Individual Intervention	Attendance monitoring and support	Teachers, L&ST, and attendance officers monitor and support student attendance rates and provide support and intervention for students and families needing assistance.	Whole School
Prevention	Teacher Professional Learning	Explicit training for teachers to embed effective and consistent classroom systems and behaviour management	All classes K-6

Care Continuum	Strategy or Program	Details	Audience
Early Intervention		strategies. Whole school 'non-negotiables' maintain high expectations of expected behaviour for students, reduce low-level disruptions and increase available learning time.	
Early Intervention	The "Got It!" program	Small group intervention to support and improve capacity of students to identify and regulate strong emotions.	Teacher and Parent identified students K-2
Prevention Early Intervention Targeted Intervention Individual Intervention	Child Protection	Mandatory child Protection curriculum implementation. "No, Go, Tell" messaging to empower students to report unsafe situations.	Whole School
Prevention	Life Education	Healthy lifestyle and wellbeing programs delivered to all students K-6 as part of the PDHPE curriculum.	Whole School
Prevention	National Week of Action Against Bullying	Activities to promote anti-bullying awareness and the promotion of a safe, inclusive learning environment.	All students
Prevention	Cultural Celebrations and Inclusion	Events which celebrate the diverse cultural backgrounds of students eg NAIDOC Week, Harmony Day.	Students, staff, parents and community members
Early Intervention	Interrelate	Sex education presentations regarding puberty and physical development.	Stages 2 and 3
Prevention Early Intervention	Friendly Schools	Social skills and Anti-Bullying programs teaching explicit strategies to: <ul style="list-style-type: none"> • Make friends and social connections. • Deal with bullying situations. • Manage feelings • Build resilience 	Whole School
Targeted Intervention	Aspire Higher	Leadership development program for senior students. Designed to develop and enhance their leadership skills as they become senior members of the student body.	Stage 3
Targeted Intervention	Top Blokes	Targeted education program for year 6 boys. Unpacking gender roles and expectations as a modern concept. Run by trained facilitators.	Year 6 Boys
Targeted Intervention	Social Emotional Learning	Targeted program for year 6 girls, unpacking social emotional learning. Rights, roles and responsibilities as young girls moving into adolescence.	Year 6 Girls

Care Continuum	Strategy or Program	Details	Audience
Prevention	Just Like You – Disability Awareness	Disability awareness program teaching understanding, inclusion and acceptance of people with disabilities.	Whole School
Prevention Targeted Intervention	Amplifying Student Voice to Enhance Positive Classrooms	Explicit lessons designed to develop student understanding of their responsibilities and rights. Aligns to setting classroom expectations for learning and behaviour. A program to enhance student voice in the classroom environment.	Whole School
Targeted Intervention Individual Intervention	Transition Support	For students transitioning between settings (e.g., starting a new school, moving between programs), provide extra support to build confidence and reduce anxiety.	Students identified as vulnerable during transitions
Individual Intervention	Individual Behaviour Support Planning	The development, implementation, monitoring and reviewing of behaviour support, behaviour response and risk management plans.	Individual students, teachers L&S Team, AP
Individual Intervention	School Counselling services	Counsellor support for social, emotional or behaviour related needs supporting student wellbeing.	Students referred through the learning support team
Individual Intervention	Team Around a School	Team of external and departmental agencies collaborating to act as case-managers for high needs students.	Students who require multidisciplinary support for complex needs.
Targeted Intervention	Zones of Regulation	Small group delivery of a social emotional learning curriculum and regulation program.	Teacher identified students
Prevention Targeted Intervention Individual Intervention	Lunchtime clubs Lego, drawing, mindfulness, board games, knitting	Opportunities for self-selected or teacher supported students to have small group activities at lunch time.	Students Learning and support teachers SLSOs

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

Forestville Public school has a PBL Behaviour Management Flow [chart](#) which outlines the steps followed to manage behaviours of concern including bullying and cyber-bullying. The following interventions are outlined in greater detail as part of these processes.

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
PBL Lessons are provided K-6, to explicitly teach pro-social behaviours.	As per our PBL guidelines, teachers lead discussions in a range of ways to address minor behaviours, these include	If students engage in behaviours of serious concern, staff follow PBL guidelines for major behavioural infractions. These behaviours are handled by school

<p style="text-align: center;">Prevention</p> <p style="text-align: center;">Responses to recognise and reinforce positive, inclusive and safe behaviour</p>	<p style="text-align: center;">Early Intervention</p> <p style="text-align: center;">Responses to minor inappropriate behaviour</p>	<p style="text-align: center;">Targeted/Individualised</p> <p style="text-align: center;">Responses to behaviours of concern</p>
<p>PBL “Forries” are used to frequently reward students for desired behaviours. These are collected and used to give students rewards such as canteen vouchers or special choices for class events. The whole school “Forrie Flue” is used to gather the accumulated “Forries” which leads to whole school rewards each term. These include:</p> <ul style="list-style-type: none"> - Special events eg mufti days - Lunchtime discos <p>Each fortnight the school has a “Forrie Focus” which specifically targets desired behaviours such as wearing full school uniform, polite behaviour. This focus is determined by PBL data for minor behaviours.</p>	<ul style="list-style-type: none"> - Private conversations that prompt a low-key response from the student - Redirecting or restating desired behaviour. - Reteaching desired behaviours - tell, show, practice, acknowledge. - Providing choice. <p>Teachers provide an appropriate consequence for minor inappropriate behaviours. These include:</p> <ul style="list-style-type: none"> - Missing out on play for a short period - Walking with the teacher on duty for 5-10 minutes. - Loss of privilege - Teacher student conference - Opportunities for restitution e.g. if littering, pick up rubbish. - Opportunities to apologise. 	<p>executive and involve students having a designated lunchtime reflection with the AP or DP.</p> <p>This includes:</p> <ul style="list-style-type: none"> - Guided discussion which provides an opportunity for the student to reflect on their behaviour and think about its consequences as well as how they could manage the situation differently in the future. - Explicit re-teaching of desired behaviour. - With guidance from exec, the student determines methods and ideas for restitution. - AP/DP feeds back reflection discussion with student to teacher - Parents are contacted to increase communication about and engagement with desired behaviours for the student. <p>Responses to serious behaviours of concern may also include suspension as per DoE guidelines. This includes developing plans for return to school in conjunction with parents.</p>
<p>Child protection lessons are conducted with the – “No, Go, Tell” messaging explicitly taught to students. This messaging is aligned to what to do in a bullying situation, including bystander behaviour.</p>	<p>Any disclosures that come as a result of these lessons are responded to appropriately. Minor disclosures that can be handled at a teacher level are managed as such. Major disclosures are managed at an individualised level.</p>	<p>Staff respond to individual child protection issues as per their child protection training and with the knowledge they are mandatory reporters.</p> <p>Reports to the Child Wellbeing Unit are completed and recommendations are followed up on.</p>
<p>Classroom behaviour management systems are put in place at the start of the year and are regularly reviewed to meet the needs of the class and ensure a safe and respectful learning environment for students.</p> <p>Enhancing Student Voice in the</p>	<p>Teachers consult with stage and grade colleagues as well as their supervisory assistant principal to try interventions in response to low level or minor behavioural difficulties in the classroom or playground.</p>	<p>The learning support team provided specialised targeted intervention for students identified as having behaviours of significant or ongoing concern.</p> <p>The team works with specialist both within and external to the department as well as parents, to</p>

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
Classroom Environment Lessons form part of this process. These include students determining their rights and responsibilities as learners in the school.		develop individual behaviour plans and support identified students.
<p>Friendly Schools Lessons in alignment with the PDHPE syllabus are undertaken across the school year. Topics covered to help prevent poor and bullying behaviours include:</p> <ul style="list-style-type: none"> - Social-emotional learning - Self-awareness - Self-management - Social awareness - Relationship skills - Social decision-making 	Teachers respond to concerns raised in response to these lessons, at either a classroom level if appropriate or at an executive level via PBL processes if appropriate.	
Student Representative Council meetings to raise and address student concerns.	Teachers respond to concerns raised at either a classroom level if appropriate or at an executive level via PBL processes if appropriate.	

Responses to serious behaviours of concern

Forestville Public School's response to serious behaviours of concern align directly with the NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) which apply to all NSW public schools. Overarching steps to manage critical behaviours can be found in our schools Behaviour Management Flowchart. Descriptors and examples of what is considered critical behaviours can be found in our Table of Minor/Major/Critical behaviours [overview](#).

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

If student behaviour is considered such that a reflection for re-teaching of desired behaviour is required, the school follows the processes below.

Strategy	When and how long?	Who coordinates?	How are these recorded?
PBL Reflections. Student meets with a school executive to discuss the incident including restorative practice and how to approach similar incidents in the future. Students then complete a reflection template outlining this discussion as well as their actions in regards to restitution.	Lunchtime as determined by school executive. As close as possible to the date of the incident.	PBL committee initially designed full processes for reflections. Conducted by school executive. Teachers are involved in the communication with parents around any incidents as well.	Sentral
DoE Suspension and Expulsion Procedures	As per DoE Suspension and Expulsion procedures	Principal Deputy Principal	ERN

Review dates.

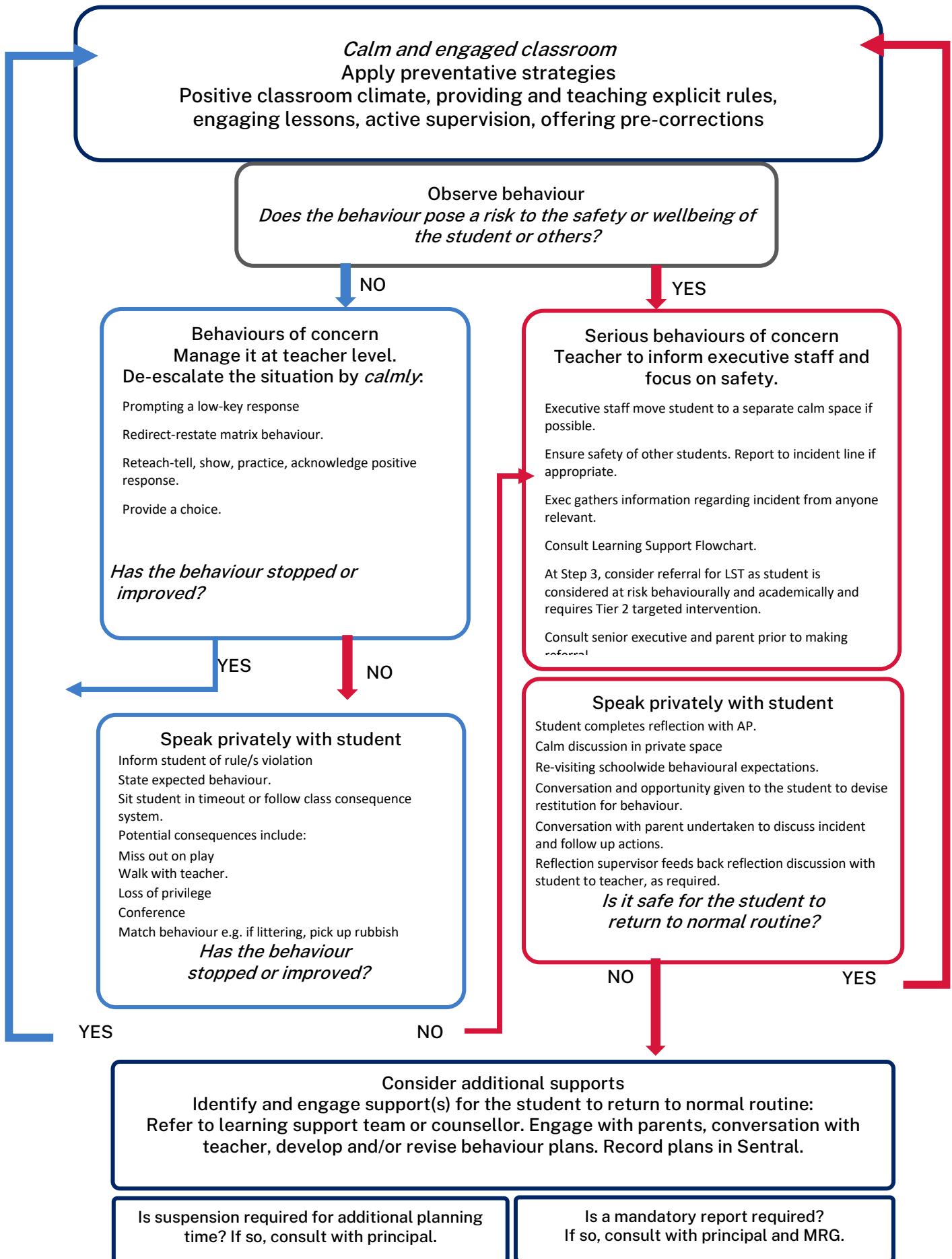
Last review date: 4th March 2024

Next review date: 17 July 2024

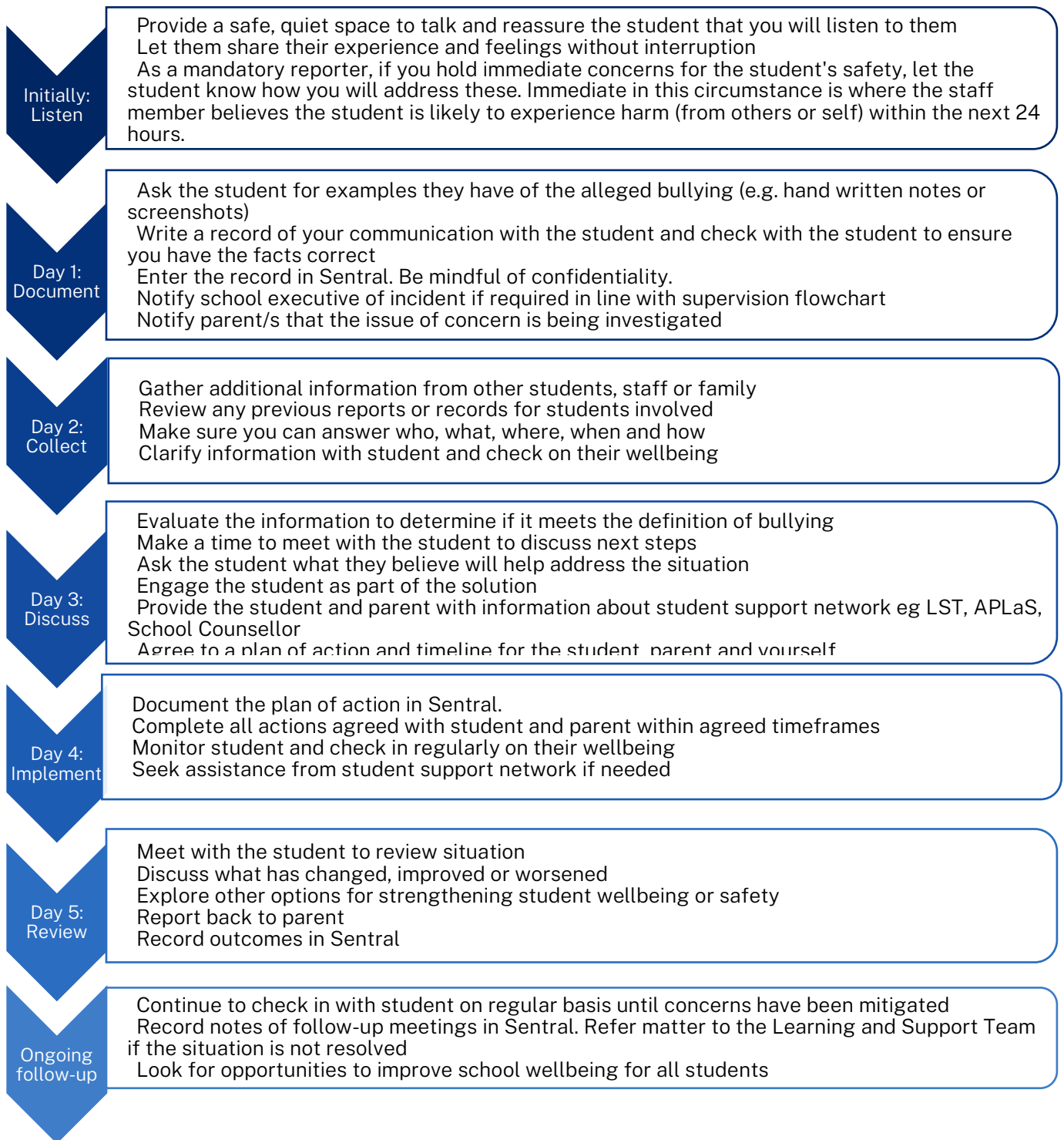
Last Review date: 6th Feb 2025

Next review date: 18th August 2025

Appendix 1: Behaviour management flowchart based on school's PBL processes.



Appendix 2: Bullying Response Flowchart – Processes will often start with teachers then move towards being handled at an executive level.



The following flowchart outlines the actions that Forestville PS staff will take upon receiving a report of student bullying, including incidents that may have occurred online or outside of the school setting. Timeframes for each step may vary based on the professional judgement of staff handling the report and their assessment of any immediate risk to the student(s) involved.