



NSW Department of Education

Fort Street Public School Behaviour Support and Management Plan

Overview

Fort Street Public School is committed to explicitly teaching and modelling positive behaviour and to 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. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful learners in a caring learning community.

Principles of positive behaviour support, trauma-informed practice, inclusive practice, and social emotional learning 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 mission, key programs prioritised and valued by the school community are:

- The Resilience Project resource
- Assertive discipline model
- Restorative practice model
- School wellbeing hub resource

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

Fort Street 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 climate where bullying is less likely to occur.

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff actively respond to student bullying behaviour.

Partnership with parents and carers

Example Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and anti bullying 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.

Fort Street Public School will communicate these expectations to parents/carers through the school newsletter and 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

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

To demonstrate Resilience through Gratitude, Compassion & Engagement.

Resilience	Gratitude	Compassion	Engagement
I know when I need help	I am thankful for what I have	I am kind and show respect to others	I am ready to learn
I can accept responsibility for my actions	I value the interests, ability and culture of others	I accept that we are all different	I speak politely and respectfully to everyone
I try different strategies when there is a challenge	I celebrate my own achievements and the achievements of others	I can interact well with others	I am an active participant in my learning
I can be my best self	I have a supportive learning environment with lots of resources that help me	I care for the spaces and resources I use	I embrace the opportunities that the school provides me

Fort Street Public School classroom management and reward system

REWARDS

✓ = well done
10 house points

✓✓ = reward

✓✓✓ = reward

✓✓✓✓ = 1 raffle ticket

✓✓✓✓✓ = 1 raffle ticket

CONSEQUENCES

✗ = warning

✗✗ = timeout (in class)

✗✗✗ = timeout (buddy class)

✗✗✗✗ = detention

✗✗✗✗✗ = principal's office

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 [Behaviour code for students](#). 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 classroom expectations
- establishing predictable routines and procedures that are communicated clearly to 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	The Resilience Project	The Resilience Project resource provides practical, evidence-based mental health strategies to build resilience and happiness.	All
Prevention	Mindfulness	This strategy is used by teachers to cultivate self-awareness, emotional balance, and a sense of calm. The key principles are: OBSERVING- Observing your thoughts, emotions, and sensations without reacting automatically. LETTING GO- Letting go of distractions and anchoring your awareness in the here and now. ACCEPTING- Being open and accepting of whatever arises, without trying to suppress or change it.	All

Care Continuum	Strategy or Program	Details	Audience
Prevention	Assertive discipline classroom management	Assertive discipline model is a structured and systematic classroom management approach to foster positive learning environments.	All
Prevention	The Personal and Social Capability framework	The five areas of social and emotional learning are modelled and reinforced through incidental and explicit teaching. It is used to create individualised student goals in behaviour support plans, parent-teacher feedback sessions and in student reports.	All
Prevention	Student Wellbeing Hub	The wellbeing hub consists of information and resources that can be used daily by teachers, parents and students to promote student wellbeing, safety and positive relationships	All
Prevention	Trusted Teachers @ FSPS	Every student has the opportunity to nominate and check in with a teacher that they relate to and trust to be their 'trusted' teacher if they need support for any reason.	Students K-6
Prevention	Restorative practices	School-wide prevention practices include: <ul style="list-style-type: none"> • reaffirming relationships through developing social and emotional skills • identifying common values and guidelines • promoting and strengthening students' sense of belonging and ownership • developing social-emotional understanding and skills to build healthy relationships • using class circles to practice their social emotional skills. 	All
Early Intervention / Targeted	Restorative practices	Managing targeted difficulties and repairing relationships through: <ul style="list-style-type: none"> • preventing harm • resolving differences with restorative intervention • building social-emotional capacity • using harm circles, mediation and family group conferencing to address the causes of harm, focus on who is accountable and repair any harm. 	All
Individual intervention	Restorative practices	Intense interventions and rebuilding relationships through: <ul style="list-style-type: none"> • focusing on accountability • organising resources to address behavioural and academic support needs • one to one support and successful reintegration for youth in crisis or those returning from suspension. 	All

Care Continuum	Strategy or Program	Details	Audience
Prevention	National Week of Action (NWA)	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year.	Staff, students 3 - 6
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention	Everyday learner cards	Wellbeing- Learning every day and in every way through play.	Students K - 2
Prevention / Early Intervention / Targeted / Individual	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 cyberbullying incidents.	All
Prevention / Early Intervention / Targeted / Individual	Internet safety	Safer internet Day February 11th	All
Targeted / Individual	Quiet spaces	Library space during break time to support students who require a quiet space.	Students 2-6
Targeted / Individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	All
Targeted / individual intervention	Attendance support	The LST refer students to the attendance coordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, attendance coordinator
Individual intervention	Individual behaviour support planning	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans in consultation with parent/guardian.	Individual students, parent/carer, LAST, AP
Individual intervention	Personalised Learning Pathways	PLPs are an effective tool for increasing Aboriginal student engagement. They have the potential to improve learning outcomes and educational aspirations when they're developed in genuine partnership with Aboriginal students, their parents or carers and teachers.	Aboriginal students
Individual intervention	School psychologist	One to one check in for students requiring support with social and emotional strategies. This requires parental permission.	Students K-6

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

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. See Appendix 1.

Fort Street 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 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. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

- 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 Sentral wellbeing system. These include:

Classroom	Non-classroom setting
<ul style="list-style-type: none"> • rule reminder • re-direct • offer choice • error correction • prompts • reteach • seat change • stay in at break to discuss/ complete work • conference • detention, reflection and restorative practices • communication with parent/carer. 	<ul style="list-style-type: none"> • rule reminder • re-direct • offer choice • error correction • prompts • reteach • play or playground re-direction • walk with teacher • detention, reflection and restorative practices • communication with parent/carer.

Fort Street Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Assertive discipline, the resilience project and restorative practice consist 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	Early Intervention	Targeted/Individualised
Responses to recognise and reinforce positive, inclusive and safe behaviour	Responses to minor inappropriate behaviour are teacher managed.	Responses to behaviours of concern are executive managed
<p>1. Behaviour expectations are developed collaboratively with students involved, unpacked and taught explicitly, and are referred to daily.</p> <p>Teachers consistently model and expect high standards of behaviour and highlight positive behaviours of peer students.</p>	<p>1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.</p>	<p>1. Contact office to seek help from executive straight away if there is a risk. Otherwise notify student's stage supervisor or executive ASAP and before the end of the school day (record incident on Sentral wellbeing system).</p>
<p>2. Verbal and non-verbal specific feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.</p>	<p>2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p>	<p>2. Executive/CT 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 for a later time, determined by the context and nature of the incident.</p>
<p>3. Tangible reinforcers include those that are:</p> <ul style="list-style-type: none"> • free and frequent • moderate and intermittent • significant and infrequent 	<p>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.</p>	<p>3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on Sentral wellbeing system and contact parent/carer by email or phone. Executive/principal may consider further action e.g. formal caution or suspension.</p>
<p>4. Social emotional learning lessons are taught weekly through the PDH program.</p>	<p>4. Teacher records on Sentral wellbeing system 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.</p>	<p>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.</p>
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
<p>Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at hub and school assemblies.</p>	<p>Teacher contacts parents by phone or email when a range of corrective responses have not been successful.</p> <p>Individual planning and referral to Learning Support Team may be discussed.</p>	<p>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.</p>

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Sentral wellbeing 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
- 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.

Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

- [Incident Notification and Response procedure](#)
- [Student Behaviour Policy](#) and [Suspension and Expulsion procedures](#)
- If a behaviour of concern is also a child protection matter use the [Mandatory Reporting Guideline Tool](#).

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.

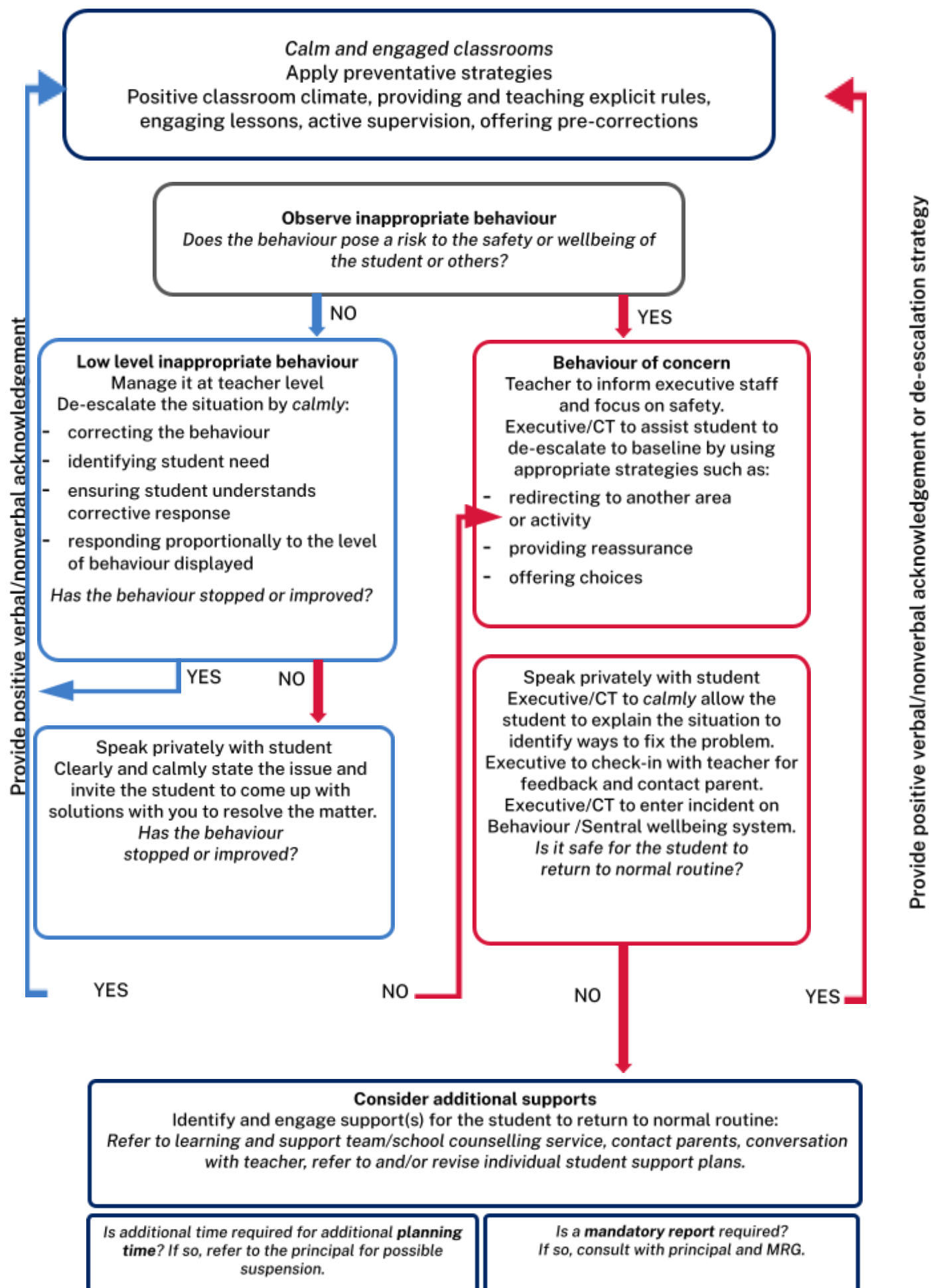
Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection room – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Same or next day at either lunch or recess break	Assistant Principal/ Principal	Documented in Sentral wellbeing system
<p>Alternate play plan – withdrawal from free choice play and re-allocation to office or classroom for supervised play 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 (detention).</p> <p>The teachers are willing to provide personal supervision time for students who require their work to be completed due to behaviour choices during class time.</p>	Next break	Classroom teacher/Assistant Principal	Documented in Sentral wellbeing system
Restorative practice – peer mediation or circles in groups	Scheduled for either lunch or recess break	Assistant Principal/ Principal	Documented in Sentral wellbeing system

Review dates

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

Next review date: [Day 1, Term 1, 2026]

Appendix 1: Behaviour management flowchart



Bullying Response Flowchart

The following flowchart explains the actions Fort Street 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. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.

