

School Behaviour Support and Management Plan Fairvale PS

Overview

Fairvale 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:

- Positive Behaviour for Learning (PBL)
- FAIR core capabilities – **See Appendix 3**

This program prioritises social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying.

Fairvale Public School rejects all forms of bullying and racist 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 and racism is less likely to occur.

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

Partnership with parents and carers

Fairvale Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management, antibullying and Anti-racism strategies, by:

- inviting parent/carer and student feedback through formal and informal means, such as the DoE's Suite of Surveys, school surveys, consulting with the Parent Cafe and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Fairvale 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 that align with the [School Community Charter](#).

School-wide expectations and rules

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

Fairvale Public school rules are to be FAIR. **Friendly**, **Always Safe**, **Into Learning** and **Responsible**.

Fairvale Public school expectations are:

FRIENDLY	ALWAYS SAFE	INTO LEARNING	RESPONSIBLE
Be a communicator	Be safe	Be a thinker	Have GRIT
I act with Kindness	I show sun safety	I set goals	I am a hard worker
I show empathy	I move safely	I am a reflective thinker	I am resilient
I can collaborate	I am in the right place at the right time	I am an innovator	I am self-confident
	I use equipment correctly		

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 here:

<https://education.nsw.gov.au/content/dam/main-education/going-to-a-public-school/media/documents/translated-documents-/behaviour-code-for-students/english-student-behaviour-code.pdf>

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:

- Positive Behaviour for Learning (PBL)
- Weekly explicitly lessons based on the FAIR core capability scope and sequence
- FAIR core capability rubrics
- Reward system eg. Frankie awards, merit awards, Principal Into Learning Awards (PILA), honour certificates, End of semester awards and banners.
- Caught you being FAIR tokens (Playground)

- 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	Positive Behaviour for Learning	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. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.	All
Prevention	Child protection and Online E-Safety	Teaching child protection education is a mandatory part of the syllabus. Students engage in online e-safety programs annually.	Students K - 6
Early intervention	Professional learning	The executive team support staff members with opportunities to develop knowledge, skills and strategies utilising the DoE resources including: Professional Learning , the behaviour support toolkit , the inclusive practice hub to help create inclusive education environments for students with disability and additional learning needs.	Teachers
Early intervention	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
Targeted intervention	Behaviour support referral	Classroom teachers complete a referral to discuss with the Assistant Principal. This referral outlines previous strategies and programs used. A plan for restorative	Teacher

Care Continuum	Strategy or Program	Details	Audience
		practices is created eg SMART goals, targeted intervention.	
Targeted intervention / Individual intervention	Behaviour Check-In	These occur weekly at Friday executive meetings. Students whose number of reflections are causing concern are discussed and plans made in consultation with parents/carers.	Assistant Principal, DP, P
Targeted intervention / Individual intervention	SMART goals	Student, classroom teacher and Assistant Principal create SMART goals. This is communicated with parents and carers with feedback provided. The implementation and progress towards these goals is regularly reviewed.	Students Parents/carers
Targeted intervention / Individual intervention	Learning and Support	The Learning and Support Team (LST) works with teachers, students and families to support students who require personalised learning and support.	All
Targeted intervention / Individual intervention	Attendance support	The LST refer 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.	Individual students, attendance co-ordinator
Individual intervention	Individual behaviour support planning	<p>This may include developing, implementing, monitoring and reviewing behaviour support, behaviour response and risk management plans.</p> <p>This may include consultation with parents, other relevant specialist staff, service providers, and/or inter-agency partners. The delivery support team is contacted and invited to discuss strategies and programs and plan where to next.</p>	Individual students, parent/carer, LST, AP

Planned responses to positive appropriate behaviour, inappropriate behaviour and behaviours of concern, including racism, 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 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. See Appendix 1.

- 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.

Classroom	Non-classroom setting
<ul style="list-style-type: none"> • time out • visit buddy class • 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"> • red card (grass areas) • walk with teacher • detention, reflection and restorative practices • communication with parent/carer.

Fairvale Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Positive Behaviour for Learning (PBL) consist of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks (see Appendix 2).

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.

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 racism and bullying is not accepted, in both online and offline environments. School staff will actively respond to student bullying or racist behaviour.

Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where racism or bullying is not accepted.

Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying or displaying racist behaviour. This includes an annual review/update of our School behaviour support and management plan. New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying or racist behaviour as outlined in Fairvale Public School's Staff Induction handbook.

Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying or racist behaviour. This includes through Parent Café, assemblies, signage throughout the school, reporting, reflection notes home and online communication platforms.

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
Behaviour expectations are explicitly taught weekly and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.	Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	Contact office to seek help from executive immediately if there is a risk. Otherwise notify student's stage supervisor or executive 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 including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	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.
Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent intermittent and infrequent reinforcers are recorded on School Bytes.	Use direct responses e.g. rule reminder, re-teach, provide choice, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied.	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 letter or phone. Executive/principal may consider further action e.g., formal caution or suspension.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact through the phone calls or letters (SMART goals) home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at school assemblies.	Teacher contacts parents by phone when a range of corrective responses have not been successful. Individual planning and referral to Learning and Support Team may be discussed.	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 recorded on School Bytes. These may include:

- review and document incident (Major and minor goal templates, student statements)
- 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.

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.

Any report of Racism can be referred to the ARCO and they will investigate the incident and

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](#).
- [Anti-racism policy.pdf](#) and [managing reports of racism flowchart.png](#)
- 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. Reflection incidents take place in an outdoor seating area, outside of the staffroom / office block.

Each incident is dealt with on a case by case basis. The Assistant Principal will look at the specific observable behaviours, assess the information and decide on the appropriate reflection procedure, putting the student at the centre of the decision.

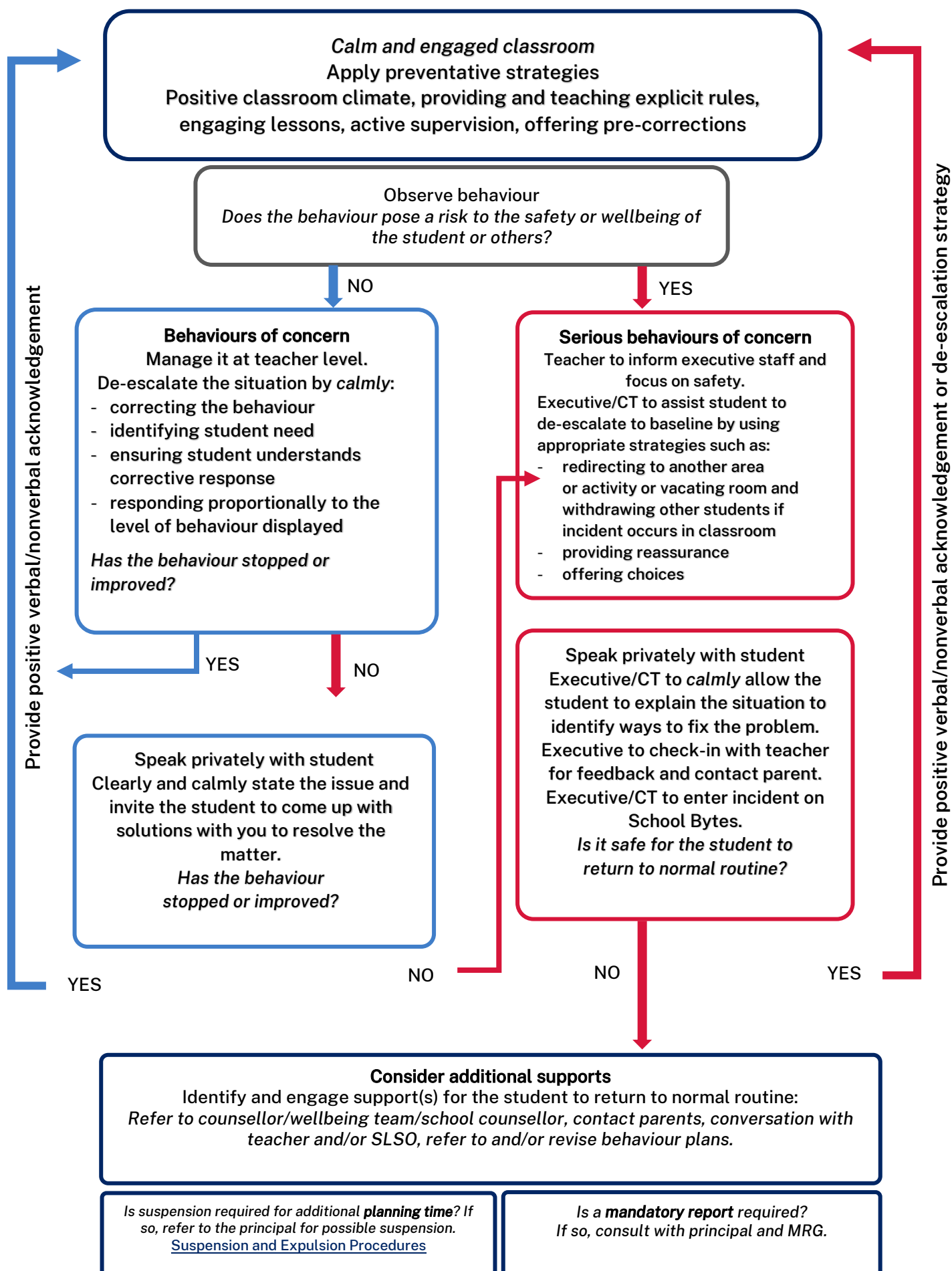
Strategy	When and how long?	Who coordinates?	How are these recorded?
5 tiered warning in-class system - Students are issued a verbal warning in class and they are provided with the opportunity to reflect on their behaviour on multiple occasions. If behaviour continues the student may see an executive member to discuss behaviour of concern.	During class time or at either lunch or recess break	Class teacher and Assistant Principal	Documented in School Bytes
Reflection – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Same day (if behaviour occurs at Break 1) or next day at either break	Assistant Principal	Documented in AP reflection log and School Bytes
Alternate play plan – withdrawal from free choice play and re-allocation to supervised play area 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.	Break time	Assistant Principal	Documented in School Bytes

Review dates

Last review date: [Term 3, 2025]

Next review date: [Term 3, 2026]

Appendix 1: Behaviour management flowchart (Alternative example)



Bullying Response Flowchart



Appendix 2: Managing Reports of Racism Response Flowchart

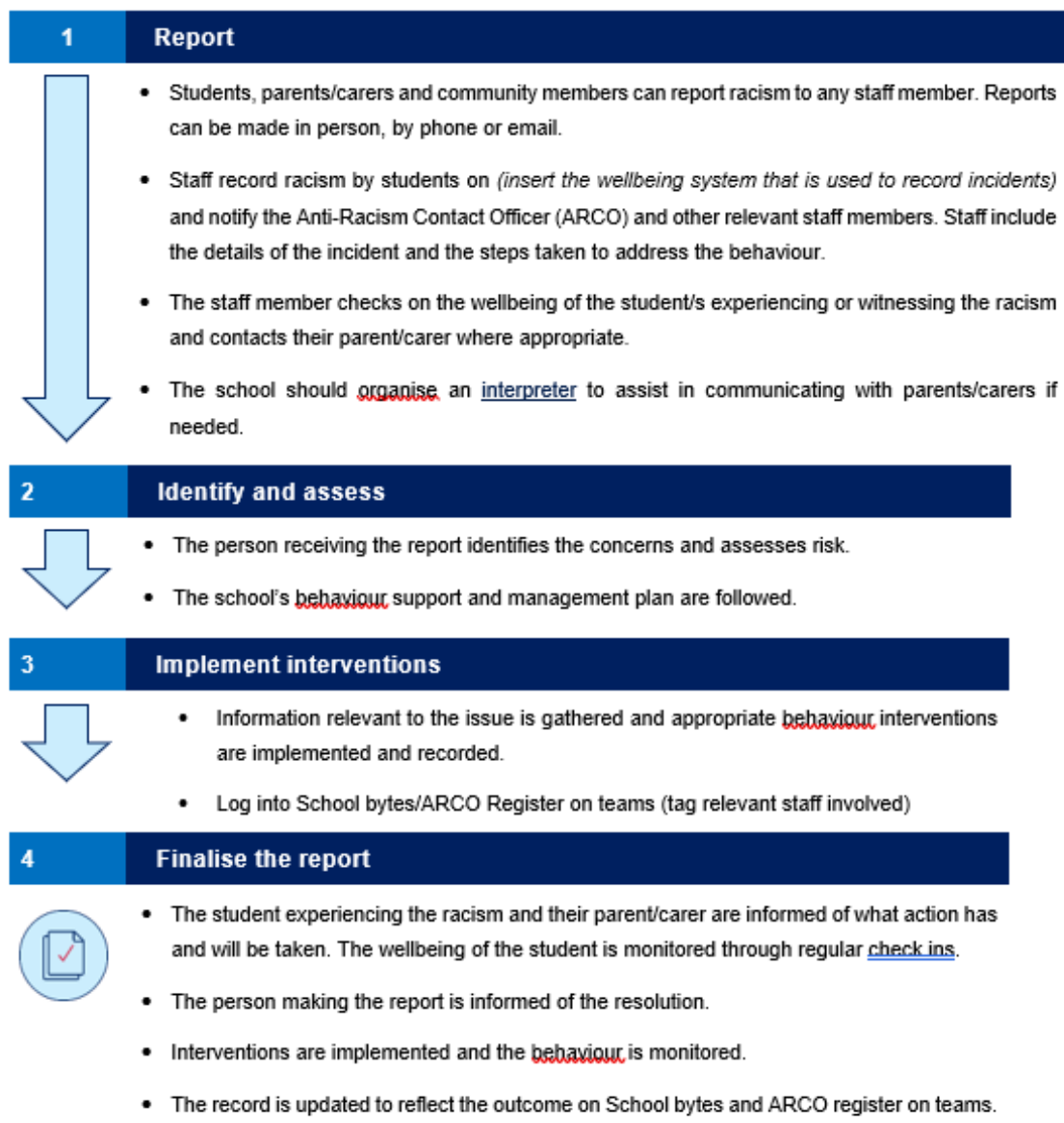
Recognise, Respond, Record and Report Racism

Reports of racist behaviour and religious intolerance displayed towards student's teachers or community members are managed using the Anti -racism policy and Managing reports of racism flowchart.

It is important to note that:

All staff have a responsibility to eradicate expressions of racism and challenge the attitudes that allow them to emerge by:

- Recognising and respecting Aboriginal peoples as the First Peoples.
- Embracing the value and benefits of the cultural, linguistic and religious diversity of NSW.
- Challenging prejudiced attitudes and ensuring that appropriate action is taken to address racist behaviours and systems that deny equitable access to educational opportunity.








Appendix 3: Fair Core Capabilities

At Fairvale Public School, we believe in a whole school approach to student wellbeing and behaviour. How do we do this? We follow a process known as Positive Behaviour for Learning.

What is PBL?

Positive Behaviour for Learning (PBL) is an educational process that brings together the whole-school community to contribute to the development of a positive, safe and supportive learning culture. The PBL framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.

What does PBL Look like at Fairvale Public School?

At Fairvale Public School, we set individual, class and stage expectations that support our teachers and students. Our FAIR Core Capabilities help create positive learning environments that enable and support student learning and wellbeing.	
When students demonstrate Friendly, Always Safe, Into Learning and Responsible behaviours and academic achievement in both classroom and playground settings, teachers can acknowledge this behaviour by rewarding them with a Frankie award.	
Students place their Frankie awards onto their pouch in the classroom. Once a student has collected 5 Frankie awards, they will receive a Merit Award, which is presented in class.	
An Honour Certificate will be given to students when they achieve 5 Merit Awards.	
When students collect 3 Honour Certificates (including End of Semester Certificates), students receive a Banner.	

If you have any further questions about the PBL process or the award system, our friendly staff will be more than happy to answer any queries you might have.

