

NSW Department of Education

School Behaviour Support and Management Plan

Overview

Forbes North Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are PBL, the Resilience Project, Real Schools, BSEM and School Chaplaincy Program.

Partnership with parents and carers

Effective schools have high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance and behaviour. 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

Values: We are Safe, Respectful and Responsible

Expectations:

Hands and feet to ourselves

Look and listen to the speaker

Be kind and polite

Stay on task

Follow instructions

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](#).

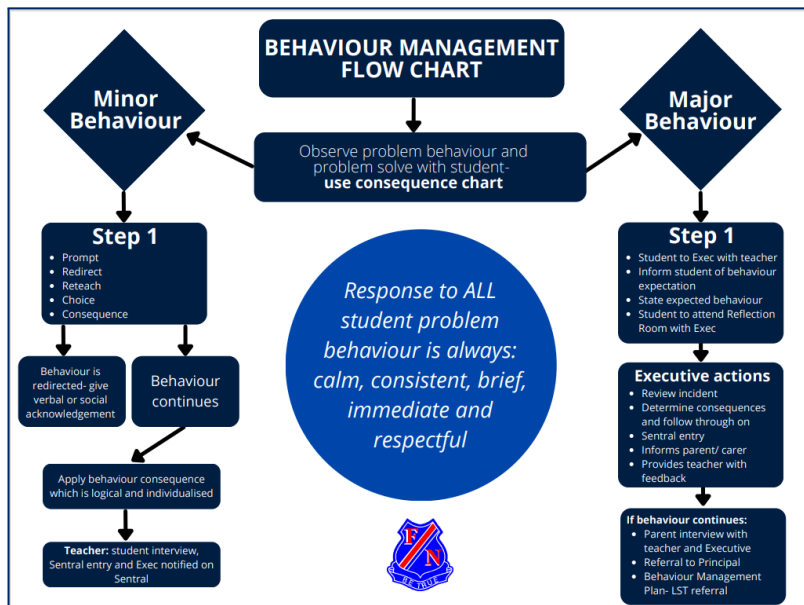
Whole school approach across the care continuum

Care Continuum	Strategy or Program	Details	Audience
Prevention	PBL BSEM Real Schools	Staff at Forbes North Public School base our values and culture around 3 main learning frameworks: 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. When PBL is implemented with consistency, teachers and students have more time to focus on relationships and classroom instruction. PBL is the base of our knowledge of students and enables staff to understand the complexities of children. PBL is based on solid routines and expectations for all students, building a foundation for our school. We have 3 school values of being Safe, Respectful and Responsible and within this, 5 school-wide rules that are displayed in all learning spaces. The BerryStreetEducationModel (BSEM) equips both mainstream and specialist schools with practical, classroom-based strategies to increase the engagement of all students, including those with complex, unmet learning needs. Our education model enables schools to support students' self-regulation, relationships and wellbeing to increase student engagement and significantly improve academic achievement. Real Schools is based around restorative practices and ensuring our school culture enables this. This partnership has begun in the current school year and is further developing as the year progresses.	All staff, students and the school and wider community
Early intervention	PBL, BSEM and Real Schools	Early intervention is based on our Behaviour Management Flow Chart, which is displayed in all learning spaces. This links to our clear and concise PBL expectations, and clearly defines minor and major behaviours. Students are prompted, re-directed, given choices and individualised consequences. Re-teach of behaviour expectations is a major part of this, with prevention of minor and major being our philosophy- ensuring that our teachers and classroom spaces are set up for success.	Teaching staff Students School Community

Care Continuum	Strategy or Program	Details	Audience
Targeted intervention	PBL, BSEM and Real Schools	Involves referrals to Executive members of staff, as well as the LST for targeted intervention at a school level. This may involve differentiation at a classroom level, support in the playground through targeted supervision or development of school based Behaviour Management Plans to ensure clarity for staff and parents and clear communication around processes and procedures. These are developed by CT, AP and where appropriate LaST/ SLSOs. Targeted observations occur on students in this space by CT and LaST	Teaching staff LST Parents
Individual intervention	LST Team around the School	Involves stakeholders such as the learning and support team, the LaST, external support from AP Learning and Support and Team around the School. Behaviour Management Support Plans are developed with CT, AP and LaST/SLSO, where appropriate. <i>Department templates-IBSP Individual Behaviour Support Plans; BRP Behaviour Response Plans; and STRMP Student Tailored Risk Management Plans..</i>	

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

- Student behaviour is identified through our Behaviour Management Flow Chart, linked to our school's defined Major and Minor behaviours. These were defined in 2019 with staff consultation.



Major Behaviours – Managed by Assistant Principals & Principal

Notification Level



Minor Behaviours – Managed by Classroom or Playground Duty Teacher

Behaviour	Definition	Examples
Disruption	Behaviour causing interruption to a lesson	Inappropriate talking, calling out, getting out of seat, eating during class, making annoying sounds, jostling and asking for toilet breaks, entering classroom noisily
Inappropriate Language in Conversation	Indirect, non-threatening words or gestures used, sarcasm & mocking, swearing	Swearing, inappropriate words for certain ages and unnecessary actions, name calling
Non Compliance	Failure to respond to teacher requests. This includes defiance, disrespect and arguing	Saying no to doing something like taking hat off or completing a worksheet, not moving from an out of bounds area, back chatting, not following instructions, eye rolling
Property Misuse	Careless or unsafe use of, or disregard for school property	Climbing on playground furniture and/or fences, incorrect use of sports equipment and littering
Physical contact	Non-threatening but inappropriate physical contact	Over affectionate patting or tapping somebody constantly, hugging, rough play in the playground
Dangerous Situations	Students putting themselves in harm's way through reckless behaviour	Climbing trees or other structures, sliding down bannisters and veranda rails

Behaviour

Abusive / Inappropriate Language and Behaviour

Physical violence & aggression

Bullying & Harassment

Vandalism & stealing

Persistent Disobedience

Dangerous Situations

Property Misuse

Definition

Messages that include swearing profusely in conversation or at someone and / or threatening someone verbally or through gestures, homophobic, discriminative or racist comments

Actions involving serious physical contact where injury may occur to staff or other students

Student delivers ongoing disrespectful messages to someone verbally, through gestures or electronically during school hours

Deliberately damaging or destroying school, student or staff property or taking it without permission

Student continues to be reported consistently for minor behaviours

Students consciously putting themselves in harm's way and refusing to leave the situation

Deliberately defacing school or other students' property

Example

Using bad language, name calling, threatening verbal or gestural actions, comments relating to skin colour, race, religion or sexual orientation

Pushing, hitting, kicking, yanking, punching, pulling hair, scratching, using an object to throw or hit with, deliberately spitting

Delivering threats, intimidation, obscene gestures, drawings or pictures, rumour spreading

Smashing or breaking furniture, equipment or fixtures, graffiti, taking equipment or items home or off grounds

Has 3 minor incidences recorded over a 2 week period

Climbing trees, buildings or other structures, going over balconies or out windows, going near poisonous and dangerous animals like snakes/plovers, leaving school grounds

Writing on desks, taking other students or school property or writing on it, banging doors, throwing things at people, toilet misuse

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 philosophies- Setting up our classroom for success	As noted in our Behaviour Management Flow Chart, teachers are expected to prompt, redirect, reteach, give choices and possible consequences. Through BSEM teachers are given responses and reteach opportunities to give at.... Minor behaviour responses may vary according to individual students and type of incident, however may include: • P3, P3, F3 (Real Schools) • Reteach • Feelings journal • Time out of activity • Seating adjustments • Adjustments to teaching and learning programs or physical spaces • Classroom observations	Major behaviours, as defined by our school's Major behaviours policy, are dealt with by members of the Executive team. Executive members review the incident when the student is regulated. Strategies used in this situation vary and depends on the major behaviour, but <i>may</i> include and are not limited to: • P3, P3, F3 (Real Schools) • Reteach • Feelings journal • Time out of activity • Conference with parent • Classroom observations • Adjustments to teaching and learning programs or physical spaces Further supports may need to be put in place, such as school-based behaviour management plans to support students and classroom teachers, as well as referrals to the LST.
Teach explicitly our 5 school rules and our values of being Safe, Respectful and Responsible		
Consequence Charts	Consequence Charts enable students to self-regulate behaviour with teacher support. These serve as a reminder of students who are meeting expectations. If a student is not meeting an expectation, their name may be moved to a different 'level' on the chart with or without verbal indication. Non-verbal cues may be given to a student to indicate this, this will depend on the behaviour and the individual student.	

Responses to serious behaviours of concern

- When dealing with major behaviours, Executive staff at Forbes North Public School will consult with both staff and students on unpacking and defining the behaviour that has occurred. Based on the outcome of this process, both classroom teacher and parents will be informed of:
 - The incident that occurred, including the specific behaviour that has been displayed or undertaken

- The antecedents to the incident- what happened to trigger this major behaviour?
- The consequences and follow up to the major behaviour of concern. This may include adjustments in both the classroom and the playground and consequences as a result of the major behaviour.
- How the students felt about the incident, and what needs to be done to restore relationships.
- 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 procedure](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

Detention, reflection and restorative practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection- When students display a major behaviour of concern, students attend Reflection with an executive member of staff. From this session, restorative practices are put in place in conjunction with the classroom teacher.	Day of the incident or as soon as possible after at lunch time for approximately 30 minutes. Toilet breaks are allowed when permission is given and students bring their lunch with them.	Executive on duty (see Duty Roster)	Sentral

Review dates

Last review date: 06/02/2025: Day 1, Term 1, 2025

Next review date: 01/02/2026: Day 1, Term 1, 2026

Appendix 2: Bullying Response Flowchart

