

# Frenchs Forest Primary School Behaviour Support and Management Plan

## Overview

Frenchs Forest 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 and safely 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)
- URStrong program for developing positive friendship skills

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

Frenchs Forest 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 encouraged to be 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 in both online and offline environments. School staff actively respond to unacceptable student behaviour.

## Partnership with parents and carers

Frenchs Forest Public School partners with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, by:

- inviting parent/carer and student feedback through formal and informal means
- using concerns raised through complaints procedures to review school systems, data and practices.

Frenchs Forest Public School will communicate these expectations to parents/carers through formal and informal means of communication. 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

Frenchs Forest Public School has the following school-wide expectations:

**To be respectful, responsible learners .**

Respectful	Responsible	Learner
Listen and communicate politely	Be safe	Be prepared and ready to learn
Show care and consideration	Look after yourself , others, and property	Do your best

## 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 in practices across the care continuum to promote positive behaviour and respond to behaviours of concern.

Care Continuum	Strategy or Program	Details
Prevention	Positive Behaviour for Learning	Positive Behaviour for Learning is an evidence based whole school systems approach that supports school leaders to create positive learning environments that enable student learning and wellbeing .
Prevention	URSTRONG	URSTRONG is an evidence skills-based strategy that teaches children concepts, skills and language to help them build and maintain healthy friendships.
Prevention	<a href="#">Child protection</a>	Child Protection encompasses a range of practices aimed at ensuring the safety and wellbeing of children in various environments.

Care Continuum	Strategy or Program	Details
Targeted intervention	<a href="#"><u>Learning and Support</u></a>	The learning and support team works with teachers, students, families and paraprofessionals to support students with additional needs in learning and wellbeing.
Individual intervention	<a href="#"><u>Individual support planning</u></a>	This may include developing, implementing, monitoring and reviewing comprehensive systems that require regular review in consultation with parents, team within a school and team around a school.

## Planned strategies to support student behaviour

### Identifying behaviour of concern

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

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour are teacher managed.	Targeted/Individualised Responses to behaviours of concern are executive managed
1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for positive behaviour and learning.	1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	1. Executive staff provide timely support to classroom teachers.
2. Verbal and non-verbal specific positive feedback is paired with positive, tangible reinforcers including individual, class and whole school rewards.	2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	2. Executive and classroom teachers take immediate steps to restore safety and return the situation to calm. Appropriate strategies may include redirecting to another area or activity, providing reassurance or offering choices. Incident review and planning is scheduled for a later time.
	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.	3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on wellbeing system and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.

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 policy](#)
- [Incident Notification and Response Procedures](#)
- [Student Behaviour Policy](#) and [Suspension and Expulsion procedures](#)

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.

## Thinking room, 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?
<b>Thinking room</b> – time to reflect on behaviour and work through restorative practices with an executive teacher.	Same or next day at either lunch or recess break	Executive	Documented in wellbeing system

## Review dates

Last review date: [ 12/2/2025]

Next review date: [ 12/2/2026]