



Henry Fulton Public School

School Behaviour Support and Management Plan

Overview

Henry Fulton Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. We believe that wellbeing is a prerequisite for learning, by fostering safe, respectful and responsible relationships. Henry Fulton Public School strives to be an inclusive school community where everyone aspires to reach their full potential.

Key programs prioritised and valued by the school community are:

- Positive Behaviour for Learning (PBL) system
- 1-2-3 Magic and Emotion Coaching program
- The Anxiety Project (TAP)
- School award and reward system
- Peaceful Kids (targeted intervention)
- Peer play led games (for students Kindergarten and Stage One by Stage Three)
- Cybersafety programs (Classrooms, Library program, PCYC)

These programs prioritise social and emotional learning which supports the building of resilience and mental health, positive relationships and prevention of bullying. Our 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.

Promoting and reinforcing positive student behaviour and school-wide expectations

Henry Fulton Public School has the following PBL focus areas which are our school-wide rules and expectations:

- **Responsible**- Being responsible for your own behaviour and looking after equipment
- **Respectful**- Hand up to speak, listening to others, speaking politely and calmly
- **Safe**- Being in the right place and keeping your hands and feet to yourself
- **Aiming High**- Having a go and trying your best in everything you do

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

- Positive Behaviour for Learning system
- 1-2-3 Magic and Emotion Coaching program
- School award and reward system linked to our school PBL and 1-2-3 Magic programs



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Behaviour code for students

High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses. The [Behaviour code for students](#) is NSW Department of Education information for students and parents and carers.

Whole School Approach across the Care Continuum

Our school embeds high expectations for student wellbeing and positive behaviour in practices across the care continuum.

Care Continuum	Strategy or Program	Details	Audience
PREVENTION	Whole School	A whole school PBL focus area is identified each week. Focus areas are explicitly taught and reinforced on school signage, in classrooms, playgrounds and at assemblies. Students are recognised for exhibiting the PBL focus area with the use of specific PBL awards.	• Students • Staff • Parents
	Classroom Management	Strong classroom management is promoted by: • Explicit teaching and modelling of specific skills • Documentation and programs included in class programs • Strong teacher and student relationships • Strong student-student relationships including peer support, peer play, SRC • Consistent teacher expectations, routines, responses to behaviour • 1-2-3 Magic and Emotion Coaching embedded schoolwide • High quality differentiated and engaging teaching and learning activities • Providing active supervision of students • Use of The Anxiety Project S.A.L.O.N conversations and self-calming strategies • Social and emotional learning (SEL) programs reinforced by classroom teachers eg Peaceful Kids, PALS • Student calm spaces for teacher and self-directed Thinking Time (Take Five) • Integrated mindfulness programs eg SmilingMind, Go Noodle, TAP	
	Playground Activities	Proactive engaging playground activity program which includes various: • Clubs eg LEGO, art, coding, Chess, garden groups, Connect 4 • Playground equipment • Peer play leader led games • Library accessibility for a quiet space eg games, reading • Student Learning Support Officers (SLSO) led activities	
	Transition	• Pre -P-K eg Contact with child care centres and pre-schools, Kindergarten Orientation Program	



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	Strategic use of SLSO's	• Post -6-7 eg contact with L7S or Year Adviser from local government high schools and/or specialised government setting, sharing of ILP's and PLP's and other relevant information • Year to year -Individual Learning Plan (ILP), Personalised Learning Pathways (PLP), student behaviour support plan, health care plans • Learning and Support team meetings, review meetings, Integration Funding Support, specialised equipment (vision, sensory, physical), Interagency meetings, school to school transitions. • SLSO's support the implementation of the whole school's approach to wellbeing in the classroom and playground.	
	Communication with parents/carers	• Ongoing communication with parents/carers and the community around having high expectations for learning, behaviour (PBL) and wellbeing (TAP). Communication, where necessary, with parents/carers. Our behaviour and learning achievements are celebrated with good news awards, PBL awards and Principal awards.	
	Use of Internal and External Data	• Staff review internal and external data such as Tell Them from Me (TTFM) surveys, SchoolBytes, 1-2-3 Magic tallies and TAP to ensure prevention strategies are well suited to all students.	
Care Continuum	Strategy or Program	Details	Audience
EARLY INTERVENTION	Peer Play Leaders	• Social and emotional learning program targeting K-2 and building capacity of leaders in Stage 3 led by key staff eg Learning and Support staff, teaching staff, SLSO for support	• Students identified from data and observations • Staff • Parent
	PALS	• Social emotional learning program targeting Kindergarten students and led by Learning and Support staff/Kindergarten classroom teachers.	
	Mindfulness	• Wellbeing programs that develop self-regulation and self-awareness to improve focus on learning implemented in classrooms, using programs such as SmilingMind, Cosmic Yoga and Go Noodle.	
	Data monitoring	• Data from SchoolBytes and classroom tracking (123 Magic) is analysed and used to support students.	
	Learning and Support Team	• Learning and Support Team processes to identify, gather information, observe, create plans and applications, collaborate with staff and School Counsellor, consult with parents, liaise with DoE and external agencies.	
	ILP's and PLP's	• For students who identify as Aboriginal and Torres Strait Islander and/or require additional support, a proactive approach to set goals putting strategies in place to address needs.	



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		For students who identify with and/or require additional support, a proactive approach to set goals putting strategies in place to address needs.	
Care Continuum	Strategy or Program	Details	Audience
TARGETED INTERVENTION	Peer Play Leaders Peaceful Kids Panthers on the Prowl Data monitoring Learning and Support Team	- Social and emotional learning program targeting specific students with needs to participate. - Small group targeted intervention for Stage Two and/or Stage Three to promote wellbeing and develop social emotional regulation led by Learning and Support staff. - The Panthers on the Prowl program targets students in the Penrith Local Government Area schools to build resilience and/or who may be at risk of becoming disengaged from school. Strategies to promote and enhance positive education and behaviour underpin the teaching and learning programs and use PBL practices. This program has limited places available and student placement opportunities are taken when offered. - Data from School Bytes and classroom tracking is analysed and used to support students. Learning and support team processes to identify, gather information, observe, create plans and applications, inform and collaborate with staff and School Counsellor, consult with parents, liaise with DoE and external agencies.	- Students identified from data and referrals - Staff - Parent
Care Continuum	Strategy or Program	Details	Audience
INDIVIDUAL INTERVENTION	Learning and Support Team 1-2-3 Magic & School Bytes data collection Individual Support Plans	- Learning and Support Team processes to identify, gather information, observe, create plans and applications (Review of Funding, Asset applications-specialised equipment and modification, IFS and AR), collaborate with staff and School Counsellor, consult with parents, liaise with DoE and external agencies. - Learning and support collection of data for decision making and targeted intervention, liaise with class teacher. - Functional behaviour assessment (FBA) collects information about a student and their challenging behaviour. It is designed to inform the individual behaviour support plan. - Individual Proactive Support Plan - Student Behaviour Support Plan - ILP's and/or PLP's with behaviour-based goal	- Students - Staff - Parents



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	APL&S	The APL&S provides strategies and advice and suggests adjustments and professional learning relevant to the school.	
	Delivery Support	The Departments' Delivery Support Team is available as further needs are identified within the school.	
	Attendance	Data is collected, followed up and analysed regularly via School Bytes and used to support students. The school works collaboratively with the Home School Liaison Officer (HSLO) to monitor individual attendance.	
	SLSO's	SLSO allocated to students with individual learning needs with the use of targeted funding and equity loadings in the School Budget allocation.	

Thinking time, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Thinking Time School uses the 1-2-3 Magic Thinking Time process Steps: <i>-In class take 5</i> <i>-Buddy class take 5</i> <i>-Office take 5 or Playground take 5</i> <i>-Contact with parent/carer</i>	1-2-3 Magic is used in all settings and the 1-2-3 Magic Thinking Time process is clear to all students and staff - Buddy classes are identified - Executive in the school know their responsibilities and required actions - Parents are contacted when 1-2-3 Thinking Time reaches "office" level. Playground Take 5 is monitored	Class teacher in consultation with Assistant Principal/Stage Supervisor	Incidences at/beyond Buddy class take 5 are recorded in School Bytes and on class recording sheets
Orange Level Reflection & Restorative strategies (Reflection session) - Parents are notified when a child is referred to reflection time - Reflection time or session is issued for inappropriate behaviours	A reflection session is first-half of lunch (15 minutes), in a given learning space after eating time. Students are supervised by an executive or delegate and students participate in a S.A.L.O.N conversation and a template completed	Assistant Principal/Stage Supervisor in consultation with the Principal	- Orange Level slip is issued to the parent to inform of the inappropriate behaviour. Sent home with the child - A phone call is made to the parent - Actions recorded in School Bytes - Completed S.A.L.O.N template. Copy on file and one sent home
Red Level Reflection & Restorative strategies (Reflection session) - Parents are notified when a child is referred to reflection time - Reflection time or session is issued for inappropriate behaviours - A session can equate to 5 sessions depending on the behaviour being displayed	A reflection session is first-half of lunch (15 minutes), in a given learning space after eating time. Students are supervised by an executive or delegate and students participate in a S.A.L.O.N conversation and a template completed	Assistant Principal/Stage Supervisor in consultation with the Principal	- Red Level slip is issued to the parent to inform them of the inappropriate behaviour and sent home with the child - A phone call is made to the parent in conjunction with the note sent home - Actions recorded in School Bytes - Completed S.A.L.O.N template. Copy on file and one sent home



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Responses to serious behaviours of concern

The NSW Department of Education [Student behaviour](#) policy and [Suspension and expulsion procedures](#) apply to all NSW public schools. Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on School Bytes. 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/review individual student support planning, including teaching positive replacement behaviour, making learning and environmental adjustments
- thinking time, reflection and restorative practices (listed above)
- communication and collaboration with parents/carers
- formal caution to suspend, suspension or expulsion

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
- [Suspension and expulsion procedures](#)

School Anti-bullying Plan

Students or parents can report bullying of any kind to any staff member. Cyberbullying can be reported to the [Online safety | eSafety Commissioner](#). The method of reporting links for most sites, games and apps can be found at the [The eSafety Guide | eSafety Commissioner](#). Refer to [Student behaviour](#)

Partnership with parents/carers

Henry Fulton Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies.

Henry Fulton Public School will communicate these expectations to parents/carers by parent information sessions, at P&C meetings, 1-2-3 Magic & Emotion Coaching and TAP parent courses, fortnightly newsletter, School Bytes messages, school fb page, parent-teacher conferences, phone calls home, follow-up mtgs, assemblies, notes home, by the Principal, AP's, all teaching staff, School Counsellor. All communications are in accordance with the School Community Charter which outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.

Reviewing dates: Last review dates: 11th December 2024; Next review date: December 2025