

# Forster Public School Behaviour Support and Management Plan 2025

## Overview

At Forster Public School, we are dedicated to fostering a positive and inclusive learning environment where every student feels valued and supported. Our School Behaviour Support Management Plan (SBSMP) is founded on the principles of empowerment, where we encourage students to take responsibility for their behaviour and learning, promoting self-regulation and resilience. We prioritise positive relationships among students, staff, and the community, fostering open communication and empathy. By implementing proactive, evidence-based strategies, we reinforce positive behaviour and enhance our school climate. We celebrate diversity and ensure equitable support for all students, creating a sense of belonging. Lastly, we commit to continuous improvement through ongoing professional learning and reflection, ultimately cultivating a culture of academic excellence and social-emotional wellbeing that empowers students to become responsible citizens and succeed in their educational journey.

To achieve our aim, key programs prioritised and valued by the school community are:

- [PAX Good Behaviour Game](#)
- [Positive Behaviour for Learning \(PBL\)](#)
- [Restorative Practices](#)

At our school, we are committed to fostering a safe and supportive learning environment where every student can thrive. We prioritise the well-being and positive development of our students through the implementation of the PAX Good Behaviour Game, Positive Behaviour for Learning (PBL), and Restorative Practices.

The PAX Good Behaviour Game encourages students to engage in positive behaviours, enhancing their social skills and emotional regulation. By promoting cooperation and mutual respect, this game helps create a positive classroom climate where students feel valued and included.

Positive Behaviour for Learning (PBL) is integral to our approach, as it establishes clear expectations for behaviour and reinforces positive actions. This framework empowers students to take responsibility for their actions while providing them with the tools to make better choices. PBL not only cultivates a culture of respect and responsibility but also actively reduces instances of disruptive behaviour, thereby allowing all students to focus on their learning.

Restorative Practices further enhance our commitment to a positive school culture. By encouraging open communication and reflection, these practices help students understand the impact of their behaviour on others. Restorative approaches foster empathy, accountability, and healing, enabling students to rebuild relationships and resolve conflicts constructively.

Importantly, our school does not accept any form of bullying, including cyber-bullying. We believe in creating an inclusive environment where every student feels safe to express themselves without fear of harassment or intimidation. Through our comprehensive behaviour frameworks, we actively promote kindness, respect, and support, ensuring that all students can learn and grow in a nurturing environment.

In summary, our commitment to the PAX Good Behaviour Game, Positive Behaviour for Learning, and Restorative Practices highlights our dedication to supporting students, enhancing their social-emotional skills, and maintaining a safe school community.

## Partnership with parents and carers

Our school is committed to building strong partnerships with parents and carers. We believe that their involvement is essential for the success of our students. We invite parents and carers to meet with our staff to discuss any concerns they may have. We gather feedback from parents and carers through the School Bytes surveys and encourage participation in our Parents and Citizens (P&C) meetings and the local Aboriginal Education Consultative Group (AECG).

When concerns are raised through these feedback channels or our complaints procedures, we take them seriously and use them to review and improve our school systems. This open communication helps us work together to create a positive learning environment for all students.

## School-wide expectations and rules

Personal Best	Respect	Safety
Take care of yourself	Follow what the teacher says	Move around the school nicely
Be on time and ready to learn	Take care of your things and Respect others' things	Keep your hands and feet to yourself
Help others learn	Take care of our environment	Be in the right place at the right time
Always try your best	Speak kindly and use good manners	Wear your complete school uniform proudly

## 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

At Forster Public School, we are committed to promoting student wellbeing through a whole-school approach that follows the Care Continuum framework. This framework includes a range of strategies aimed at creating a safe and supportive environment for all students. Our initiatives, such as the PAX Good Behaviour Game, and National Week of Action against bullying, work together with our focus on child protection and trauma-informed practices. We also emphasise quality differentiated teaching and inclusive practices, using resources like the Understanding Behaviour materials and the Universal Resources Hub to meet the diverse needs of our students.

To address issues such as cyberbullying, we utilise the Australian eSafety Commissioner Toolkit, and we actively promote anti-racism education to ensure equity and respect in our community. Our Learning and Support programs, including the New Arrivals Program and personalised learning plans, provide tailored assistance for every student. We are dedicated to using evidence-based

practices for students with disabilities and offer support for attendance and individual behaviour management. Through our careful risk management planning, we aim to create an educational environment where every student can succeed and feel valued.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Life SkillsGO	Life SkillsGO is an easy-to-use emotion and wellbeing tool that measures student readiness to learn.	Students K-6
Prevention	<a href="#"><u>PAX Good Behaviour Game</u></a>	PAX Good Behaviour Game (PAX GBG) consists of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.	All
Prevention	Positive Behaviour Learning (PBL)	Positive Behaviour for Learning (PBL) is a whole-school approach aimed at promoting positive behaviour and creating a supportive learning environment in schools. It focuses on encouraging appropriate behaviours rather than simply punishing negative behaviours.	All
Prevention	<a href="#"><u>National Week of Action (NWA)</u></a>	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year.	Staff, students 3 - 6
Prevention	<a href="#"><u>Child protection</u></a>	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner <a href="#"><u>Toolkit for Schools</u></a> 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
Early Intervention	Structured play area	Small group intervention to support and increase the coping strategies of students who are feeling anxious, stressed or who have poor resilience in a small group environment at school.	Individual students K - 6
Targeted / Individual intervention	<a href="#"><u>Learning and Support</u></a>	The LST works with teachers, students and families to support students who require personalised learning and support.	All
Targeted / individual intervention	<a href="#"><u>Attendance support</u></a>	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

Care Continuum	Strategy or Program	Details	Audience
Individual intervention	<a href="#">Individual behaviour support planning</a>	This may include developing, implementing, monitoring and reviewing behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, LAST, AP

## 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.

Forster 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.

- **Level 2**– low level inappropriate behaviour is managed by teachers in the classroom and the playground.
- **Levels 3-5**– behaviour of concern is managed by school executive.

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour are teacher managed. (Level 2)	Targeted/Individualised Responses to behaviours of concern are executive managed (Levels 3, 4 and 5)
1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.	1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	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.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	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.
3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on Behaviour / wellbeing ITD system.	3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference and re-set room. 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 Behaviour / wellbeing on School Bytes and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.
4. Social emotional learning lessons are taught (PAX GBG and PBL lessons) fortnightly.	4. Teacher records on Behaviour / wellbeing on School Bytes 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.	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.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive	Teacher contacts parents by phone or email when a range of corrective responses have not been successful.	Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside

individual and class behaviour are given at fortnightly school assemblies.	Individual planning and referral to Learning Support Team may be discussed.	agencies or Team Around a School.
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**Responses to serious behaviours of concern**

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on School Bytes system. These may include:

- determine appropriate response/s, including supports for staff or other students impacted
- review and document incident
- 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 Policy](#)
- [Incident Notification and Response Procedures](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

**Detention, reflection and restorative practices**

Toilet and food breaks are always included when withdrawal from free choice play at Lunch 1 is planned as a response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student and will be held in designated classrooms under the supervision of Assistant Principals K-6.

Strategy	When and how long?	Who coordinates?	How are these recorded?
<b>Reflection (Level 3)</b>	Reflection times are held during Lunch 1 each day. Reflection sessions are held daily. A student may need to complete 1-3 sessions over 3 days depending on the context leading to the	Assistant Principals K-6	School Bytes entry

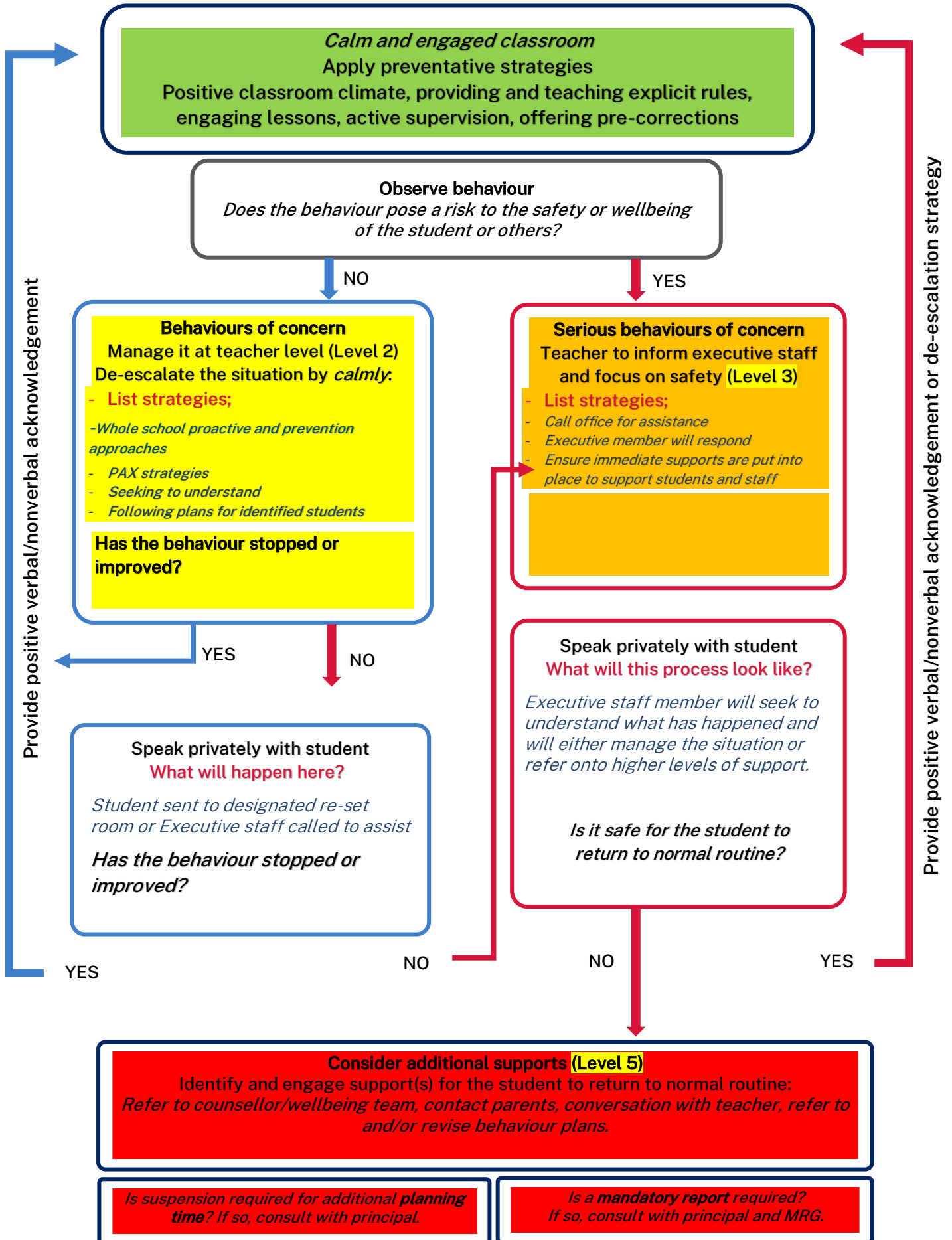
Strategy	When and how long?	Who coordinates?	How are these recorded?
	referral for Reflection.		
<b>Restorative Practice (Levels 2-6)</b>	Restorative practices are used at each level at Forster Public School when incidents that involve interpersonal conflict have occurred. As a result, focus remains on building, maintaining and restoring relationships.	Classroom Teachers Assistant Principals K-6	School Bytes entry
<b>Alternative play plans</b>	Used to provide alternate spaces for students to explicitly support the development of social skills.  This could be reinforced immediately and may last from 1-3 days during play sessions.	Executive staff	School Bytes entry
<b>Alternative class plan</b>	Used to provide alternate spaces for students to explicitly support restorative practices.  This could be reinforced immediately and may last from 1-3 days during play sessions.	Executive staff	School Bytes entry

## Review dates

**Last review date:** Friday 31<sup>st</sup> January, 2025.

**Next review date:** Day 1, Term 1, 2026.

Appendix 1: Behaviour management flowchart-Forster Public School





## Appendix 2: Bullying Response Flowchart (Optional)

