

NSW Department of Education

School Behaviour Support and Management Plan

Overview

With a strong commitment to equity, we aim to create an environment of high expectations for everyone. We are dedicated to ensuring that every student and teacher has the opportunity to become the best version of themselves by coming to school every day to learn; never giving up when challenged academically, socially, emotionally, or physically; and caring for themselves, others, the learning community and world.

Partnership with parents and carers

Fairfield West Public School will partner with parent/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, by:

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

Fairfield West Public School will communicate these expectations to parent/carers through the term newsletter, School bytes app, email 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.

School-wide expectations and rules

As well as following the department's operational policies, Fairfield West Public School have developed frameworks for our students in line with our school's values and commitments.

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

- Be Safe
- Be Respectful
- Be a good learner

It is expected that all students will be Safe, Respectful and Good Learners. This is explicitly taught in each classroom and is embedded in the schools Values Education program and The Best me initiative.

OUR SCHOOL RULES

Be safe



**Be
respectful**



**Be a good
learner**



THE BEST ME



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>.

Whole school approach across the care continuum

To promote positive behaviour and wellbeing and respond to behaviours of concern, including bullying and cyber-bullying, our school embeds relevant behaviour and wellbeing practices, programs and strategies. These include universal preventative and proactive measures that model, explicitly teach, recognise, and reinforce positive, safe, and inclusive behaviour across the school.

These strategies are built on a foundation of evidence-based effective classroom practices that promote student engagement with learning and respectful relationships, including:

- Clearly stating and teaching what behaviour is expected in the classroom, playground and different school settings
- Setting up routines and procedures that students understand
- Encouraging expected behaviour by giving positive feedback
- Addressing inappropriate behaviour
- Actively supervising students to ensure they are safe
- Providing opportunities for students to engage actively in their learning
- Explicitly teaching values education
- Ensuring all staff, including casual staff members are aware of student behaviour management processes
- Planning lessons that are engaging and offer choices for students
- Differentiating teaching and learning to meet the different needs of all students.

These practices help support a positive school culture where everyone can thrive.

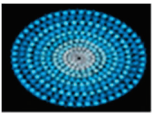






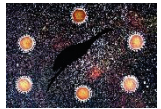


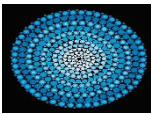
Fairfield West Public School is committed to explicitly teaching and modelling positive behaviour and supporting all students to engage in their learning. Students may require varying supports and intervention delivered in different ways along the care continuum, to best meet their needs.

Fairfield West Public School - Values Education outline

Aim

The staff, parent body and school community aim to provide a safe learning environment which ensures each student can achieve their potential.

Core Values of NSW Public Schools

	Care February	Concern for the wellbeing of yourself and others, demonstrating empathy and acting with compassion.
	Fairness March	Being committed to the principles of social justice and opposing prejudice, dishonesty and injustice.
	Respect April	Having regard for yourself and others, lawful and just authority and diversity within Australian society and accepting the right of others to hold different or opposing views.
	Democracy May	Accepting and promoting the rights, freedoms and responsibilities of being an Australian citizen.
	Responsibility June	Being accountable for your individual and community's actions towards yourself, others and the environment.
	Integrity July	Being consistently honest and trustworthy.
	Cooperation August	Working together to achieve common goals, providing support to others and engaging in peaceful resolution of conflict.
	Excellence September	Striving for the highest personal achievement in all aspects of schooling and individual and community action, work and life-long learning.
	Participation October	Being a proactive and productive individual and group member, having pride in and contributing to the social and economic wealth of the community and the nation.
	Respect November	Having regard for yourself and others, lawful and just authority and diversity within Australian society and accepting the right of others to hold different or opposing views.
	Care December	Concern for the wellbeing of yourself and others, demonstrating empathy and acting with compassion.

Fairfield West Public School

Student behavioural management process



Should an Executive manage the behaviour?

No

Yes

Proactive Strategies

- Display F.W.P.S rules in classroom and playground
- Values education
- Individual classroom reward system
- The Best Me Initiative
- Merit awards given out weekly
- Values awards given out weekly
- Attendance awards
- Tokens for weekly prizes
- Acknowledge positive behaviour
- High Achievement assembly each term

No - Minor behaviour (Teacher Managed)

- Out of bounds
- Ignoring teacher instructions
- Not keeping hands and feet to themselves
- Disruptive behaviour
- Playing in the toilets
- Indirect swearing
- Running inside
- Unnecessary screaming
- Walking in the gardens
- Back chatting/verbal disrespect
- Playing with large balls in the playground
- Unsafe behaviour
- Play fighting/wrestling
- Disrupting the learning of others
- Misuse of equipment
- Littering
- Not wearing a hat

Yes – Major Behaviour (Executive Managed)

- Physical aggression/Violence
- Bullying (repeated behaviour)
- Throwing dangerous objects
- Direct swearing
- Vandalism
- Stealing
- Absconding from school grounds
- Repeated minor behaviours
- Discriminatory language
- Sexualised behaviours

- Step 1**
- Prompt
 - Redirect
 - Reteach
 - Choice
 - Consequence

Behaviour stops

Behaviour continues

Give positive acknowledgement

Step 2 Classroom

- Verbal warning
- Temporary removal from activity
- Send to buddy class

Step 2 Playground

- Verbal warning
- Miss out on play (timed)/walk with teacher

Step 3

- Record on School Bytes
- Notify classroom teacher
- Refer behaviour to Executive if needed

Major behaviour

Step 1

- Teacher to:
- Inform student of rule violation
 - State expected behaviour
 - Notify AP

Step 2

- Executive to:
- Review incident
 - Determine response (behaviour consequence)

Behaviour consequences

- Restorative practice (Wellbeing teacher)
- Reflection form (lunchtime)
- Notification to parent/carers
- Deputy principal and Principal consultation (yellow card, white slip, suspension)

Step 3 Executive Action

- Inform parent/carers via phone call
- Inform Principal and teachers involved
- Record action taken on Sentral

If the behaviour continues

- Parent interview
- Create Student Behaviour Management Plan (SBMP)
- Ongoing Involvement of specialist and Support Staff

Response to ALL student misbehavior is

Calm Consistent Brief Immediate Respectful Private

School Behaviour Support and Management Plan FWPS 2025

Care Continuum	Strategy or Program	Details	Audience
Prevention	Explicit school rules and high expectations	Students are explicitly taught the school rules and 'The Best Me' model.	K-6
Prevention	Breakfast club	Students are greeted each morning and offered breakfast by wellbeing focussed staff members in the Community Hub.	K-6
Prevention	Values education	Explicit teaching of core values is an ongoing process and integrated within all Key Learning Areas. All classes will focus on one core value per month (integrity, excellence, respect, responsibility, cooperation, participation, care, fairness, democracy).	K-6
Prevention	Merit certificates	Students who follow the school rules are regularly recognised and acknowledged through the school merit award system.	K-6
Prevention	Attendance awards	Students from each grade with 100% attendance from the previous week will go into a draw to win a prize each week.	K-6
Prevention	Token reward system	Students from each grade who display the school rules may be given a token which will go into a draw to win a prize each week.	K-6
Prevention	Achievement Acknowledgement Assembly (AAA)	At the beginning of Term 2, Term 3 and Term 4 an Acknowledgement of Achievement Assembly will be held to recognise students who have achieved significant results during the term.	K-6
Prevention	Backflips against Bullying	School wide anti bullying performance planned for Term 1.	K-6
Prevention	Being safe online	Staff discuss the importance of and strategies for students to stay safe online.	K-6
Prevention	Harmony Day	A school wide celebration of diversity and tolerance is planned during Harmony week.	K-6
Prevention	R U OK? Day	The school promotes and encourages students to stay connected and have	K-6

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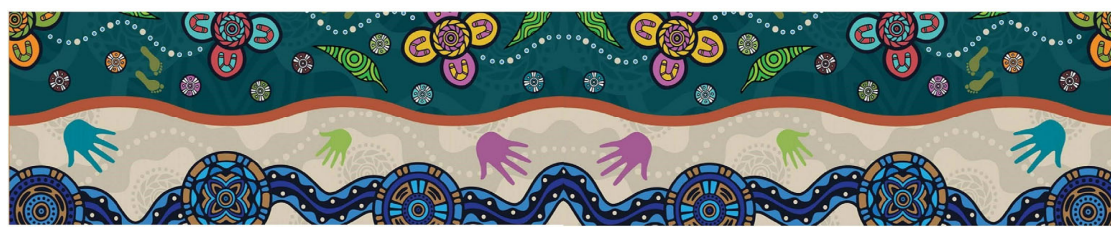
Care Continuum	Strategy or Program	Details	Audience
		important conversations about mental health.	
Prevention	Lunchtime clubs	Clubs provide opportunities for staff to nurture students and develop supportive relationships in non-classroom settings. E.g. drumming, crochet, gardening, recycling, soccer, handball, bracelet making.	K-6
Prevention	Community Hub	Students, families and community residents are supported through the Community Hub.	K-6 Families
Prevention	Every Step Counts program	This external program is implemented, explicitly teaching the importance of and strategies to develop and maintain healthy, respectful relationships.	Stage 3
Prevention	PDHPE Curriculum	Students learn about safe and responsible relationships.	K-6
Prevention	Communication with parents	The school employs an array of platforms and strategies to facilitate communication with parents, inc. Schoolbytes, emails, sms, phone calls, use of interpreters, CLO etc.	K-6
Prevention	Wellbeing teacher	The wellbeing teacher works with individuals or groups of students in developing and maintaining respectful and safe relationships.	K-6
Prevention	New Arrival Program	Staff provide mentoring and social skills as well as curriculum support for students from refugee backgrounds.	K-6
Early intervention	Chain Reaction – individual support	Youth worker supports the whole class and individuals in developing a strong sense of self-esteem and belonging.	K-6
Early intervention	Social skills referral	Students can be referred to receive individual support with social skills and respectful relationships.	K-6
Early intervention	SLSO playground support	SLSO work with individuals or groups of students on respectful and safe relationships on the playground.	K-6

Care Continuum	Strategy or Program	Details	Audience
Targeted intervention	Attendance team	The Attendance team monitor and mentor students with attendance challenges.	K-6
Targeted intervention	Individual behaviour response and risk management plans	Targeted support is provided for students with additional behavioural needs, developed in consultation with staff and parent/carer's.	K-6
Targeted intervention	Support aimed at connection to Country and community for Aboriginal and Torres Strait Islander students	Students receive in class support and explicit teaching through Dharug language program implemented by an Aboriginal Education Officer. Aboriginal education is embedded in programs for all students.	K-6
Individual intervention	Student wellbeing team	Senior executive staff meet regularly to discuss strategies to support student wellbeing.	K-6
Individual intervention	Referral to LST team	The team collects information and gives recommendations to support students to access the curriculum and meet education goals.	K-6
Individual intervention	School counselling services	School counsellors support the mental health and wellbeing of students at FWPS.	K-6

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

All FWPS students are expected to be Safe Respectful Learners. If a student's behaviour is not safe for themselves or others, or prevents the teacher from teaching, or other students from learning, then teachers are asked to apply the responses below, which reflect the principles of the Care Continuum.

- The teacher may work with the student to complete a *Reflection Sheet* and a *Student Goal Setting Sheet* to support the student to reflect on and achieve appropriate behaviour .



Student Behaviour Support and Management Plan Reflection sheet

Name: _____ Class: _____ Date: _____

The inappropriate behaviour I displayed was:

The school rule that I broke was:

This happened because:

Next time I will:

I did **not** show the following characteristics:

- ☐ Caring - helping others and being nice.
- ☐ Open minded and accepting others points of view.
- ☐ Cooperation – working with others.
- ☐ Empathy – understanding how others feel.
- ☐ Integrity – telling the truth.
- ☐ Respect – treating others how I want to be treated.

What can I do to change my behaviour to make sure this doesn't happen again?

Student signature _____

Teacher signature _____





Fairfield West Public School - Student goal setting sheet

Student Behaviour Support and Management Plan **Student Goal Setting**

Name: _____ Class: _____ Date: _____

I'm learning to...

It matters because...

My next step is...

Review Date: _____



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- In consultation with executive staff, the student may be issued a White Slip. This is a formal warning where the incident is recorded on School bytes, and parents are informed. Parent/carer's are required to sign the white slip and return it to the school, indicating they are aware of the incident.
- If the student does not meet the expectations since the issuing of the white slip, the student will be referred to the Deputy Principal. The Deputy Principal may monitor the student on an Individual Intervention - Yellow card. This will apply to all lessons throughout the school day including the playground.

<u>WHITE SLIP</u>	
<input type="checkbox"/> Classroom	<input type="checkbox"/> Playground: Area _____
Name: _____ Class: _____	
Time:	Where:
<input type="checkbox"/> Before school	<input type="checkbox"/> Classroom
<input type="checkbox"/> Recess	<input type="checkbox"/> Languages
<input type="checkbox"/> Lunch	<input type="checkbox"/> Library
<input type="checkbox"/> After school	<input type="checkbox"/> Other: _____
Reason:	
<input type="checkbox"/> Not being safe	
<input type="checkbox"/> Not being respectful	
<input type="checkbox"/> Not being a good learner	
Details of incident: _____	

Number of previous incidents this term: _____	
Teacher: _____ Date: _____	
Supervisor: _____ Date: _____	
Parent: _____ Date: _____	
(Print Name)	



Behaviour Card

YELLOW

**NAME-****CLASS-****WEEK-**

You have been placed onto Yellow Level.

You will be on Yellow for a minimum of 2 weeks.

If your behaviour is consistently good over the 2 weeks, then you will be placed back onto Green.

You are to carry this card with you at all times over the next 2 weeks.

You are to have it signed by your teachers during class time.

You are to have it signed by the teachers on playground duty.

It is your responsibility to ensure that your card is signed.

If you are an Infants student you will need to be in the Kindy Quad at Recess and Lunch for the 2 weeks.

DATE	IN CLASS					
	MORNING		MIDDLE		AFTERNOON	
	PLAYGROUND					
	RECESS		LUNCH 1		LUNCH 2	
COMMENT						

DATE	IN CLASS					
	MORNING		MIDDLE		AFTERNOON	
	PLAYGROUND					
	RECESS		LUNCH 1		LUNCH 2	
COMMENT						

DATE	IN CLASS					
	MORNING		MIDDLE		AFTERNOON	
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	MORNING		MIDDLE		AFTERNOON	
	PLAYGROUND					
	RECESS		LUNCH 1		LUNCH 2	
COMMENT						

DATE	IN CLASS					
	MORNING		MIDDLE		AFTERNOON	
	PLAYGROUND					
	RECESS		LUNCH 1		LUNCH 2	
COMMENT						



- A Formal Caution (Pre suspension) may occur for continued behaviour concern. A meeting will be held with the Principal or Deputy Principal, the student and the family where a behaviour contract is created outlining goals for the student and how the school and parent can support this to be achieved.
- Suspension may be considered where continual or persistent disobedience or when a student's misbehaviour is serious enough to warrant these consequences. This occurs in line with DoE Behaviour Policy and is at the discretion of the Principal.

NAME - Behaviour Contract

1.

2. Student - Basic details

Student SRN:

Gender:

Date of birth:

Year:

Age:

Roll class:

3. Student - Parent contact details

4. Behaviour Contract

Behaviour concern displayed:

.

How this behaviour concern has been managed at school so far:

.

Student Goals:

As a student, I promise to start showing the following behaviour:

I will	
I will	
I will	

As a student, to achieve these goals, I need to:

.

As a parent, to help my child achieve these goals I need to:

.

To assist the student to achieve these goals the school will:

.

On the following date, we will check back in to review the progress towards my goals.

If student goals are not achieved within this timeframe further consequences may be considered.

5. Signature

Student Signature

Staff Signature

.

Parent Signature

<p>Prevention</p> <p>Responses to recognise and reinforce positive, inclusive and safe behaviour</p>	<p>Early Intervention</p> <p>Responses to minor inappropriate behaviour</p>	<p>Targeted/Individualised</p> <p>Responses to behaviours of concern</p>
<p>Behaviour expectations are taught and referred to regularly. Visual displays are mounted around the school illustrating how to be a Safe, Respectful, and a Good Learner in specific environments.</p> <p>Values education language is consistently used by staff addressing individual students and groups. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.</p>	<p>Refer to school-wide expectations.</p>	<p>Contact the office to seek help from AP/DP/P straight away if there is a risk. Otherwise notify the executive ASAP and before the end of the school day.</p>
<p>Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour through, tokens, merit awards and individual classroom behaviour management systems.</p>	<p>Use indirect responses e.g. Proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p>	<p>AP/DP/P 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.</p>

Staff work with individuals and small groups to deliver targeted social and emotional learning to students with identified needs.	Teacher records the incident on School Bytes by the end of the school day. Monitor and inform the family if repeated. For some incidents, a referral is made to the school's wellbeing teacher.	Refer to the school's Learning Support Team and DP/P considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.
Parents are contacted when a 'White Slip' is activated. Student awards for positive behaviour are given at school and Year group assemblies.	Teachers contact parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed	Parent/carer contact is made by AP/DP/P to discuss any support and behaviour responses, including referral to the LST, school counsellor or outside agency.

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 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.

The school will ensure that Procedural Fairness is provided to all parties when considering actions around the Behaviour and Student management. FWPS recognises the right to be heard which includes:

- the right to know the purpose of the decision-making process and the consequences that flow from it
- the right to know the way in which the issues will be determined
- the right to be fully informed of the allegations and of any other information that will be considered in making a decision
 - the right to have a reasonable opportunity to respond to the allegations and any other information that will be considered in making a decision
- the right to an appeal and the right to an impartial decision, which includes:
- the right to impartiality in the investigation and decision-making process

- the right to an absence of bias in the decision maker (source: Legal Issues Bulletin Number 3 – Procedural fairness).

Reporting and recording behaviours of concern

All behaviours of concern are discussed with executive staff and recorded on School bytes.

Staff will comply with reporting and responding processes outlined in the DOE:

- Incident Notification and Response Policy
- Incident Notification and Response Procedures
- Student Behaviour policy and Suspension and Expulsion procedures.

Detention, reflection and restorative practices

No formal detention procedures currently in place.

However, at times, it may be necessary to apply fair, reasonable and proportionate disciplinary strategies, such as reflection time to address inappropriate student behaviour. Such strategies should enable the school to provide timely support to students to assist them to achieve the desired behaviour, to reflect on their behaviour and make positive choices.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Alternate break plan -withdrawal from playground during breaks and re-allocation to office/classroom for supervised breaktime 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.	Next break if possible. Not exceed half of any break time.	Classroom teacher with support from AP. Deputy Principal	School bytes
Restorative practice - students may be asked to participate in a supervised mediation, complete reflection sheets and create future goals of desired behaviour.		Classroom teacher with support from AP. Deputy Principal	School bytes Reflection and goal setting templates

Review dates

Last review date: Term 1 2025

Next review date: Term 1 2026

This plan has been developed in accordance with the NSW Department of Education Behaviour code for students. Link provided below.

<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>