



NSW Department of Education Forbes Primary School Behaviour Support and Management Plan

Overview

At Forbes Public School, the practices that support student wellbeing involve creating a safe environment; ensuring connectedness; engaging students in their learning; and promoting social and emotional skills.

Our agreed actions are to implement evidence-informed whole-school wellbeing approaches that create positive school partnerships with students and families to both connect them with the support they need and engage them in learning. 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.

Evidence-informed whole-school wellbeing programs include:

- [Positive Behaviour for Learning \(PBL\)](#)
- [The Resilience Project](#)
- [Zones of Regulation](#)
- [PAX Good Behaviour Game Staff training](#)
- [Storm Birds](#)
- [Positive Living Skills](#)

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

Forbes Public School fosters a safe, inclusive, and respectful learning community. We are dedicated to promoting student well-being and cultivating a positive school environment. Our staff implement evidence-based strategies to encourage kindness, respect, and supportive relationships, ensuring that bullying, including online (or cyber) bullying, is unlikely to occur and has no place in our school.

A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff actively respond to student bullying behaviour through our whole school reporting process and the Forbes Public School student wellbeing monitoring response sheet (page 6).

Partnership with parents and carers

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

- consulting with parent and carers during parent/carer meetings, through the P & C, Cultural Action Team and local AECG, in addition to inviting parent/carer and student feedback through formal and informal means, such as Tell Them from Me surveys and school surveys.
- using concerns raised through feedback forums and/or complaints procedures to review school systems, data and practices.

Forbes Public School will communicate these expectations to parents/carers, through classroom notes, the school newsletter and school website and by contacting parents/carers directly to check for understanding of key messaging when needed. 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

To be respectful, responsible and Safe learners.

Forbes Public School PBL Matrix						
Expectations	All Settings	Classroom	Playground	Assemblies	Pickups	Bus Lines
I am SAFE	<ul style="list-style-type: none"> • Be in the right place at the right time • Keep your hands and feet to yourself • Always wear a hat outdoors • Report problems to a teacher 	<ul style="list-style-type: none"> • Walk in the buildings • Put bags neatly in the correct place 	<ul style="list-style-type: none"> • Stay in bounds • Walk around play equipment 	<ul style="list-style-type: none"> • Move to lines when the bell goes • Sit down in your class lines • Hold onto any items securely 	<ul style="list-style-type: none"> • Walk to correct area • Carry bag safely • Sit down quietly • Wait quietly for teacher instructions to leave • Raise your hand when you see the person picking you up • Use pedestrian crossing 	<ul style="list-style-type: none"> • Walk to lines • Sit down quietly • Carry bag safely • Walk sensibly to the gate when instructed • Wait for teacher instruction to get on the bus
I am RESPECTFUL	<ul style="list-style-type: none"> • Follow instructions • Speak politely to everyone • Wear your uniform • Be aware of personal space • Ask permission to use equipment 	<ul style="list-style-type: none"> • Raise your hand and wait to be called upon • Listen to • Wait for your turn to speak 	<ul style="list-style-type: none"> • Invite others who want to join in • Take care of playground equipment. 	<ul style="list-style-type: none"> • Listen to the person out the front • Applaud quietly to student awards • Stand silently with hands by your side and remove hat when singing the national anthem 	<ul style="list-style-type: none"> • Sit/wait in correct area • Speak quietly • Be aware of others when exiting the gates and using the pedestrian crossing 	<ul style="list-style-type: none"> • Wait quietly in MY bus line • Walk in single file
I am RESPONSIBLE	<ul style="list-style-type: none"> • Be on time • Be prepared with equipment • Keep areas clean and tidy • Use equipment for the intended purposes 	<ul style="list-style-type: none"> • Have everything ready to start your day • Work quietly without disturbing others • Wait patiently in class lines to enter a building or room 	<ul style="list-style-type: none"> • Play games according to the rules • Move promptly to class lines when bell sounds • Return playground equipment. • Sit in class lines, legs crossed 	<ul style="list-style-type: none"> • Sit with legs crossed facing the front 	<ul style="list-style-type: none"> • Wait patiently for your turn • Walk bike/scooter across pedestrian crossing • Stay on footpath • Obey road rules 	<ul style="list-style-type: none"> • Walk straight to correct area when getting on/off the bus • Wait patiently for your turn

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, including bullying and cyber-bullying behaviour.

These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships. These practices include:

- stating and explicitly teaching classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- providing active supervision of students
- maximising opportunities for active engagement with learning
- providing carefully sequenced engaging lessons that provide options for student choice
- differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Living Skills	The Positive Living Skills (PLS) program is an evidence-based comprehensive mental health and wellbeing approach based on a combination of social and emotional learning, preventative mental health, resilience and life skills.	All
Prevention	PAX Good Behaviour Game	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	National Week of Action (NWA)	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year.	Staff, students 3 - 6
Prevention	Heathy Harold	To empower children and young people to make safer and healthier choices through education.	All

Care Continuum	Strategy or Program	Details	Audience
Prevention	Child protection	Teaching child protection education is an important part of the syllabus.	Students K - 6
Prevention	The Resilience Project	Through presentations, student curriculum, teacher resources and digital content, The Resilience Project's Education Programs support mental health in the classroom, staffroom and family home	All
Prevention	Zones of Regulation	The Zones of Regulation, is used to empower learners of all ages to understand the full range of their feelings, as well as explore tools and strategies to support their well-being.	All
Targeted / Individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	All
Targeted / individual intervention	Attendance support	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
Individual intervention	Individual behaviour support planning	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.

Forbes Public School staff will always try to 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.

- **Teacher managed** – low level inappropriate behaviour is managed by teachers in the classroom and the playground.
- **Executive managed** – behaviour of concern is managed by school executive.
- Corrective responses are recorded on Sentral system. These include:

Classroom	Non-classroom setting
<ul style="list-style-type: none"> • rule reminder • re-direct • offer choice • error correction • prompts • reteach • seat change 	<ul style="list-style-type: none"> • rule reminder • re-direct • offer choice • error correction • prompts • reteach • play or playground re-direction • walk with teacher/SSLO/SSO/Chaplain

<ul style="list-style-type: none"> • stay in at break to discuss/ complete work • conference • Wellbeing tracking sheet • detention, reflection and restorative practices • communication with parent/carer. • walk with teacher/SSLO/SSO/Chaplain 	<ul style="list-style-type: none"> • detention, reflection and restorative practices • communication with parent/carer. • Wellbeing monitoring response sheet
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Forbes Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. PAX Good Behaviour Game (PAX GBG), PBL, Zone of Regulation, The Resilience Project and Positive Living Skills consist of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

We acknowledge that not all students are encouraged by the same thing or in the same ways. Younger students may be more motivated by adult attention while older students are typically more motivated by peer attention, activities, privileges, or freedom. When learning new skills, students need immediate and frequent reinforcement and as they develop mastery they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts.

The use of verbal and non-verbal specific positive feedback is the most powerful way to:

- help adults and learners to focus on positive social behaviour
- increase the likelihood that students will use the expected behaviours and skills in the future
- decrease unexpected behaviour and reduce the need for corrective responses
- enhance self-esteem and build an internal focus of control.

We have a school-wide, collective responsibility for student wellbeing, which is shared by parents and students. Planning for individualized student support is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

A tiered layer of support is developed to support student need. We use our wellbeing officer, school chaplain and school support officer to assist staff, students, and families with wellbeing support. Individualized supports and programs are led by classroom teachers in conjunction with relevant staff and the learning support team. A student wellbeing monitoring response sheet is another important layer of support.

The wellbeing monitoring response sheet is used in conjunction with parents and carers to monitor student wellbeing at school, through daily feedback from the student and weekly feedback from parents/carers over a 3-week period. This is used when parents/carers or students report that students are being bullied, are experiencing anxieties, school can't or refusal or are not enjoying school.

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 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. School and parent/carer communication.
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. School and parent/carer communication
3. Tangible reinforcers include those that are: free and frequent- Blue cards moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on Sentral.	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. Involved adults collect information and reviews the incident from multiple perspectives to determine next steps. Staff to record incident on Sentral and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension. School and parent/carer communication
4. Social emotional learning lessons are taught, Zone of Regulation, The Resilience Project and PBL weekly.	4. Teacher records on Sentral system 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. School and parent/carer communication
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact through phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at fortnightly school assemblies.	Teacher contacts 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 classroom teacher or school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor and outside agencies.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Sentral system. 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 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 [LST](#) 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](#)

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.

Detention, 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?
Reflection room – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Next day at lunch break	Assistant Principal	Documented in Sentral
Detention – withdrawal from free choice play and re-allocation to classroom for supervised play 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 – individual or group (detention)	Next break	Assistant Principal	Documented in Sentral
Restorative practice – peer mediation or circles in groups	Scheduled for lunch break	Assistant Principal	Documented in Sentral

Review dates

Last review date: [5/02/2025, Term 1, 2025]

Next review date: [4/2/2025, Term 1, 2026]

Appendix 1: Behaviour management flowchart



Forbes Public School PBL Behaviour Management Flowchart

(coincides with the NSW DET Behaviour Code for Students)



