

Figtree Public School Behaviour Support and Management Plan

Overview

Figtree Public School is committed to explicitly teaching and modelling positive behaviour and supporting all students to be engaged with their learning. Key elements of various programs are combined, prioritised and valued by the school community. These programs include Positive Behaviour for Learning, Berry Street Education Model, the Bounce Back Program and PAX Good Behaviour Game. These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying.

Promoting and reinforcing positive student behaviour and school-wide expectations

Figtree Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations.

We acknowledge that not all students are encouraged by the same thing or in the same ways. 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.

Student achievement is recognised and reinforced in a variety of ways throughout the school

- Fortnightly focus of school expectations is reinforced through school assemblies and class morning circles.
- Recognition of personal achievement through work displays throughout the school, assembly awards, Figgys, in class reward systems, School Excellence Assembly and other special awards.
- Recognition through constructive feedback, peer encouragement, sharing and displaying achievements in class.
- Recognition through newsletters, our Excellence Exhibits, Seesaw and Facebook.

Figtree Public School has the following school-wide values and expectations:

Values	Expectations
Respect	We are inclusive and helpful
	We speak kindly
	We care for belongings and the environment
Safety	We keep our hands, feet and objects to ourselves
	We move safely around the school
	We use equipment safely
Learning	We are present, centred and ready to learn
	We are responsible learners
	We persevere with challenges

Free & Frequent Reward System Guidelines

- School staff will frequently issue Figgy tokens for students engaging in expected behaviour, making reference to why they receive it.
- There is no fixed number of tokens that can or must be distributed each day.
- A trade-in day is allocated each week, where students can trade in their Figgys to receive their coupon for their reward (See Appendix 1).
- Figgys can be saved over to the next school year if students wish.

Personal Achievement Awards Guidelines

- Class teachers will provide 1-2 awards to each student throughout the year to recognise personal achievements.
- These awards will be presented at fortnightly Monday morning assemblies.

Inclusive Educational Needs

At Figtree Public School, we are dedicated to promoting inclusive education that embraces the diversity of our students, ensuring that every child has equitable access to learning opportunities for their varying needs. Aligned with the principles of the Inclusive Education policy for students with disability, we believe in creating a welcoming and supportive environment where all students, regardless of their backgrounds or abilities, feel valued and included. Through collaboration and teamwork, we strive to ensure that every student receives the personalised support they need to thrive in our inclusive learning environment.

As a fully inclusive school, we understand that some students require additional support and resources. Some students may have a separate system for rewards and sanctions in addition to the whole school behaviour support plan. See Inclusion Policy.

[Inclusive Education for students with disability \(nsw.gov.au\)](http://nsw.gov.au)

Behaviour code for students

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone.

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	Monday Morning Assemblies	Monday morning whole school assemblies are held, where our school leaders greet the school, provide an overview of the behaviour focus for the fortnight. These assemblies set the tone for the week ahead and provide a sense of unity moving into a new week.	Whole School
Prevention	Kindergarten Orientation	Transition to school program for students prior to starting Kindergarten. 2-3 play sessions in Term 3 and 3 classroom sessions in Term 4. School readiness focus.	Pre- Kindergarten students
Prevention	Planned transitions and collaborative practice	Academic, social, emotional and behavioural needs of students are communicated systematically from year to year and before they transition to high school.	All teachers and SLSOs, relevant feeder high schools
Prevention	Free-and-frequents and playground displays	Free and Frequent 'Figgys' are handed out to students to reinforce positive behaviours, which can be spent in our weekly Figgy Shop. School displays of our mascot and expectations are spread around the school grounds	Teachers, students
Prevention	Brain breaks/ crunch and Sip	Simple breaks of movement and nutrition integrate the whole brain, senses and body, preparing students for learning.	All students
Prevention	Explicit lessons on school-wide expectations	Fortnightly focus will be taught in classrooms through role plays, scenarios, rule talks, Y Charts, morning circles.	All students
Prevention	Positive reinforcement and classroom management	Professional learning in trauma informed practice pedagogy, Berry Street Education Model that underpins wellbeing approach.	All teachers and SLSOs

Care Continuum	Strategy or Program	Details	Audience
Prevention	Explicit lessons on social and emotional development	Explicit lessons on building social and emotional resilience (Bounce Back Program)	Teachers
Prevention	Trusting teacher-student relationships	Quality connections and the development of trust is essential to student wellbeing.	All teachers and SLSOs
Prevention	Communication between home and school	<ul style="list-style-type: none"> - Seesaw - Information booklets - Phone calls home - Emails - School Bytes newsletter - School Website - Open classrooms and Learning Check ins - Student Reports - Education Week 	All members of the school community
Prevention	Student and staff-led extra-curricular activities	Examples include Lego club, Koori Club, Choir, Dance, Running Club	All students and staff
Prevention	Morning Circle	This sets up class expectations daily and supports sense of belonging and relational trust in the classroom	All teachers, SLSOs and all students
Prevention	School Learning and Support Officers (SLSOs)	Support for students in the classroom and playground to achieve individual learning, wellbeing and behaviour goals	SLSOs
Prevention	Partnership with NSW Aboriginal Education Consultative Group	<ul style="list-style-type: none"> - Connecting to Country professional learning - Cultural awareness training - Attendance at NIAECG meetings <p>Culturally safe and nourishing environment</p>	Aboriginal Education school leader, all staff
Prevention	Differentiation and personalisation	Differentiated teaching that addresses individual learning needs, including adjustments and goal setting recorded on individual learning plans and Personalised Learning Pathways.	All teachers, SLSOs
Prevention	Student Wellbeing Weeks	Each term there is a week dedicated to additional students wellbeing activities such as playground games and activities, breakfast club etc.	All staff

Care Continuum	Strategy or Program	Details	Audience
Early Invention	Correcting students' behaviours	Teacher identifies and responds by correcting inappropriate student behaviours. Teachers provide consistent and explicit corrections. Responses are delivered calmly and are informed by the suggested strategies outlined in the minor behaviours chart (Appendix 3)	Teachers
Early Invention	Visual timetables	To assist students understand the structure of their school day.	Teachers, students, SLSOs
Early Invention	Social stories	Social stories explain social situations and/ or routines that help children learn how to behave in these situations.	Teachers, students, SLSOs
Early Invention	Restorative conversations	Brings students together to explore an incident, discuss who has been affected, consider the impact and agree what to do next.	Executive staff and students
Early Invention	Movement breaks	3-5 minute activities such as stretching, balancing, walking, dancing, running to increase energy and oxygen levels	Teachers, students
Early Invention	Get Lost Mr Scary	Evidence-based group program to teach strategies to assist with anxiety (5-7 year olds).	School Counsellor Students
Early Invention	Peacekeeping Program	Peer support/mediation run by Stage 3 students. This process encourages peer mentoring during small playground incidents which are then communicated to the teachers on duty.	Students

Care Continuum	Strategy or Program	Details	Audience
Early Intervention	Regular communication with identified parents	Review meetings and negotiated communication systems are established to support learning adjustments and student goals.	Class Teachers, Parents
Targeted Intervention	Learning and Support Team	The Learning and Support Team work with teachers, students, and families to support those students who require personalised learning and support plans or pathways. Strategies include, instructional leadership, development of risk assessments and the development of short- and long- term goals. If necessary, students are provided with individual adjustments to assist them in their learning.	School Counsellor, Executive Staff, Class Teachers
Targeted Intervention	Specific transition programs	Providing visual supports, social stories and SLSO support when there are changes to routine and at the end of the year to support change of teacher and classroom.	Class teachers, students
Targeted Intervention	Sensory aides	Eg. Weighted blanket, chew necklace, fidget aide, chair band, sensory gym visit	Students Teachers SLSOs
Individual Intervention	Team Around a School	Seek external support from Assistant Principal Learning and Support, Learning and Wellbeing Officer, Home School Liaison Officer, and Aboriginal Cultural Liaison Officer as required.	School
Individual Intervention	External supports	Collaborating with allied health services and other agencies to tailor strategies for support across school and home.	Schools
Individual Intervention	Functional behaviour assessment and Individual behaviour support plans	A process of collecting information to help determine why problem behaviour occurs and to serve as a basis for the development of an Individual Behaviour Support Plan.	School Counsellor, LST, Student
Individual Intervention	Risk assessment	A plan that identifies potential hazards, assesses and controls the risk.	Executive staff

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

Planned responses to behaviour that does not meet school expectations are either teacher (minor) or executive managed (major). See Appendix 2 for the response flow chart and Appendix 3 for descriptions of both minor and major behaviours.

Corrective responses (for minor behaviours) may include:

- Expectation reminder
- Re-direction, re-teach, prompt
- Offering choice

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.

Action	When and how long?	Who coordinates?	How are these recorded?
Walk with the teacher	Immediately	Duty teacher	Not recorded
Make up learning tasks	Next break	Class teacher	Not recorded
Restorative conversation <i>A structured debriefing and planning after a major behaviour, repeated minor behaviours or behaviour of concern with an individual student</i>	Next break (if possible)	Assistant Principal	School Bytes
Reflection time/Alternate Play Plan <i>Withdrawal from free choice play and re-allocation to office or 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</i>	Next break (if possible)	Assistant Principal	School Bytes

Responses to serious behaviours of concern

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions.

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on the School Bytes 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
- reflection and restorative practices
- 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.

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.

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.

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.

Partnership with Parents/Carers

The partnership between parents/carers and school staff is based on mutual respect and a level of shared responsibility. The partnership aims at achieving effective learning and wellbeing so that the school environment is both productive and harmonious.

The precise character of the partnership between parents, teachers and students will be unique to each student. There are however, certain expectations in common to all such partnerships.

Parents and carers play a significant role in the implementation of this policy by:

- supporting their child/children to be successful learners by encouraging good attendance, punctuality and engagement with their learning activities.
- helping the school to understand their child's/childrens' needs.
- informing the school of circumstances which may affect their children's learning or behaviour at school.
- assisting their child/children to understand what is required of them at school.
- working with the school to resolve difficulties that may arise.
- advocating for their child/children.

By working together in partnership, we can create a school community where every student feels valued, respected and supported on their journey towards success.

The School Community Charter outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.

<https://education.nsw.gov.au/schooling/parents-and-carers/going-to-school/school-community-charter>

Review dates

Last review date: 14 May 2024

Next review date: 6 December 2024

Appendix 1: Figgy Shop Menu



Figgy Shop Menu

20 Figgies

- Free ice-block
- 15 minutes free time
- Line leader for the week
- Choose a new seat for the day
- Complete a learning task outside with a friend
- Take your shoes off in class for a day

40 Figgies

- Choose a new seat for the week
- 30 minutes free time
- Sit on a chair at assembly
- Prize from the treasure chest
- Reserve an iPad at recess in the library
- Use a chair instead of sitting on the floor for a day

60 Figgies

- Hire choice of sport equipment for the week
- 30 minutes free time in a buddy class
- Play a sport of your choice against your teacher
- Teacher assistant for the day
- Sit in teacher's chair for a day

80 Figgies

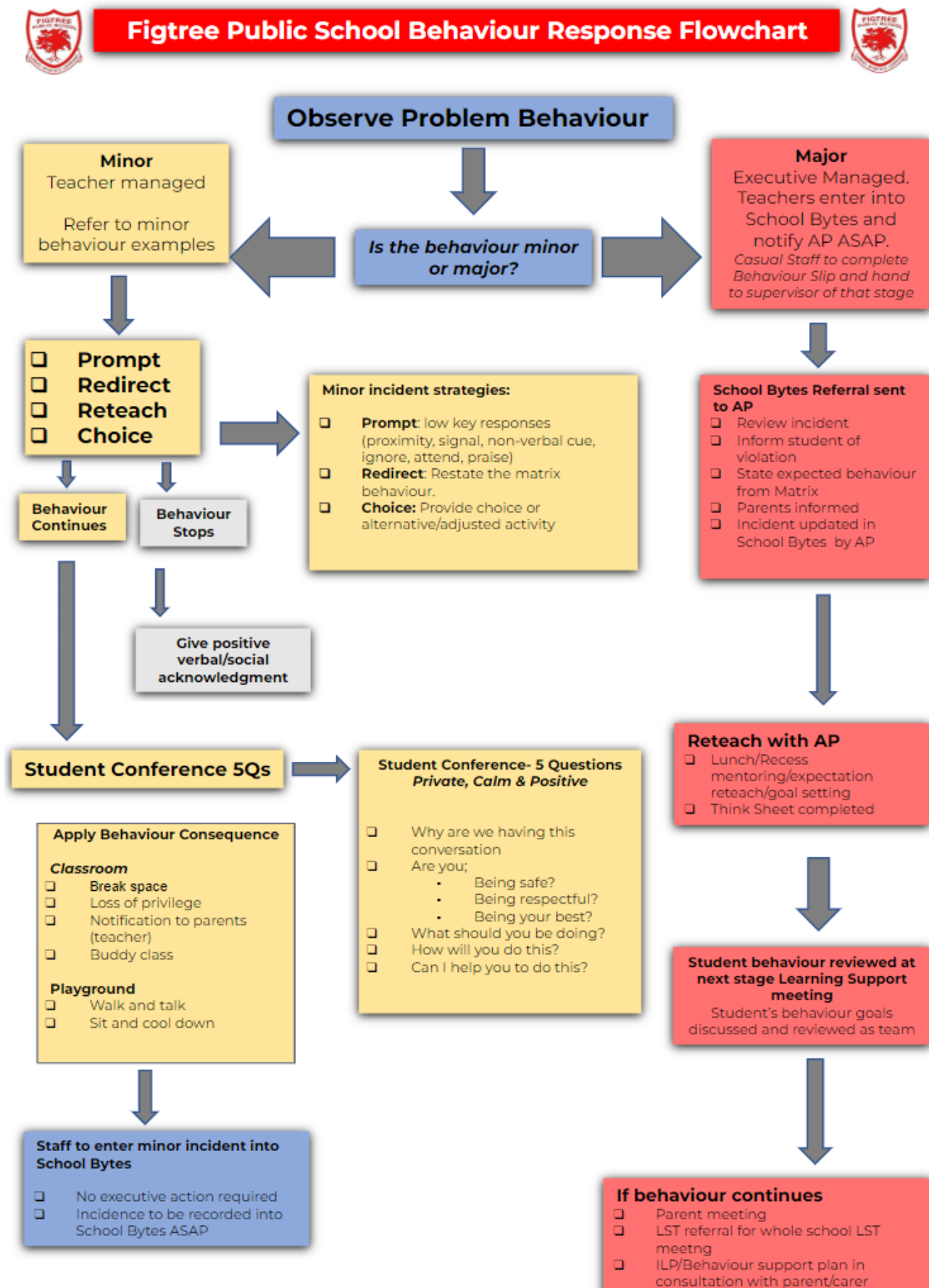
- Personal mufti day
- Wear your favourite sport jersey for the day
- Soccer or football of your choice to keep
- Eat your lunch in the staffroom
- Morning tea with the principal
- Choose a song for the school bell for 1 week

100 Figgies

- Principal's assistant for the morning
- Paint the principal's face
- Chicky's with the principal, friend or teacher

The graphic features several cartoon fig characters: one holding a heart labeled 'RESPECT', one wearing a 'SAFETY' cone, one pointing, one holding a 'LEARNING' book, and one at the bottom right.

Appendix 2: Behaviour Response Flowchart



Appendix 3: Minor and major behaviours

Minor behaviours (teacher managed)

These behaviours are managed by the teacher at the time.

Behaviour	Definition/examples	Possible strategies for teachers
Non compliance with teacher instructions	Refusal to follow instructions eg. Arguing and rudeness.	Non-verbal redirection Proximity Individual close talk Reflection time in class Reflection time in buddy class
Disruptive behaviour	Low intensity, but inappropriate disruption. Affects the teaching and learning eg. Calling out, back chatting.	Tactical ignoring Positive reinforcement Non-verbal redirection Proximity Individual close talk Reflection time in class Reflection time in buddy class
Off Task	Student is not doing their work, out of seat or deliberately neglecting their school work.	Individual close talk Offer individual assistance for task Modify task Offer choice
Rumours/teasing	Sending notes, deliberate ostracising of others, name calling etc.	Redirect and conference with students involved
Lateness	Late to any class from the playground.	Verbal reminders
Rough games/playing dangerously	Anything that involves wrestling, tackling and not using equipment correctly.	Verbal reminder Revise school values and safety concerns
Deliberate littering	Neglecting to clean up after themselves.	Tidy up the playground
Interfering with other peoples Games and property	Taking equipment and/or belongings and consistently running through the games.	Walk with the teacher Redirect student by facilitating play with a group
Out of bounds	Not staying within the designated play areas. Playing in the toilets.	Walk with the teacher
Un-sportsman like behaviour	Swearing, storming off, constant dominance of the game and not taking turns.	Cease the game Revise school values and safety concerns
Indirect swearing	Swearing under your breath/in the heat of the moment/in frustration, which is not directed at another person.	Tactical ignoring Verbal reminder when calm
Inappropriate internet use	Using technological devices at inappropriate times.	Verbal reminder Revise school values and agreement

Major behaviours (executive managed)

These behaviours are managed by the school's executive team.

Behaviour	Definition/examples
Fighting/physical aggression/threats/assaults	Actions involving threatening acts or serious physical contact where injury may occur eg. Hitting, punching, burning, hitting with an object, throwing objects, kicking, hair pulling and scratching.
Direct swearing/abusive language/ Inappropriate language and/or actions	Anytime a student uses language or actions intended to cause a student or teacher to feel intimidated or humiliated.
Intentional intimidation/provoking	Anytime that a student commits an act intended to cause another student or teacher to feel intimidated or to cause a violent reaction from another student.
Defiance/non-compliance	Repeated failure to follow school/class values.
Theft	Student is knowingly in possession of or been responsible for removing someone else's property.
Forgery	Falsifying parent notes, official documents, plagiarism of assessment tasks or has signed a person's name without their permission.
Harassment/teasing/taunting	Student delivers disrespectful messages (verbal or by gesture) to another person that includes threats and intimidation, obscene gestures, pictures, racist comments or written notes. These include sustained negative comments or intense verbal attacks based on: sexuality, race, gender, age, physical appearance, ethnic origin, religion, disabilities and other personal matters.
Truancy/partial truancy/absconding	Student leaves class/school without permission or stays out of class/school without permission. This includes leaving school to visit other sites without permission.
Vandalism	Destruction of school or other person's property.
Deliberately misusing digital devices and online services	Using digital devices and online services to bully or intimidate others or gain access to and share inappropriate content.
Repeated minor behaviours	Student has demonstrated repeated minor behaviours.