



School Behaviour Support and Management Plan

Incorporating the Wellbeing, Behaviour and Anti-Bullying Policies

February 2025

To be reviewed February 2026

Endorsed by:
Staff: SDD Term 1 2025
Community: TBA

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Purpose

At Fingal Head Public School, our motto is 'Celebrate Achievement,' grounded in the belief that every student can succeed with the right support. The Behaviour Support and Management Plan recognises the vital roles of students, staff, and parents/carers in helping all students to 'do and be their best'.

Application

This policy is applicable for all students, staff and parents/carers across all settings and will be accessible to all through the Fingal Head Public School Website and the school office.

Rationale

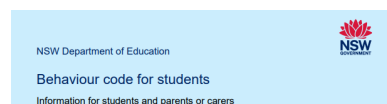
All students, staff, and community members have the right to be treated fairly and respectfully as part of the Fingal Head school community. The School Behaviour Support and Management Plan has been developed in consultation with the school community through emails, the school newsletter, through the school leadership team and student surveys. This document clearly outlines the expectations for students, staff, and parents/carers, ensuring that everyone is supported and successful in a safe learning environment.

Rights and Responsibilities

| STUDENTS' RIGHTS | STUDENTS' RESPONSIBILITIES |
|--|---|
| <ul style="list-style-type: none"> • a right to be yourself • a right to be safe • a right to express your feelings in an appropriate manner • a right to an education • a right to tell your side of the story | <ul style="list-style-type: none"> • to follow class and school rules • to complete your class work and allow others to do the same • to follow the school's code of behaviour while travelling to and from school, participating in out-of-school activities, on excursions and in the school playground • to be polite, helpful and cooperative • to be respectful when given instructions by teachers and staff members • to take care of property • to take school messages home • to be punctual for all timetabled school activities • to act safely in all school activities • to have all library books, projects, assignments and homework handed in on the due date • to wear school uniform • to make sure you don't bring inappropriate items to school |

Behaviour Code for Students

Fingal Head Public School has high expectations for student behaviour which are established and maintained through effective role modelling, explicit teaching and planned responses. Our school implements The Department of Education's Behaviour Code for students. This document can be found at <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316/pd-2006-0316-01>



NSW public schools are committed to providing safe, supportive, and responsive learning environments for everyone across a range of settings. We teach and model the inclusive and safe behaviours we value in our students.

In NSW public schools students are expected, to the best of their ability, to:

- show respect to other students, their teachers and school staff and community members
- follow school and class rules and follow the directions of their teachers
- strive for the highest standards in learning
- act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- resolve conflict respectfully, calmly and fairly
- meet the school's agreed uniform policy or dress code
- attend school every day (unless legally excused)
- respect all property
- be safe and not be violent or bring weapons, illegal drugs, alcohol, weapons, e-cigarettes or tobacco into our schools
- not bully, harass, intimidate or discriminate against anyone in our schools.

Schools take action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning.

All students have a right to:

- safety at school
- access and fully participate in their learning
- be treated with respect by other students, teachers and school staff
- express their views, set goals and self-advocate

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments and apply an appropriate action when students are not meeting these expectations. The department is responsible for the provision of a policy framework and resources such as high quality materials, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context, the NSW

Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

Behaviour code for students: Student actions

Promoting the inclusion, learning, wellbeing, and safety of all students in NSW public schools is a high priority for the Department of Education.

We implement teaching and learning approaches across a range of settings to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

To meet the expectations set out above, students in NSW public schools, to the best of their ability, should adhere to the following principles:

Respect

- Treat one another with dignity
- Communicate and behave courteously
- Act and work cooperatively with other students, teachers, and school staff
- Develop positive and respectful relationships
- Value the interests, ability and culture of others.
- Respect the learning needs of other students
- Dress appropriately by wearing the agreed school uniform or dress code.
- Take care with school property and the property of staff and other students.

Safety

- Model and follow school and class rules and expectations around behaviour and conduct
- Negotiate and resolve conflict
- Be aware of and take responsibility for how their behaviour and actions impact others.
- Care for self and others.
- Be safe and help others to make safe choices that do not hurt themselves or others.

Engagement

- Arrive at school and class on time
- Be prepared for every lesson.
- Actively participate in learning
- Agree and strive to achieve the highest standards of learning.

| TEACHERS' RIGHTS | TEACHERS' RESPONSIBILITIES |
|--|--|
| <ul style="list-style-type: none"> ● a right to be yourself ● a right to be safe ● a right to express your feelings in an appropriate manner ● a right to teach effectively ● a right to be listened to | <ul style="list-style-type: none"> ● to implement school and Department of Education policy ● to educate students in a relevant and meaningful way in line with policy and syllabuses ● to focus on positively reinforcing appropriate behaviours ● to always be encouraging to students ● to show a consistent and caring attitude to students ● to be a positive role model ● to be polite, helpful, respectful and cooperative ● to take care of school property ● to report to parents about the students and the school (within the guidelines of the code of conduct) ● to act in a professional manner toward colleagues, students and parents ● to ensure that the welfare and safety of each student has the highest priority ● to be an advocate for public education and equity for all |

| PARENTS' / CARERS' RIGHTS | PARENTS' / CARERS' RESPONSIBILITIES |
|--|---|
| <ul style="list-style-type: none"> ● a right to be yourself ● a right to be safe ● a right to express your feelings in an appropriate manner at organised meeting times ● a right to be listened to ● a right to be involved in the P&C Association | <ul style="list-style-type: none"> ● to ensure students: <ul style="list-style-type: none"> – dress in school uniform – have adequate sleep – have sustaining food provided – bring appropriate equipment to school e.g., pens, pencils, library books, library bags – return Library books by the due date – have suitable standards of hygiene ● to keep students' home if they are ill, have health problems or have head lice ● to accept that student discipline is a shared responsibility ● to oversee homework ● to ensure students' punctuality and to collect them from school on time ● to develop/encourage in the students that they are responsible for their own learning ● to read notes sent home from school ● to notify the school of change of address, phone number and any relevant personal details ● to return permission notes for excursions etc as promptly as possible ● to acknowledge the professional roles of teachers by making appointments to see them (thus avoiding interruptions to lessons by impromptu visits) ● to notify teachers when they cannot attend a prearranged meeting ● to provide explanations for absences and sign out at the office for a variation in routine eg permission for child to go home with another adult, leaving early, late arrival ● to ensure the safety of own child/children whilst traveling to or from school ● to reinforce and support school policy and procedure |

Promoting and Reinforcing Positive Student Behaviour and School Wide Expectations

Fingal Head Public School is committed to explicitly teaching and modelling positive behaviour and supporting all students to be engaged with their learning.

School Values

Our school holds expectations of behaviour and the way our community interacts with each other. Embedded in the culture at Fingal Head Public School is the belief and shared commitment to kindness and respect. Our school values are:

- Be Safe
- Be Respectful
- Be an Active Learner

Behaviour Response Flowchart

At Fingal Head Public School, we use a consistent, school-wide approach to behaviour support. Our Behaviour Response Flowchart outlines clear steps for promoting positive behaviour, de-escalating challenges, and supporting students in making positive choices while ensuring a safe and respectful school environment. [Appendix 2](#)

Positive Behaviour for Learning - PBL

Our Positive Behaviour for Learning Behaviour program is the foundation of teaching, modelling and rewarding appropriate behaviour. PBL is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people. When PBL is implemented with consistency, teachers and students have more time to focus on relationships and classroom instruction.

Our school has a Behaviour Expectations Matrix that outlines clear, expected behaviours for all students. These behaviours are explicitly taught and displayed throughout the school to support student understanding and reference. By following these expectations, our whole school community works together to ensure a safe, inclusive, and respectful environment—physically, emotionally, and socially. [Appendix 3](#)

At Fingal Head Public School, we implement PBL in the following ways:

- Through the lens of our school values, the school develops a common vision, language and experiences for students to support PBL
- Expectations of students and staff are clear. With support from the student leadership team, PBL posters are created and presented to the students, staff and community.
- Through a team approach and formal meetings, staff regularly discuss and identify areas of behavioural support (based on data), followed with creating, reviewing and revising plans of action
- Target behaviours are recognised through awards at fortnightly assemblies and Class Dojo.

Class Dojo

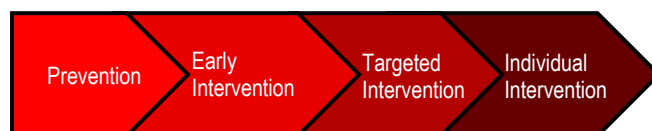
Class Dojo is an online platform Fingal Head Public Schools utilises to support our PBL program. Students earn points which are then used to earn rewards at the end of each school term.

Partnerships with Parents and Carers

Fingal Head Public School partners with parents and carers in establishing expectations for parent engagement in developing and implementing student behaviour support strategies by regularly providing opportunities for parents and carers to offer feedback to our school. Fingal Head Public School will communicate these expectations to parents and carers through regular segments in the newsletter, reminders of our school expectations via the newsletter. We will also discuss these expectations at assemblies and appropriate parent and community events.

Care Continuum

Fingal Head Public School implements a variety of programs and strategies to promote positive behaviour. These programs and strategies fall across the spectrum of the care continuum. The care continuum facilitates the implementation of whole-school, prevention-focused, and positive approach to behaviour support to meet the needs of all students. The care continuum includes interventions for:



- all students - creating a safe and respectful learning and play environments for all students. Along the care continuum this is known as prevention or universal interventions.
- some students - providing early intervention and targeted support for disruptive student behaviour, including students at risk of developing negative behaviours. Along the care continuum this includes early and targeted interventions.
- a few students - supporting students with complex and challenging behaviour needs, including students who have been diagnosed with particular conditions, through intense, individual interventions.

| Care Continuum | Strategy or Program | Details | Audience |
|--|---|--|---|
| Prevention / Early Intervention / | Positive Behaviour for Learning | A Positive Behaviour for Learning (PBL) program is used to explicitly teach and encourage respectful, responsible and safe ways of behaving and interacting. This program links to awards at assembly and the Dojo Point system in each classroom. An end of term celebration is earned | Students Parents and Carers Staff |
| Prevention | PBL Awards Certificates of Excellence <i>Appendix 4</i> | PBL awards and Certificates of Excellence are presented at school assemblies. Students are encouraged to keep their awards safe at home and collect them. <ul style="list-style-type: none"> • Once a student has earned five awards, they bring them to school to receive a Bronze Principal's Award. • After earning another five awards, they receive a Silver Principal's Award. • After collecting a further five awards (15 in total), they receive a Gold Principal's Award. • Students who achieve three Gold Principal's Awards over their time at Fingal Head Public School will receive a Platinum Award, and their name will be placed on the Honour Board in the school foyer. | Students Parents and Carers |
| Prevention | Assemblies and Events | School leaders run the fortnightly assemblies and most school events throughout a school year promoting leadership and responsibility development. | Students |
| All Levels | Class Behaviour Chart <i>Appendix 5</i> | The class behaviour chart is used in all classrooms. It is a visual representation on how engaged students are and it helps students to visually track continued positive effort as well as poor behaviour choices in the classroom setting. This encourages ownership of behaviour and supports correction of inappropriate behaviours. | Students Teachers |
| Prevention, Early, and Targeted Intervention | Dojo Points <i>Appendix 6</i> | Dojo points can be awarded to students at any time for cooperative, helpful, and kind behaviour as well as great effort with learning tasks. Dojo points are also awarded each day for higher levels of the classroom behaviour chart. Dojo points are tallied over a school term and earn students reward days at the end of each term. | Students |

| Care Continuum | Strategy or Program | Details | Audience |
|---|---|---|---------------------------------------|
| Prevention and Early Intervention | Targeted wellbeing programs | The Seasons for Growth program is an evidence-based wellbeing program implemented by The Department's student support and recovery program. Resilience Program, Prime to High The Resilience and Prime to High programs are evidence-based and delivered by trained facilitators from The Family Centre in Tweed Heads. | Students |
| All levels | Professional Learning for staff | Staff participate in regular professional development on Positive Behaviour for Learning (PBL), trauma-informed practices, restorative approaches, and inclusive teaching strategies. Targeted training is provided for staff working with students who require additional behavioural or wellbeing support. | Staff |
| Individual Intervention | Support Plans | A range of individualised support plans are written and implemented to meet the diverse needs of students. These include Personalised Learning and Support Plans (PLaSP) to assist students with academic challenges, Risk Management Plans (RMP's) to ensure safety for students with high-risk behaviours, Health Care Plans for students with medical needs, Behaviour Support Plans (BSPs) to provide structured behavioural support, and Personalised Learning Pathway (PLP) plans to support the engagement and achievement of Aboriginal and Torres Strait Islander students. These plans are developed collaboratively with staff, parents, and support agencies to ensure a consistent and tailored approach for each student. | Staff Students Parents / Carers |
| Early, Targeted and Individual Intervention | Team Around a School | 'Team Around a School' is a group of specialised Department of Education staff who provide schools, staff, and students with a range of targeted support options. This team includes non-school-based professionals such as the Learning and Wellbeing team, Networked Specialist Facilitators, and NDIS Coordinators, as well as school-based roles like the Assistant Principal Learning and Support, Senior Psychologists Education, and itinerant teachers. | Staff Students Parents / Carers |
| Early, Targeted and Individual Intervention | Case meetings | Our Learning and Wellbeing team facilitates and attends student case meetings for complex cases requiring a multi-faceted support approach. We work closely with NDIS key workers, speech therapists, occupational therapists, psychologists, and other specialised allied services accessed by families to ensure students receive the best possible support. | Staff Students Parents / Carers |
| Prevention | Attendance <i>NOTE - In 2025, our community is working on additional attendance strategies - TBA after community consultation.</i> | Our Class Dojo system complements our attendance initiatives by encouraging consistent school participation. To reach the target of 100 Dojo points per term, students need to attend school regularly, reinforcing the link between attendance and positive behaviour recognition. At the end of each term, parents receive individual attendance letters outlining their child's attendance for that term. These letters follow a three-tier system: over 90%, 80–90%, and under 80%. Each letter is tailored to either congratulate, encourage, or remind families about the importance of regular attendance, while also offering support where needed. | Students / Parents and Carers |

Identifying Behaviours of Concern, including bullying and cyberbullying

A behaviour of concern refers to challenging, complex, or unsafe behaviour that requires ongoing and intensive intervention. It does not include low-level inappropriate or developmentally appropriate behaviours.



Fingal Head Public School takes an evidence-based approach to behaviour support, using reflection, resetting, and restorative strategies to guide students in making positive choices. These practices help students understand the impact of their actions, take responsibility, and develop positive behaviours moving forward.

Behaviours are categorised into three levels. The first level includes *Reminder Behaviours*, which are addressed with prompts and guidance. If these behaviours persist, a student may be moved to a designated space in the school—the *Responsible Thinking Classroom (RTC)* - to reflect and reset. Some behaviours, however, require immediate principal support due to their serious nature.

Whole School Approach for Reflection, Reset and Restorative Practices

Fingal Head PS uses reflective, resetting and restorative practices to create a positive school culture. This is supported by building a sense responsibility for appropriate and inappropriate behaviour among students and staff.

Behaviours that enact Reflection, Resetting and Restorative Practices

| Reminder Behaviours | RTC Behaviours | Immediate Principal Support |
|---|---|---|
| <ul style="list-style-type: none"> Disruptive class behaviour (stopping others from learning) Throwing inappropriate objects Playing out of bounds No hat in playground Interfering with games Anti-social behaviour Climbing trees/swinging on branches Low level physical contact (rough games) Misuse of equipment Teasing / name calling Disrespectful communication: back chatting or augmentative Playing after the bell Not respecting other's personal space | <ul style="list-style-type: none"> Repeated / consistent breaches of 'Reminder Behaviours'  <ul style="list-style-type: none"> Dishonesty Offensive language/gestures Physical violence Intimidating/targeting others/bullying/racism Stealing Leaving the school grounds without permission/truancy Damaging property/minor vandalism Insolence/disrespect Repeated defiance of teachers' instructions | <ul style="list-style-type: none"> Repeated / consistent breaches of 'RTC Behaviours'  <ul style="list-style-type: none"> Intentionally causing injury or threatening behaviour Serious physical violence Serious vandalism/graffiti Verbal harassment or abuse Endangering the safety of others intentionally Possession of weapons or illegal substances Criminal behaviour |

Promoting Positive Behaviour and Addressing Challenges

Our Class Behaviour Chart is a proactive tool designed to help students monitor their behaviour in the classroom. It provides a clear, visual guide with immediate feedback, supporting students in making positive choices. If a student reaches the RTC level, they are moved to another classroom, where they are given space and time to reflect and reset. During this time, they complete a reflection sheet, which is later discussed in a conference with the principal. The reflection sheet is then sent home for parents to read and sign, encouraging families to engage in conversations that reinforce positive behaviour at school.

In the playground, teachers and SLSOs actively monitor student behaviour, using in-the-moment teaching strategies and conflict resolution skills to guide students through minor grievances. These moments also provide valuable opportunities to help students develop resilience and social problem-solving skills. If a student repeatedly engages in behaviour that causes conflict or safety concerns, they may be asked to sit out for a short period, conference with the principal, or complete a reflection sheet. This sheet is sent home for parents to read and sign, fostering further discussions about making positive choices in the playground.

To reinforce accountability, students who receive two reflection sheets within a short period (determined by age-appropriate timeframes) may miss out on participating in a special event, day, or program. Additionally, if a student receives four reflection sheets in a term, they will not be eligible for the end-of-term reward day earned through our Positive Behaviour for Learning (PBL) program.

School Anti-bullying Plan

Bullying is the intentional misuse of power in a relationship. It is ongoing, repeated, and involves behaviour that causes harm

At Fingal Head Public School, staff identify inappropriate behaviour, including bullying and cyberbullying, through various channels:

- Direct observation of student behaviour, interactions, verbal communication, or work produced (e.g., written materials).
- Disclosures from students, staff, or community members, including previously unknown or newly revealed information.
- Concerns raised by parents, community members, or external agencies.

Students and parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action for student behaviour that occurs outside of school hours or off school grounds, including cyberbullying.

Students affected by bullying will be offered appropriate support, such as access to the school counselling service.

Responses to behaviours of concern apply in the following situations:

- At school
- On the way to and from school
- During off-site school-endorsed activities
- Outside school hours and off school premises, where there is a clear and close connection to the school
- When using social media, mobile devices, or other technology in a way that involves another student or staff member

Appendix 7 - Bullying Response Flowchart

School Anti-racism Plan

Fingal Head Public School is committed to fostering a culturally inclusive and respectful learning environment where all students, staff, and community members feel safe and valued. We follow the NSW Department of Education's Anti-Racism Policy and take all incidents of racism seriously.

Our trained Anti-Racism Contact Officers (ARCOs) play a key role in addressing concerns, supporting those affected, and ensuring that any reported incidents are documented and managed in accordance with departmental procedures. Through education, awareness, and proactive measures, we work to uphold respect, equity, and inclusion within our school community.

Appendix 7 - Anti-racism Response to Racism Flowchart

Strategies to Support Challenging Behaviour

| Action | When and how long | Who coordinates? | How are these recorded? |
|---|--|--|--|
| Classroom Behaviour Chart <i>Appendix 5</i> | The class behaviour chart is used in all classrooms every day. It is a visual representation on how engaged students are and it helps students to visually track continued positive effort as well as poor behaviour choices in the classroom setting. This encourages ownership of behaviour and supports correction of inappropriate behaviours. | Class teacher | N/A unless RTC class is used. |
| RTC (Responsible Thinking Classroom) RTC reflection sheet 3-6 and K-2 <i>Appendix 9</i> | Used when a student is being disruptive, not following teacher instructions or stopping others from learning. The student will spend 10-20 minutes in their designated RTC class and fill in an RTC student reflection sheet. The student is also required to meet with the principal at the next available break. The teacher needs to ensure that the principal is aware a student has used the RTC. | Class teacher Supported by buddy teacher. | RTC reflection sheets - used and recorded by class teacher and written up as an incident in School Bytes. RTC reflection sheets may be sent home to encourage parent engagement. RTC reflection sheets are tracked by and stored with the principal. |
| In the playground - RTC reflection sheets can also be used when required. | Used when a student repeatedly engages in behaviour that causes conflict or poses a safety risk in the playground. In these instances, students are asked to take a break from play, reflect on their actions, and complete an RTC reflection sheet to support their understanding and behaviour reset. | Teacher on duty and principal | Teacher and principal keep records in School Bytes and reflection sheet. |
| Adjustments and Consequences | If a student receives two reflection sheets within a short period (based on an age-appropriate timeframe), they may be ineligible for an upcoming special event, day, or program. This decision will be made in consultation with staff, the student and their family. Additionally, if a student receives four reflection sheets in a term, they will not be eligible for the end-of-term reward day earned through our Positive Behaviour for Learning (PBL) program. | Classroom teacher and principal | Classroom teacher and principal to record in School Bytes. |
| Adjustments to activities on school grounds | In order to support a student who has consistently demonstrated inappropriate or unsafe behaviour, there may be a need to restrict activities on site. This ensures that the student and their peers are safe. Adjustments to on-school grounds activities are discussed with parents. | Principal | School Bytes |

| Action | When and how long | Who coordinates? | How are these recorded? |
|--|--|---------------------------------|---|
| Adjustments to activities off school grounds | <p>Representing the school and off-site excursions is a privilege and as such are earned, not automatic. Students must consistently use appropriate behaviour in order to be invited to participate in such activities.</p> <p>To support a student who has consistently demonstrated inappropriate and unsafe behaviour, there may be a need to restrict off-site activities. This ensures that the student and their peers are safe.</p> <p>Adjustments of off school grounds activities are discussed with parents.</p> | Principal | School Bytes |
| Caution of Suspension | <p>The Principal and classroom teacher will discuss next steps for a student if behaviours of concern continue or are extreme. This may include a formal caution to suspend.</p> <p>Parents and Carers are contacted.</p> <p>A formal caution letter to suspend in accordance with the NSW Department of Education Student Behaviour Policy will be issued.</p> | Principal | School Bytes |
| Contact with parents to support student behaviour. | <p>Parents are contacted several ways and at various points in time:</p> <ul style="list-style-type: none"> • When a student brings a reflection sheet home. • By classroom teacher via email or phone call if behaviour is consistently inappropriate. • By principal via phone call or email. | Classroom teacher and principal | Classroom teacher and principal to record parent contact in School Bytes. |

Conclusion

At Fingal Head Public School, we believe that positive behaviour is best nurtured through clear expectations, supportive relationships, and consistent guidance. Our approach is built on the principles of Positive Behaviour for Learning (PBL), reflection, and restorative practices, ensuring that all students feel safe, valued, and empowered to make positive choices. We recognise that behaviour is a form of communication, and our role is to teach, model, and reinforce respectful and responsible interactions within our school community. By working in partnership with students, families, and staff, we create an inclusive and caring environment where every child can thrive—socially, emotionally, and academically.

Appendix

Appendix 1 - Student Behaviour Code

Appendix 2 - Behaviour Response Flowchart

Appendix 3 - Positive Behaviour for Learning (PBL) Behaviour Expectations Matrix

Appendix 4 - Positive Behaviour for Learning (PBL) Awards Structure

Appendix 5 - Classroom Student Behaviour Chart

Appendix 6 - Class Dojo Class

Appendix 7 - Bullying Response Flowchart

Appendix 8 - Anti-racism - Response to Racism Flowchart

Appendix 9 - RTC - Reflection Sheets 3-6 and K-2

Working Draft

NSW Department of Education

Behaviour code for students

Information for students and parents or carers

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- follow school and class rules and follow the directions of their teachers
- strive for the highest standards in learning
- act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- resolve conflict respectfully, calmly and fairly
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- attend school every day (unless legally excused)
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- Dress appropriately by wearing the agreed school uniform or dress code.
- Take care with school property and the property of staff and other students.

Safety

- Model and follow school and class rules and expectations around behaviour and conduct.
- Negotiate and resolve conflict.
- Be aware of and take responsibility for how their behaviour and actions impact others.
- Care for self and others.
- Be safe and help others to make safe choices that do not hurt themselves or others.

Engagement

- Arrive at school and class on time.
- Be prepared for every lesson.
- Actively participate in learning.
- Aspire and strive to achieve the highest standards of learning.

Fingal Head Public School Behaviour Response Flowchart



Calm and engaged classrooms

- Apply preventative strategies by using the classroom Behaviour Chart.
- Positive classroom climate, providing and teaching explicit rules, engaging lessons, active supervision, offering pre-corrections

Observe inappropriate behaviour

Does the behaviour pose a risk to the safety, or wellbeing of the student or the safety, learning capacity or wellbeing of others?

NO

YES

Low level inappropriate behaviour

- Manage it at teacher level using the classroom behaviour chart.
- De-escalate the situation by *calmly*, correcting the behaviour identifying student need ensuring student understands corrective response
- Responding proportionally to the level of behaviour displayed

Has the behaviour stopped or improved?

YES

NO

- Speak privately with student
- Clearly and calmly state the issue and invite the student to come up with solutions with you to resolve the matter.
- Continue using the Classroom Behaviour Chart

Has the behaviour stopped or improved?

YES

NO

Behaviour of concern

- Using the Classroom Behaviour Chart, student reaches RTC level and is moved to their buddy class.
OR
- Student is displaying unsafe unregulated behaviour, teacher to inform principal and focus on safety.
- Principal to assist student to de-escalate to baseline by using appropriate strategies such as: redirecting to another area or activity providing reassurance offering choices

When regulated

- Speak privately with student
- Principal / CT to *calmly* allow the student to explain the situation to identify ways to fix the problem.
- Principal to check-in with teacher for feedback and Principal or CT to contact parent.
- Incident entered on School Bytes

Is it safe for the student to return to normal routine?

NO

YES

Consider additional supports

Identify and engage support(s) for the student to return to normal routine:

- Refer to learning and support team/school counselling service, contact parents, conversation with teacher, refer to and/or revise individual student support plans.

Is additional time required for additional planning time?
If so, refer to the principal for possible suspension.

Is a mandatory report required?
If so, consult with principal and MRG.

Provide positive verbal / nonverbal acknowledgement

Provide positive verbal/nonverbal acknowledgement or de-escalation strategy



Positive Behaviour for Learning Behaviour Expectations

Everyone at Fingal Head Public School is entitled to enjoy a safe and happy learning and working environment each day. These expected behaviours remind us of the way we always interact and conduct ourselves at Fingal Head. The behaviour expectations listed below are used by our whole school community and are explicitly taught to students.

| | ALL AREAS | CLASSROOM | PLAYGROUND | VERANDAHS | TOILETS | COLA | GOING HOME FRONT OF SCHOOL |
|----------------------|---|---|---|---|--|--|---|
| BE SAFE | <ul style="list-style-type: none"> Care for equipment Clean up after yourself | <ul style="list-style-type: none"> Walk Enter and exit room in an orderly manner Sit on chair with all legs on the ground Use resources how they are meant to be used | <ul style="list-style-type: none"> Always wear shoes and socks (except sandpit) Participate in school approved games Follow the rules of the game Be sun safe; wear a school hat | <ul style="list-style-type: none"> Rails are for hands Walk one step at a time Keep hands and feet to self | <ul style="list-style-type: none"> Walk Wait outside for friends Report any problems to teachers | <ul style="list-style-type: none"> Move in a safe manner Handballs are the only balls to be used | <ul style="list-style-type: none"> Listen to teacher instruction Walk to and from the gate Wait inside the gate until a teacher instructs you to leave |
| BE RESPECTFUL | <ul style="list-style-type: none"> Use equipment appropriately Keep hands, feet and objects to yourself Respect others' personal space and property Use polite language Wait your turn | <ul style="list-style-type: none"> Raise your hand to speak Talk in turns Respect others' right to learn Be a good listener Use manners and kind words Keep workspaces tidy Tell an adult if you need to leave the classroom | <ul style="list-style-type: none"> Play fairly Take turns, Invite others to join in Follow rules of the game Be a good sport Be kind and use encouraging words in games Listen to teacher's instructions | <ul style="list-style-type: none"> Walk quietly and orderly so that others are not disturbed Carry items Keep walkways clear | <ul style="list-style-type: none"> Respect privacy of others Keep the toilets tidy and put rubbish in the bin Wait your turn Leave when you are finished | <ul style="list-style-type: none"> Use voice level appropriate for the activity | <ul style="list-style-type: none"> Wait quietly Listen to instructions from teachers Wait your turn |
| BE AN ACTIVE LEARNER | <ul style="list-style-type: none"> Be on time Be in the right place at the right time Follow instructions straight away | <ul style="list-style-type: none"> Be ready Keep trying Make mistakes and learn from them Complete all set tasks Always do your best work Ask for help if you get stuck | <ul style="list-style-type: none"> Be a problem solver Return equipment to the right place at the right time Be a good role model for others Care for the environment | <ul style="list-style-type: none"> Move in a calm manner Be in the right place at the right time | <ul style="list-style-type: none"> Use toilets during breaks Wash hands | <ul style="list-style-type: none"> At bell time, line up quickly and quietly | <ul style="list-style-type: none"> Be ready Keep a look out to see when it's your turn to go home Keep your belongings nearby |

Appendix 4

Fingal Head Public School Positive Behaviour for Learning (PBL) Awards Structure

PBL awards and Certificates of Excellence are presented at school assemblies. Students are encouraged to keep their awards safe at home and collect them.

- Once a student has earned **five** awards, they bring them to school to receive a **Bronze Principal's Award**.
- After earning **another five** awards, they receive a **Silver Principal's Award**.
- After collecting a further **five** awards (15 in total), they receive a **Gold Principal's Award**.
- Students who achieve **three Gold Principal's Awards** over their time at Fingal Head Public School will receive a **Platinum Award**, and their name will be placed on the **Honour Board** in the school foyer.

All awards are returned to students after they receive a Principal's Award.

PBL Awards



Certificates of Excellence



Principal Awards





Classroom Student Behaviour Chart

| Principal | Excellent Effort | Consistent Effort | Switched On | 1st Verbal Reminder | 2nd Verbal Reminder | RT Class (Responsible Thinking) | Principal |
|--|---|---|--|--|--|--|---|
| <p>Student has produced exceptional work or used exceptional behaviour. They are being an outstanding role model to the rest of the class.</p> <p>The student's name is moved to this level.</p> <p>The student is sent to the principal for positive acknowledgement.</p> | <p>Student receives verbal praise from teacher /SLSO.</p> <p>The teacher explains exactly what consistent positive behaviours are being used.</p> <p>The student's name is moved to this level.</p> | <p>Student receives verbal praise from teacher /SLSO.</p> <p>The teacher explains exactly what consistent positive behaviours are being used.</p> <p>The student's name is moved to this level.</p> | <p>Students to start in this spot at the start of every day (or at the beginning of every session - teacher discretion).</p> <p>It is POSITIVE and SUCCESSFUL if a student remains in switched on for the whole day.</p> | <p>A verbal reminder has been given to the student to support correcting inappropriate behaviour.</p> <p>The student's photo is moved to this level.</p> <p>The student may be asked to move to a designated spot in the classroom.</p> <p>The teacher helps the student to identify strategies to correct behaviour.</p> <p>A student can work hard to get back to expected behaviour and beyond.</p> | <p>A verbal reminder has already been given.</p> <p>A second verbal reminder is given to the student.</p> <p>The student's photo is moved to this level.</p> <p>The student may be asked to move to a designated spot in the classroom.</p> <p>The teacher helps the student to identify strategies to correct behaviour.</p> <p>A student can work hard to get back to expected behaviour and beyond.</p> | <p>The student is still disrupting the class. Student will now move to designated buddy class to complete work. SLSO or buddy student to take them.</p> <p>Teacher to fill out Responsible Thinking Classroom (RTC) sheet to send with student.</p> <p>The student's photo is moved to this level.</p> <p>Student returns to class: 10-20mins (age and incident dependent).</p> <p>Teacher to enter incident report in School Bytes and ensure RTC sheet is kept and given to principal.</p> | <p>The student is disrupting buddy class. Teacher sends student to the office or if needed, calls principal to come and collect student.</p> <p>If principal is on class student is to be sent to principal's class.</p> <p>If the student has already been to buddy class that day and upon return continues negative behaviour, the student is sent to the principal as above.</p> <p>A Reflection Sheet is issued, and the student spends the next available break time with the principal engaging in restorative discussions.</p> <p>The Reflection Sheet is sent home for parent / carer signature.</p> <p>The principal will contact the student's parent / carer.</p> |
| <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> Students are awarded Dojo points at the end of each day for reaching these behaviour chart levels. </div> | | | | | | | |

Appendix 6

The screenshot displays the ClassDojo interface for a MATH classroom. At the top, the ClassDojo logo is on the left, the subject 'MATH' is centered, and a notification bell and the user profile 'Mrs. Bonner' are on the right. Below the header, navigation tabs include 'Your classes', 'Classroom' (selected), 'Class Story', 'Messages', and 'Settings'. The main area features a 'Students' tab and a 'View reports' button. A grid of student avatars is shown, each with a score of 0. The avatars are: 'Whole Class' (fish), 'Asia' (green monster), 'Brady' (pink bear), 'Carly' (yellow bear), 'Chris' (purple bear), 'Jane' (blue bear), 'Marcus' (orange bear), 'Mark' (pink bear), 'May' (light blue bear), 'Sarah' (panda), and 'Terrence' (brown bear). A dashed box with a plus sign is in the bottom right of the grid. At the bottom, a toolbar contains icons for 'Attendance', 'Award multiple', 'Random', 'Timer', and 'Big Ideas'. A large 'Working' watermark is overlaid diagonally across the page.

Bullying Response Flowchart



At Fingal Head Public School, we have the shared understanding that bullying is:

- Repeated and intentional behaviour that misuses power in a relationship to cause harm.
- It can be physical, verbal, social, or online (cyberbullying) and is intended to threaten, exclude, or intimidate others.
- Bullying is not a single conflict, disagreement, or isolated incident of unkind behaviour. It involves an ongoing pattern of harm.

The following flowchart outlines our school's structured response to reports of bullying, with timeframes that vary depending on individual circumstances (severity of incident, student wellbeing and safety, availability of evidence, student communication needs, involvement of multiple parties, parental involvement, follow-up and monitoring etc)

Step 1 Listen

- Provide a safe, quiet space for the student to talk and feel reassured.
- Listen without interruption, allowing them to share their experience and feelings.
- Reassure the student that they are supported and heard.
- If required, follow mandatory reporting procedures as per departmental guidelines.

Step 2: Document

- Ask the student for any evidence of the alleged bullying (e.g. recollection of incidents, handwritten notes, screenshots).
- Document the conversation and verify the details with the student to ensure accuracy.
- Enter the record in School Bytes.
- Notify the school executive.
- Notify parent/s that the issue of concern is being investigated.

Step 3: Collect

- Gather additional information from students, staff, or family members.
- Review previous reports or records related to the students involved.
- Ensure you have clear answers to who, what, where, when, and how.
- Clarify details with the student and check on their wellbeing.

Step 4: Discuss

- Evaluate the information to determine if the behaviour meets the definition of bullying.
- Arrange a meeting with the student to discuss next steps.
- Ask the student what they believe will help resolve the situation and involve them in the solution.
- Provide the student and parent with information about the student support network.
- Agree on a plan of action with a clear timeline for the student, parent, and school.

Step 5: Implement

- Document the plan of action School Bytes.
- Complete all actions agreed with student and parent within agreed timeframes.
- Monitor student and check in regularly on their wellbeing.
- Seek assistance from student support network if needed.

Step 6: Review

- Meet with the student to review situation.
- Discuss what has changed, improved or worsened.
- Explore other options for strengthening student wellbeing or safety.
- Report back to parent.
- Record outcomes in in School Bytes.

Ongoing Follow

- Continue to check in with student on regular basis until concerns have been mitigated.
- Record notes of follow-up meetings in School Bytes.
- Look for opportunities to improve school wellbeing for all students.

Anti-Racism



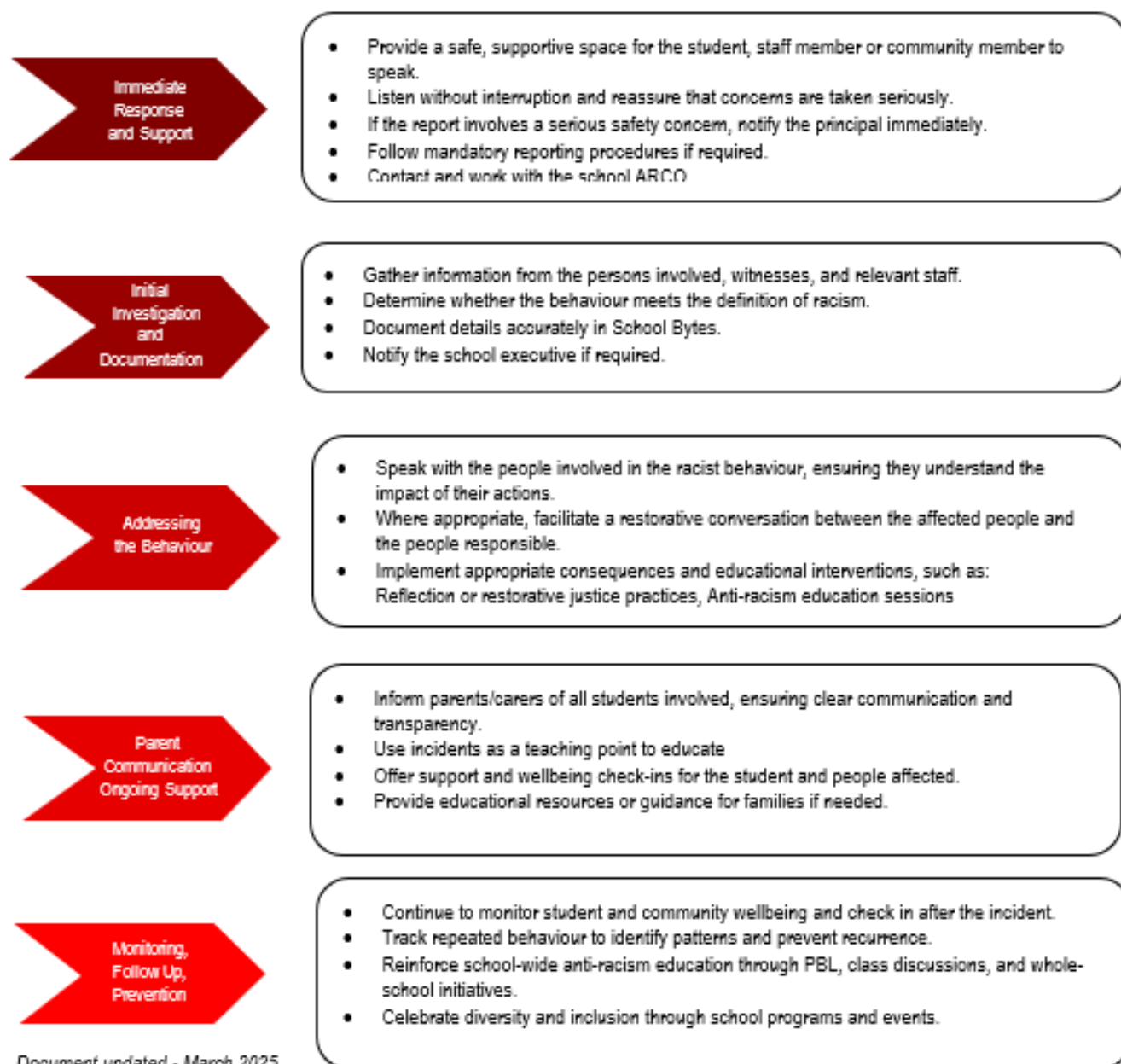
Fingal Head Public School has a shared understanding that racism is any action, practice, or belief that discriminates against, excludes, or disadvantages individuals or groups based on their race, ethnicity, culture, or background. It can be direct (overt discrimination or prejudice) or indirect (systemic barriers or unconscious bias) and may occur through language, behaviour, policies, or social exclusion.

Racism can be verbal, physical, social, or institutional, and it includes stereotyping, discrimination, harassment, or vilification based on racial or cultural identity.

At Fingal Head Public School, racism is not tolerated in any form. We are committed to fostering an inclusive, respectful, and culturally safe environment for all students, staff, and community members. Our school actively calls out and addresses racist behaviours and actions, ensuring that incidents are responded to promptly and appropriately. Through education, awareness, and clear processes, we work to uphold respect, equity, and inclusion in our school community.

Our school has a trained Anti-Racism Contact Officer (ARCO) who provides support in all situations involving racism, ensuring concerns are addressed promptly and appropriately. The ARCO follows NSW Department of Education policy to manage reports, support affected people, and promote a safe and inclusive school environment.

Addressing Racism Flowchart



Appendix 9

RTC - Responsible Thinking Classroom Sheet



| | | | |
|----------|--|----------|--|
| Student: | | Teacher: | |
| Date | | Time: | |

| | |
|---|--|
| This student has <i>(quick description of behaviour):</i> | |
| This student has been asked to spend _____ minutes in your classroom to reflect on their behaviour and choices. | |
| They have been asked to do the following while there: | |

| | |
|----------------------------------|--|
| Further comments (if needed): | |
|----------------------------------|--|

Please send this RTC Sheet to the principal at the next lesson break.

Restorative discussion with principal

What was I doing? _____

Why I made that choice? _____

What was I supposed to be doing? _____

What will I do next time? _____

Student Signature: _____ Principal Signature: _____

Behaviour Reflection Sheet

3-6



| | | | |
|-----------|--|--------------|--|
| Student: | | Teacher: | |
| Location: | | Date / Time: | |

Tick the school values that were not upheld

| | | |
|-------------------------------|-------------------------------------|--|
| <input type="checkbox"/> Safe | <input type="checkbox"/> Respectful | <input type="checkbox"/> Active Learning |
|-------------------------------|-------------------------------------|--|

| | |
|----------------------------------|--|
| What was I doing? | |
| Why I made that choice? | |
| What was I supposed to be doing? | |
| What will I do next time? | |

| | |
|-------------------|--|
| Further comments: | |
|-------------------|--|

| | | | |
|--------------------|--|----------------------|--|
| Student Signature: | | Principal Signature: | |
| Date: | | | |




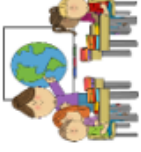


We are working with your child to improve their approach to learning, enhance their educational experience and provide a safe, respectful school environment for everyone through developing positive behaviour strategies. Please spend time discussing this behaviour with your child, sign and return to the office. Thank you for your support.

| | | | |
|---------------------------|--|-------|--|
| Parent / Carer Signature: | | Date: | |
|---------------------------|--|-------|--|

Student Behaviour Reflection Sheet

K-2



| STEP | | STUDENT RESPONSE | |
|------|--|------------------|--|
| 1 |  <p>What happened?</p> | | |
| 2 |  <p>What were you thinking at the time?</p> | | |
| 3 |  <p>What are your thoughts now?</p> | | |
| 4 |  <p>Who was affected by your actions?</p> | | |
| 5 |  <p>How were they affected?</p> | | |
| 6 |  <p>How do you make things RIGHT?</p> | | |

We are working with your child to improve their approach to learning, enhance their educational experience and provide a safe, respectful school environment for everyone through developing positive behaviour strategies. Please spend time discussing this behaviour with your child, sign and return to the office. Thank you for your support.

Student signature: _____ Date: _____

Teacher signature: _____ Date: _____

Parent Signature: _____ Date: _____