

Fairvale Public School Behaviour Support and Management Plan

Overview

Fairvale Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are

- Positive Behaviour for Learning (PBL)
- FAIR core capabilities

Promoting and reinforcing positive student behaviour and school-wide expectations

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

Fairvale Public school rules are to be FAIR. **Friendly**, **Always Safe**, **Into Learning** and **Responsible**.

Fairvale Public school expectations are:

When we are **Friendly**, we are good **communicators**. We show **empathy**, **kindness** and **collaboration**.

When we are **Always Safe**, we show **sun safety**, we are in the **right place at the right time**, we use **equipment safely** and we **move safely**.

When we are **Into Learning**, we are **thinkers**. We are **reflective thinkers**, **set goals** and **innovate**.

When we are **Responsible**, we show **GRIT**. We are **hard workers**, **self-confident** and **resilient**.

Fairvale Public uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- Positive Behaviour for Learning (PBL)
- Weekly explicitly lessons based on the FAIR core capability scope and sequence
- FAIR core capability rubrics
- Reward system eg. Frankie awards, merit awards, Principal Into Learning Awards (PILA), honour certificates, End of semester awards and banners.
- Caught you being FAIR tokens (Playground)

Behaviour Code for Students

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316/pd-2006-0316-01>. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

Care Continuum



Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention	Professional learning	Professional learning on: The school behaviour support and management plan, PBL and the FAIR core capabilities	Teachers
Prevention	Professional learning	Professional learning on: The school behaviour support and management plan, PBL and the FAIR core capabilities	Parents
Prevention	Weekly explicit lessons based on the FAIR core capabilities	Teachers deliver explicit lessons based on the FAIR core capabilities.	Students
Prevention	Promotion	Signage and visual prompts used in all environments to remind students, staff and the community of expectations.	Teachers, students and parents

Care Continuum	Strategy or Program	Details	Audience
Early Intervention	Professional learning	The executive team support staff members with opportunities to develop knowledge, skills and strategies utilising the DoE resources including: Professional Learning , the behaviour support toolkit , the inclusive practice hub to help create inclusive education environments for students with disability and additional learning needs.	Teachers
Early Intervention	Meetings	Organise parent meetings to provide them with early intervention support	Parents
Early Intervention	FAIR core capabilities rubrics	Students use the FAIR core capability rubrics to self-reflect and plot where they are on the continuum and decide on how to improve	Student
Targeted intervention	Behaviour support referral	Classroom teachers complete a referral to discuss with the Assistant Principal. This referral outlines previous strategies and programs used. A plan for restorative practices is created eg SMART goals, targeted intervention.	Teacher
Targeted intervention	SMART goals	Student, classroom teacher and Assistant Principal create SMART goals. This is communicated with the parents and carers with feedback provided. The implementation and progress towards these goals is regularly reviewed.	Students / parents
Targeted intervention	Learning and Support team	If no improvement, the Assistant Principal discusses the referral at the weekly AP /LST meeting. A plan for restorative practices is created eg behaviour plan, functional behaviour assessment.	Teachers / student
Targeted intervention	Behaviour plan	AP, teacher, LST, parents and student create a behaviour plan. The implementation and progress towards goals is regularly reviewed.	Teachers / student / parents

Care Continuum	Strategy or Program	Details	Audience
Individual Intervention	Deputy Principal Meeting	Assistant Principal, classroom teacher, parents and Deputy Principal meet to discuss previous interventions and plan where to next.	Student / teacher /parents
Individual Intervention	A team around a school	The delivery support team is contacted and invited to discuss strategies and programs and plan where to next.	Student / teacher
Individual Intervention	Consultation	Consultation with parents, other relevant specialist staff, service providers, inter-agency partners, and/or the Delivery Support team.	Student / teacher /parents

Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Proactive strategies	Daily	Teacher	PBL program
Reminder strategies	At point of need	Teacher	Sentral in wellbeing
Reflection with teacher	At point of need during break times	Teacher	Sentral in student profiles
Reflection with the Assistant Principal	At point of need during break times Minor – 2 breaks Major – 3 breaks	Assistant Principal	Minor or major goals sheet, reflection booklet & on Sentral in wellbeing
Wellbeing mentor time	At point of need during break times	Wellbeing teacher	Sentral in wellbeing

Partnership with parents/carers

Fairvale Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by phone calls home, reflection goal note home and holding parent meetings during the creation of the behaviour plan.

Fairvale Public School will communicate these expectations to parents/carers by holding professional learning opportunities, school reports, school assemblies, reflection goal note home, newsletter items, signage, Facebook, Seesaw and Twitter.



School Anti-bullying Plan

A link to the school's existing anti-bullying plan [here](#). Refer to the [Bullying of Students – Prevention and Response Policy](#) and [Anti-bullying Plan](#).

Reviewing dates

Last review date: Day 1, Term 1, 2023

Next review date: Day 1, Term 1, 2024