



School Behaviour Support and Management Plan

Overview

Our shared vision is to develop well rounded, confident and responsible individuals who aspire to achieve their full potential.

At Franklin we empower students to acquire, demonstrate, articulate and value knowledge and skills that will support them, as life-long learners to practice our core values of the school: respect, achievement & safety to build positive social beings within our community

Partnership with parents and carers

Franklin Public School is committed to proactively communicating with families and carers regarding student behaviour, celebrating both positive and negative aspects. Each week, classroom teachers identify a student who exemplifies outstanding Positive Behaviour for Learning (PBL) values and recognises their achievement with a 'Franklin Star Award,' delivered in the form of a postcard. Additionally, teachers send positive SMS messages home twice each term to keep families informed and engaged.

At our fortnightly assemblies, the Principal presents a 'Principal's Award' to a student who has demonstrated one of our core values, using this opportunity to reinforce key behaviours within our school community.

The Parents and Citizens (P&C) Association actively supports our end-of-term positive PBL reward days by providing sponsorship and supplying lunches. They were consulted during the drafting of our initiatives, and their feedback was incorporated to ensure alignment with the community's values and expectations.

Behaviour Code for Students

At Franklin Public School, all students must adhere to the 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. We hold high expectations for positive behaviours for all 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 is available in multiple languages here: [Behaviour code for students](#).

Anti-Bullying Plan

Franklin Public School has multiple designated Anti-Racism Contact Officers (ARCO) who are teachers and/or members of the school executive who are trained to support anti-racism practices in the school and help mediate any racism-related incidents between students.

The current ARCO officers are: **Mrs. Grivas, Mr. Morris and Ms. Rossington**

Bullying Response Flowchart



Whole school approach across the care continuum

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Behaviour for Learning	PBL lessons, posted expectations, tokens	All students
	Trauma-informed practice	Professional learning and classroom management based on trauma-informed practices	Staff
	Restorative conversations	Empathy and respect-focused conflict resolution	All students
	Classroom adjustments	Adjustments at various levels within classroom	Students with needs
	Resilience Project	Weekly lessons	All students
	Structured Play Spaces	Alternative play spaces with structured activities (board games, etc)	
	Community Engagement	Frequent opportunities for families and community to connect with school.	Community
Early intervention	LifeSkillsGo Check-in	Daily wellbeing check-ins	Primary students
	Family communication	Phone calls, emails, texts and Sentral Parent Portal	Parents/carers
	Learning & Support Team	Referral made by classroom teachers for advice	Targeted students
	Staff Communication	Weekly Briefings with updates on key students to monitor	Staff
	Behaviour Management Plan	Formal plan with escalation scale for proactive behaviour management	Targeted students
	Risk Management Plan	Formal plan if there are WHS risks in the school	Students with complex behaviour
	Health Care Plan	Formal medication plan or keep staff informed of health needs	Students with health needs
Targeted & Individual intervention	Calm areas	Designated spaces in classrooms and main building for students to use when escalated	All students
	Buddy class	10 minutes with another teacher after classroom de-escalation strategies have failed.	
	AP Learning & Support	Provide support, strategies, functional behaviour assessment, manage access requests	Targeted students
	Communication Book	Daily written communication between teacher and parent/carer	
	Additional supervision	Extra supervision to monitor students with a history of playground incidents	
	Counsellor referral	Parent/carer permission needed to student to access school counsellor	Students and families

Care Continuum	Strategy or Program	Details	Audience
	Part Day Exemption	Formal plan to assist students with transition back-to-school	Students with complex behaviour
	Access request	For students requiring Integrated Funding Support	
	Warning of Suspension	Repeated or concerning behaviours	
	Suspension	Behaviour which endangers others and at risk of repeated or escalating behaviours	
	Learning & Wellbeing Support	Learning and Wellbeing Officer and/or Behaviour Specialist for additional resources and advice	
	Complicated caseload	Principal referral for ongoing, difficult behaviours	

Restorative Conversations

Restorative conversations are a short conversation which occur after an incident between two parties (usually two students) and are facilitated by a teacher and/or executive. The aim of these conversations is to build reflective capacity and model healthy conflict resolution. The range of questions is designed to be flexible for the needs of the students and the severity of the conflict. Ongoing issues of bullying are dealt with by the Assistant Principals and the Principal. Severe and ongoing behaviours of concern are dealt with in more formalised meetings.

W.A.R.M. FPS Restorative Framework		
	Sample Questions	Guidance
W What	What happened? What were you thinking? What have you been thinking since?	Listen without judgement Take turns sharing your account
A Affect	How did this affect other people? How did that choice make other people feel? Who has been affected?	Younger children may need help understanding the impact of their actions. The goal is to understand that our actions can affect others.
R Repair	What can we do to fix this? How can we repair this damage? What should be done to put things right?	Don't demand an apology
M Move Forward	How can we do things differently in the future? What would be a better choice next time?	Help them think of an alternative way to handle the issue. Even if there's no immediate change, it builds a foundation of better conflict resolution

School-wide expectations and rules

PBL Matrices are used across the school setting to help students identify the appropriate behaviours for each routine and area. An example of a classroom PBL matrix is included in Appendix 3.

PBL encourages positive behaviour from all students through the development of a shared language to discuss behaviour expectations. Franklin Public School's behaviour expectations are presented in the form of a PBL Matrix, focused on our three core values: Achievement, Respect and Safety.

Together we Learn			
Area	Achievement	Respect	Safety
All Areas	Participate Do your best Follow rules	Wear school Be polite Be fair	Right place, right time Report problems
Assembly	Follow rules	Listen to Others	Right place, right time
Canteen	Buy Move on	Be polite	Walk
COLA	Follows rules Make good choices	Sit and eat Keep area tidy Consider others	Walk Right place, right time
Hall	Follow rules	Listen to Others	Right place, right time
Office area	Use office pass	Knock once Hat off Be polite	Walk
Ovals	Follow rules Use equipment correctly	Be Fair Share the space	Be sun safe - no hat, play in shade Right place, right time Play safely
Toilets	Flush, wash, leave	Allow privacy Keep area tidy	Walk
Walkways	Stay on walkway Keep left	Consider others	Walk Right place, right time

Planned responses to behaviour

A flowchart of planned responses to behaviour across the continuum is included in Appendix 1.

Setting	Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour	Targeted/Individualised Responses to behaviours of concern
Playground	<ul style="list-style-type: none"> Tokens for targeted behaviours Active monitoring by staff on duty Structured games for Stage 3 Calm games space 	<ul style="list-style-type: none"> Redirection Sentral documentation for students to monitor Restorative conversations Time with duty teacher Structured game activities with SLSO to coach SEL 	<ul style="list-style-type: none"> 1:1 playground supervision for targeted students with SLSOs Social scripts Designated play areas Time off playground (in school suspension) if ongoing unsafe behaviours
Classroom	<ul style="list-style-type: none"> Universal classroom reward systems (dojos, etc) 12-1 positives to correction Contact home for positive feedback through Sentral Portal and SMS Explicitly teaching the behaviour expectations in line with our values Model expected behaviour 	<ul style="list-style-type: none"> Redirection U-Turn system-reminder of expectations. 12-1 Positives Zones of regulation visuals Restorative conversations 2-5 mins Contact parent/carer 	<ul style="list-style-type: none"> Time out and buddy class system AP/Principal support Contact parent/carer Referral to LST if needed
Whole School	<ul style="list-style-type: none"> Fast & frequent positives Pre-teach expectations Consistent routines & signals 	<ul style="list-style-type: none"> Restorative conversations Records in Sentral* 	<ul style="list-style-type: none"> Support from Principal

* See Appendix 1 for full Behaviour Management Continuum

Responses to serious behaviours of concern

When responding to serious behaviours of concern, the first step is to ensure the safety of all students. The Principal is called to assist and students concerned are redirected with support of staff, to a safe area. Depending on the severity of the situation a Reflection, Caution of Suspension or Suspension may be issued in line with the procedures linked below.

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.

Reporting and recording behaviours of concern

Staff record all behaviours of concern in Sentral to facilitate tracking and to comply with reporting processes. 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](#).

Reflection and restorative practices

At Franklin Public School, we emphasise proactive practices to reduce the time that a student is taken away from their normal learning environment. However, sometimes these practices are necessary to help students understand expectations and regulate their behaviour.

Restorative conversations are a conflict resolution process that facilitates students' abilities to reflect on behaviours and their impact. They are typically used after repeated minor behaviours and in conjunction with other interventions for major behaviours.

They last from a few minutes up to 15 mins, with expectations appropriate to the age of the students involved. A teacher usually facilitates these conversations, but an executive may also be involved if the behaviours of concern are more serious or persistent.

Regulation Time is a step in the classroom behaviour management process, where a student is directed to take a break when they have not been able to successfully re-engage in the classroom. This lasts 5-10 minutes, with shorter duration for infants and longer duration in primary. Time out offers a chance for students to regulate, and designated classroom spaces

may include self-regulation imagery, prompts, etc. Older students may be sent to get a drink of water, go for a walk or do a short 'job' for the teacher.

If Regulation Time is unsuccessful, then students may be sent to a Buddy Class for 5-10 minutes. This offers students a chance to reset and calm down away from their peers.

Reflection is used at recess and lunch and is a more formalised process for students to reflect on persistent minor behaviours or major behaviours of concern. This is usually supervised by an executive. Students are given a chance to eat their lunch and take a toilet break before attending a reflective conversation.

Suspension is only used when a student has repeatedly shown unsafe behaviour in the playground or classroom, or major behaviours, when other interventions have not been successful.

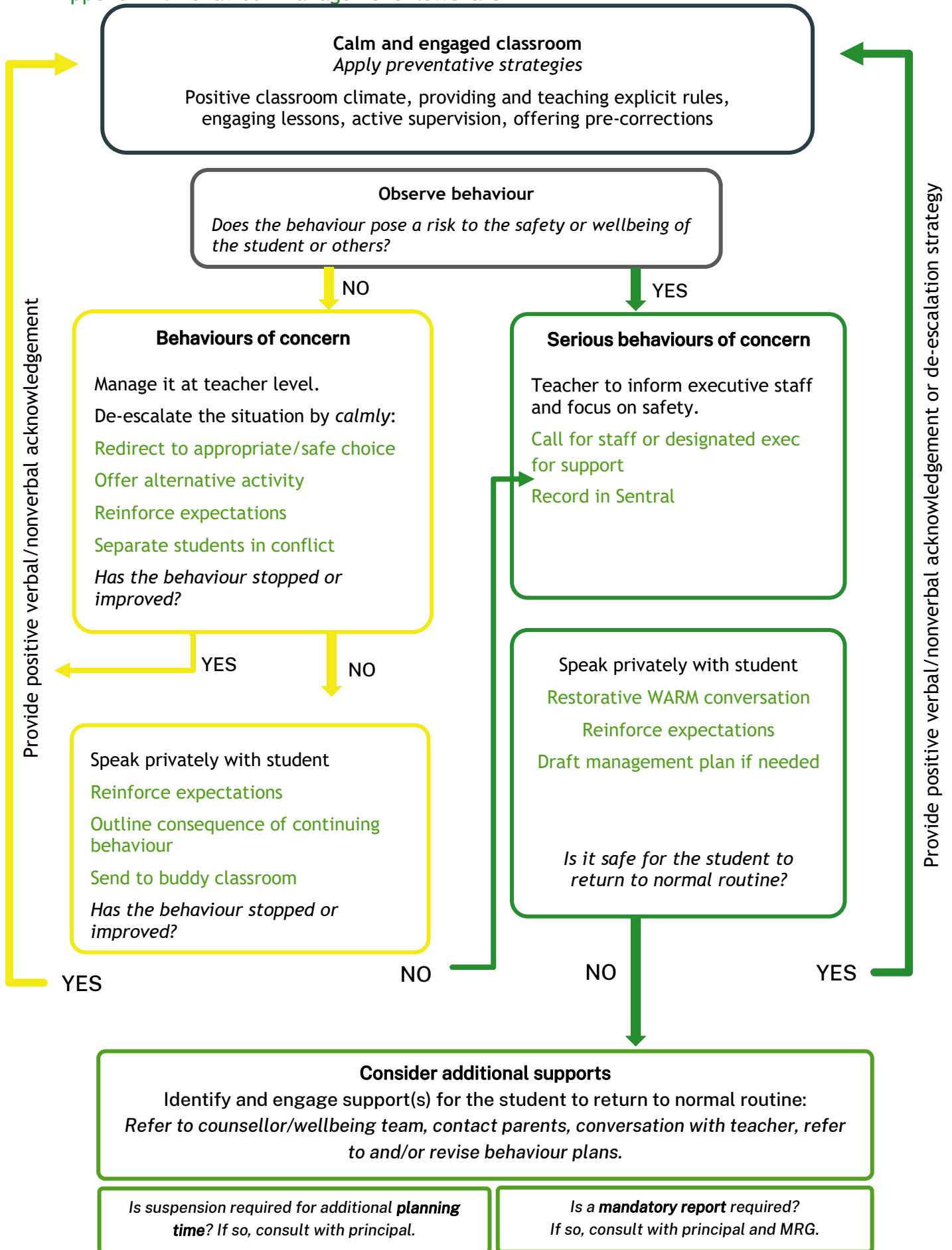
Strategy	When and how long?	Who facilitates?	How are these recorded?
Restorative Conversations	Minor & major behaviours, 1-5 minutes	Teacher	Sentral
Regulation Time	Persistent minor behaviour, 5-10 minutes	Teacher	Sentral
Buddy Class	After time out unsuccessful, 10 minutes	Teacher	Sentral
Reflection	Major behaviours, 5-15 minutes	Executive	Sentral
Suspension	Repeated unsafe behaviours, 1-5 days	Executive	Sentral

Review dates

Last review date: Term 4, 2024

Next review date: Term 2, 2025

Appendix 1: Behaviour management flowchart



Appendix 2: Bullying Response Flowchart



Appendix 3: Sample Classroom PBL Matrix

Classroom PBL Matrix		<i>Together We Learn</i>	
Areas/ Routines	Achievement	Respect	Safety
Crunch and Sip	Sit and eat quietly Put food scraps in the bin Wash your hands	Use good manners Clean up any food scraps Eat politely	Eat your food sensibly Put your scraps in the bin Sit down to eat
Partner/ Group Work	Work sensibly and quietly Work as a team Be productive and do your best work	Be sensible and use good manners Respect others and their opinions - right to feel safe! Share and take turns	Respect school equipment Learn together Use equipment safely
Packing Up	Tidy up your desk or area Return any equipment that you were using Stack your chair and return pencils tubs	Carry/return classroom items carefully Look where you are going Be aware of others Help others	Stack your chair in a safe manner Put sharp items away carefully Think of others and their space