

# Faulconbridge Primary School Behaviour Support and Management Plan

## Overview

*Faulconbridge Public School is dedicated to promoting positive behaviour and fostering a respectful, safe, and engaged learning environment for all students. We are committed to the growth and wellbeing of each child through inclusive practices, trauma-informed approaches, and social-emotional learning. Our high expectations for student behaviour are established and maintained through explicit teaching, modelling, and consistent responses to behaviour.*

*To achieve these goals, we integrate key programs that prioritise social and emotional development, resilience, and engagement. Our aim is to nurture safe, respectful learners who contribute positively to the school community and approach learning with curiosity and dedication.*

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## Key Programs

The following programs form the foundation of Faulconbridge's approach to behaviour support and management:

- **PAX Good Behaviour Game:** Used daily in classrooms, PAX focuses on teaching self-regulation, reducing impulsivity, and increasing focus through collaborative, evidence-based strategies. This program promotes "Peace, Productivity, Health, and Happiness" and encourages students to make positive behavioural choices.
- **The Resilience Project:** Through lessons on emotional resilience, empathy, and mindfulness, this program equips students with tools to manage emotions and build strong interpersonal relationships. This contributes to a supportive school environment where students feel valued and connected.
- **Value of the Week:** Each week, a specific school value and rule are highlighted, reinforcing expectations and promoting positive engagement. Students recognised for embodying these values receive awards to celebrate their achievements and foster a culture of respect and responsibility.
- **Positive Behaviour for Learning (PBL) with GARADs Awards:** PBL provides a structured approach to recognising positive behaviour. The GARADs system rewards students over time, with minor awards accumulating toward significant recognition, encouraging consistent positive behaviour across all areas of school life.
- **Zones of Engagement:** The Zones of Engagement model is integrated into classroom practices to enhance student focus, self-assessment, and goal setting. Students reflect on questions like, "Am I on task?" or "Am I driving my learning?" to assess and elevate their engagement levels.

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## Partnership with Parents and Carers

*Faulconbridge Public School is committed to building strong, collaborative relationships with parents, carers, and the broader community. Involving families in developing and implementing behaviour management and anti-bullying strategies is essential for fostering a safe and supportive learning environment.*

To establish clear expectations and promote a shared understanding of behaviour and engagement, Falconbridge Public School will:

Invite feedback from parents/carers and students through both formal and informal channels, including:

- Tell Them From Me surveys
- School-wide surveys
- Regular consultations with the P&C (Parents and Citizens Association)
- Engagement with the local AECG (Aboriginal Education Consultative Group)
- Respond to concerns raised through formal complaints procedures, using feedback to review and improve school systems, data, and practices.
- Communicate expectations with parents/carers via multiple platforms, such as the school newsletter and website, providing regular updates on school-wide expectations, behavioural goals, and student wellbeing initiatives.

In addition to these practices, Falconbridge Public School has established specific structures and initiatives to support student wellbeing and leadership, including:

**Anti-Bullying Policy:** Our Interim Anti-Bullying and Wellbeing Procedure and Guidelines outline clear processes for reporting, responding to, and managing bullying incidents. Reporting mechanisms include online submissions, a Wellbeing Report Box, and in-person reporting to trusted adults. This policy is communicated to the school community through the school website, newsletters, and regular school meetings.

**Student Leadership Roles:** Separate from the SRC, leadership positions at Falconbridge include two school captains, two vice-captains, and four prefects, who serve as role models and help promote school values and respect.

**Student Representative Council (SRC):** The SRC, consisting of two students per year group from Kindergarten to Year 4, provides a platform for younger students to voice ideas and participate in school decisions.

**Transition Buddies Program:** To support incoming Kindergarten students, Year 5 students act as transition buddies, assisting new students during weekly transition sessions held every Wednesday in Term 3. This program builds connections across year levels and helps new students feel welcomed and supported.

Through these partnerships and initiatives, we aim to create a collaborative network that actively supports student learning, safety, and wellbeing, ensuring that each child has the resources and encouragement to succeed.

For a complete outline of leadership roles and responsibilities, refer to [Appendix F: Leadership Policy](#).

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## School-wide expectations and rules

*At Falconbridge Public School, we are committed to fostering a positive school culture where every student feels safe, valued, and encouraged to succeed. Our school-wide expectations and rules are built around the values of being Safe, Respectful, and a Learner. These expectations guide our interactions and help create an environment where students can thrive academically and*

*socially. The table below provides an overview of our core values and examples of behaviours that demonstrate each one.*

Expectation	Description	Examples of Behaviour
<b>Safe</b>	Making choices that ensure the wellbeing of everyone in the school community.	<ul style="list-style-type: none"> <li>- Moving safely around the school grounds</li> <li>- Following playground and classroom rules</li> <li>- Using equipment appropriately</li> </ul>
<b>Respectful</b>	Valuing others, the environment, and oneself through positive interactions.	<ul style="list-style-type: none"> <li>- Listening attentively</li> <li>- Using kind and appropriate language</li> <li>- Respecting others' personal space and belongings</li> </ul>
<b>Learner</b>	Engaging actively and responsibly in the learning process.	<ul style="list-style-type: none"> <li>- Following instructions and staying on task</li> <li>- Asking questions and participating in discussions</li> <li>- Showing resilience when faced with challenges</li> </ul>

## 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. At Faulconbridge Public School, our behaviour expectations of being **Safe**, **Respectful**, and a **Learner** align closely with the NSW Behaviour Code, helping us create a positive school culture where all students are encouraged to succeed and grow.

The NSW Behaviour Code for Students provides additional guidance on expected behaviours and responsibilities, supporting schools across the state in fostering inclusive and respectful environments. The full Behaviour Code for Students can be found at [Behaviour Code for Students](#), and is available in multiple languages for accessibility.

## Whole school approach across the care continuum

*At Faulconbridge Public School, we embed student wellbeing and positive behaviour approaches across the care continuum, aiming to promote positive behaviour and respond to behaviours of concern, including bullying and cyberbullying. Our approach is built on a foundation of evidence-based, effective classroom practices that set a positive tone for 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 constructively
- Providing active supervision of students across all areas of the school
- Maximising opportunities for active engagement with learning
- Providing engaging, sequenced lessons that allow for student choice
- Differentiating learning content and tasks to meet the needs of all learners

*The table below outlines our approach to prevention, early intervention, and targeted support for students across the school.*

Care Continuum	Strategy or Program	Details	Audience
Prevention	The Resilience Project	Builds emotional awareness, resilience, and interpersonal skills through structured lessons.	All
Prevention	PAX Good Behaviour Game (PAX GBG)	Daily strategies that promote self-regulation, peer support, and focus, fostering a peaceful and productive environment.	All
Prevention	Value of the Week	Focuses on a weekly value alongside a school rule and engagement goal, with awards recognising students.	All
Prevention	Positive Behaviour for Learning (PBL) with GARADs	Structured approach to recognising positive behaviour, where students earn GARADs that accumulate for larger awards.	All
Prevention	Zones of Engagement	Encourages self-assessment of engagement levels, guiding students from “Withdrawing” to “Driving My Learning.”	All
Prevention	Child Protection Education	Mandated curriculum component to ensure student safety and awareness.	Students K-6
Prevention	National Week of Action Against Bullying	Participation in the annual event to raise awareness and reinforce anti-bullying values.	Staff, students Years 3-6
Prevention / Early Intervention	Australian eSafety Commissioner Toolkit	Resources for online safety, categorised into Prepare, Engage, Educate, and Respond to manage and prevent cyberbullying.	All
Early Intervention	SRC (Student Representative Council) Leadership Program	Faulconbridge’s SRC consists of two students per year group from Kindergarten to Year 4, fostering responsibility and student voice.	SRC members from Kindergarten to Year 4

Care Continuum	Strategy or Program	Details	Audience
Early Intervention	Leadership Program	Student leadership roles include 2 captains, 2 vice-captains, and 4 prefects, who model positive behaviour and contribute to school initiatives.	Student Leaders
Early Intervention	Transition Buddies Program	Year 5 students support Kindergarten transition, promoting peer connection and a welcoming environment.	Year 5 and Kindergarten students
Targeted / Individual Intervention	Learning and Support Team (LST)	Provides individualised learning and behavioural support in collaboration with teachers, students, and families.	All
Targeted / Individual Intervention	Attendance Support	LST and attendance coordinator work with families to improve student attendance through goal setting and support.	Individual students, attendance coordinator
Individual Intervention	Individual Behaviour Support Planning	Tailored support plans that include behaviour management and risk management for specific students.	Individual students, parents/carers, LAST, AP
Individual Intervention	Anti-Bullying Policy	Clear processes for reporting, investigating, and responding to bullying, including an anonymous reporting option.	All

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

*Faulconbridge Public School is committed to addressing positive behaviours, low-level inappropriate behaviours, and behaviours of concern, including bullying and cyberbullying. Staff respond to these behaviours consistently, using strategies tailored to the nature and severity of each behaviour to foster a safe and respectful environment.*

Refer to Appendix E: Support Services Contact List for a directory of internal and external support resources available to students.

### Identifying Behaviours of Concern, Including Bullying and Cyberbullying

A **behaviour of concern** is any challenging, complex, or unsafe behaviour that requires persistent and intensive intervention. These behaviours differ from low-level, developmentally appropriate behaviour and often necessitate targeted support.

Bullying behaviour is defined as the intentional misuse of power in a relationship. It is ongoing, repeated, and causes harm, which may be physical, social, or psychological.

Faulconbridge staff will identify inappropriate behaviours and behaviours of concern, including bullying and cyberbullying, through various methods:

- **Direct observation** of a student's behaviour, interactions, verbal communications, or work (e.g., written materials, performances, or artworks).
- **Disclosures from individuals** regarding previously unknown incidents or information that has been kept secret.
- **Concerns raised by parents, community members, or external agencies**, signalling potential behaviour issues.

For detailed procedures, refer to Appendix B: Anti-Bullying Policy, which outlines Faulconbridge's approach to addressing bullying and cyberbullying.

### **Reporting and Addressing Bullying and Behaviours of Concern**

- **Reporting Channels:** Students or parents can report bullying to any staff member. In line with NSW policy, Faulconbridge staff are prepared to address behaviours that occur within or beyond school hours, including online incidents.
- **Principal Authority:** NSW public school principals have the authority to take disciplinary action for behaviours, including cyberbullying, that occur outside of school hours or off school grounds, provided there is a close connection to the school community.
- **Student Support:** Students who report bullying or are affected by bullying will be offered appropriate support, such as access to the school counselling service.

### **Scope of Responses to Behaviours of Concern**

The school's responses to behaviours of concern apply in all areas where student conduct impacts the school community, including:

- **At school:** During class time, in the playground, and at any on-site school activity.
- **To and from school:** Encompassing behaviour on public transport or on routes students take to reach school.
- **School-endorsed off-site activities:** Such as field trips, sports events, or excursions.
- **Outside school hours and off school premises:** If the behaviour has a direct impact on the school environment or relationships within the school.
- **Use of social media, mobile devices, and other technology:** When online behaviour involves another student or staff member, even if it occurs outside school hours.

By clearly defining behaviours of concern, including bullying and cyberbullying, and establishing accessible reporting methods, Faulconbridge Public School aims to create a respectful and supportive school culture. This approach ensures that both students and parents feel confident that concerns will be addressed with appropriate care and action.

### **Preventing and responding to behaviours of concern**

*Faulconbridge Public School implements planned responses to behaviours that do not meet school expectations. Staff use professional judgement to determine whether a behaviour is teacher-managed or executive-managed, depending on the level of risk posed to the student or others.*

**Teacher-Managed:** Low-level, inappropriate behaviours are managed by teachers in the classroom and playground using proactive strategies.

**Executive-Managed:** Serious or repeated behaviours of concern are escalated to the school executive team.

All corrective responses are documented in **School Bytes**, Falconbridge Public School’s tracking system for behaviour and wellbeing. The following table outlines corrective actions used in classroom and non-classroom settings:

Classroom Setting (Refer to Appendix A: Learning Spaces)	Non-Classroom Setting (Refer to Appendix A: Playground)
Minor behaviours: Rule reminder, re-direct, choice, prompts, re-teach.	Minor behaviours: Rule reminder, re-direct, choice, prompts, re-teach.
Moderate behaviours: Seat change, break-time discussion, detention, reflection, parent communication.	Moderate behaviours: Playground re-direction, walk with teacher, detention, parent communication.
Major behaviours: Follow escalation as per PBL Ladder (Appendix L), including reflections, behaviour plan, suspension, or additional intervention if necessary.	Major behaviours: Follow escalation as per PBL Ladder (Appendix L) with reflection steps and possible suspension.

See Appendix A: Behaviour Flowchart for a visual overview of the steps for managing behaviours, from teacher-managed to executive-managed.

**Promoting Positive Behaviour**

Falconbridge staff actively model, explicitly teach, recognise, and reinforce positive student behaviours. Key strategies include:

- **PAX Good Behaviour Game (PAX GBG)** and **Positive Living Skills**: These evidence-based programs are used daily to promote self-regulation, reduce impulsivity, increase focus, and strengthen peer networks.

*Recognising that students respond to different motivators based on age, we provide immediate reinforcement for younger students and utilise intermittent, long-term reinforcement as students master new skills. Positive feedback, both verbal and non-verbal, is crucial in:*

- Focusing attention on positive social behaviours
- Increasing the likelihood that students will continue using expected behaviours and skills
- Reducing unexpected behaviours and the need for corrective responses
- Enhancing self-esteem and building an internal focus of control

For a list of reinforcers used to acknowledge positive behaviour, see Appendix C: Positive Behaviour Reinforcement Chart.

## Responses to Positive and Inappropriate Behaviours

Prevention (Positive Reinforcement)	Early Intervention (Minor Inappropriate Behaviours)	Targeted/Individualised (Behaviours of Concern)
1. Behaviour expectations are regularly taught, modelled, and practised. Students are acknowledged for meeting school-wide expectations and rules.	1. Use visuals and supports to help students self-regulate, including reminders of school-wide expectations.	1. Seek immediate help from the executive if there is a safety risk; otherwise, notify the stage supervisor or executive as soon as possible.
2. Verbal and non-verbal positive feedback paired with tangible reinforcers supports students in meeting expectations.	2. Indirect responses such as proximity, signals, non-verbal cues, praise, or specific corrective feedback.	2. Executive staff use strategies such as redirecting to another area or activity, offering reassurance, and providing choices to restore calm.
3. Reinforcers range from frequent, low-level rewards to significant, infrequent ones, recorded in the Behaviour / Wellbeing ITD system.	3. Direct responses include rule reminders, re-teaching, providing choices, and holding a conference with the student.	3. The executive collects information and reviews the incident to determine next steps, documents it in the Behaviour / Wellbeing ITD system, and notifies the parent/carer.
4. Weekly social-emotional lessons (PAX GBG and Positive Living Skills) reinforce these values.	4. Teacher documents on the Behaviour / Wellbeing ITD system by end of the school day and contacts the family if repeated.	4. Referrals may be made to the Learning and Support Team (LST), and a behaviour support/response plan may be developed.

**Teacher-Parent Contact:** Teachers use the parent portal or phone calls to communicate student efforts. Recognition awards are given at fortnightly assemblies.

**Executive-Parent Contact:** When required, the executive discusses behaviour support, referrals to LST, school counsellors, or external agencies with parents/carers.

## Responses to Serious Behaviours of Concern

*For serious behaviours of concern, including bullying, all responses are recorded in the Behaviour / Wellbeing ITD system. Actions may include:*

- Reviewing and documenting the incident
- Determining appropriate responses, including support for affected students and staff
- Monitoring through the Learning and Support Team (LST)
- Developing or revising individual support plans, including positive behaviour replacement and environmental adjustments
- Implementing detention, reflection, or restorative practices
- Liaising with Team Around a School for further support
- Communicating with parents/carers through various channels, including meetings, emails, or the parent portal
- Issuing formal cautions, suspensions, or expulsions, as appropriate



*Falconbridge Public School adheres to the NSW Department of Education’s Student Behaviour Policy and Suspension and Expulsion Procedures, applicable to all NSW public schools.*

**Reporting and recording behaviours of concern**

Staff comply with reporting and responding guidelines as outlined in the:

- Incident Notification and Response Policy
- Incident Notification and Response Procedures
- Student Behaviour Policy and Suspension and Expulsion Procedures

Students or parents/carers can report cyberbullying to the eSafety Commissioner. Reporting links for most sites, games, and apps are available through the eSafety Guide.

**Detention, reflection and restorative practices**

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

Strategy	When and how long?	Who coordinates?	How are these recorded?
<b>Reflection room</b> – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Next day at either lunch or recess break	Assistant Principal	Documented in [Behaviour / wellbeing ITD system]
<b>Alternate play plan</b> – 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 (detention)	Next break	Assistant Principal	Documented in [Behaviour / wellbeing ITD system]
<b>Restorative practice</b> – <a href="#">peer mediation</a> or <a href="#">circles</a> in groups	Scheduled for either lunch or recess break	Assistant Principal	Documented in [Behaviour / wellbeing ITD system]

Students involved in incidents may be required to complete a reflection using the Student Reflection Form (see Appendix D).

## Review dates


Last review date: Week 1, Term 1, 2025

Next review date: Week 5, Term 4, 2025

## Appendix A: Behaviour Flowcharts

Includes the PBL Behaviour Reference Chart – Learning Spaces, PBL Behaviour Reference Chart – Playground, and PBL Ladder and Consequences Flow Chart. These charts provide guidance on identifying and responding to minor, moderate, and major behaviours in different settings and outline the escalation process for behaviour consequences.





## PBL BEHAVIOUR REFERENCE CHART

### - LEARNING SPACES -

*We're soaring high!*

**1**

#### Minor Behaviours

- Calling out
- Being unsafe e.g. swinging on chair
- Misuse of technology e.g. not on correct program or website
- Pushing
- Misuse of equipment
- Using unkind words or gestures towards others
- Disrupting learning

**2**


#### Moderate Behaviours

- Defiance, non-compliance or disobedience
- Not handing in phone/smart watch at office
- Tripping someone, pulling chair out or shoving
- Damaging someone else's property
- Swearing (not directed at anyone)
- Repeated minor behaviour
- Harassment

**3**

#### Major Behaviours

- Swearing directed at another person
- Accessing inappropriate websites
- Misuse of phone or smart watch
- Throwing items at others with intent to harm
- Using equipment unsafely with intent to harm
- Bullying
- Physical contact or aggression E.g. fighting, physical violence



## PBL BEHAVIOUR REFERENCE CHART

### - PLAYGROUND -

*We're soaring high!*

**1**

#### Minor Behaviours

- Accidental physical contact e.g. in a game
- Property misuse
- Taking hats
- In the wrong spot without a hat
- Running on the Quad
- Littering

**2**

#### Moderate Behaviours

- Defiance, disrespect or disobedience
- Pushing someone
- Harassment
- Hiding others property
- Out of bounds
- Defiance about wearing a hat
- Swearing (not directed at anyone)
- Repeated minor behaviour

**3**

#### Major Behaviours

- Swearing directed at another person
- Physical contact or aggression e.g. fighting, physical violence
- Bullying
- Deliberate property damage
- Theft
- Bringing prohibited items to school

Faulconbridge Public School  
Interim Anti-Bullying and Wellbeing  
Procedure and Guidelines



Name: Faulconbridge Public School Interim Anti-Bullying and Wellbeing Procedure and  
Guidelines

Prepared by: Gemma Keir

Issue Date: July 2024

Review Date: October 2024



## Introduction

Faulconbridge Public School (FPS) is dedicated to nurturing a safe, respectful, and supportive learning environment. This Interim Anti-Bullying and Wellbeing Procedure and Guidelines outlines our commitment to reducing bullying and promoting the wellbeing of every student. This document aligns with our core values and the educational standards set by the NSW Department of Education.

## Scope

This document applies to all school environments, including the classroom, playground, school events, online platforms where school activities are conducted, as well as school trips and excursions.

## Definitions

- **Bullying:** An ongoing misuse of power in relationships through repeated verbal, physical, and/or social behaviour that intends to cause physical, social, and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons.
- **Wellbeing:** A state of being comfortable, healthy, or happy that allows students to effectively engage with their education and broader life within the school community.

## Objectives

- To establish clear procedures for the prevention and management of bullying behaviours.
- To create and maintain a climate where all school community members feel safe and are respected.
- To promote the wellbeing and resilience of students through positive education and supportive structures.



## Prevention Strategies

- **Whole School Engagement:** Encourage active participation from students, teachers, and parents in creating an inclusive and respectful school culture.
- **Curriculum Integration:** Incorporate themes of anti-bullying and wellbeing into the curriculum (The Resilience Project) to foster understanding, empathy, and conflict resolution skills.
- **Positive Behaviour for Learning:** Use a positive behaviour support framework to reinforce desired behaviours and discourage negative behaviours.
- **Peer Support:** Implement peer support programs to build student capacity to support each other.
- **Workshops and Seminars:** Conduct regular workshops and seminars on recognising and addressing bullying.
- **External Partnerships:** Collaborate with external organisations that support anti-bullying initiatives.

## Roles and Responsibilities

- **Students:** Expected to act respectfully, intervene safely as bystanders, and report bullying.
- **Teachers and Staff:** Required to model appropriate behaviour, monitor student interaction, and address bullying promptly.
- **Parents and Guardians:** Encouraged to support the school's efforts, reinforce positive behaviours, and report concerns.
- **School Leadership:** Oversee the implementation and monitoring of the policy.





## Reporting and Response

- **Anonymous Reporting System:** Students can report bullying anonymously through a secure online platform (Google Form) provided by the school. This platform will be accessible from school devices and remotely to ensure privacy and ease of access.
- **Physical Reporting:** A "Wellbeing Report Box" is installed in a safe and accessible area within the school. This locked box will allow students to submit written reports, which will be collected and reviewed daily by designated staff members.
- **In-Person Reporting:** Students may report bullying incidents directly to a trusted adult, such as a teacher, counsellor, or the well-being officer. If a student is more comfortable speaking to another trusted adult in the school, that adult will take responsibility for relaying the report to the well-being officer or the principal.
- **Designated Staff Members:** A team of staff members, including a well-being officer, will be specifically trained to manage and respond to bullying reports. They will ensure that all reports, whether received online, through the "Wellbeing Report Box," or in person, are treated with the same level of confidentiality and seriousness.
- **Investigation Procedures:** Upon receiving a report, a confidential and impartial investigation will be conducted promptly. Students involved in the reporting process will be supported and informed about the progress and outcomes of the investigation.
- **Support Services:** Support services, including counselling and guidance from trained professionals, will be available to both the victims and the perpetrators of bullying.

*The reporting mechanisms—online, physical, and direct in-person—will be clearly communicated to students during orientation and through regular school communications to ensure that all students are aware of how to report incidents of bullying safely.*



## **Consequences for Bullying**

Responses to bullying will vary according to the severity and frequency of the incidents and may range from mediation and education to disciplinary action in accordance with FPS disciplinary standards.

## **Training and Development**

- **Professional Development:** Regular updates and refreshers on training for all staff members on the latest anti-bullying strategies and wellbeing initiatives.
- **Certification:** Staff may receive certification or accreditation from training sessions.

## **Policy Review and Monitoring**

FPS will review this policy annually, in conjunction with students, staff, and the school community, to ensure its effectiveness. A feedback mechanism, including anonymous surveys, will be established to gauge the effectiveness of the policy and identify areas for improvement.

## **Communication**

This policy will be communicated to the school community through the school website, newsletters, School Bytes, and at school meetings. It will be easily accessible on the school website and communicated through various channels (assemblies, parent-teacher meetings, social media).

## **Conclusion**

FPS takes a zero-tolerance stance on bullying. Our school is committed to fostering an environment where all students can thrive without fear, empowering them to contribute positively to our community.





**Implementation Date:** 30/7/24

**Review Schedule:**

This policy will be reviewed in October by the school's Wellbeing Committee, which includes Gemma Keir, Brooke McDonald, Cathie Cattermole, Gemma Kenny, and Nicole Niass.

For further information or questions regarding this policy, please contact:

Wellbeing Officer: Gemma Keir

Contact Number: 02 4751 2208

Email Address: [faulconbri-p.school@det.nsw.edu.au](mailto:faulconbri-p.school@det.nsw.edu.au)

**Appendices:**

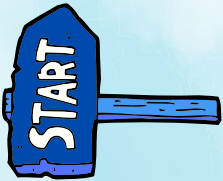
- Appendix A: Bullying Report Form
- Appendix B: List of Support Services and Contacts
- Appendix C: QR Code Online Bullying Report Form

**Distribution Record:**

- Distributed to staff via email on 17/6/24
- Distributed to students and parents via Sentral on 30/7/24



Appendix C: Positive Behaviour Reinforcement Chart



X 15



1ST FLYING AWARD



X 15



2ND FLYING AWARD



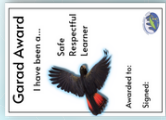
X 15



3RD FLYING AWARD



2ND SOARING AWARD



X 15



1ST SOARING AWARD



X 15



4TH FLYING AWARD



X 15



BLACK COCKATOO AWARD



3RD SOARING AWARD



X 15



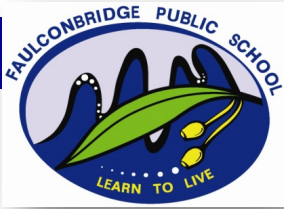
4TH SOARING AWARD



X 15

PBL AWARD JOURNEY





# Faulconbridge Public School

Grose Road, Faulconbridge NSW 2776  
PO Box 249, Springwood 2777

Date: \_\_\_\_\_

Dear \_\_\_\_\_,

At school, I need to focus on being:

Safe

Respectful

a Learner

by: \_\_\_\_\_

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If I find myself in a similar situation in the future, I will: \_\_\_\_\_

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Faulconbridge Public School: **Class Teacher** or **Assistant Principal**

I \_\_\_\_\_ have spoken to my child, \_\_\_\_\_, about the incident above.

I **would / would not** like to be contacted to discuss this further.

Signature: \_\_\_\_\_

Phone: \_\_\_\_\_

Date: \_\_\_\_\_

# All Settings



	All Settings	Library	Halls	Big Top Assemblies	Playground	Bus Lines	Toilet Blocks
Safe	<p><i>We are safe when we:</i></p> <ul style="list-style-type: none"> <li>Wear a hat when outdoors</li> <li>Enter and exit all areas safely</li> <li>Keep hands and feet to yourself</li> <li>Use equipment in an appropriate manner</li> </ul>	<ul style="list-style-type: none"> <li>Walk at all times</li> </ul>	<ul style="list-style-type: none"> <li>Use the hall areas appropriately</li> <li>Walk, unless instructed, at all times</li> </ul>	<ul style="list-style-type: none"> <li>Sit in your class lines</li> <li>Depart, following teachers' instructions</li> </ul>	<ul style="list-style-type: none"> <li>Wait for the teacher on duty before entering the courts and oval</li> <li>Play in designated areas</li> <li>Running games on courts and oval only</li> <li>Kicking games on the oval only</li> </ul>	<ul style="list-style-type: none"> <li>Stay seated on the verandah at all times</li> <li>Arrive promptly</li> <li>Ask for permission before leaving the area</li> <li>When your bus arrives, line up sensibly at the gate and wait for the teacher on duty.</li> </ul>	<ul style="list-style-type: none"> <li>Flush, wash and leave</li> <li>Walk in these areas</li> <li>Be sensible with water</li> </ul>
Respectful	<p><i>We are respectful when we:</i></p> <ul style="list-style-type: none"> <li>Respect people and their property</li> <li>Talk politely and use good manners</li> <li>Walk quietly so others can continue learning</li> <li>Listen and follow adult instructions</li> <li>Be honest</li> </ul>	<ul style="list-style-type: none"> <li>Look after books and equipment</li> <li>Leave your workspace neat and tidy</li> <li>Leave hats, food and drink outside</li> </ul>	<ul style="list-style-type: none"> <li>Enter and leave calmly and quietly</li> <li>Return the equipment to its appropriate place</li> <li>Respect the achievement of others</li> </ul>	<ul style="list-style-type: none"> <li>Are seated in our lines before the 2<sup>nd</sup> bell</li> <li>Keep equipment still during assembly</li> <li>Be respectful of other people's personal space</li> <li>Respect the achievement of others</li> </ul>	<ul style="list-style-type: none"> <li>Respect the environment</li> <li>Play fairly and by the rules</li> <li>Share equipment and space</li> </ul>	<ul style="list-style-type: none"> <li>Allow other passengers to exit the bus before boarding</li> <li>Talk politely and use good manners</li> </ul>	<ul style="list-style-type: none"> <li>Wait your turn</li> <li>Give others privacy</li> <li>Turn off taps</li> </ul>
Learners	<p><i>I will:</i></p> <ul style="list-style-type: none"> <li>Be problem solver</li> <li>Be a prompt and active learner</li> <li>Always do your best</li> <li>Participate when required</li> </ul>	<ul style="list-style-type: none"> <li>Borrow books and read regularly</li> </ul>	<ul style="list-style-type: none"> <li>Listen and follow instructions</li> <li>Participate in all activities</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively</li> </ul>	<ul style="list-style-type: none"> <li>Learn the rules of the game</li> <li>Encourage others to join in</li> <li>Take turns and cooperate</li> <li>Have a plan for play</li> </ul>	<ul style="list-style-type: none"> <li>Help younger students</li> <li>Have your Travel Card ready for the bus driver</li> </ul>	<ul style="list-style-type: none"> <li>Return promptly to class or playground</li> <li>Report problems to teachers</li> </ul>

## School Support Services

### School Principal:

- **Name:** Christopher Pyne
- **Contact Number:** 02 4751 2208
- **Email Address:** faulconbri-p.school@det.nsw.edu.au

### Wellbeing Officer:

- **Name:** Gemma Keir
- **Contact Number:** 02 4751 2208
- **Email Address:** faulconbri-p.school@det.nsw.edu.au

## External Support Services

### Kids Helpline

- **Description:** Free, private, and confidential 24/7 phone and online counselling service for young people aged 5 to 25.
- **Contact Number:** 1800 55 1800
- **Website:** [www.kidshelpline.com.au](http://www.kidshelpline.com.au)

### Headspace

- **Description:** National youth mental health foundation providing early intervention mental health services to 12-25-year-olds.
- **Contact Number:** 1800 650 890
- **Website:** [www.headspace.org.au](http://www.headspace.org.au)

### Beyond Blue

- **Description:** Support service for those dealing with anxiety, depression, and suicide prevention.
- **Contact Number:** 1300 22 4636
- **Website:** [www.beyondblue.org.au](http://www.beyondblue.org.au)

### Lifeline

- **Description:** Crisis support and suicide prevention services.
- **Contact Number:** 13 11 14
- **Website:** [www.lifeline.org.au](http://www.lifeline.org.au)

## Local Community Services

### Faulconbridge Health Centre

- **Description:** Provides various health and wellbeing services to the community, including GP services, COVID-19 vaccines, and flu vaccines.
- **Contact Number:** 02 4751 2211
- **Website:** [www.fhconline.com.au](http://www.fhconline.com.au)

### Mountains Youth Services Team (MYST)

- **Description:** Offers a range of activities and support services for young people aged 12-24, including drop-in centers, educational programs, outdoor activities, and counseling.
- **Contact Number:** 1300 00 6978
- **Website:** [www.myst.com.au](http://www.myst.com.au)
- **Locations:**
  - Springwood Youth Centre: 59 Springwood Avenue, Springwood, NSW 2777
  - Katoomba Youth Centre: 31 Waratah Street, Katoomba, NSW 2780

## Online Resources

### Bullying No Way!

- **Description:** Provides information and resources to help understand, prevent, and respond to bullying.
- **Website:** [www.bullyingnoway.gov.au](http://www.bullyingnoway.gov.au)

### eSafety Commissioner

- **Description:** Provides resources and advice for dealing with online safety issues.
- **Website:** [www.esafety.gov.au](http://www.esafety.gov.au)

### Be You

- **Description:** National mental health and wellbeing initiative for learning communities in Australia, providing tools and resources for promoting mental health and wellbeing.
- **Website:** [www.beyou.edu.au](http://www.beyou.edu.au)