NSW Department of Education 

# Fernhill School Behaviour Support and Management Plan

Overview

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

Our goal is to inspire every child to participate positively in the school community and beyond. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful learners in a caring learning community.

Principles of positive behaviour support, trauma-informed practice, inclusive practice, and social emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

To achieve our mission, key programs prioritised and valued by the school community are:

* Interoception
* SoSAFE

## These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying.

Fernhill School rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive, and respectful learning community that promotes student wellbeing. Staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff actively respond to student bullying behaviour.

## Partnership with parents and carers

Fernhill School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, by:

* inviting parent/carer and student feedback through formal and informal means, such as Tell Them From Me surveys, school surveys, consulting with the P & C and local AECG
* using concerns raised through complaints procedures to review school systems, data and practices.

Fernhill School will communicate these expectations to parents/carers through the school newsletter and school website. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

##  School-wide expectations and rules

Fernhill School has the following school-wide expectations and rules:

All students are encouraged to be ready to learn, use communication strategies and respect the space of others

|  |  |  |
| --- | --- | --- |
| **Be ready to learn** | **Be a communicator** | **Be safe** |
| Use my toolbox | Use my communication system | Stay in my own space |

## 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.

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01>. This document translated into multiple languages is available here: [Behaviour code for students](https://education.nsw.gov.au/schooling/translated-documents/behaviour-code-for-students).

## Whole school approach across the care continuum

Our school embeds student wellbeing and positive behaviour approaches and strategies in practices across the care continuum to promote positive behaviour and respond to behaviours of concern, including bullying and cyberbullying behaviour.

These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships. These practices include:

* stating and explicitly teaching classroom expectations
* establishing predictable routines and procedures that are communicated clearly to students
* encouraging expected behaviour with positive feedback and reinforcement
* discouraging inappropriate behaviour
* providing active supervision of students
* maximising opportunities for active engagement with learning
* providing carefully sequenced engaging lessons that provide options for student choice
* differentiating learning content and tasks to meet the needs of all students.

| Care Continuum | Strategy or Program | Details | Audience |
| --- | --- | --- | --- |
| Prevention | The Zones of Regulation | The Zones of Regulation is a framework that helps individuals, especially children, recognise and manage their emotions and behaviours by categorising them into four coloured zones. The Blue Zone signifies low energy states such as sadness or boredom, while the Green Zone represents optimal emotional regulation, indicating calmness and focus. The Yellow Zone indicates heightened emotions like frustration or anxiety, where individuals may struggle with concentration. Lastly, the Red Zone signifies extreme emotions and loss of control, such as anger or panic, leading to disruptive behaviours. This framework provides a systematic way for individuals to identify their feelings, understand how these emotions affect their behaviour, and develop self-regulation strategies to transition towards the Green Zone, included in each students’ regulation toolbox. | All |
| Early intervention | Ready to learn plans | Each student has a ready to learn plan that is regularly updated, and shared with parents at the start of each year. The plan is linked to the Zones of Regulation and has strategies for staff to help each student, matched to the specific areas of the Zones and to the specific interests and needs of the student. | All |
| Targeted intervention | Learning and support | The LST works with students, staff, families and therapists to support students who require complex personalised support. | All |
| Individual intervention | Individual behaviour support planning | This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans. | Individual students, parent/carer, therapists, DP |

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

### Identifying behaviour of concern, including bullying and cyberbullying

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm. See Appendix 1.

### Fernhill School staff will staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

### directly observing a student’s behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)

### a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret

* concerns raised by a parent, community member or agency.

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support, for example through the school counselling service.

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.

### Preventing and responding to behaviours of concern

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

* **Teacher managed –** low level inappropriate behaviour is managed by teachers in the classroom and the playground.
* **Executive managed –** behaviour of concern is managed by school executive.

Corrective responses are recorded on Behaviour / wellbeing ITD system. These include:

|  |  |
| --- | --- |
| **Classroom** | **Non-classroom setting** |
| * re-direct
* offer choice
* error correction
* prompts
* reteach
* seat change
* communication with parent/carer.
 | * re-direct
* offer choice
* error correction
* prompts
* reteach
* play or playground re-direction
* walk with teacher
* communication with parent/carer.
 |

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

We acknowledge that not all students are encouraged by the same thing or in the same ways. When learning new skills, students need immediate and frequent reinforcement and as they develop mastery they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts.

The use of verbal and non-verbal specific positive feedback is the most powerful way to:

* help adults and learners to focus on positive social behaviour
* increase the likelihood that students will use the expected behaviours and skills in the future
* decrease unexpected behaviour and reduce the need for corrective responses
* enhance self-esteem and build an internal focus of control.

###

|  |  |  |
| --- | --- | --- |
| **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 |
|  |  |  |
| Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules. | Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate. | Contact office to seek help from executive straight away if there is a risk. Otherwise notify student’s stage supervisor or executive ASAP and before the end of the school day. |
| Verbal and non-verbal specific positive feedback . | Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback. | Executive/CT to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirecting to another area or activity, providing reassurance or offering choices. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.  |
|  |  |  |
|  Teacher/parent contact | Teacher/parent contact | Teacher/parent contact |
| Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations.  | Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.  | Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School. |
|  |  |  |

### Responses to serious behaviours of concern

* [list the process the school will take to respond to serious behaviours of concern]
* The NSW Department of Education [Student Behaviour policy](https://education.nsw.gov.au/policy-library/policies/pd-2006-0316) and [Suspension and Expulsion procedures](https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-06) 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 will comply with reporting and responding processes outlined in the:

* [Incident Notification and Response Policy](https://education.nsw.gov.au/policy-library/policies/pd-2007-0362)
* [Incident Notification and Response Procedures](https://education.nsw.gov.au/content/dam/main-education/policy-library/public/implementation-documents/incident_proc.pdf)
* [Student Behaviour policy](https://education.nsw.gov.au/policy-library/policies/pd-2006-0316) and [Suspension and Expulsion procedures](https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-06).

## Review dates

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026

### Appendix 1: Behaviour management flowchart (Alternative example)

Work 1:1 with student

* Provide a sensory tool
* Invite to a quite area
* Ensure other students are safe

*Has the behaviour
stopped or improved?*

*Calm and engaged classroom*Apply preventative strategies

Positive classroom climate, providing and teaching explicit rules,
engaging lessons, active supervision, offering pre-corrections

**Observe behaviour**

*Does the behaviour pose a risk to the safety or wellbeing of the student or others?*

**Behaviours of concern**

Manage it at teacher level.

De-escalate the situation by *calmly*:

* correcting the behaviour
* identifying student need
* redirecting student to an alternate activity/Toolbox
* responding proportionally to the level of behaviour displayed

*Has the behaviour stopped or improved?*

NO

YES

NO

YES

**Consider additional supports**

Identify and engage support(s) for the student to return to normal routine:
*Refer to counsellor/wellbeing team, contact parents, conversation with teacher, refer to and/or revise behaviour plans.*

*Is suspension required for additional* ***planning time****? If so, consult with principal.*

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

YES

**Serious behaviours of concern**

Teacher to inform executive staff and focus on safety.

Executive/CT to assist student to
de-escalate to baseline by using appropriate strategies such as:

* redirecting to another area
or activity
* providing reassurance
* offering choices

NO

NO

YES

Provide positive verbal/nonverbal acknowledgement or de-escalation strategy

Provide positive verbal/nonverbal acknowledgement

Interact 1:1 with student safely

**Allow student space**

**Provide sensory regulation tools**

**Follow individual ready to learn plan**

Executive to check-in with teacher for feedback and contact parent.

Executive/CT to enter incident on Behaviour / wellbeing ITD system.

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

### Appendix 2: Bullying Response Flowchart