

School Behaviour Support and Management Plan: Ashford Central School 2025

Overview

Ashford Central School is committed to fostering a supportive and inclusive environment by explicitly teaching and modelling positive behaviour. Our school follows the Positive Behaviour for Learning (PBL) values of Safety, Teamwork, Achievement and Respect (STAR). We aim to create a safe, respectful environment where every student can thrive academically, socially and emotionally.

Our key program is PBL where teachers hold lessons at regular intervals where they explicitly teach core positive behaviours across K – 12.

Ashford Central School rejects all forms of bullying, including cyberbullying, and is committed to creating a safe and respectful learning community. We aim to build confident, capable leaders who can positively engage with society.

Partnership with parents and carers

Ashford Central School recognises the vital role of parents and carers in supporting student behaviour. We partner with parents/carers to establish clear expectations. We also utilise key support staff to assist our parents/carers. These include our school counsellor, Aboriginal Education officer, School Learning and Support Officers and our WHIN-C Nurse. We also have regular communication with our Ashford Parents and Citizens Association, Ashford Aboriginal Education Consultative Group and Ashford Local Aboriginal Lands Council.

Our strategies include:

- Surveys and feedback: Gathering input through formal and informal surveys.
- Communication: Keeping parents informed through newsletters, What's On, Facebook and the school website.

We use these communication sources and enrolment meetings to communicate these expectations and provide ongoing support to parents and carers.

School-wide expectations and rules

Ashford Central School has established the following expectations:

Safety	Teamwork	Achievement	Respect
Follow safety instructions.	Work well with others.	Attend school regularly and on time.	Treat others with kindness.
Keep hands and feet to yourself.	Encourage others to do their best.	Be prepared for learning.	Use polite language.
Report hazards to staff.	Allow others to learn.	Participate in class and activities.	Respect differences in others.
Move safely around the school.	Help others.	Complete tasks with integrity.	Care for school and personal property.

Use technology responsibly.	Use friendly language.	Ask for help when needed.	Listen actively to others.
Maintain a safe and orderly environment.	Be a good listener.	Strive for your personal best.	Show pride in wearing the school uniform.

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](#).

Whole school approach across the care continuum

[Add as many rows as required to communicate the strategies and programs the school provides to support positive behaviour. The department's endorsed evidence-based approaches that support behaviour include Positive Behaviour for Learning (PBL), trauma-informed practices, and the principles of inclusive practice. Include approaches for antibullying, including cyberbullying. Additional information can be added as appendices as needed.]

Care Continuum	Strategy or Program	Details	Audience
Prevention	Social and Emotional Learning (SEL) Programs	SEL programs provide explicit instruction in social and emotional skills that promote positive behaviours and mental health. Eg, Open Parachute, Love Bites	All students
	PBL (Positive Behaviour for Learning)	A proactive approach to behaviour management that involves teaching and modelling positive behaviours, setting clear expectations, and providing support to students.	All students
	Morning Routine/Check-In	Staff conduct daily check-ins with students, monitoring their readiness for learning by assessing heart rates, sleep quality, breakfast intake, and medication. Regulation activities are implemented based on this data.	All students
	Whole School food/wellbeing Program	Initiatives focusing on nutrition, mindfulness, and overall wellbeing through school meal programs, breakfast clubs, and nutrition lessons	All students
	Outdoor Education/Activity Program	Engaging students in physical activities like hiking, camping, and adventure-based learning to foster resilience, teamwork, and mental wellbeing- all linked to current	Yrs 5 - 12
	Structure Play-during breaktime – Library.	Providing structured, supervised activities during breaks to encourage positive peer interactions and reduce conflict.	All students

Care Continuum	Strategy or Program	Details	Audience
	Smaller Class Sizes	Smaller class sizes provide more individual attention, creating a less stressful learning environment and more opportunities for positive behaviour reinforcement.	All students
	Positive Reinforcement	Utilises praise, rewards, and incentives, such as recognition certificates, badges, and extra privileges, to encourage and reinforce positive behaviour.	All students
	Bike riding	Providing structured, supervised activities during breaks to encourage positive peer interactions and reduce conflict.	All students
	Psychological First Aid	Utilisation of strategies outlined in the training package to support positive student mental health after a potential significant event.	
Early intervention	Brain Breaks	Short, intentional breaks during classroom time to reduce stress and mental fatigue, supporting students in maintaining focus and positive behaviour.	Students showing early signs of dysregulation or stress
	Family Engagement	Regular communication with parents/carers, providing resources to support behaviour management at home and collaborating on individualised behaviour plans.	Students needing additional support, in partnership with their families
	AEO Support	Regular check ins with all students, including, Health, Wellbeing, Nutrition, etc.	Identified students
Targeted intervention	Seasons for Growth	Targeted support for students who have experience loss or traumatic events.	Students needing additional support, in partnership with their families
	Sister Speak/ Bro Speak	A small group program for female/male students aimed at increasing wellbeing and self-esteem through positive relationship-building and addressing issues such as bullying.	Female/Male students identified as needing social-emotional support
Individual intervention	Functional Behavioural Assessment (FBA) and Behaviour Intervention	Comprehensive assessments to identify the function of challenging behaviours, followed by developing and implementing tailored intervention strategies.	Students with significant behavioural challenges

Care Continuum	Strategy or Program	Details	Audience
	Support Plans (BISP)		
	Access to School Counselling/Student Wellbeing Officer/WHIN-C Nurse	Provides mental health support and counselling services for students facing academic, social, emotional, or family issues, helping them manage their challenges and improve their wellbeing.	Students requiring support
	Referral to External Agencies	Refers students and their families to external resources for additional support beyond what the school can provide, ensuring a comprehensive support network.	Students and families needing specialised support beyond the school's resources
	Modified Enrolment Programs	Provides flexible enrolment options, including part-time or adjusted schedules for students struggling with full-time attendance. This program supports students in reintegrating into school gradually and offers ongoing behavioural and academic interventions during the transition.	Students needing modified attendance due to behavioural or wellbeing issues

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

To effectively support student behaviour, Ashford Central School employs a range of strategies tailored to recognise and reinforce positive, inclusive, and safe behaviour, address minor inappropriate behaviour, and respond to more serious behaviours of concern. The following table outlines our school's approach across the continuum of prevention, early intervention, and targeted/individualised responses:

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
Positive Reinforcement: Use praise, recognition certificates, badges, and extra privileges to encourage and reinforce positive behaviour.	Restorative Chats: Engage in brief restorative conversations with students to address minor behavioural issues before they escalate.	Functional Behavioural Assessments (FBA): Conduct assessments to identify the function of challenging behaviours and develop appropriate intervention strategies.
SEL Programs: Teach social and emotional skills to promote self-awareness, empathy, and positive interactions.	Brain Breaks: Use short breaks to help students manage stress and refocus during lessons.	Behaviour Intervention Support Plans (BISP): Implement individualised plans tailored to address specific behaviours of concern.
PBL (Positive Behaviour for Learning): Set and model clear behavioural expectations throughout the school.	Family Engagement: Communicate with parents/carers to collaborate on strategies for addressing minor inappropriate behaviours at home and school.	Restorative Conferences: Facilitate conferences to address serious incidents, repair harm, and develop strategies for future positive behaviour.
Morning Routine/Check-In: Monitor students' readiness for learning each day to pre-emptively address potential issues.		School Counselling and External Referrals: Provide access to school counselling services and

		refer students to external agencies for additional support if needed.
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Responses to serious behaviours of concern

Ashford Central School adopts a structured and proactive approach to managing serious behaviours of concern, prioritising the safety and wellbeing of all students and staff. Our response process includes the following steps:

1. Incident Management:

- **Immediate De-escalation:** All staff are trained in **Verbal Interventions and Safety Interventions (VI/SI)**, which equips them with skills to de-escalate situations safely and effectively. Staff immediately use these strategies to ensure the safety of all individuals involved.
- **Assessment and Support:** Assess the student's needs and provide support to help them regain control. This may involve removing the student from the situation to a safe, supervised area for reflection and calming.
- **Involve Executive Staff:** If the behaviour poses a significant risk, executive staff are informed to assist in managing the incident.

2. Communication:

- **Document the Incident:** All serious incidents are documented in SENTRAL, including details of the behaviour, interventions used, and outcomes.
- **Inform Parents/Carers:** Parents/carers are promptly informed of the incident and the school's response.
- **Team Debrief:** Staff involved will participate in a debriefing session to review the incident, identify triggers, and plan for future support.

3. Intervention:

- **Functional Behavioural Assessment (FBA):** Conduct an FBA to understand the underlying causes of the behaviour and inform the development of an individualised Behaviour Intervention Support Plan (BISP).
- **Behaviour Intervention Support Plan (BISP):** Develop and implement a BISP tailored to the student's needs, outlining strategies to prevent recurrence.

4. External Support and Referral:

- **School Counselling and External Agencies:** Provide access to school counselling services and refer to external agencies if necessary for additional support.
- **Modified Enrolment or Learning Environment:** In some cases, adjust the student's school day or learning environment to support their needs.

5. Compliance: Follow the **NSW Department of Education Student Behaviour Policy** and **Suspension and Expulsion Procedures** in all responses.

6. Review and Follow-up:

- **Monitor Progress:** Regularly review the student's progress and adjust the BISP as needed.
- **Family Engagement:** Engage with the student's family to ensure a consistent approach to behaviour support at school and home.

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- 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 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](#).

Detention, reflection and restorative practices

Ashford Central School uses a variety of strategies to support students in reflecting on their behaviour and repairing relationships. These practices are designed to be age-appropriate and ensure the wellbeing of the student, including regular food and toilet breaks as needed.

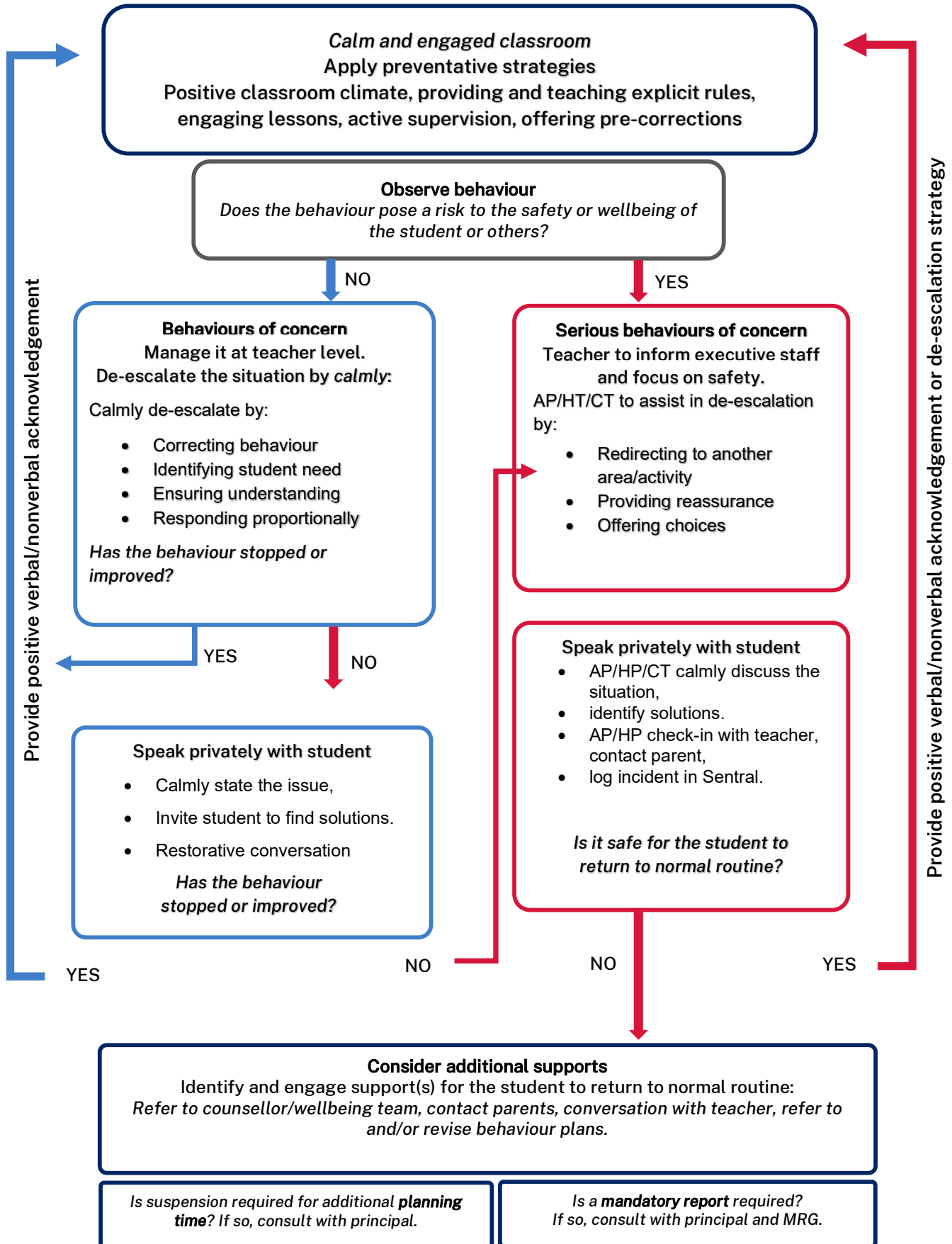
Strategy	When and how long?	Who coordinates?	How are these recorded?
Completion of learning not completed in class.	10-20 minutes during breaks	CT	Sentral
Reflection time	10-20 minutes during breaks	CT/AP/HT	Sentral
Suspension resolution meetings	10-30 minutes	Exec staff/AEO	Sentral
Morning Check ins	5 minutes	CT/AP/HT	Sentral

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)



Appendix 2: Bullying Response Flowchart (Optional)

