

## Fernleigh Public School Behaviour Support and Management Plan

### Overview

Fernleigh Public 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 society. 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.

Our vision is to ensure all our students are able to demonstrate, articulate and be responsible to be successful, confident and creative individuals that are lifelong learners.

At Fernleigh public School we recognise the importance of developing and shaping the character of the individual and maximise opportunities for personalised learning and growth. Through the application of high-quality teaching practice, our students will reach outstanding learning growth in reading and numeracy.

We are committed to the well-being of our students who will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.

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

- Trauma Informed Practice
- The Resilience Project
- Dogs Connect

Fernleigh Public School rejects all forms of bullying behaviours, including cyberbullying 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 n

not accepted, in both online and offline environments. School staff actively respond to student bullying behaviour.

## Partnership with parents and carers

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

- inviting parent/carer and student feedback through formal and informal means such as school surveys, Tell Them From Me surveys, consulting with the P&C and local AECG.

Fernleigh Public School will communicate these expectations to parents/carers through the school newsletter. 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

Fernleigh Public School has the following school-wide rules and expectations to be safe, respectful learners:

Be Respectful
Respect the rights and feelings of others.
Speak politely to everyone and use manners.
Respect the environment and personal space of others.
Respect each other's unique differences
Be Responsible
Listen to and follow instructions
Be in the right place at the right time
Be ready to learn
Show Integrity
Always speak the truth and take responsibility and own your actions
Participate in school activities with enthusiasm, respect and school spirit
Follow rules, include others and resolve conflicts peacefully

## 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. Fernleigh Public School takes strong action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning. See the [Behaviour Code for Students](#) for more details.

## 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 all 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	<a href="#">Dogs Connect</a>	Our school participates in the Dogs Connect program to enhance and support the wellbeing of students and staff to enhance our positive school environment.	Staff, students K - 6
Prevention/ Early intervention	<a href="#">The Resilience Project</a>	The Resilience Project program has a strong emphasis on gratitude, empathy and mindfulness and emotional literacy.	Students K-6
Prevention / Early intervention / Targeted / Individual	Australian eSafety Commissioner <a href="#">Toolkit for Schools</a> to prevent and respond to cyberbullying	The toolkit supports our school to prepare, engage and educate the school community about creating and maintaining safe online environments to prevent cyberbullying incidents.	All students, individual students K - 6, families, staff
Targeted intervention	Attendance support	The Principal will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, Principal
Targeted / individual intervention	School learning and support	Provides support for students who need personalised learning and support.	Principal, individual students K - 6, families
Individual intervention	<a href="#">Individual Behaviour Support Planning</a>	Planning is done in collaboration with the student and their family with support from Team Around a School where needed. This can include individual behaviour support and risk management plans.	Individual students, staff

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.

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

- directly observing a child or young person’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 their year advisor or 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

Fernleigh Public School uses the following strategies to recognise and reinforce positive student behaviour and behavioural expectations:

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.
1. Behaviour expectations are taught and referred to regularly.  Staff model behaviours and provide opportunities for practice.	1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	1. Seek help from Principal or other staff member if there is a risk to safety. Otherwise notify Principal ASAP.

<p>Students are acknowledged for meeting school-wide expectations and rules.</p>		
<p>2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.</p>	<p>2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback</p>	<p>2 Principal/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.</p>
<p>3. Tangible reinforcers include those that are:  Intermittent and infrequent reinforcers are recorded on the centralised recording system.</p>	<p>3 Use direct responses eg. Rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before a low-level consequence is applied.</p>	<p>3. Principal collects information and review the incident from multiple perspectives and determine next steps. Principal records the incident on the centralised recording system and contact parent/carer by email or phone. Principal may consider further action eg. formal caution/suspension.</p>
<p>4. All social-emotional learning programs are taught weekly.</p>	<p>4. Teacher records on the centralised recording system by the end of the school day. Monitor and inform family if repeated.</p>	<p>4. Refer to the school's Learning and Support Team or APLaS considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.</p>
<p><b>Teacher/parent contact</b></p>	<p><b>Teacher/parent contact</b></p>	<p><b>Teacher/parent contact</b></p>
<p>Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations.</p>	<p>Teacher contacts parents by phone or email when a range of corrective responses have not been successful.  In some cases, individual planning and referral to LST may be discussed.</p>	<p>Principal contacts parent/carer to discuss any support and behaviour responses, including referral to the LST, outside agencies or Team Around a School.</p>

## Responses to serious behaviours of concern

Responses, including students who display serious behaviours of concern, are recorded in the centralised recording system. These may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- reflection and restorative practices (listed below)
- liaise with Team Around a School for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- formal caution to suspend, suspension or expulsion.

The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) apply to all NSW public schools.

## 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

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour.

Action	When and how long?	Who coordinates?	How are these recorded?
Reflection conversation (problem solving) – What happened, what did you do, and what could you do instead next time.	Class time and break times as required	Teacher/ Principal	Documented in school record system

### Appendix

#### Review dates

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 1

**Fernleigh Public School**  
**Behaviour Management Flow Chart**

**INCIDENT**  
 TEACHER DECIDES CATEGORY

**MINOR**

- In class and Playground**
- Not following instructions
  - Rudeness
  - Out of bounds
  - Playing in toilets
  - Rough Play
  - Teasing
  - Innapropriate language
  - Rude actions and gestures
  - Late to lines
  - Disrespecting students
  - Inappropriate use of school internet and computers
  - Running on concrete
  - Bossy or controlling of other students
  - Distracting others learning
  - Creating drama
  - Class time wasting
  - Off task

**MAJOR**

- In class and Playground**
- Repeated disobedience of minor offences
  - Swearing at others
  - Threatening others
  - Stealing
  - Violence
  - Aggression
  - Harassment
  - Physical Fighting
  - Sexualised Behaviour
  - Using Objects as weapons
  - Damaging school/student property
  - Bullying
  - Cyber Bullying
  - Racist comments or actions
  - Leaving class or school without teacher permission

**Verbal Warning**

**Think**

**Act**

**Learn**  
 10 Miutes off playground  
 Possible report to Principal

**Report to Principal**  
**Possible Actions**

- Contact Parents
- Individual Behaviour Plan
- Suspension Warning
- Short Suspension
- Long Suspension

# BEHAVIOUR CHART

## HELPING ME MAKE THE RIGHT CHOICES



01. THINK - OOPS I MADE A MISTAKE AND NEED A REMINDER.

02. ACT - I HAVE NOT CHANGED MY BEHAVIOUR AND NEED ANOTHER REMINDER



03. LEARN - MY BEHAVIOUR IS NOT ACCEPTABLE AND THERE WILL BE A CONSEQUENCE

04. PRINCIPAL NOTIFICATION - IF BEHAVIOUR HAS NOT IMPROVED AFTER THINK, ACT, LEARN, THE PRINCIPAL IS CONTACTED - BY INTERNAL PHONE





01.

THINK - OOPS I MADE A MISTAKE  
AND NEED A REMINDER.

CALLING  
OUT

DISRUPTING  
OTHERS

TALKING  
WHEN THE  
TEACHER IS  
TALKING

NOT  
FOLLOWING  
INSTRUCTIONS

LEAVING THE  
CLASSROOM  
WITH OUT  
ASKING

OFF  
TASK

LATE  
TO CLASS

BEING  
RUDE &  
DISRESPECTFUL

BEING  
SILLY

02.

ACT - I HAVE NOT CHANGED MY BEHAVIOUR AND NEED ANOTHER REMINDER



**CALLING  
OUT**

**DISRUPTING  
OTHERS**

**TALKING  
WHEN THE  
TEACHER IS  
TALKING**

**NOT  
FOLLOWING  
INSTRUCTIONS**

**LEAVING THE  
CLASSROOM  
WITH OUT  
ASKING**

**OFF  
TASK**

**LATE  
TO  
CLASS**

**BEING  
RUDE &  
DISRESPECTFUL**

**BEING  
SILLY**



03. **LEARN** – MY BEHAVIOUR IS NOT ACCEPTABLE AND THERE WILL BE A CONSEQUENCE.

my

REPEAT OF  
ANY  
REMINDER/ACT  
BEHAVIOURS

**SWEARING**

THREATENING  
OTHERS

**STEALING**

**LYING**

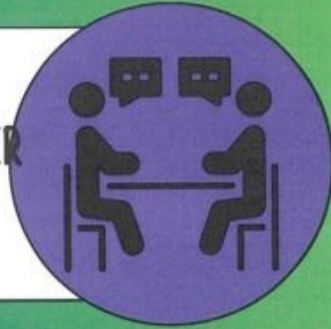
HURTING  
OTHERS

DAMAGE AND  
MISUSE OF SCHOOL,  
STUDENT  
PROPERTY

MISUSE OF  
COMPUTER

UNSAFE  
ACTIONS

04. PRINCIPAL NOTIFICATION - IF BEHAVIOUR HAS NOT IMPROVED AFTER THINK, ACT, LEARN, THE PRICIPAL IS CONTACTED BY INTERNAL PHONE.



BEHAVIOUR IS  
DISCUSSED

IMPROVEMENT  
GOALS MADE

SENT TO  
BUDDY CLASS

ALTERNATIVE  
LEARNING AREA  
USED

PARENT/CAREER  
CONTACTED

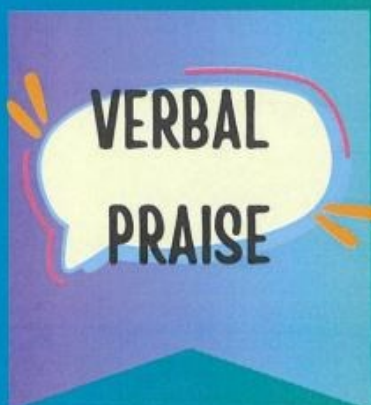
BEHAVIOUR  
CONTRACT

BUS  
MISCONDUCT

SENTRAL  
NOTIFICATION

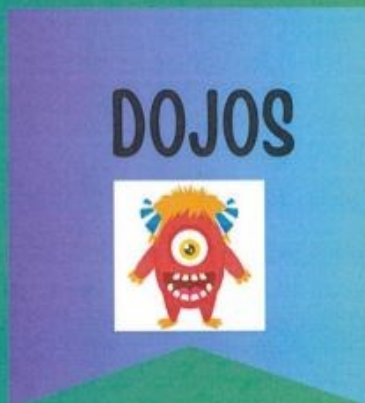
WHOLE  
SCHOOL/CLASS  
MEETING

# REWARDS




**VERBAL  
PRAISE**

A banner with a light blue background and a purple top section. It features a yellow speech bubble with orange and red motion lines.



**DOJOS**



A banner with a light blue background and a purple top section. It features a red, one-eyed monster character with a yellow crown and blue wings.



**STICKERS &  
STAMPS**

A banner with a light blue background and a purple top section. It features a pattern of colorful stars in various colors (red, blue, yellow, green) on a white background.



**ATTENDANCE  
PRIZE**

A banner with a light blue background and a purple top section. It features a large, multi-faceted yellow and orange gemstone.



**GROUP  
REWARDS**



A banner with a light blue background and a purple top section. It features a group of four diverse children (two girls and two boys) smiling and hugging.



**GEM  
AWARDS**



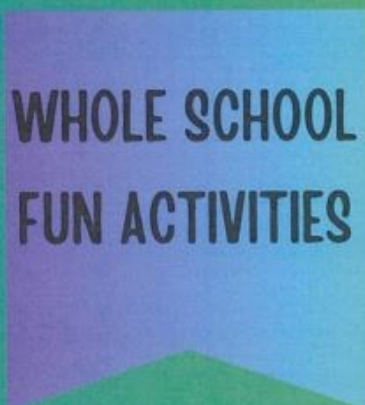
A banner with a light blue background and a purple top section. It features a yellow laurel wreath.



**SPORTS  
AWARDS**

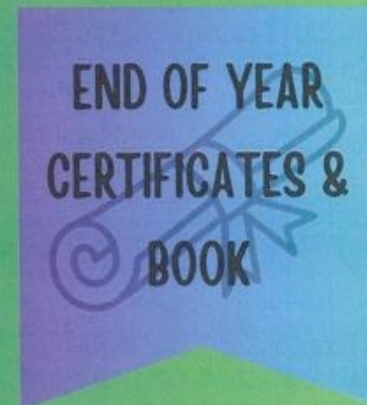


A banner with a light blue background and a purple top section. It features silhouettes of people in various sports poses (running, jumping, etc.) in yellow, orange, and red.

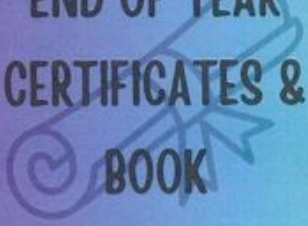


**WHOLE SCHOOL  
FUN ACTIVITIES**

A banner with a light blue background and a purple top section.



**END OF YEAR  
CERTIFICATES &  
BOOK**



A banner with a light blue background and a purple top section. It features a stylized illustration of a certificate and a book.

# DOJO TRADING

**5 POINTS**

CHANGE  
CHARACTER

**10 POINTS**

CHANGE  
COMPUTER  
BACKGROUND

**30 POINTS**

ICE BLOCK

**50 POINTS**

WHOLE CLASS  
GAME - 20MIN

**75 POINTS**

SIT ON SPECIAL  
CHAIR FOR THE WEEK

**100 POINTS**

ICE CREAM

**200 POINTS**

PRIZE

**500 POINTS**

LUNCH OF YOUR  
CHOICE WITH THE  
TEACHERS

**2000 POINTS**

CHOOSE THE CLASS  
LESSON



# HOW I CAN RECEIVE REWARDS

**KINDNESS**

**BRAVERY**

**COMPLETING  
TASKS**

**LISTENING  
TO THE  
TEACHER**

**TEAMWORK**

**COMING TO  
SCHOOL**

**HELPING  
OTHERS**

**MAKING GOOD  
CHOICES**

**SUPER EFFORT  
ON JOBS**

**PERSISTENCE**

**ON TASK**

**SHOWING  
SPORTSMANSHIP**

**GEM  
PRINCIPLES**

**BEING A  
ROLE MODEL**

**RESPECTING  
OTHERS**

**TRYING  
HARD**

