Student Behaviour Support and Wellbeing Plan

Commitment to Excellence and Respect

At Finigan School of Distance Education (FSDE), we are committed to fostering a safe, inclusive, and respectful environment where all students can thrive. Our Student Behaviour Support and Wellbeing Plan (SBSMP) is guided by the Department of Education's endorsed approaches, including Positive Behaviour for Learning (PBL), trauma-informed practices, and the principles of inclusive education. These approaches are supported by evidence-based strategies that promote positive, safe, and respectful behaviours across our school community.

Our SBSMP integrates a strategic, whole-school approach that operates across a multi-tiered care continuum. This includes proactive prevention measures, early intervention for at-risk students, and targeted or individualised interventions for those requiring additional support.

Partnership with Parents and Carers

We recognise the vital role of parents and carers in supporting student behaviour and wellbeing. Through open communication and collaboration, FSDE ensures that families are integral to developing and implementing behaviour management strategies. Key opportunities for partnership include:

Participation in parent meetings, phone consultations, and school events.

Regular updates via the *Connect* newsletter, enrolment materials, and the school website.

Clear accessibility to behaviour management processes and expectations, in line with the School Community Charter.

This collaborative approach ensures shared accountability and creates a unified framework for promoting positive student outcomes.

Whole-School Approach Across the Care Continuum

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Behaviour for Learning	Explicit teaching of behaviour expectations.	All students, staff.
	Berry Street Education Model	Promotes resilience, empathy, and emotional regulation.	All students.
Early Intervention	Check-ins with Learning Coaches	Support for students exhibiting early signs of concern.	Identified students.
Targeted Intervention	Individual Behaviour Support Plans	Tailored strategies to address specific behaviours.	Targeted students.
Individual Intervention	Trauma-Informed Practice	Strategies to address the impact of trauma on learning.	Students impacted by trauma.

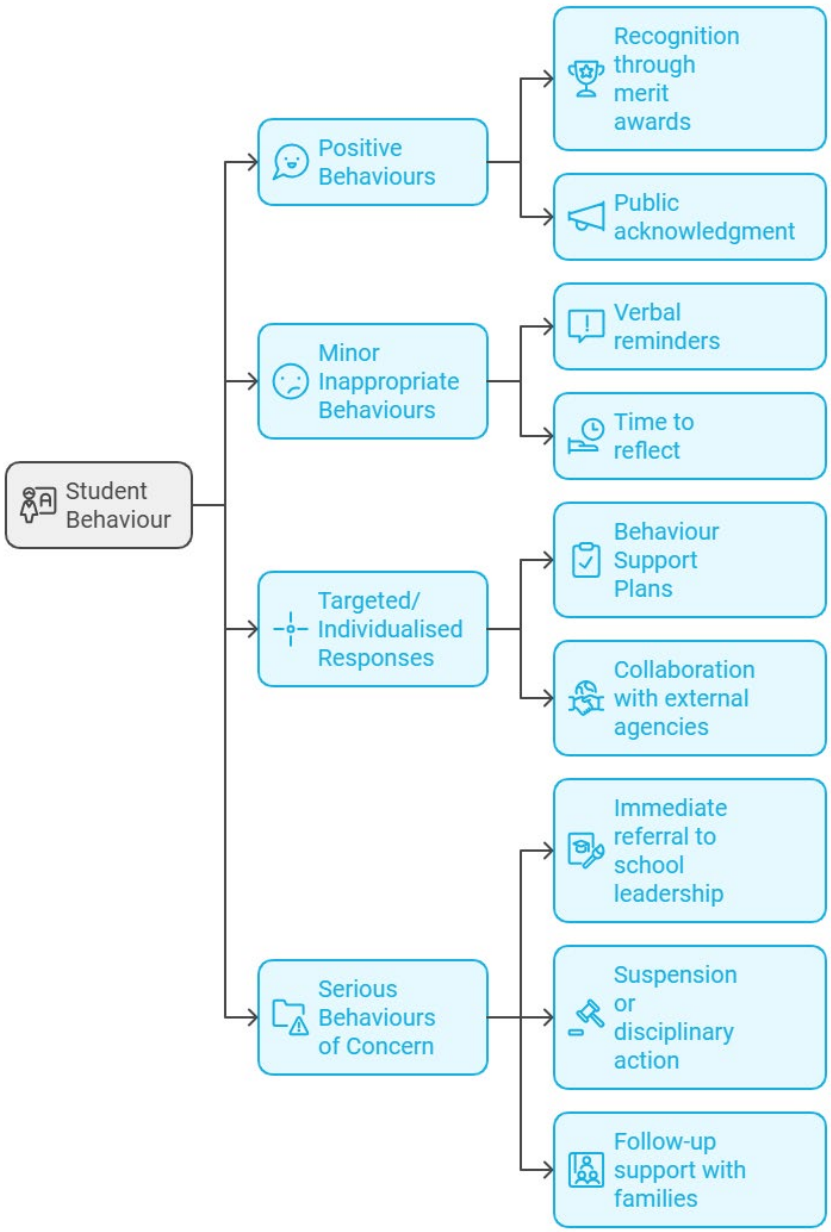
Key Policies and Resources

1. Behaviour Code for Students

At FSDE, we uphold the NSW Department of Education's Behaviour Code, which sets clear expectations for student conduct. Students are expected to:

- **Respect Others**: Engage respectfully with peers, teachers, and supervisors in all interactions.
- **Engage Actively**: Participate fully in live lessons, complete assigned tasks, and attend scheduled wellbeing meetings.
- **Be Safe Online**: Follow guidelines for responsible digital behaviour, avoiding cyberbullying or misuse of online platforms.

For more information, refer to the Behaviour Code for Students.



2. Anti-Bullying Policy
FSDE is committed to preventing and addressing all forms of bullying, including cyberbullying. We implement proactive strategies to create a supportive school culture. Students and parents are encouraged to report any bullying incidents promptly.

Details are available in the Anti-Bullying Policy.

3. Anti-Racism Policy
The NSW Department of Education has a comprehensive **Anti-Racism Policy** aimed at eliminating all forms of racism within public education. This policy provides direction and guidance to ensure a safe and inclusive environment for all students and staff. At Finigan School of Distance Education (FSDE), we are committed to upholding the principles outlined in this policy. Our approach includes:

- **Cultural Safety**: Providing an environment where all students and staff feel respected and valued, with particular attention to Aboriginal and Torres Strait Islander peoples.
- **Anti-Racism Contact Officer (ARCO)**: Appointing a trained staff member to assist in promoting anti-racism education and addressing incidents of racism within the school community.
- **Educational Programs**: Implementing curriculum and activities that educate students about the impacts of racism and the importance of cultural diversity and inclusion.
- **Reporting Mechanisms**: Establishing clear procedures for reporting and responding to incidents of racism, ensuring they are addressed promptly and effectively.

By integrating these strategies, FSDE strives to create a learning environment free from discrimination, where diversity is celebrated, and all members of the community can thrive.

For more information, please refer to the NSW Department of Education's Anti-Racism Policy.

4. Wellbeing Framework for Schools
Our approach to student wellbeing is guided by the Wellbeing Framework, focusing on creating a positive school environment that supports the physical, social, and emotional development of students. We integrate:

- **Restorative Practices**: Encouraging reflection, mediation, and solutions-oriented conversations after incidents.
- **Trauma-Informed Education**: Implementing the Berry Street Education Model to support students affected by trauma. Berry Street
- **Student Voice**: Engaging students in decision-making and leadership opportunities.

Learn more about the Wellbeing Framework for Schools.

5. Digital Devices and Online Services Policy
To minimise distractions and promote a focused learning environment, FSDE adheres to the Department's policy on student use of mobile phones and digital devices. Students are required to:

- **Mobile Phones**: Keep phones off and stored during live lessons unless explicitly required for learning.
- **Online Behaviour**: Use digital devices responsibly, adhering to the school's guidelines and the Department's policies.

Refer to the Student Use of Mobile Phones in Schools Procedures for detailed information.

Contact and Support

For more information or assistance, please contact:
Finigan School of Distance Education
77 Agnes Avenue, Queanbeyan NSW 2620
(02) 6210 5200 | finigansde@det.nsw.edu.au

Review Dates

- **Last Review**: Day 1, Term 1, 2025
- **Next Review**: Day 1, Term 1, 2026