

Fort Street High School

Behaviour Support and Management Plan

Overview

Fort Street High School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged in 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.

The 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 processes are founded on the idea that students must learn to take responsibility for their own actions and to ensure all staff respond to these challenges consistently to support students to acknowledge and learn from their behaviour.

We work closely with parents and carers to focus on articulating the vision for student achievement via the Fort Street Exit Profile:

- achieve academic and creative excellence,
- develop skills and talents across a broad range of areas
- become reflective and independent learners responsible for their own growth
- develop emotional resilience, self-confidence and the ability to collaborate & communicate effectively
- develop a commitment to fairness and equity, a recognition of their responsibility to the wider community and a strong sense of social justice.

Partnership with parents and carers

Fort Street High School will partner with families in establishing expectations for parent engagement in developing and implementing student behaviour management strategies, including for bullying behaviour by:

- inviting families to attend our parent/teacher events e.g. Year 7 Welcome Night.
- providing clear information regarding student behaviour at the start of each year. This information will be disseminated via classroom expectations, whole school assemblies and Year Meetings.
- requesting parent and student feedback through the Tell Them From Me Surveys.
- consulting with the school's P&C Association and local AECG.
- using concerns raised through complaints procedures to review school systems, data and practices.

Fort Street High School communicates student behaviour expectations to parents and carers through our regular school newsletters, website and parent emails.

FSHS Minimum Classroom Expectations 7-12

Respectful	Responsible	Resilient
Demonstrates enthusiasm for learning	Completes set classwork to an appropriate standard	Shows initiative by seeking and applying feedback
Uses technology in positive and productive ways to enhance learning of self and others	Shows motivation by producing work well beyond the expected standard	Demonstrates sophisticated skills in creating and evaluating digital content
Demonstrates empathy and can see different points of view	Shows independence by seeking additional learning experiences	Catches up on missed work when absent
Attends all lessons on time	Engages in class discussions and activities	Takes a leading role in class activities

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

Fort Street High School embeds student wellbeing and positive behaviour approaches and strategies across the care continuum and responds to behaviours of concern, including bullying and cyberbullying behaviour. Behaviours that do not constitute bullying include mutual disagreements or isolated incidents.

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:

- 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
- actively supervising 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 learners.

Fort Street High School enacts a strategic and planned whole-school approach to wellbeing, wherein the school environment is structured so that all students are provided with opportunities to connect, succeed and thrive. Students participate in timetabled wellbeing (Fortunae lessons), attend a wide range of extracurricular activities to promote social justice and empathy and participate in small group preventative programs to support emotional and social development.

Care Continuum	Strategy or Program	Details	Audience
Prevention	7-12 Fortunaе Lessons	Fortunaе is a 7-12 program we have developed this year which focuses on the self-empowerment aspects of the school's motto and a more centralised focus on the exit profile assisting in building creative, curious, resilient, and academically capable Fortians from Year 7 to Year 12.	All staff, students 7-12 and families
Prevention	PDHPE Curriculum	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	Students 7-10
Prevention	SchoolTV	Fort Street has partnered with SchoolTV to give parents clear, fact-based information on challenges such as youth anxiety, drug and alcohol use, and cyberbullying.	Students 7-12 and families
Prevention	Communication with parents	Communication through Mercurius newsletter, emails and parent/teacher nights to increase parent's understanding of how our school addresses behaviour.	All staff, students 7-12 and families
Prevention	National Week of Action Against Bullying and Violence	Our school participates in the annual (NWA) – Term 3 each year.	All staff and students 7-12
Prevention	Transition Year 6 into Year 7	Focusing on a safe and successful movement from primary to high school.	Incoming Year 7 students
Prevention	Peer Support Program	Builds resilience by helping students develop strong relationships and skills to manage life's ups and downs.	Year 7 students and Year 10 Peer Leaders, staff co-ordinators.
Prevention and Early Intervention	Student Support Officers (SSO)	Supports the implementation of the school's approach to wellbeing. Facilitates small group programs, Peer Support, Breakfast Club, meditation and individual sessions.	Students 7-12, SSO
Prevention and Early Intervention	External Programs	All year groups engage with an external wellbeing provider to complement the school's Fortunaе lessons e.g. Year 8 Enlighten Education, guest speakers, Consent Labs (Respectful Relationships).	Students 7-12
Targeted Intervention	Learning Support	The LST works with teachers, students and families to support students who require personalised learning and support.	Staff, individual students 7-12 and families

Care Continuum	Strategy or Program	Details	Audience
Targeted Intervention	Leadership Programs	These include Student Representative Council (SRC), Raise Mentoring, Peer Support, Year 7 Upstander Program, Social Justice Committees.	Students 7-12
Individual Intervention	Attendance Monitoring	Wellbeing Team regularly reviews attendance and addresses barriers to improve attendance and set growth goals.	Students 7-12, Wellbeing Team.
Individual Intervention	School Counsellor	Individual sessions with students and supports families with diagnostic testing and assessment.	Students 7-12, families and school counsellor
Individual Intervention	Individual Behaviour Support Planning	Deputy Principals monitor and review behaviour support, behaviour response plans and risk management plans.	Individual students, families, DP, LaST and HTW

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.

Fort Street High 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 student's behaviours, interactions, verbal communications, or work produced (such as written materials, work on Google Classroom, 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 Adviser or 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, where there is a clear and close connection between the school and students' conduct.

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 by teachers may include:

- rule reminder
- re-direct, offer choice or error correction
- prompts
- student is to catch up on missed work
- seat change/play or playground re-direction
- stay in at break to discuss/complete work/walk with teacher
- detention, reflection and restorative practices
- communication with parent/carer

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour are teacher managed.	Targeted/Individualised Responses to behaviours of concern are executive managed
Behaviour expectations are taught and referred to regularly.	Teacher to notice behaviour and address behaviour by choosing the most appropriate response for the situation.	Teacher to address and manage behaviour in classroom or playground as it occurs.
Teachers model behaviours and provide opportunities for practice.	Responses may include asking student to stop a behaviour, asking a student to speak with them away from other students, asking students to move to another seat or area within a learning activity and/or reminding students of consequences for their behaviour.	If behaviour requires more serious intervention, teachers are to refer to their relevant HT straight away.
Students are acknowledged for meeting school-wide expectations and rules.		Student personalised learning plans, behaviour plans and safety plans to be developed for individual students.
School behaviour expectations are printed in the school diary, there are reminders at assemblies, and are taught within Fortunae lessons.	Most behaviours will require a record of incident entered on Sentral for staff to monitor.	For serious breaches of behaviour conduct, teachers and HTs should refer to DPs straight away. Parents informed.

Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour e.g. reminders at assemblies and Year Meetings.	Use indirect responses e.g. proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	All staff to take immediate steps to restore safety and return the situation to calm by using appropriate strategies. This may include redirecting to another area or activity, removing items of concern, providing reassurance or offering choices. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.
Social and emotional learning lessons are taught across a variety of KLA's (PDHE, English, HSIE) as well as Fortuna lessons.	Teacher records behaviour on Sentral as they occur. Monitor and inform the family if repeated. Year Adviser, HTW, DP to consult and devise referral processes. For some incidents, a referral is made to the school's Anti-Racism Contact Officer (ARCO), the Student Support Officer (SSO), Learning Support Team (LST) or School Counsellor (SC).	HTW and DP in consultation with the LST and/or SC to identify needs and strategies to support learning at school. Consultations with parents and student to discuss supportive actions that could be implemented. Personalised plans such as PLSPs, risk assessments, safety plans, attendance plans etc. to be developed. Future planning may involve the Team Around a School and outside agencies.
Parents are notified by classroom teachers, HTs or senior executive when changes in a student's behaviour are noted as a concern and documented on Sentral.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. A meeting with all parties involved may occur. Individual planning and referral to Learning Support Team, SSO or SC may be discussed.	Parent/carer contact is made by HT, DP or Principal to discuss support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School.
House Profile Points system: students are awarded profile points for positive behaviour, and these are given by teachers each day. Positive incentives for students include merits, awards, winning house team excursions and recognition at school assemblies.	Positive verbal encouragement for students to behave in alignment with the school's expectations as expressed by staff.	Students may be set individual goals and tasks to achieve to be able to receive a reward or recognition of enhanced behaviour.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Sentral, monitored and addressed in accordance with school and departmental policies. Responses vary depending on the type, frequency and seriousness of behaviour and may include:

- review and document incident on Sentral.
- request student/s, witnesses and/or staff complete a statement about the incident and/or incident report form when an injury has occurred. Keep paperwork in student file or filed in DP folder for register of injuries.
- HT or DP interviews people involved to ensure clarity of situation and all required information is considered before responding.
- consultation with key staff members involved to determine appropriate response/s, including supports for staff or other students impacted
- refer and monitor the student through the wellbeing team (YA, SC, HTW, SSO, LST, DP).
- communication and collaboration with parents/carers (phone, email, meeting).
- consultation with parents to develop or review individual student support planning, including making learning and environmental adjustments
- detention, reflection and restorative practices (listed below).
- liaise with [Team Around a School](#) for additional support or advice
- 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.

Students and/or parents can report cyberbullying to the [eSafety Commissioner](#) and reporting links for most sites, games and apps can be found at the [eSafety](#) Guide.

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 students are withdrawn from the playground as a planned 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?
Detention at recess or lunch (individual or group). Teachers request student presence to discuss behaviour expectations, reflect on their behaviour and devise strategies to support positive choices.	Approximately 20 minutes at lunch and 15 minutes at recess, allowing students time to	Teachers/ Faculty Head Teachers.	Sentral: wellbeing: negative incident: behaviour.

Strategy	When and how long?	Who coordinates?	How are these recorded?
	go to the toilet and eat afterwards.		
Afterschool detention for truancy, persistent lateness and other breaches of the school's code of conduct. For issues related to classroom behaviour, Wednesday afternoon detentions should only be issued after other strategies have been tried. The teacher should indicate the work they expect the student to complete during the detention. Head Teachers should phone parents informing them of student behaviour and email details of detention.	Each Wednesday afternoon 3.15-4pm in the school library.	Head Teachers/ Deputy Principals can place a student on detention. HTs supervise.	Sentral: detentions.
Restorative Practice – Anti Racism Contact Officer (ARCO) is informed of student incident and promptly organises a time to meet with individual or group to discuss recent behaviour. ARCO guides student/s on reflective thinking and behaviour restoration strategies. ARCO or DP phone parents informing them of student behaviour. Further restorative practices may be employed based on the outcome of the meeting.	Student/s scheduled to meet with ARCO at an appropriate time. The meeting length will vary in each case.	ARCO in consultation with Senior Executive.	ARCO log. Sentral: negative incidents: behaviour.
Restorative Practice – Student Support Officer (SSO) is informed by HT Wellbeing of a student needing support with behaviour management. SSO meets and discusses recent behaviour concerns. Strategies devised and can range from regular check ins, participation in targeted support programs or facilitation in accessing further support personnel or services within school or external programs.	Student/s scheduled to meet with SSO at an appropriate time. The meeting length will vary in each case.	HTW and DPs may request the SSO meet with student/s.	Sentral: Welfare: Student Support Officer.
Restorative Practice – peer mediation scheduled to address conflict between students. Willing participants engage in facilitated mediation by skilled staff members (usually Year Adviser or SSO). Staff phone parents informing them of student behaviour and outcomes of the mediation process.	Student/s scheduled to meet with staff at an appropriate time. The meeting length will vary in each case.	YA/SSO/ HTW/DPs facilitate mediations.	Sentral: Contact record: Interview.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection – Year Adviser or SSO to guide a restorative conversation with individuals or groups of students after recent conflict or behaviour concerns are evident and reported as a concern by teachers.	Student/s scheduled to meet with YA or SSO at an appropriate time. The meeting length will vary in each case.	YA/SSO to monitor and schedule.	Sentral: Contact record: Interview.
Alternate break plan – withdrawal from playground during breaks and re-allocation to a supervised space for breaktimes. Students reflect on behaviour and make positive choices towards the desired behaviour. Senior Executive phone parents informing them of student behaviour and email details.	Break times. For an agreed length of time.	Senior Executive	Sentral: wellbeing: negative incident.

Review dates

Last review date: Term 1, Day 1, 2025

Next review date: Term 1, Day 1, 2026

Appendix 1: FSHS Minimum Classroom Expectations 7-12

Student	Classroom Teacher Responsibilities	Head Teacher Responsibilities	Senior Exec Responsibilities
Attend all lessons on time	- Mark the roll every lesson on Sentral PxP - Record student lateness every lesson on Sentral PxP - Follow up students who have truanted - Communicate with student and parent if there is an attendance or ongoing lateness issue	- Model and set high faculty expectations - Develop and implement strategies to track student growth - Support teachers identifying and managing students of concern - Assist teachers in their communications with parents (phone calls, emails, interviews) - Encourage a culture of communication between staff and parents around classroom expectations - Develop a faculty homework policy in line with school homework policy - Issue after school detentions when appropriate - Ensure that N Warning letters are being issued for years 10-12. - Supervise after school detention	- Identify and facilitate PL needs of staff - Develop easy and sustainable methods of communication with home for staff - Inform parents of ways they can support their child's learning at home (Mercurius, school TV) - Support HTs and teachers to manage students of concern - Facilitate parent interviews with students of high concern - Monitor N Warnings and arrange for parent/student interviews if these are generated for more than one subject - Restrict privileges for students who are not meeting minimum classroom expectations - Develop a school HW Policy - Manage variations of routine to balance disruptions - Clearly communicate variations of routine with all staff - Organise parent teacher nights and reports
Engage in class discussion and activities	- Use a range of appropriate strategies to engage and challenge all students and expect them to participate - Refer to HT and wellbeing team students who are continually disengaged (Sentral referral) - Inform parents of any ongoing concerns - Recognise student participation and achievement as appropriate		
Complete set classwork to an appropriate standard	- Explicitly communicate what work is required - Monitor completion of classwork - Apply consequences when work is incomplete or unsatisfactory - Inform parents when work is regularly not completed		
Use technology productively & responsibly	- Do not allow students to have phones out during lessons unless you have specifically required this for your lesson. - Confiscate phones during the lesson if student does not put it away. Phones to be returned to students at end of lesson - Keep students' phones with you if they need to leave the classroom for a toilet break - Set expectations for laptop use during each lesson		
Catch up on missed work	Set expectations and procedures with students about how to catch up on work missed due to absence		
Complete set homework	- Set homework according to school policy and explicitly communicate what is required - Monitor completion of homework and provide feedback - Inform parents if a pattern of non-completion arises (N Warnings for 10 - 12 if ongoing)		

Appendix 2: Bullying Response Flowchart

