

# School Behaviour Support & Management Plan



At Ferntcourt Public School we focus on the academic, emotional, social and physical welfare of each of our students. Staff and community collaboratively provide a caring, well-managed environment within which, our children prepare for the future. Students, parents and teachers will work together sharing the responsibility for learning and behaviour in a nurturing environment where excellence, high achievement and creativity are fostered, and students are inspired to achieve their best. Ferntcourt Public School adheres to the NSW Department of Education's (DoE) Wellbeing Framework for Schools and implements the Positive Behaviour for Learning (PBL) initiative.

## What is the Positive Behaviour for Learning (PBL) initiative?

Positive Behaviour for Learning is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.

Underpinning Positive Behaviour for Learning are restorative practices. These are strategies which are used to restore positive relationships and solve interpersonal issues. Some examples of restorative practices include problem-solving conversations and separating the behaviour from the person.

## Who is responsible for student wellbeing?

Ferntcourt Public School seeks to meet the individual needs of all students by establishing and maintaining a positive school climate that, in turn, allows all students to access quality educational programs.

Student wellbeing is a shared responsibility which enables and fosters a school environment where learning is valued, all members of the community are respected and included, and safety is important.



## What will staff do?

- Promote our schoolwide expectations of being responsible, respectful and safe learners.
- Build and maintain positive relationships with children, parents and colleagues throughout the school.
- Act according to the DoE Code of Conduct.
- Contribute to the provision of a caring, well-managed, safe and fair quality learning environment for all students, fellow staff and parents.
- Use and teach affective language and interactions.
- Use restorative practices including learning circles.
- Use effective, consistent and appropriate processes and procedures for addressing behaviour issues and conflict.



- Make adjustments to school wellbeing processes to best engage and nurture individual students.

## How will students be encouraged and supported?

- Act appropriately as responsible, respectful and safe learners.
- Contribute to the provision of a caring, safe learning environment or fellow students, staff and parents.

## How are parents encouraged to support students?

- Actively participate in the school community and support the learning of their children.
- Share responsibility for shaping their children's understanding about acceptable behaviour and ensuring their wellbeing,
- Work with teachers to maintain a caring, well-managed, safe and fair quality learning environment for all students, fellow staff and parents.

## What are the behaviour levels?

### Green Level:

- Expected student behaviours.
- All students begin on Green Level. Students remain on Green Level by demonstrating school behaviour expectations in all areas of the school including excursions and extra-curricular activities.

### Yellow Level behaviour and Yellow Level:

Students are placed on yellow level in the following circumstances:

- Three minor incident referrals in one term
- Students on yellow level lose privileges associated with green level and attend reflection

for three consecutive days (half lunch) following the return of the parent notification letter to the child's class teacher.

### Red Level:

Students are placed on red level if there is a further incident while on yellow level or if there is a serious incident at school. This results in the loss of all privileges. Students on red level attend reflection for five consecutive days and will return to green level after the completion of these sessions. Students may be excluded from attending events, some of which may be held off-site.

## What if I still have questions?

There are a number of websites that you can visit for additional information.

<https://ferncourt-p.schools.nsw.gov.au/>

<https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/policies-and-support>

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## Further information

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[www.ferncourt-p.schools.nsw.gov.au](http://www.ferncourt-p.schools.nsw.gov.au)

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## Appendix A: Behaviour Levels

Level	Examples of Behaviours	Sequence
<b>Green</b>	<p>Responsible Respectful Safe General behaviour expectations</p>	<p>See Appendix B - PBL Award system</p>
<b>Yellow</b>	<p><b>Repeated incidents of:</b> -Not following instructions -Refusal to complete work -Inappropriate comments to staff and students -Minor waste of school supplies -Entering/exiting classroom without supervision</p> <p><b>Incidents of:</b> -Bystander activity -Rough/unsafe behaviour</p>	<p><b>3 minor incidents in Sentral:</b> Three reflection sessions consecutive days (half lunch)</p>
<b>Red</b>	<p>Bullying – ongoing and impactful Physical violence with intent Inappropriate use of technology Theft of property Damage or graffiti to property Dangerous behaviour Threats Racism</p>	<p>An incident occurs (Yellow or Red behaviours) when a child is on Yellow Level = Five reflection sessions consecutive days (half lunch) <b>OR</b> if Red Level behaviour is displayed a student can be automatically placed on Red Level without being on yellow in the first instance.</p> <p>The Principal can deem an incident serious enough to automatically be placed on a formal caution.</p>
<b>Formal Caution</b>	<p>Behaviour that causes actual harm to any person AND/OR poses an unacceptable risk to health and safety, learning and/or wellbeing of any person</p>	<p>At Principal's discretion. Formal Caution letter issued to parents/carers and Red Level</p>
<b>Suspension</b>	<p>Behaviour that causes actual harm to any person AND/OR poses an unacceptable risk to health and safety, learning and/or wellbeing of any person</p>	<p>At Principal's discretion</p>

# FERNCOURT AWARD SYSTEM

200 Fernies = School Medal



150 Fernies = Gold Star



100 Fernies = Silver Star



50 Fernies = Bronze Star



Principal's Award given by  
Principal for outstanding effort or  
achievement



Ferncourt awards presented in  
class for work



## **Behaviour code for students**

### **Information for parents/carers and 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.

In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members.
- Follow school and class rules and follow the directions of their teachers.
- Strive for the highest standards in learning.
- Respect all members of the school community and show courtesy to all students, teachers and community members.
- Resolve conflict respectfully, calmly and fairly.
- Comply with the school's uniform policy or dress code.
- Attend school every day (unless legally excused).
- Respect all property.
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools.
- Not bully, harass, intimidate or discriminate against anyone in our schools.

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

### **Telephone interpreter service**

If you would like to discuss this document with the Principal and need assistance with English please call the telephone interpreter service on 131 450, tell them what language you need and ask the operator to phone the school. The operator will get an interpreter on the line to assist you with your conversation. You will not be charged for this service.

# Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

## Respect

- Treat one another with dignity.
- Speak and behave courteously.
- Cooperate with others.
- Develop positive and respectful relationships and think about the effect on relationships before acting.
- Value the interests, ability and culture of others.
- Dress appropriately by complying with the school uniform or dress code.
- Take care with property.

## Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct.
- Negotiate and resolve conflict with empathy.
- Take personal responsibility for behaviour and actions.
- Care for self and others.
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour.

## Engagement

- Attend school every day (unless legally excused).
- Arrive at school and class on time.
- Be prepared for every lesson.
- Actively participate in learning.
- Aspire and strive to achieve the highest standards of learning.

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.