NSW Department of Education

School Behaviour Support and Management Plan – Fairy Meadow Demonstration School

Overview

Fairy Meadow Demonstration School's School Behaviour Support and Management Plan is designed to create a comprehensive framework for promoting positive behaviour and managing student conduct across the school community. The plan is grounded in key educational policies and frameworks, ensuring alignment with the broader objectives of the NSW Department of Education.

Integrated Whole-School Approach

The plan adopts an integrated approach to whole-school behaviour management, incorporating the following elements:

1. **Department of Education Student Behaviour Policy**: This policy provides guidelines for maintaining a safe and supportive school environment. It emphasises the importance of positive behaviour and the proactive management of student conduct.

2. **Behaviour Code for Students**: This code outlines the expected standards of behaviour for students, promoting respect, responsibility, and safety. It serves as a clear reference for students and staff, ensuring everyone understands the behavioural expectations within the school.

3. **School Community Charter**: This charter fosters collaboration among students, staff, parents, and the wider community. It encourages a shared responsibility for creating a positive school culture, reinforcing the idea that behaviour management is a collective effort.

Commitment to Positive Behaviour

Fairy Meadow Demonstration School is dedicated to explicitly teaching, modelling, and reinforcing positive student behaviour. This commitment includes:

- **Engagement in Learning**: By focusing on positive behaviours, the school aims to enhance student engagement in their learning processes. When students feel supported and recognised for their positive actions, they are more likely to participate actively in their education.

- **High Expectations**: The school culture is built on high expectations for all students. Cross-curricular initiatives are implemented to ensure that every child has access to a diverse range of learning opportunities, enabling them to develop their skills and experience success.

Collaborative Professional Development

The school recognises the importance of collaboration among teachers in creating effective behaviour management strategies. This involves:

- **Collegial Planning**: Teachers work together to plan and develop programs that are responsive to student needs. This collaboration fosters a sense of ownership and shared responsibility for student behaviour across the teaching staff.

- **Evaluation of Programs**: Continuous evaluation of the behaviour support programs ensures they remain dynamic and effective. Feedback from staff and students is used to refine these initiatives, ensuring they are innovative and future focused.

Safe and Respectful Environment

Fairy Meadow Demonstration School prioritises the creation of a safe, inclusive, and respectful environment for all members of the school community:

- **Bullying Prevention**: The school actively rejects all forms of bullying behaviour. Through a combination of education, awareness, and intervention strategies, the school seeks to create a climate where all students feel safe and valued.
- **Empowerment of Students**: The school aims to empower students from preschool to Year 6, fostering a sense of belonging and confidence. This empowerment is crucial for helping students to reach their full potential.

Positive Behaviour for Learning (PBL)

The school proudly incorporates the philosophy of Positive Behaviour for Learning (PBL), which is a proactive approach to establishing the social culture needed for students to achieve social, emotional, and academic success.

- **Explicit Teaching**: PBL principles are explicitly taught to students, helping them understand the importance of positive behaviours and the impact they have on their own learning and the learning of others.

By embedding these principles into the fabric of the school culture, Fairy Meadow Demonstration School aims to create a supportive environment that nurtures student growth, promotes positive interactions, and enhances overall educational outcomes.

Partnership with parents and carers

Importance of Parental Involvement:

- Parents play a crucial role in the school community by collaborating with teachers and staff to support their children's education and wellbeing. Their involvement can lead to better academic outcomes and a stronger sense of belonging for students.

2. **School Community Charter**:

- The School Community Charter outlines the expectations for respectful and productive engagement between parents and the school. It serves as a guide to foster positive relationships, encouraging open communication and partnership in the educational process.

3. **Commitment to Behaviour Management**:

- The school is dedicated to implementing effective student behaviour management strategies. This involves:
    - Clearly communicating school values and expectations to students and parents.
    - Seeking feedback from the community to ensure that behaviour management strategies are relevant and effective.
    - Engaging with organisations like the P&C (Parents and Citizens) and the Northern Illawarra AECG (Aboriginal Education Consultative Group) to include diverse perspectives and support for all students.

4. **Communication Channels**:

- Fairy Meadow Demonstration School utilises various methods to keep parents informed and engaged, including:

- **School Newsletter**: Regular newsletters provide updates on school events, achievements, and important information related to student learning and behaviour expectations.
- **School Bytes App**: This app allows for efficient communication, enabling parents to receive notifications and access school resources easily.
- **P&C Meetings**: By holding meetings twice every school term, the school offers a platform for parents to discuss issues, provide feedback, and collaborate on initiatives that benefit the school community.
- **Scheduled Meetings with Parents**: Individual meetings can be arranged to address specific concerns or needs, fostering a personalised approach to communication.
- **Phone Calls**: Direct phone communication allows for immediate and personal interaction, which can be especially important for addressing urgent matters or concerns.
- **Facebook Posts**: Utilising social media helps to engage a broader audience and ensures that parents can receive updates in a familiar format.

5. **Seeking and Acting on Community Feedback**:
   - Actively seeking feedback from parents and the community demonstrates the school's commitment to continuous improvement. This feedback can be collected through surveys, suggestion boxes, or during meetings, and is essential for refining strategies and ensuring that they meet the needs of students and families.

6. **Consultation with Organisations**:
   - Collaborating with the P&C and Northern Illawarra AECG helps to ensure that diverse voices are heard in the decision-making process. This partnership is vital for creating an inclusive environment that respects and values the contributions of all community members, particularly in supporting Aboriginal students and their families.

School-wide expectations and rules

Be Safe	Be Respectful	Be Responsible
Hands and feet to yourself	Speak politely	Ask for help if needed
Follow instructions	Care for people and property	Cooperate with others
Wear your hat outside	Follow instructions	Keep all areas clean and tidy
Move around safely	Share space	Wait your turn
Stay inbounds	Listen attentively	Follow the rules of games and take turns
Play in the eastern playground K-2	Wear correct uniform	Play cooperatively
Play in the western playground 3-6	Use manners	
	Care for others	
	Put your rubbish in the bin	

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

Positive Classroom Climate

- **Cultivation of Environment**: Teachers focus on creating a welcoming and supportive atmosphere where students feel safe and valued. This includes establishing respectful relationships between students and staff.

- **Predictable Routines**: Consistent classroom routines help students know what to expect, which can reduce anxiety and improve focus. Routines may include structured daily schedules, clear transitions between activities, and established classroom norms.

2. Explicit Teaching of Values and Expectations

- **School Values**: Fairy Meadow Demonstration School has a set of core values (e.g., Be Safe, Be Respectful, Be Responsible) that are explicitly taught to students. This can involve discussions, role-playing, and real-life examples to help students understand how to apply these values in various situations.

- **Behaviour Expectations**: Clear expectations are communicated to students, often using age-appropriate language. This may include guidelines for behaviour in classrooms, hallways, playgrounds, and during school events.

3. Visible Reinforcement

- **Signage and Posters**: Our classrooms and common areas are adorned with posters that remind students of the school's values and behaviour expectations. This visual reinforcement serves as a constant reminder and helps to embed these concepts in our daily school life.

4. Bee Awards System

- **Recognition of Positive Behaviour**: The Bee Awards are a tangible way to recognise students who exemplify the school's values. By aligning the awards with a fortnightly Positive Behaviour for Learning (PBL) focus, the school can target specific behaviours for improvement and recognition.

- **Raffle Incentive**: The inclusion of a Bee raffle adds an element of excitement and motivation for students. Winning a prize can reinforce the positive behaviour and encourage continued adherence to school values.

5. Celebration of Achievements

- **Assemblies**: School assemblies are an opportunity to publicly acknowledge and celebrate students' accomplishments, whether academic or behavioural. This not only boosts the confidence of the recognised students but also inspires others.

- **Social Media Sharing**: By sharing quality student work and achievements on social media, Fairy Meadow Demonstration School can foster a sense of pride and community among students, parents, and the wider community.

6. Opportunities for Student Leadership

- **Leadership Roles:** Providing various leadership roles such as school captains, sports house captains, and members of the Student Representative Council (SRC) allows students to take ownership of their school environment. This empowers them to voice their opinions and contribute to decision-making processes.

- **Peer Programs:** Initiatives like buddy systems and garden ambassadors promote collaboration and responsibility among students, fostering a sense of community and teamwork.

Conclusion

Fairy Meadow Demonstration School's multifaceted approach to promoting positive behaviour not only enhances the school environment but also supports students' social and emotional development. By combining clear expectations, recognition, and leadership opportunities, the school creates a nurturing and engaging atmosphere where students can thrive.

Care Continuum	Strategy or Program	Details	Audience
Prevention	• Whole school reward system	Students demonstrating PBL focus and school values receive Bees.	Students/Teachers
	• Classroom and playground management strategies	Consistent expectations for student behaviour in classrooms and in the playground are explicitly taught and reinforced frequently by teachers.	
	• Communication with parents/carers	Open, timely communication with parents/carers including opportunities for parent feedback.	Parents/Carers and Teachers
	• Professional Learning	Staff regularly review school procedures and behaviour management PL is scheduled to address emerging need.	Teachers and SLSOs
	• PD/H/PE programs	Child protection lessons taught regularly.	Students/Teachers
Early intervention	• Classroom and behaviour management strategies	Social stories targeting specific behaviours. Explicit teaching and modelling for all students.	Students/Teachers
	• Learning Support Team	Student flagged to LST for school-based support and intervention.	Teachers
	• Communication with parents/carers	Meeting with parents/carers to discuss adjustments or accommodations to personalised planning.	Parents/Carers and Teachers
	• PD/H/PE programs	Lessons may include anti-bulling, anti-racism, conflict resolution etc	Teachers
Targeted intervention	• Team Around a School	External support facilitated by educational specialist.	Delivery Support, Teachers, Student

Care Continuum	Strategy or Program	Details	Audience
	• Professional Learning	Professional Learning for teachers targeted student need.	Teachers
	• Classroom Management	Behaviour monitoring cards and other targeted short-term intervention.	Teachers, Students
Individual intervention	• Communication with parents/carers	Monitoring and adjustments to individualised planning, risk assessment.	Parents/Carers and Teachers
	• School Counsellor	Referral to school counsellor for further assessment/ counselling.	School Counsellor, LST, Parents
	• Team Around a School	Requests for external support or resourcing.	Delivery Support
	• Professional Learning	Staff professional learning addressing student-centred needs,	Teachers

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

1. **Timely Assessment of Incidents**:
   - Fairy Meadow Demonstration School staff are trained to quickly evaluate situations involving negative behaviour. This involves observing the incident, understanding the context, and determining the severity of the behaviour.
   - Timeliness is crucial as it allows for immediate intervention, which can help de-escalate the situation and mitigate any further negative impact on the learning environment.

2. **Teacher-Level Management**:
   - For incidents deemed manageable at the teacher level, staff may employ a range of strategies such as:
     - Verbal warnings or discussions with the student to address the behaviour.
     - Implementing restorative practices where students reflect on their actions and the impact on others.
     - Utilising classroom management techniques tailored to the individual student's needs.
   - By handling issues at this level, teachers can maintain a positive relationship with students and support their behavioural development.

3. **Escalation Protocol**:
   - If an incident is assessed as serious or poses a risk to safety, it is escalated to an Assistant Principal or the Principal.
   - The escalation process ensures that more severe incidents receive the appropriate attention and resources. This may involve:
     - Involving additional staff or specialists, such as school counsellors or behaviour support teams.

- Initiating formal disciplinary procedures if necessary, following school policies.

4. **Prioritising Safety**:
   - Safety is the highest priority in any situation involving negative behaviour. This includes:
     - Ensuring that all students and staff are in a safe environment, free from threats or harm.
     - Taking immediate action to separate students involved in a conflict or dangerous behaviour to prevent escalation.
   - Staff are skilled in recognising signs of distress or conflict and act swiftly to protect all individuals involved.

5. **Communication and Reporting**:
   - Effective communication among staff members is key to managing behaviour. This may involve:
     - Documenting incidents and sharing information with relevant staff to ensure a coordinated response.
     - Keeping parents or carers informed when necessary, which helps in addressing behavioural issues collaboratively.

6. **Continuous Improvement**:
   - The school likely engages in regular reviews of behaviour management practices to identify areas for improvement. This can include:
     - Professional development for staff on behaviour management strategies.
     - Seeking feedback from students and parents to enhance practices and policies.

This structured approach allows Fairy Meadow Demonstration School to create a supportive and safe learning environment while effectively addressing negative behaviours

Prevention	Early Intervention	Targeted/Individualised
Responses to recognise and reinforce positive, inclusive and safe behaviour	Responses to minor inappropriate behaviour	Responses to behaviours of concern
Fairy Meadow Demonstration School is committed to providing a safe and secure environment so that all students can learn to the best of their ability.	If an incident is minor in nature, then the teacher on playground duty fills out a Behaviour Referral Form and forwards it to the appropriate stage Assistant Principal.	Response to behaviours of concern involve a behaviour referral to the Principal or delegate. Principal or delegate refers to Department of Education policy and implements accordingly.
Student behaviour, and subsequent classroom management strategies, impact on student achievement. Fairy Meadow Demonstration School is committed to modelling respect for all people so that instruction is maximised and students can thrive educationally, socially and emotionally.	Minor inappropriate behaviours include non-compliance, disobedience, disruption – persistent risk to learning and wellbeing, physical contact like pushing and shoving, property misuse, unsafe play and verbal abuse.	Behaviours of concern include bullying including cyber-bullying, harassment, dangerous behaviour, defiance, assault – physical violence and/or aggression, theft, racism, discrimination and use of a weapon.

Responses to serious behaviours of concern

Serious behaviours of concern at Fairy Meadow Demonstration School include any form of bullying, dangerous or threatening behaviour, defiance, physical violence or aggression, theft, racism or the use of a weapon. All behaviours of concern are escalated to the principal or a delegate.

In all incidents involving serious behaviours of concern Department of Education policy is followed. School based consequences may apply, and parents will be contacted in a timely manner. Any students involved may be referred through the Learning Support Team, including the School Counsellor for more individualised planning and support. Depending on consequences related to the serious behaviour of concern, the Director Educational Leadership may be informed, and the incident would be reported to the Incident Notification and Response hotline.

In the most serious cases, police may be called.

- 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 procedure

- Student Behaviour policy and Suspension and Expulsion procedures.

Detention, reflection and restorative practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
Behaviour Referral Form	Point of need when behaviour occurs	Class teacher or teacher on duty	School Bytes
Restorative Conversations	During eating time break or lesson break in class. Up to 10 minutes.	Class teacher or Assistant Principal	School Bytes

Strategy	When and how long?	Who coordinates?	How are these recorded?
Planning Room	5-30 minutes during breaks	Principal and Stage Assistant Principal	School Bytes

Review dates

Last review date: [INSERT DATE: Week 5, Term 1, 2025]

Next review date: [INSERT DATE: Week 5 Term 1, 2026]

Appendix 1

Fairy Meadow Demonstration School Behaviour Management Processes

Calm and engaged classroom
Apply preventative strategies
Positive classroom climate, providing and teaching explicit rules, engaging lessons, active supervision, offering pre-corrections

Observe behaviour
Does the behaviour pose a risk to the safety or wellbeing of the student or others?

NO

YES

Provide positive verbal/nonverbal acknowledgement

Provide positive verbal/nonverbal acknowledgement or de-escalation strategy

Behaviours of concern
Manage it at teacher level.
De-escalate the situation by *calmly*:
- **Praising the positive behavioural choices of other students**
- **Reminding student of expectations or prompting a more positive behavioural choice**
- **Time out in class (teacher discretion)**
- **Time out with buddy class teacher or Assistant Principal**

Serious behaviours of concern
Teacher to inform executive staff and focus on safety.
- **Immediate withdrawal from class or playground. Referred to Assistant Principal or Principal. Behavioural referral uploaded to School Bytes**
- **Parents contact/interview requested**
- **Formal caution/suspension/LST referral**

YES

NO

Speak privately with student
Respectful communication with the student, ensuring that instruction/learning time is maximised and that the student is not isolated or unable to exercise choice.

Speak privately with student
Respectful communication aligned to school expectations. All efforts made to de-escalate student and adopt restorative approach.

Is it safe for the student to return to normal routine?

At the discretion of AP/Principal. Negotiated with the student.

YES

NO

NO

YES

Additional Supports

Students exhibiting behaviours of concern may benefit from Learning Support Team referral (School Counsellor intervention), 3-way conference with parents/carers, targeted programs and/or Team Around a School input.

Is suspension required for additional planning time? If so, consult with principal.

Is a mandatory report required? If so, consult with principal and MRG.