

Fern Bay Public School Behaviour Support and Management Plan 2025

Overview

The school behaviour support and management plan at Fern Bay Public School is designed to promote effective learning for all students in a happy, safe and supportive learning environment.

Fern Bay Public School is committed to explicitly teaching and modelling positive behaviour and supporting all students to engage with their learning. Key programs prioritised and valued by the school community are informed by Collaborative for Academic, Social, and Emotional Learning Framework, Restorative Practices and Trauma Informed Practice.

Promoting and reinforcing positive student behaviour and school-wide expectations

This plan seeks to nurture and maintain a school environment that values Respect, Responsibility and Inclusivity.

Promoting and reinforcing positive student behaviour and school-wide expectations

Fern Bay Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- Explicit weekly lessons for all students on positive behaviour and social and emotional wellbeing.
- Awards to publicly promote the correct attributes to successful schooling.
- Assemblies that acknowledge the efforts and achievements of students
- School wide rewards systems which motivate student to follow school expectations.
- Prevention strategies and modelling of positive behaviour are always utilised to avoid inappropriate student behaviour.

Behaviour Code for Students

The behaviour code for students can be found at <https://education.nsw.gov.au/public-schools/going-to-a-public-school/translated-documents/behaviour-code-for-students>. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned strategic responses to behaviours and situations.

Whole School Approach

Fern Bay Public School has a whole-school prevention-focused approach to address all student needs including prevention, early intervention, targeted intervention and individual intervention. The following list contains some of the prevention and intervention supports. While implementing the support is not mandatory, it is encouraged.

Universal

Guided

Strategic



Care Continuum

Universal Supports

Care Continuum	Strategy or Program	Details	Audience
Universal	PBL Lessons	Taught weekly to address specific needs of the learning community. They are proactive and responsive with data informed practice and include links to emotional learning programs	Whole School
Universal	PBL Awards Systems	Awards – two awards given bi-weekly at whole school assembly (Appendix 1)	Whole School
Universal	PBL Matrix's and Signage	Playground and classroom universals. Establishing behavioural expectations and reinforcing through frequent rewards. (Appendix 2)	Whole school
Universal	Explicit Teaching Practices	The use of learning intentions and success criteria. Demonstration and modelling of skills. Clear and concise instruction with regular monitoring of student understanding and progress.	All Staff
Universal	Restorative Practices	The use of restorative conversations to improve future behaviours: <ol style="list-style-type: none"> 1. What happened? 2. How did it affect you and others? 3. What can we do differently next time to show the FBPS core values? 4. Reaffirm your commitment to building a trusting relationship, finish on a positive. 	Whole School
Universal	Team Meetings - Infants and Primary	Targeting specific identified needs of the student body. The messaging is clear and ensures success is acknowledged and Rewarded after every playground session.	Whole School
Universal	Breakfast Club	Breakfast available Thursdays for all students K-6.	Whole School
Universal	Behavioural Data Recording and Analysis	Principal and Assistant Principals regularly monitor incidents on School Bytes to support individual student and target school wide needs for interventions.	Principal and AP
Universal	School policies and procedures	Are clear and easy to locate to ensure school and department processes are followed to ensure fair and equitable outcomes.	All staff
Universal	Supports for Casual teachers	Casual Folders. Package of supports e.g., green folder held in Office.	Casual Teachers

Care Continuum

Guided Supports

Care Continuum	Strategy or Program	Details	Audience
Guided Supports	Targeted Literacy and Numeracy intervention	Targeted Literacy and Numeracy for students who have difficulty learning which are often masked by acting out behaviours.	LaST and SLSO
Guided Supports	LST Learning and Support Team/ counsellor	Bi-weekly Learning and Support Team meetings to identify needs and supports. Additional meetings as required and determined by need.	Principal, AP and Class Teacher Counsellor
Guided Supports	ERASE Plan (Tier 2)	Plan completed with teacher and student (Explain, Reason, Appropriate Supports, Evaluation) (Appendix 6)	Class Teacher, parent and student
Guided Supports	Daily Monitoring Card	Communication with parents and where relevant the use of communication books.	Class Teacher and parent
Guided Supports	Reflection Room	Teachers and students engage in restorative discussion to resolve issues and plan for future learning. (Appendix 11)	AP and Class Teacher
Guided Supports	Classroom Adjustments	Brain breaks, heavy work, calm space, physical activity, mindfulness etc.,	Learning and Support Teacher, Class Teacher and SLSO
Guided Supports	Write it Right / Murrook Culture Program	Program to support all students to understand Aboriginal culture	All students
Guided Supports	School Transition	Kindergarten – Future Fernies and High School Transition programs.	Pre School-Children and Year 6 Students
Guided Supports	Attendance Monitoring	Raised weekly at Communication Meetings to monitor attendance and organise strategies to improve attendance.	Principal, AP, Classroom teacher

Strategic

Strategic	Daily Check- in Check out	Wellbeing Check-in to discuss goals and supports.	Class Teacher and Students
Strategic	ILST (individual Learning and Support Team)	Meetings to discuss possible supports or adjustments for the Wellbeing, Social and academic needs of the student. (Link to policy)	AP, Class Teacher, parents and any external providers on request of parents
Strategic	Individual Behaviour support plan	A support intervention for student with targeted behavioural needs to help refocus their behaviour and establish goals at school using FBA process.	AP, LaST and Class Teacher
Strategic	Personalised Learning Pathways (PLP)	Completed with support from family (If possible). It sets goals and provides staff with important strategies and information about each student. Teachers use this information to inform teaching and learning to meet the needs of our First Nations students.	Aboriginal and Torres Strait Islander Students

Care Continuum

Strategic Supports

Care Continuum	Strategy or Program	Details	Audience
Strategic	LaST Interventions	Various individual or group programs that run throughout the year to support student with extension and remediation of student work.	Identified through LST, LAST
Strategic	Pre-Suspension meetings	Meetings for students identified at risk of suspension with Principal, AP, and parents to discuss escalating behaviour and discuss strategies to support appropriate behaviour.	Principal, AP, student, and parents

Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Redirection/ Reminder	2 minutes (Brief reminder of expectations / Privately said if needed)	Class Teacher RFF Teacher	N/A
Teacher Conversation	Clear warning making the learner aware of their behaviour and clearly outlining the consequence.	Class Teacher RFF Teacher	Professional judgement / School Bytes
Time Out Buddy System or Calm space	For tier 1 and pre-determined tier 2 students 10-15 minutes only	Class Teacher, RFF Teacher, AP	School Bytes
Restorative Conversation	<ul style="list-style-type: none"> • What happened? • What were you thinking at the time? • What have you thought since? • How did this make people feel? • Who has been affected? • How have they been affected? • What should we do to put things right? 	CT	School Bytes
Consequences	Class Teacher to determine and implement "Further Action" if required.	CT	School Bytes
Executive referral	Determined by behaviour. Maximum of 15-20 minutes.	CT	School Bytes

Action	When and how long?	Who coordinates?	How are these recorded?
Monitoring Card	For continued / repeated behaviour. Duration to be determined.	AP and CT	Record on School Bytes and communicate with parents.
Targeted and Individual supports in place	LST, Behaviour Plan, Check in Card	AP / LST	Record on School Bytes
Suspension	As per Department of Education policy and procedures.	Executive	School Bytes

Action	When and how long?	Who coordinates?	How are these recorded?
Redirection/ Reminder	2 minutes (Brief reminder of expectations /Privately said if needed)	Teacher on duty	N/A
Teacher conference	Clear warning making the learner aware of their behaviour and clearly outlining the consequence. Redirect.	Teacher on duty	Professional discretion, record on School Bytes
Time Out	10-15 minutes (Walk with Teacher on Duty)	Teacher on duty	School Bytes
Reflection Room	Recess Break times – Restorative Conversation. Length of time to be determined by discussion with AP, Class Teacher and student	AP	School Bytes
Restorative Conversation	<ul style="list-style-type: none"> • What happened? • What were you thinking at the time? • What have you thought since? • How did this make people feel? • Who has been affected? • How have they been affected? • What should we do to put things right? 	Teacher on Duty, Classroom Teacher, AP or Principal	School Bytes in Follow up existing incident.
Parents notified	Discussion between Teacher on Duty, Class Teacher and AP to determine parent contact.	Teacher on Duty, Class Teacher and AP	School Bytes
Consequences	Class Teacher to determine and implement “Further Action” if required.	Classroom Teacher	School Bytes

Action	When and how long?	Who coordinates?	How are these recorded?
Executive referral	Determined by behaviour. Maximum of 15-20 minutes.	AP, Classroom Teacher or Teacher on Duty	School Bytes
Continued Incidents	A playground Monitoring Card may be established if needed	AP and Class Teacher	Record on School Bytes and communicate with parents.
Targeted and Individual supports in place	LST, Behaviour Plan, Check in Card	AP, LaST	Record on School Bytes
Suspension	As per Department of Education policy and procedures.	Executive	School Bytes

Partnership with parents/carers

Fern Bay Public school will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by:

- Consulting at parent information sessions.
- Ongoing consultation with P&C and local AECG
- Annual school survey – new survey to be released in 2025.

Fern Bay Public School will communicate these expectations to parents/carers by:

- Providing ongoing information via School Bytes email and school website
- Providing ongoing information on the Fern Bay Public School Facebook page.
- Parent information sessions
- P&C and AECG meetings
- Individual parent/carer meetings on request

Parents will be formally notified in cases where:

- a student has repeatedly breached classroom or playground behaviour standards.
- serious breaches of school rules/code of conduct have occurred. Parents will be informed of the actions being taken by the school to address these issues and consequences of any further breaches. In the case of violent behaviour, threats of violence, or persistent disobedience, parents will be notified immediately and issued with a copy of “**Procedures for the Suspension and Expulsion of School Students**” (DET 2024) and advised of intended action by the school.
- suspension or expulsion is being considered by the school. Suspension or expulsion is being enacted, including details as outlined in the suspension policy



School Anti-bullying Plan

Our school's Anti-bullying plan is available to the community on our website. Refer to the [Bullying of Students – Prevention and Response Policy](#) and Anti Bullying Plan.

Reviewing dates

Last review date: November 2024

Next review date: February 2026

Strategies and practices to recognise and reinforce student achievement rewards

WHOLE SCHOOL AWARD SYSTEM: MERIT AWARDS

Reward		Description
PBL awards		At Fern Bay Public School, we present <i>PBL (Positive Behaviour for Learning) Awards</i> at our assemblies every even week. These awards recognise students who consistently demonstrate our school's values and expectations. By celebrating positive behaviour, we aim to encourage a safe, respectful, and responsible learning environment for all.
Class Merits		Class merits at Fern Bay Public School are awarded by teachers to recognise individual students for their hard work, dedication, and positive contributions in the classroom. These merits celebrate academic achievements, personal growth, and good behaviour, helping to motivate students and build a strong sense of pride in their accomplishments. These are handed out at even week assemblies (Friday).
Principal Award		The <i>Principal's Award</i> at Fern Bay Public School is a special recognition given to students who go above and beyond in displaying our school values and making a positive impact in our community. This award honours students who demonstrate outstanding effort, leadership, or kindness, serving as role models for their peers.

Other Strategies to Promote Positive Behaviour

- Ongoing feedback to students for appropriate behaviour (particularly the three school expectations.) Behaviour specific praise should be at a ratio of four positives to one negative comment.
- Staff modelling of consistent, caring and controlled behaviour
- Commendations and recognition at assemblies, on Facebook, newsletters and at special occasions
- Regular contact with parents and caregivers
- Verbal praise and recognition
- Participation in PSSA competitions, inter-school sports and CAPA performances.
- Recognition of students through school social media and assemblies.

Matrix and Signage

Playground and classroom Universals

Matrix and school signage establish consistent schoolwide behavioural expectations. The Matrix is taught to all students; all staff are responsible for implementing and reinforcing the listed expectations. The expectations must be taught, retaught, and consistently reinforced to the students. All teachers are expected to teach the lessons

and reinforce positive behaviour through regular positive feedback, rewards and awards.

Whole School Common Classroom Expectations

At Fern Bay Public School, we are:		
Respectful Listen to and follow instructions Eyes on the learning Respect every voice Use manners, be kind and cooperate Show pride in your work and school Keep our learning environment clean and safe	Responsible Do your personal best Safe hands and feet Own your actions. Learn and let others learn Be organised and ready to learn Right place, right time	Inclusive Collaborate with our classmates Share spaces and equipment fairly Champion yourself and others Look after each other. Everyone belongs, everyone matters Embrace the uniqueness of everyone

Playground Signage

In the playground, signs are used to communicate expected positive behaviour in specific areas of the school. Explicit teaching of behavioural expectations respect, responsible and inclusive are delivered to students during lessons delivered by their classroom teacher on Mondays.

Our expectations are adapted to suit specific locations within the school, such as the classroom, playground, and walkway settings. These expectations form a key component of the school Behaviour Support and Management Plan Tier I level that is aligned with the DoE Continuum of Care.



Fern Bay Public School Behaviour Matrix

PBL behaviour Matrix	Respect	Responsibility	Inclusiveness
All Settings, At all times	Listen to and follow instructions Use manners, be kind and cooperative Keep our environment clean	Take ownership of your actions Hands and feet to self Wear school uniform Stay in bounds – right place, right time Report issues to the teacher immediately	We play with everyone Share play equipment fairly Encourage others to do their personal best We take turns and make turns
Before School 8:30am – 9am	Smile and say “good morning”	Arrive at school between 8:30am and 9am Play safely Stay in play areas	We make everyone feel welcome
Playground/ovals	Play by the rules Share the space Look after the environment Hands and feet to self	Wear a hat – we are sun smart Play safely We put food away before play	Take turns/make turns Be a good sport Share equipment Accept new players
Play Equipment	Be aware of others Hands and feet to self	Play safely Wear a hat Wooden equipment is for K-2 Funky Monkey bars are for 3-6	Take turns/make turns Share equipment
Toilets	Allow privacy Use quietly	Use appropriately Wash hands Leave promptly	
Bubblers	Use quietly	Use appropriately Be water wise Stay dry	Take turns/make turns
Pathways	Move quietly	Walk on concrete Keep to the left	Pass others with a smile
Class lines	Sit quietly in line	Be on time	Be kind and friendly
Community Hall	Enter hall quietly Hands and feet to self Listen to instructions	Walk on pathway to hall Leave the hall clean and tidy	Hold the door for one another. Encourage and support others
Bus lines	Hands and feet to self Listen to teacher instructions	Follow road rules Wait quietly in your bus line Pack everything in your bag.	Let younger years on bus first 2-3 people per seat
Library / Reflection Room	Follow library rules Allow teacher to teach Use quietly	Look after property Move around classroom safely Use an inside voice	Include people in group activities
Office	Wait patiently at the window Use manners Move quietly	Ask teacher on duty before going to office	Be polite to visitors
Eating areas	Sit down when eating Listen to teacher instructions	Put rubbish in bin Eat your food Wait for bell before play Pack away belongings	Make space for others.

Appendix 3

Restorative Practice

Restorative practice is used across all levels of the care continuum.

Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. It puts the onus on individuals to be accountable for their behaviour and to repair any harm caused to others as a result of their actions.

Understanding Restorative Practice

Restorative Practice is a teaching and learning approach that promotes self-regulation and encourages behaviour that is supportive and respectful.

When schools are restorative, they:

- value quality relationships
- model empathy and respectful relationships.
- value student voice and utilise collaborative problem solving.
- view inappropriate behaviours as opportunities for learning.
- apply procedural fairness.
- recognise the importance of repairing damaged relationships.
- separate the 'deed' from the 'doer.'
- use active listening and positive language and tone.
- avoid scolding, judging, lecturing, or blaming.
- foster self-awareness in the student.
- implement consequences that are proportional and fair.
- remain future focused.

Teachers are encouraged to consistently use Restorative Practice in the classroom and playground to resolve issues. The following questions are utilised but can be adjusted for different age and skill levels.

Restorative Questions

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?

Appendix 4

Strategies And Practices to Manage Inappropriate Student Behaviour

The classroom teacher (including the RFF teacher) plays a pivotal role in maintaining a positive classroom environment and promoting productive relationships with each student. From time to time the teacher will need to manage student behaviour which is not in keeping with the school's and/or the teacher's expectations. It is important that the teacher understand their role in restoring the student's behaviour to a more acceptable standard.

It is an expectation that teachers will enforce fair and firm discipline procedures to maintain the class's learning focus. Where consequences (time out, check-in sheets etc.) are applied, the individual teacher is responsible for following through and managing the restorative process. Giving control over to another teacher to discuss the inappropriate behaviour does little to change the relationship between teacher and student. In extreme or serious circumstances, the student may be



referred immediately to the Assistant Principal or Principal.

Playground Management of Inappropriate Student Behaviour

All staff members must be vigilant when supervising the playground to ensure a safe and happy school environment. All staff members should carry their blue playground bag and wear a fluorescent vest. From time-to-time students will need to be reminded of rules and expectations and restorative conversation may be necessary. Consequences for inappropriate behaviours will range depending on severity and context. Where incidents are minor, students should be reminded of rules by the teacher dealing with the incident and where appropriate have consequences to reinforce better choices. Where the behaviour is major or serious, teachers will need to apply the school's policies and procedures. It is the supervising teacher's responsibility to follow through with an appropriate investigation and referral where necessary. This may involve interviewing students after the play period has ended. Serious behaviour infringements must be referred to the Assistant Principal or Principal.

Appendix 5

Classroom and Playground Procedures

The behavioural consistency guide assists teachers in responding to problematic behaviour in a predictable way, providing consistency of behavioural expectations across the school. It is designed to help teachers respond to disruptive behaviours, which provides predictability for the students. It gives a clear definition of acceptable and unacceptable behaviours.

All students at Fern Bay Public School are encouraged to show behaviour in classrooms that are in keeping with our school expectations of being respectful, responsible and inclusive.

Classroom Procedures

All students at Fern Bay Public School are expected to show classroom behaviours that keep with our school expectations of being RESPECTFUL, RESPONSIBLE and INCLUSIVE.

Classroom Consistency Behaviour Chart- Fern Bay Public School	
<i>Minor behaviour ~ Follow up responsibility: Class Teacher and RFF Teacher</i>	
<p>If student has support needs and / or diagnosis</p> <ul style="list-style-type: none"> Externalising behaviours related to specific diagnosis that cause disruption to others. <p>If not related to support needs /diagnosis:</p> <ul style="list-style-type: none"> Disregard of PBL expectations Using inappropriate language, including generalised swearing Being uncooperative (defiance, calling out, answering back, disrespecting staff / students, inciting problems, putdowns, lacking effort) Misuse of school or personal equipment Dishonest about school incident Absconding from classroom Rude gestures Mobile phone usage outside of policy 	<p>Possible Consequence/s</p> <p>If student has support needs and/or diagnosis:</p> <ul style="list-style-type: none"> Refer to Behaviour Support Plan <p>If not related to support needs / diagnosis:</p> <ul style="list-style-type: none"> Verbal reminder of school expectations Restorative discussion with CT Apologise to those affected. Buddy Class / Time Out Time off playground / silver seat Shadow teacher on duty Parent contact – email / phone call / see at gate <p style="text-align: center;">**** All incidents must be recorded on School Bytes ****</p>
<i>Major Behaviour ~ Follow up responsibility: Class Teacher with Executive Support (if required)</i>	
<p>If student has support needs and / or diagnosis</p> <ul style="list-style-type: none"> Aggressive behaviours related to diagnosis that may cause harm to others. <p>If not related to support needs /diagnosis:</p> <ul style="list-style-type: none"> Persistent defiance or disobedience Aggressive behaviour Long, unauthorised absence from class Inappropriate use of technology (recording, social media while at school, inappropriate sites) Property damage, including graffiti and vandalism. Bullying or threatening others Racism – targeted abuse or comments Verbal abuse – sustained / repeated incl. swearing Repeated / Persistent ‘minor’ behaviours Theft / stealing Racism – non targeted comments Social media – posting in school uniform at school 	<p>Possible Consequence/s</p> <p>If student has support needs and/or diagnosis:</p> <ul style="list-style-type: none"> Refer to student support plan Record on School Bytes Parent contact – meeting, phone, email Follow risk management procedures <p>If not related to support needs and diagnosis</p> <ul style="list-style-type: none"> Loss of privileges Restorative discussion with executive Reflection Room (possibly more than 1 day) Shadow teacher on duty (possibly more than 1 day) Executive Support Parent contact – call / meeting / email ARCO involvement (racism only) Suspension Warning (Principal’s discretion) <p style="text-align: center;">**** All incidents must be recorded on School Bytes ****</p>
<i>Serious Behaviour ~ Follow up responsibility – Executive</i>	
<p>If student has support needs and / or diagnosis</p> <ul style="list-style-type: none"> Dangerous behaviours that result in potential significant harm of others. This would include medical treatment being required by student or staff. <p>If not related to support needs /diagnosis:</p> <ul style="list-style-type: none"> Continued / persistent disobedience and / or disruptive behaviour following previous intervention. Malicious damage to school property Extreme / continued / repeated verbal abuse Repeated cyber bullying and bullying Discrimination & Racism (targeted and intentional) Possession of drugs, alcohol, (E)cigarettes at school. Possession of a weapon Using an implement as a weapon Threatening or engaging in serious physical violent behaviour 	<p>Possible Consequence/s</p> <p>If student has support needs and/or diagnosis:</p> <ul style="list-style-type: none"> Refer to student support plan Record on School Bytes Parent contact – meeting, phone, email Formal caution to suspend Suspension considered at Executive discretion <p>If not related to support needs and diagnosis</p> <ul style="list-style-type: none"> Monitoring card Time off playground with an executive Parent Contact In school withdrawal Formal caution to suspend Pre suspension meeting with parent Suspension

All students at Fern Bay Public School are expected to show playground behaviours that keep with our school expectations of being **RESPECTFUL, RESPONSIBLE** and **INCLUSIVE**.

Playground Consistency Behaviour Chart- Fern Bay Public School

Minor behaviour ~ Follow up responsibility: Teacher on Duty

If student has support needs and / or diagnosis

- Externalising behaviours related to specific diagnosis that cause disruption to others.

If not related to support needs /diagnosis:

- Disregard of PBL expectations
- Using inappropriate language, including swearing
- Being uncooperative (defiance, calling out, answering back, disrespecting staff / students, inciting problems, putdowns, lacking effort)
- Misuse of school or personal equipment
- Dishonest about school incident
- Absconding from playground / out of bounds
- Rude gestures
- Mobile phone usage outside of policy

Possible Consequence/s

If student has support needs and/or diagnosis:

- Refer to Behaviour Support Plan

If not related to support needs / diagnosis:

- Verbal reminder of school expectations
- Restorative discussion with Teacher on Duty
- Apologise to those affected.
- Time off playground / silver seat
- Shadow teacher on duty
- Parent contact – email / phone call / see at gate

****** All incidents must be recorded on School Bytes ******

Major Behaviour ~ Follow up responsibility: Teacher on Duty with Executive Support (if required)

If student has support needs and / or diagnosis

- Aggressive behaviours related to diagnosis that may cause harm to others.

If not related to support needs /diagnosis:

- Persistent defiance or disobedience
- Aggressive behaviour or suggestive behaviour
- Leaving school grounds
- Inappropriate use of technology (recording, social media while at school, inappropriate sites)
- Property damage, including graffiti and vandalism.
- Bullying or threatening others
- Racism – targeted abuse or comments
- Verbal abuse – sustained / repeated
- Repeated / Persistent 'minor' behaviours
- Theft / stealing
- Racism – non targeted comments
- Social media – posting in school uniform at school

Possible Consequence/s

If student has support needs and/or diagnosis:

- Refer to student support plan
- Record on School Bytes
- Parent contact – meeting, phone, email
- Follow risk management procedures

If not related to support needs and diagnosis

- Loss of privileges
- Restorative discussion with executive
- Reflection Room (possibly more than 1 day)
- Shadow teacher on duty (possibly more than 1 day)
- Executive Support
- Parent contact – call / meeting / email
- Formal caution to suspend can be given at Principal's discretion
- ARCO involvement (racism only)

****** All incidents must be recorded on School Bytes ******

Serious Behaviour ~ Follow up responsibility – Executive

If student has support needs and / or diagnosis

- Dangerous behaviours that result in potential significant harm of others. This would include medical treatment being required by student or staff.

If not related to support needs /diagnosis:

- Continued / persistent disobedience and / or disruptive behaviour following previous intervention.
- Malicious damage to school property
- Extreme / continued / repeated verbal abuse
- Repeated cyber bullying and bullying
- Discrimination & Racism (targeted and intentional)
- Possession of drugs, alcohol, (E)cigarettes at school.
- Possession of a weapon

Possible Consequence/s

If student has support needs and/or diagnosis:

- Refer to student support plan
- Record on School Bytes
- Parent contact – meeting, phone, email
- Formal caution to suspend
- Suspension considered at Executive discretion

If not related to support needs and diagnosis

- Monitoring card / Playground card
- Time off playground with an executive
- Parent Contact
- In school withdrawal

Possible Consequences for breaches of School Wide expectations

Inappropriate behaviours may result in any of the following consequences depending on severity, frequency and context.

- Restorative counselling - teacher and students discuss better behaviours and consequences.
- Time-Out - student is removed from normal class setting - either in a quiet area in the classroom or in another class.
- Incident recorded in School Bytes - student behaviour is recorded for possible further counselling and consequences.
- Referral to LST- behaviours can be referred to the Learning Support Team
- Implement Guided intervention. e.g., teacher completes an ERASE form and begins behaviour check-up card (behaviour monitoring card communicated to parents each day).
- Parents contacted by letter/phone.
- Monitoring card
- ERASE PLAN (Tier 2)
- Risk Assessment (Tier 3)
- Adjustments and strategies in place e.g., Social Story, Visuals etc.
- Differentiation of learning tasks to suit learner academic level.
- Formal Caution - Parents are informed by phone or letter or a Pre suspension meeting.
- Suspension

Appendix 6

ERASE PLAN – Tier 2

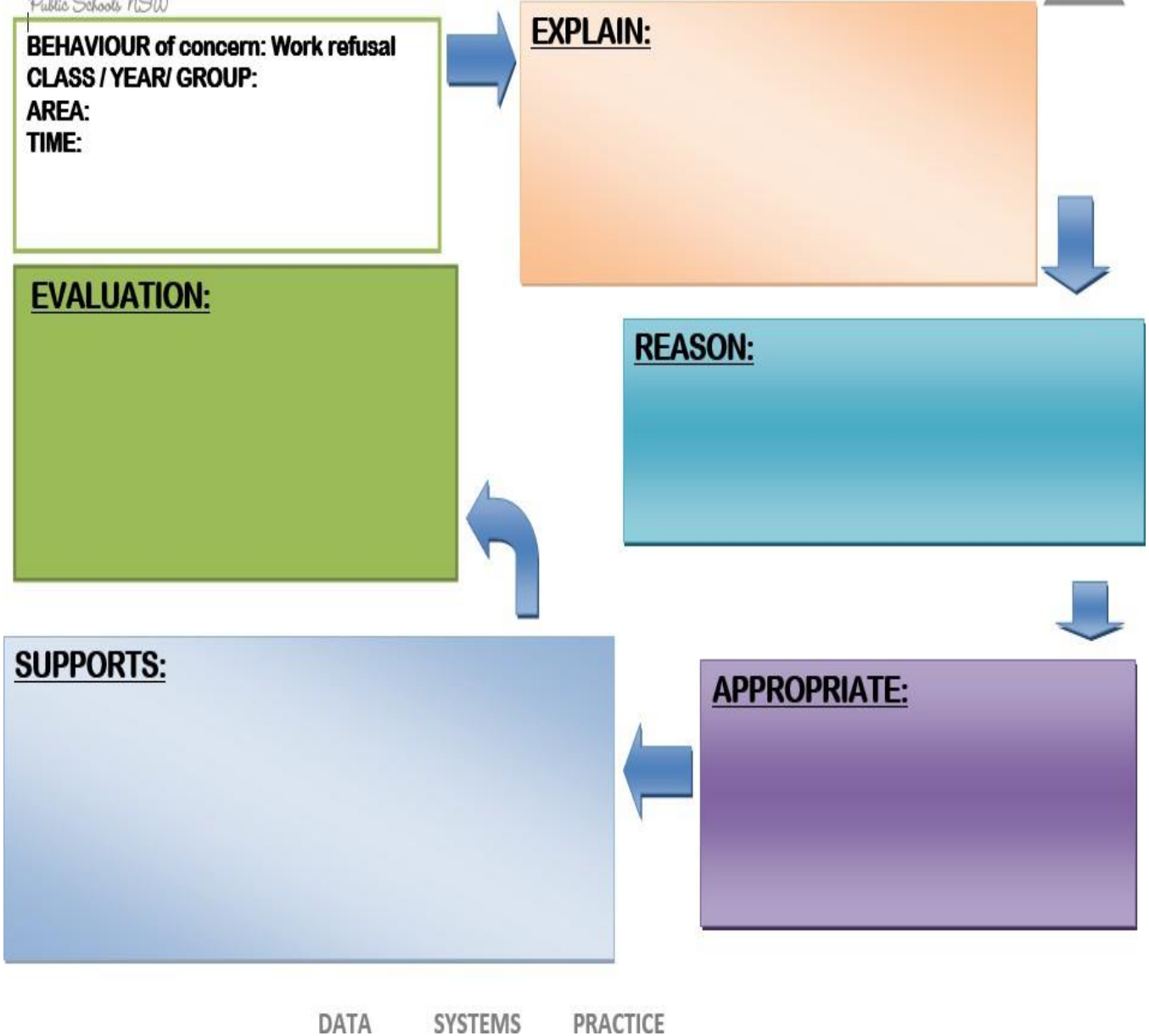
The aim of ERASE plan is to prevent the development or decrease the frequency and intensity of students' problem behaviours.

Incident data on SchoolBytes, provides information that informs students' suitability to Targeted interventions. To implement an ERASE plan, the following processes must occur:

1. Classroom teacher contacts the parents/ carer of student to discuss areas of concern and notifies parent of the intervention.
2. Classroom teacher and AP discuss student's behaviour and strategies that could be used for student. -consultation with LST and LAST should be considered.
3. An ERASE is completed by the classroom teacher with the student (and parent if appropriate) detailing behaviour of concern, possible reasons for behaviour, appropriate behaviour expected, supports needed and an evaluation of ERASE.
4. Students placed on check- up card to monitor goal set by classroom teacher and student
5. After negotiated time frame, data reviewed on student with classroom teacher

and meeting held with parent/carer to discuss

Positive Behaviour for Learning TIER 2 INTERVENTION – ERASE TASK



Appendix 7

Monitoring Cards

The Monitoring card is designed for students whose behaviours:

- are unresponsive to Universal practices and systems.
- do not require more immediate individualised plans.
- are observed across multiple settings or contexts.

The monitoring card is used to monitor student progress and positively reinforce (with negotiated reward) expected and appropriate behaviour.

When students are identified by the executive for targeted intervention, they are placed on a monitoring card. This card is designed to provide support and help them improve their behaviour. Students work with their classroom teacher and executive to set a goal and choose a reward. The classroom teacher and parent/carer review the time frame that the student will be on the monitoring card, and the student's progress is reported to the parent at the end of the week or sooner if required.



Fern Bay Public School Playground Monitoring Card - Student Name:

Just hand this card to the teacher on duty and they'll let you know how you've been doing. When you get back to your class lines, show your classroom teacher this card. Easy-peasy! **In the playground I will**

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning					
Where & what?					
Teacher comment					
Teacher Sign					
Lunch					
Where & what?					
Teacher comment					
Teacher Sign					
Recess					
Where & what?					
Teacher comment					
Teacher Sign					

Fern Bay Public School Classroom Monitoring Card - Student Name:



In the classroom I will

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning session					
Teacher comment					
Teacher Sign					
Middle session					
Teacher comment					
Teacher Sign					
Afternoon session					
Teacher comment					
Teacher Sign					

At the end of the week please show this card to Mrs Deters (K-2)/Mrs Saffioti (3-6).

Appendix 8

Reflection Room Procedure

Reflection Room is held at recess every day. Students will line up outside the Reflection Room and wait for the teacher on duty.

Playground Referrals: Teachers will attempt to resolve situation first, use teacher judgement, use restorative justice questioning to try and resolve. If unsuccessful, record a major incident on School Bytes after your duty so that the teacher on duty in the Reflection Room can hold a relevant restorative practice conversation.

Classroom Referrals: Teachers will work to resolve issues in the classroom and use a variety of strategies first e.g. work completion in their time, shadow you for duty, make up time with you. However, if these are unsuccessful, the Reflection Room may be used for classroom incidents if previous strategies have been unsuccessful.

Physical violence/fights that are severe will involve ringing executive immediately.

Reflection Room expectations: students sit quietly, completing restorative practice

reflection sheet while waiting for teacher chat – restorative justice questioning. If students do not arrive, teacher will ring the Office to do an announcement over the speaker to find students. If they still do not attend, time will double. After discussion, Reflection Room teacher will determine if further action is required. In most instances, after a student has attended the Reflection Room, parents will be notified by phone call or email.

Restorative Questions

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?