

Fisher Road School Behaviour Support and Management Plan

Overview

Fisher Road School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are **positive behaviour for learning, Fisher Road Zones Program, Smiling Minds, Peaceful Kids and Safety interventions/ verbal interventions training for all staff.**

Promoting and reinforcing positive student behaviour and school-wide expectations

Fisher Road School has the following school-wide rules and expectations:

- I learn
- I respect
- I care

Fisher Road School uses the following tiered model to guide strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

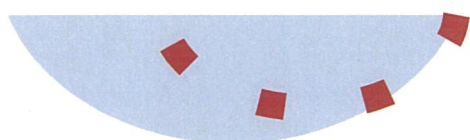
- Fisher Road Zones- this program is designed to underpin every day including everyday language, visuals and explicit teaching throughout the school.
- Positive Behaviour for Learning- consistent, valued, embedded practice to support student behaviour from whole school to targeted interventions.
- Smiling Minds and Peaceful Kids programs are practiced daily in classes to support regulation.
- Frequent consultation with experts to generalise and maximise student wellbeing- this includes school funded and NDIS therapists.
- Ongoing collaboration and regular reviews with parents/carers and partnerships with external/allied health teams to support student wellbeing.
- Dedicated expertise from our Wellbeing facilitator to work with small groups or one to one to support emotional regulation, co-regulation and self- regulation strategies.
- TacPac – use of TacPac music program to support positive behaviour.
- Key Word Sign, Alternate Communication and visuals to support the communication of explicit teaching, modelling and reinforcing of positive

student behaviour.

- Regular meetings with families to support positive behaviour.

Behaviour code for students

The behaviour code for students can be found at [Behaviour Code for Students](#). High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.



Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention	Fisher Road Zones	All classes are familiar with Fisher Road Zones. Students develop tailored toolboxes to support regulation. Personalised learning and support plans	All students
	Positive Behaviour for Learning	<ul style="list-style-type: none">- Tailored class rewards systems focusing on motivation and understanding.- School wide PBL system- students earn stickers for positive behaviour under the themes: "I learn, I respect, I care". Once a student earns 10 stickers, this can be exchanged for a tangible reward.- Student assemblies celebrate positive behaviour- Once a student earns 20 stickers in a semester they can attend " Morning tea with the Principal" and appear in a newsletter article.	All students
Early intervention	Safety interventions/ verbal	All staff refresh in Safety interventions/ Verbal interventions techniques to best	Staff

	interventions	support students Verbal Interventions: Specific strategies to help support students with crisis development model (CPI)	
	Sensory Room	Students who have identified sensory needs are able to access the sensory room for some time and space for regulation.	Individual Students
	PLP	Individual strategies developed for each student with additional needs for regulation e.g. listening to music and 'movement and dancing'	Individual Students
Targeted Intervention	Learning and support	<p>The Learning and Support teamwork with teachers, students, and families to support those students who require additional. personalised learning and support. Including instructional leadership, development of risk assessments and the development of short- and long-term goals.</p> <p>One to one support from wellbeing coordinator as needed.</p>	Individual students, families, staff
	Verbal Interventions/ Safety Interventions	<p>All staff refresh in Safety interventions/ Verbal interventions techniques to best support students.</p> <p>Safety Interventions: Staff trained/updated in training to ensure all staff are safe and supported.</p> <p>Students have safe spaces to go when escalated – various individualised rooms, outdoor spaces that have activities visuals etc to support students to regulate.</p>	All staff

Reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Personalised learning and support plan (PLP) reviewed.	The day of the incident	Principal	Personalised learning and Support Plan adjusted, as needed
Debriefing with staff	The day of the incident	Principal/ executive	Review of existing practices What could have been done better? Adjustments to processes if needed.
WHS contacted	The day of the incident	Teacher	Email
School Bytes incident recorded	The day of the incident	Teacher	School Bytes
Collaborative discussion with parents and experts as required- Paediatrician, OT, speech, behaviour, etc	TBC	Teacher/ Executive	Meeting minutes

Partnership with parents/carers

Fisher Road School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by collaborating on the Personalised Learning Support Plan. Reviewing this plan in PLP meetings.

Fisher Road School will communicate these expectations to parents/carers by PLP meetings, articles in the newsletter and information sessions.

School Anti-bullying Plan

[Schools existing Anti- bullying plan.](#)

Refer to the [Bullying of Students – Prevention and Response Policy and Anti-bullying Plan.](#)

Reviewing dates

Last review date: Day 1, Term 2, 2023

Next review date: Day 1, Term 2, 2024

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