



Behaviour Support and Management Plan

Overview

Girraween High School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

Girraween High School has the following school-wide rules and expectations for all students:

INTEGRITY: Being consistently honest and trustworthy.

EXCELLENCE: Striving for the highest personal achievement in all aspects of schooling and individual and community action, work and life-long learning.

RESPECT: Having regard for yourself and others, lawful and just authority and diversity within Australian society and accepting the right of others to hold different or opposing views.

RESPONSIBILITY: Being accountable for your actions towards yourself, community and the environment.

COOPERATION: Working together to achieve common goals, providing support to others, and engaging in peaceful resolution of conflict.

PARTICIPATION: Being a proactive and productive individual and group member, having pride in and contributing to the social and economic wealth of the community and the nation.

CARE: Concern for the wellbeing of yourself and others, demonstrating empathy and acting with compassion.

FAIRNESS: Being committed to the principles of social justice and opposing prejudice, dishonesty, and injustice.

DEMOCRACY: Accepting and promoting the rights, freedoms, and responsibilities of being an Australian citizen.

Girraween High School uses strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations.

Partnership with parents

Girraween High School will partner with parents in establishing expectations for parent engagement in developing and implementing student behaviour management strategies. Girraween High School will communicate these expectations to parents/carers by:

- Face-to-face and/or online meetings
- Phone calls
- Online communication (e.g. Sentral, messaging, emails), the school website and provide links to information and resources in the Behaviour support toolkit.

School-wide expectations and rules

Respect	Safety	Engagement
Treat one another with dignity	Model and follow departmental, school and/or class codes of behaviour and	Arrive at school and class on time
Speak and behave courteously	Negotiate and resolve conflict with empathy	Be prepared for every lesson
Value the interests, ability and culture of others	Care for self and others	Actively participate in learning
Dress appropriately by complying with the school uniform or dress code	Avoid dangerous behaviour and encourage others to avoid dangerous	Aspire and strive to achieve the highest standards of learning

Behaviour Code for Students

At Girraween High School 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

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.

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.

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

Care Continuum	Strategy or Program	Details	Audience
Prevention/ Early / Targeted / & Individual intervention	Restorative Practice	Promotes positive proactive strategies to provide opportunities to develop, strengthen, repair and maintain healthy relationships. Includes circles and restorative conversations.	Staff, students 7-12, families
Prevention	Friendly Schools	Students engage in social and emotional wellbeing lessons, which are reinforced by staff regularly, including at year and whole-school assemblies.	Staff, Wellbeing team, students 7-12, 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 / Early Intervention / targeted / individual	Australian eSafety Commissioner Toolkit for Schools	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyber-bullying incidents.	Students 7-12, staff, families
Prevention	National Week of Action Against Bullying and Violence (NWA)	Our school participates in the annual (NWA) – Term 3 each year.	Staff, students 7-12
Prevention	Transition Year 6 into 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.	Students 7 and 9, and coordinators

Prevention	Year 7 Positive Education lessons	Timetabled classes with Yr 7 students to promote positive behaviour.	Year Advisers Yr 7 students
Prevention	RIOT program	A whole school approach to building resilience in students using CBT based training.	Whole school
Prevention / Early intervention	Student Support Officer	Supports the implementation of the school's approach to wellbeing.	Student 7 - 12
Targeted / individual intervention	Learning and Support	The LST work with teachers, students and families to support students who require personalised learning and support.	Staff, individual students 7-12, families
Individual intervention	Attendance monitoring	Address barriers to improve attendance and set growth goals.	Students, Year Advisor
Individual intervention	Individual behaviour support planning	This may include developing, implementing monitoring and reviewing behaviour support, behaviour response and risk management plans.	Students, parent/carer, LaST, HT Wellbeing, Deputies
Early intervention		Continued use of preventative programs (above), culturally appropriate programs, school counselling service, Student Support Officers, buddy programs, referral to school Learning and Support Team, anti-bullying strategies, wellbeing programs	Staff, students, families, external providers
Targeted intervention		Continued use of preventative programs (above), school developed programs to support behaviour and wellbeing, restorative practice, Itinerant Support Teachers, targeted support from Student Support Officer, Delivery Support Team, Police Youth Liaison Officers.	Staff, students, families, external providers
Individual intervention	Individual Support Plan	Students with highly complex and challenging behaviours may need comprehensive systems of support that require regular	Staff, students, families, external providers

reviews in consultation with parents, other relevant specialist staff (internal or external to the school), service providers, inter-agency partners, and/or the Delivery Support team.

Staff, Student and Parent Expectations

Staff, students, and parents work together at Girraween High School to ensure that our school's Core Values (Aspire, Respect, Unite) are always adhered to. For this to occur, all key stakeholders have specific responsibilities. These include the following:

Students	Staff	Parents
<ul style="list-style-type: none"> ▪ respect the school and uphold the school's Core Values ▪ promote the school's image by wearing the correct school and sports uniform ▪ are punctual to school and class ▪ are responsible for their own actions by behaving safely and considerately ▪ maintain and contribute to a positive learning environment by listening, cooperating, and communicating effectively and respectfully ▪ apply themselves in all aspects of education ▪ respect all members of the school community and their property ▪ respect all school property ▪ acknowledge and respect the diversity and cultures of others ▪ actively encourage each other to uphold the 	<ul style="list-style-type: none"> ▪ uphold all DoE policies and procedures ▪ acknowledge and accept the diversity and cultures of others ▪ be punctual at all times; including class, supervision duties, teaching responsibilities, assemblies and playground duty supervision ▪ communicate with parents in a timely manner ▪ treat all colleagues, parents and students with courtesy and respect ▪ work collegially and professionally to maximise engagement and achievement ▪ provide and maintain a safe and productive learning environment ▪ provide regular feedback and recognise and reinforce student achievement and behaviour ▪ implement effective strategies to promote positive student behaviour and seek 	<ul style="list-style-type: none"> ▪ regularly communicate with their child about their school experiences and be aware of current school activities ▪ support their child and inform the school of any concerns about their child's well-being ▪ work with the school to resolve issues effectively and efficiently ▪ be positive role models and support academic progress ▪ provide a routine at home in a supportive environment ▪ encourage appropriate practices regarding electronic communication ▪ discuss and reinforce positive behaviour.

school's discipline and
behaviour policy

additional assistance where
required

Planned Responses to Positive Appropriate Behaviour

At our school, we value and celebrate positive behaviour and achievements. To encourage and acknowledge students' efforts and contributions, we have a structured system of recognition, including various awards and certificates.

1. Merit Certificates

- Awarded to students who consistently display positive behaviour, complete high-quality classwork, or demonstrate improvement in their academic efforts.
- Teachers nominate students for these awards on a regular basis to reinforce and motivate continued effort.

2. Volunteering Awards

- Recognise students who dedicate their time and effort to school or community service activities, such as assisting in events, mentoring peers, or participating in environmental initiatives.

3. Service Awards

- Acknowledge students who contribute to the school community by taking on leadership roles, assisting staff, or being active members of committees, clubs, or extracurricular programs.

4. Year Adviser's Awards

- Presented to students who exemplify academic performance, outstanding behaviour, resilience, or leadership within their year group.

5. Deputy Principal's Award

- This award highlights students who consistently exceed expectations in academic performance, leadership, or behaviour.
- Students who make significant contributions to the school community may also be considered.

6. Principal's Award

- The highest level of recognition for students who demonstrate exceptional excellence, dedication, or leadership across various areas, such as academics, sports, arts, or community service.
- The principal will present these awards at major school events, such as end-of-year ceremonies, to honour exceptional students and encourage others to follow their example.

Implementation and Communication

- Staff are encouraged to regularly identify and nominate students for these awards.
- Acknowledgements are made during school assemblies, year meetings, or special award ceremonies to publicly celebrate achievements.

This planned approach ensures that positive behaviour is consistently recognised, fostering a school culture of respect, effort, and excellence.

Planned Responses to Inappropriate Behaviour

Girraween High School Behaviours and Intervention

Teacher

Student Behaviour	Typical Interventions
<p>Disruption (which includes, but is not limited to):</p> <ul style="list-style-type: none"> ▪ Disrespect ▪ Off task ▪ Poor work ethic ▪ Non completion of schoolwork / homework ▪ Breaking classroom rules ▪ Conversational swearing ▪ Computer misuse ▪ Lateness to class ▪ Rudeness ▪ Phone use ▪ Not following instructions ▪ Class truancy ▪ Not bringing correct equipment/PE uniform ▪ Eating in class 	<p>Examples include:</p> <ul style="list-style-type: none"> ▪ Reprimand ▪ Moving student to another desk ▪ Lunch Detention ▪ Letter of concern ▪ Parent phone call ▪ Afternoon detention (With HT approval) ▪ Discreet conversation with student <p>Log incident on SENTRAL for tracking purposes as needed</p>

Head Teacher

Student Behaviour	Typical Interventions
<ul style="list-style-type: none"> ▪ Multiple breaches of classroom behaviour ▪ Missed multiple detentions ▪ Repeated defiance and disrespect ▪ Behaviours below suspension threshold ▪ Non serious attempt ▪ Lack of diligence and sustained effort 	<p>Examples include:</p> <ul style="list-style-type: none"> ▪ Reprimand ▪ Lunch Detention ▪ Letter of concern ▪ Parent phone call ▪ After school detention ▪ Discreet conversation with student ▪ Caution ▪ Place incident on SENTRAL for tracking purposes ▪ N-determination Warning Letters

Senior Executive

Student Behaviour	Typical Interventions
<ul style="list-style-type: none"> ▪ Causes actual harm to any person including physical violence, verbal abuse or psychological abuse ▪ Poses an unacceptable risk to health and safety, learning, and/or the wellbeing of any person ▪ Student’s continuing, consistent, unproductive and disruptive behaviour that results in a detrimental impact on the educational interests of other students past HT interventions and supports ▪ Damage to or the destruction or loss of property ▪ Persistent or serious misbehaviour including drugs and weapons ▪ Direct swearing at a teacher ▪ Cheating/Malpractice ▪ continued lack of diligence and sustained effort 	<p>Examples include:</p> <ul style="list-style-type: none"> ▪ Reprimand ▪ Parent interview ▪ Caution ▪ Formal Caution ▪ Lunch and/or After School Detention ▪ In school withdrawal ▪ Suspension ▪ DEL intervention ▪ Referral to Student External Services ▪ Referral to Delivery Support Team ▪ Police intervention ▪ Referral to outside agencies ▪ Loss of assessment marks ▪ N-determination

Planned responses to behaviours of concern, including bullying and cyber-bullying

Addressing behaviours of concern, particularly bullying and cyberbullying, is essential for fostering a positive school culture. By implementing these planned responses to behaviours of concern, including bullying and cyberbullying, we aim to create a safe and supportive environment for all students. Through education, clear communication, and a commitment to positive behaviour, we can work together to prevent and address bullying effectively, ensuring every student can thrive.

Below are our planned responses to effectively manage these behaviours:

1. Policy Development

- **Anti-Bullying Policy:** Our policy is a comprehensive anti-bullying policy that defines bullying and cyberbullying, outlines unacceptable behaviours, and specifies consequences for such actions.
- **Code of Conduct:** We clearly communicate the school's expectations for behaviour through the Staff, Student and Parent Expectations documents which is shared with students, staff, and parents.

2. Reporting Mechanisms

- **Multiple Reporting Channels:** Provide various options for reporting bullying, including anonymous reporting forms, a designated email address, and direct communication with trusted staff members.
- **Encouragement to Report:** Foster an environment where students feel safe and supported in reporting bullying incidents without fear of retaliation.

3. Immediate Support

- **Support Systems:** Ensure that students in need receive immediate support, including access to counselling services, peer support programs, and a safe space to discuss their experiences.

4. Investigation Procedures

- **Prompt Investigations:** Respond to reports of bullying and cyberbullying quickly and thoroughly, gathering information from all parties involved to understand the situation.
- **Documentation:** Keep detailed records of incidents, investigations, and outcomes to track patterns and inform future actions.

5. Intervention Strategies

- **Consequences for Behaviour:** Implement appropriate consequences for students who engage in bullying behaviour, which may include disciplinary actions, restorative practices, and mediation sessions.

6. Education and Awareness

- **Workshops and Training:** Offer workshops for students and parents, conducted by staff and Police, on bullying prevention, the impact of cyberbullying, and strategies for promoting a positive school culture.

7. Promoting Positive School Culture

- **Positive Behaviour Framework:** Integrate a Positive Behaviour for Learning (PBL) framework to reinforce and reward positive behaviours among students.
- **Celebrating Diversity:** Organise events and activities that celebrate diversity, inclusion, and respect, fostering a sense of belonging within the school community.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Behaviour / wellbeing ITD (Information Technology Division) system. These may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- detention, reflection and restorative practices (listed below)
- liaise with Team Around a School for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- formal caution to suspend, suspension or expulsion. (Taken from example school)
- 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 Policy
- Incident Notification and Response Procedures
- Student Behaviour policy and Suspension and Expulsion procedures.

Detention, reflection and restorative practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
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Teacher-directed Time-out- used to prevent an escalation of behaviour and support the teaching of appropriate behaviour and skills, such as self-regulation	During class (up to 10 min)	CRT	Online Learning and Management System
Student-directed Time-out - a planned behaviour intervention that is implemented as part of a behaviour support plan based on an assessment of the behaviour. Self-directed time-out enables students to leave a stressful situation for time alone and is often used to prevent an escalation of behaviour. It is designed to provide opportunities to regulate emotions and behaviour.	As needed, but monitored	Wellbeing Team	Online Learning and Management System
Alternate break plan – withdrawal from playground during breaks and re-allocation to office/classroom for supervised breaktime following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices	School hours	School executive	Online Learning and Management System
Recess / Lunch Detention	In block(s) up to 20 mins in duration. Must have at least 10 minutes of Recess or Lunch	All teachers	Online Learning and Management System
After-School Detention	In block(s) up to 60 mins in duration. Min. 24 hours parent notice unless negotiated	Head Teacher & Senior Executive	Online Learning and Management System

Review dates

Last review date: 31/01/2025: Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026

