

Forbes High School

Behaviour Support and Management Plan

Overview

At Forbes High School we understand that for students to reach their potential they must know how to interact with others in respectful, safe, stimulating and rewarding environments. We aim to prepare our students with the skills needed for lifelong, effective participation in their communities.

Principles of Practice

- Consistent and calm adult behaviour and learning environments give everyone their best chance to feel safe, respected and ready to learn.
- Structured, predictable and logical early responses to managing behaviour can redirect negative behaviours into positive experiences.
- Affirmation, encouragement and reward, model desired behaviours and ensure students feel known, valued and cared for.
- Consistent consequences across the school, are communicated clearly, are predictable, logical and designed to allow students time for reflection.
- Follow-up and restorative practices allow positive relationships to flourish.

Partnership with parents and carers

The school will:

- Engage with the school community to share the values of Forbes High School and NSW Public Schools
- Engage with parents and carers early and often to raise and address behaviour concerns
- Work with parents and carers to plan and implement targeted supports to address behaviour concerns
- Work with outside agencies to coordinate responses to individual student's behaviour

Student behaviour includes 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 the students' conduct
- When using social media, mobile devices and/or other technology involving another student or staff member, where there is a clear and close connection between the school and students' conduct.

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](#).

NSW Department of Education

Behaviour code for students

Information for students and parents or carers



NSW public schools are committed to providing safe, supportive, and responsive learning environments for everyone across a range of settings. We teach and model the inclusive and safe behaviours we value in our students.

In NSW public schools students are expected, to the best of their ability, to:

- show respect to 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
- act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- resolve conflict respectfully, calmly and fairly
- meet the school's agreed uniform policy or dress code
- attend school every day (unless legally excused)
- respect all property
- be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools
- not bully, harass, intimidate, or discriminate against anyone in our schools.

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

All students have a right to:

- safety at school
- access and fully participate in their learning
- be treated with respect by other students, teachers and school staff
- express their views, set goals and self-advocate.

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments and apply an appropriate action when students are not meeting these expectations. The department is responsible for the provision of 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.

Behaviour code for students: Student actions

Promoting the inclusion, 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 across a range of settings to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

To meet the expectations set out above, students in NSW public schools, to the best of their ability, should adhere to the following principles.

Respect

- Treat one another with dignity.
- Communicate and behave courteously.
- Act and work cooperatively with other students, teachers, and school staff.
- Develop positive and respectful relationships.
- Value the interests, ability and culture of others.
- Respect the learning needs of other students.
- Dress appropriately by wearing the agreed school uniform or dress code.
- Take care with school property and the property of staff and other students.

Safety

- Model and follow school and class rules and expectations around behaviour and conduct.
- Negotiate and resolve conflict.
- Be aware of and take responsibility for how their behaviour and actions impact others.
- Care for self and others.
- Be safe and help others to make safe choices that do not hurt themselves or others.

Engagement

- 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.

NSW Department of Education | PD-2006-0316-01-V02.0.0
If this is a printed document, refer to the department's Policy Library for the most recent version.

School-wide expectations and rules

Behaviour	Expectations
Attendance	- Students to attend each lesson everyday unless permission is given by parent for medical or family reasons - School to regularly communicate the importance of strong school attendance and school Attendance procedures - Refer to the Forbes High School Attendance Plan and Procedure for further information
Banned items	- Students to only bring required equipment to school - School to regularly remind students of banned items
Bullying, cyberbullying and harassment	- Students display positive interactions and kindness towards others - School to regularly reinforce school values - School to communicate anti-bullying and anti-cyberbullying strategies to students and the school community - For further information see Understanding bullying below
Classwork	- Students are to positively engage with classroom experiences and attempt what is asked of them - School to regularly reinforce school values - School to communicate Assessment procedures
Damage to property	- Students respect own, school and other's property - School to regularly reinforce school values
Defiance	- Students follow instructions and respond in a reasonable manner - School to regularly reinforce school values
Device misuse	- Students to use devices in accordance with department and school expectations, for educational purposes, as directed by a teacher - School to regularly reinforce school values - School to regularly remind students of Mobile Device procedures - Refer to the Forbes High School Responsible Use of Mobile Devices Plan and Procedures below for further information
Disruption	- Students behave in a considerate manner by following instructions, listening to others before speaking - School to regularly reinforce school values
Equipment	- Students to bring all required equipment - School to regularly reinforce school values

Uniform	• Students to wear correct school uniform • Students to bring a note of explanation or parents to phone the school • School to regularly reinforce school values • School supports students who have difficulty accessing uniform
Physical misconduct	• Students to interact with others in a safe and respectful manner • School to regularly reinforce school values
Verbal misconduct	• Students to use appropriate language in all contexts • School to regularly reinforce school values

Understanding bullying

Bullying can happen at school, at home or online. There is a nationally agreed definition of bullying which all Australian schools now use:

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Bullying has three key features. It:

- involves a misuse of power in a relationship
- is intentional, ongoing and repeated
- involves behaviours that can cause harm.

Bullying behaviour includes:

- physical – examples include: hitting, pushing, shoving or intimidating or otherwise physically hurting another person, damaging or stealing their belongings. It includes threats of violence
- verbal/written – examples include: name-calling or insulting someone about an attribute, quality or personal characteristic

- social (sometimes called relational or emotional bullying) – examples include: deliberately excluding someone, spreading rumours, and sharing information that will have a harmful effect on the other person and/or damaging a person's social reputation or social acceptance
- cyberbullying – any form of bullying behaviour that occurs online or via a mobile device. It can be verbal or written, and can include threats of violence as well as images, videos and/or audio.

What is not bullying?

There are also some behaviours, which, although they might be unpleasant or distressing, are not bullying:

- mutual conflict that involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation
- single episode acts of nastiness or physical aggression, or aggression directed towards many different people, is not bullying
- social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

School-wide strategies to identify, prevent and respond to bullying

Prevention

- Deputy Principals will regularly communicate to students at school assemblies the behaviour code for students.
- Year Advisers will build relationships with students to aid in the identification and prevention of bullying behaviours.
- Deputy Principals will regularly communicate with staff the Behaviour Support and Management Plan
- The school will action whole-school days with a focus on anti-bullying themes such as, Do it for Dolly, RUOK day and Harmony day

Identification

- Staff will identify and manage behaviours which breach the school-wide expectations and rules.
- Deputy Principals will monitor Sentral to identify incidents which may contribute to a pattern of bullying behaviour.
- Students will be asked to report behaviours which they believe are bullying to Year Advisers or Deputy Principals.

Responding

- Deputy Principals will work with Year Advisers, Girls Adviser and Boys Adviser to respond to instances of bullying through the use of Anti-bullying and harassment agreements. Instances of bullying may also result in formal cautions of suspension or suspension.
- Deputy Principals, Year Advisers, Girls Adviser or Boys Adviser will work with families to support students who are either victims or perpetrators of bullying
- Victims or perpetrators of bullying may be referred to individualised or small group programs to build positive behaviour and resilience.

Responsible Use of Mobile Devices Plan and Procedures

In accordance with NSW Government policy, mobile phone use is banned at Forbes High School.

- During the school day mobile devices are to be placed in the student's Yondr pouch. Yondr pouches will be distributed to students at the beginning of the school year or upon enrolment. Students who lose or damage their Yondr pouch are expected to see the deputy principal for a replacement pouch.
- It is expected that students DO NOT bring tablets such as I-pads to school. If a student brings a tablet to school, it is expected to be OFF and AWAY in the student's bag. Any breach of this expectation will activate the mobile device discipline procedure.
- Students are not to use a mobile device to record images, video or sound (unless under explicit teacher instructions).
- Students are not to use a mobile device for accessing, downloading or sending inappropriate, offensive or prohibited material.
- Students are not to use a device to contact a parent or carer during school hours. All such calls or messages should be made through the front office.
- All parent/carer contact with students throughout the school day is to occur through phoning the front office.
- During excursions, sporting events or extra-curricular activities students are not to use mobile devices without the direct permission of a teacher.
- In the case of overnight excursions students will be allowed to use their mobile phone to contact home at the discretion of the supervising teacher. All contact during the excursion should be through the supervising teacher on the number provided on the permission notes.

Whole school approach across the care continuum

Care Continuum	Strategy or Program	Details	Audience
Prevention	Recognition and Rewards procedure	Positive behaviour is recognised and rewarded	All students
Prevention	Explicit teaching of behaviours	Students regularly addressed at assembly Teachers regularly explain and model expected classroom behaviours	All students
Prevention	Trauma Informed Practice	Staff are aware of Trauma Informed Practice to engage with students	All staff
Prevention	Zones of Regulation	Students are introduced to Zones of Regulation during transition program	Year 7 Students

Care Continuum	Strategy or Program	Details	Audience
Prevention	Peer support	Year 7 students are grouped with Year 10 students to aid in a positive transition	Year 7 & Year 10 students
Prevention	Anti-bullying and anti-cyberbullying strategies	Anti-bullying and anti-cyberbullying message is revisited regularly throughout the year through addresses at assembly and/or roll call, class curriculum as appropriate, taking part in days such as Do it For Dolly, Harmony Day, School Liaison Police Officer visits and presentations	All students
Early intervention	Learning and Support Team	Staff make referrals to the Learning and Support Team for learning or wellbeing needs	Identified students
Targeted intervention	Rock and Water	Identified students work through the Rock and Water program	Identified students
Targeted intervention	DRUMBEAT	Identified students work through the Drumbeat program	Identified students
Targeted intervention	RAGE	Identified students work through the RAGE program	Identified students
Targeted intervention	Sista Speak Bro speak	Identified students work through the program	Identified students
Targeted intervention	Girls group Boys group	Identified students work through a school developed program	Identified students
Individual intervention	Anti-bullying and harassment agreement	Identified students are subject to an Anti-bullying and harassment agreement	Identified students
Individual intervention	School Counsellor	Works with identified students	Identified students
Individual intervention	Strategy card	Identified students work with the SSO or the School Counsellor to develop, implement and utilise a strategy card	Students identified at need by Learning and Support Team

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

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour	Targeted/Individualised Responses to behaviours of concern (major)
Explicitly teach expectations, rules and routines	Reiterate school values	Reiterate school values
Offer pre-corrections	Impose a consequence, eg: move seats	Teacher assigned seat
Redirect to school values	Restorative conversation, apology or mediation	Guided reflection or detention. See School guidelines for detention, reflection and restorative practices
Positive reinforcement of appropriate behaviour, for the class or individual	Parental contact is expected to be made early to build relationships and prevent behaviours increasing	Behaviour Monitoring card, Teacher or Head Teacher
Positive reinforcement of achievement		Alternate learning setting, eg: senior classes
Provide a choice		Refer to Head Teacher
Take up time		Parental contact is made to build relationships and garner support in management of behaviours of concern
Parental contact through newsletter, social media, post cards, positive phone calls		
Referral to Learning and Support Team		

Responses to serious behaviours of concern

Referral	Consequence	Suspension
After considering if the behaviour poses a risk to the safety or wellbeing of the student or others:	Deputy Principal will determine if it is safe for the student to return to normal routine or if an in-school consequence is required:	Is a suspension required for additional planning?
- Referral to Deputy Principal as there is a risk to safety. - Referral may be verbal but must be recorded on Sentral. - Deputy Principal will interview student, gather statement from staff or students	- Consequences may involve: - Reiterate school values - Placement in alternative learning setting, - Deputy Principal Monitoring card, - Detention, reflection, restoration or mediation - Parental contact - Formal Caution of Suspension - Referral to Learning and Support Team	- The NSW Department of Education <u>Student Behaviour policy and Suspension and Expulsion procedures</u> - Principal will decide if a suspension is to be applied and the length of time for the suspension

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.

Suspension and expulsion

Formal caution

There may be circumstances where an individual student's behaviour is of such concern that formal communication with parents or carers will be required.

If such behaviour persists, the principal can issue a formal caution of suspension, in writing, to the parents or carers.

The purpose of the formal caution is for the student and their parents or carers to understand the impact of the student's behaviour or behaviours of concern and to engage them in positive behaviour supports and strategies.

A formal caution is valid for up to 50 school days from the date the caution is issued.

Suspension

There will be cases of unacceptable behaviour where a student may need to be removed from the school for a period of time. Suspension is an action available to the principal in these situations. Principals can use suspension as a behaviour management intervention when a behaviour or behaviours of concern pose an unacceptable risk to others or to teaching and learning.

The purpose of the suspension is to allow the school to implement appropriate supports during the student's absence to address the student's complex and challenging behaviour or behaviours. This is to ensure a successful return to school, and mitigate any unacceptable risks posed to teaching and learning, and the health, safety and wellbeing of staff and/or students.

Principals can suspend a student engaging in behaviour or behaviours of concern on grounds that could include but are not limited to:

- continued/persistent disobedience and/or disruptive behaviour
- malicious damage to or theft of property
- verbal abuse
- bullying and cyberbullying
- misuse of technology
- discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity.

Due to the immediate and/or significant risk of harm to students or staff, it is important principals consider issuing an immediate suspension to any student who engages in serious behaviour or behaviours of concern that could include but are not limited to:

- being in possession of, uses or supplies tobacco, vaping devices, alcohol and e-cigarettes
- being in possession of, uses or supplies a suspected illegal/restricted substance
- being in possession of, or using weapons including knives (excluding Kirpans, in line with guidance set out in [Legal Issues Bulletin 22 – Knives in schools](#)) and firearms
- using an implement as a weapon
- seriously threatening or engaging in physically violent behaviour

- engaging in serious criminal behaviour related to the school
- engaging in sexual harassment, sexual assault or other sexualised behaviour that may pose a risk of or has caused physical, psychological or emotional harm to others. See definition.

The principal must decide the duration of the suspension with consideration of appropriate time to implement supports for the student and/or put in place appropriate safety measures where relevant.

The duration can be:

- up to 10 consecutive school days for students in Year 3 to Year 12

Principals must attempt to resolve the suspension and return the student to school on or before the concluding date of the suspension.

- Wherever possible, a face-to-face meeting should be held to resolve the suspension and return the student to school. Other meeting formats may be appropriate in some situations.

Expulsion

There may be some serious circumstances where behaviour interventions, including suspensions and risk management strategies have not been successful in managing significant behaviours of concern.

In these circumstances a principal can consider expelling a student from the school.

For further information refer to [Suspension and Expulsion procedures](#).

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](#)

[Suspension and Expulsion procedures](#)

School guidelines for detention, reflection and restorative practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection	No longer than 15 minutes in recess or lunch to allow students to eat and have a toilet break	Teacher Head Teacher	Sentral entry

Strategy	When and how long?	Who coordinates?	How are these recorded?
Restorative practices, eg: restorative conversation, mediation, community service	No longer than 15 minutes in recess or lunch to allow students to eat and have a toilet break	Teacher Head Teacher	Sentral entry
Detention	No longer than 15 minutes in recess or lunch to allow students to eat and have a toilet break	Senior Executive	Sentral entry

Behaviour Monitoring Process

When management of behaviour needs greater attention to support a student to develop awareness of their behaviour and its impact upon others, a student may be placed on a monitoring card. Behaviour monitoring provides positive and proactive support for students are having difficulty meeting school values and expectations. Monitoring allows opportunities for staff and students to develop relationships through the acknowledgement of appropriate behaviour.

Teacher monitoring

When an incident or incidents cannot be managed within the classroom then Teacher monitoring is implemented to correct behaviour as part of a re-teaching strategy. Placement on Teacher monitoring will be identified by class teacher, Head Teacher or Sentral report data All actions to be documented on Sentral.	
Placement on Teacher monitoring may be due to: - Repeatedly not upholding school values in the classroom - or - Repeatedly being removed to senior classes - or - Repeatedly placed on Reflections - or - Repeated Head Teacher intervention	Teacher monitoring consequence: - Teacher managed class monitoring card, with targeted expectation. - Phone call home at the beginning and end of monitoring period. 5 lessons. - More than one unsatisfactory within two lessons in a monitoring period will result in a teacher guided reflection. - Placement on teacher monitoring may result in school representation restrictions.

Head Teacher monitoring

When a student has not met the expectations set out in Teacher monitoring, Head Teacher monitoring intervention will be implemented. Placement on Head Teacher monitoring will be identified by Head Teacher, Deputy Principal or Sentral report data All actions to be documented on Sentral.	
Placement on Head Teacher monitoring may be due to: • Not upholding school values in the classroom in one subject in an ongoing manner - or • Repeated Head Teacher intervention	Head Teacher monitoring consequence: • Head Teacher monitoring card, teacher managed in the classroom. • May be used for more than one subject across a faculty at the same time. • Student reports to Head Teacher before and/or after every lesson throughout the period of monitoring. • Head Teacher phone call home at the beginning and end of monitoring period. • 5 lessons. • One unsatisfactory lesson will result in a Head Teacher guided reflection. • More than one 'unsatisfactory' within two lessons in a monitoring period will result in placement in senior class for the next lesson and an additional monitoring lesson being added. • Placement on Head Teacher monitoring will result in school representation restrictions.

Deputy Principal monitoring

Placement on Deputy Principal monitoring will be identified by Deputy Principal or Sentral report data	
Placement on Deputy Principal monitoring may be due to: • Persistently not upholding school values in the classroom in more than one subject - or • Failure to modify behaviour with Level 2 consequences - or • Repeated Head Teacher intervention - or • Deputy Principal intervention	Deputy Principal monitoring consequence: • Deputy Principal monitoring card. • May be concurrent with removal to senior classes. • May be concurrent with a formal warning of suspension. • Student reports to Deputy Principal at the beginning of the day, recess and lunchtime. • Deputy Principal phone call home at the beginning and end of monitoring period, or as required. • 5 days.

	• One unsatisfactory in a day will result in playground restrictions. • More than one unsatisfactory in a day will result in an additional day being added to the monitoring period. • Placement on Deputy Principal monitoring will result in school representation restrictions.
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Restriction on School representation and activities

Students whose behaviour is not of an acceptable standard may be restricted from participating in a range of school representation activities such as attendance at school social events, school representation activities and non-curriculum based excursions.

Behaviours resulting in non-participation in school representation activities:

- Attendance rate of less than 85%.
- More than 5 lessons/days placement on a school monitoring card in a term will result in non-participation for a period of ten school days.
- Suspension:
 - A suspension of 1-5 days will result in non-participation for a period of 5 weeks.
 - A suspension of 6-10 days will result in non-participation for a period of 10 weeks.
 - A suspension of 11 days or more, or more than one suspension will result in non-participation for the remainder of the year.
- Any outstanding non-completion notifications across one or more subjects.
- Absence from school on the day of a school social event.

Students may appeal a decision by completing a School Representation Activities Appeal form (Appendix 6) and presenting it to the Deputy Principal of their year group.

School Representation Appeal Committee – Deputy Principal, Year Adviser, and sport organiser or event organiser.

When considering appeals for suspension, the Deputy Principal who did not impose the suspension will be on the committee.

Community consultation

Forbes High School P and C: 20 November 2024

Review dates

Last review date: 31 January 2025 by Lee-Anne Jones Deputy Principal

Next review date: 31 January 2026

Appendix 1

Proactive Management for positive behaviour

Proactive classroom management contributes to positive learning outcomes. Proactive classroom management encompasses preventative and responsive strategies to support and facilitate both academic and social/emotional learning. At Forbes High School all teachers employ these strategies everyday:

- Develop positive relationships with students.
- Provide structured and engaging lessons.
- Teach the rules and routines.
- Offer pre-corrections to remind students of expectations.
- Use active supervision to help students stay on task.
- Model mature social and emotional skills.
- Start afresh each lesson.
- Meet and greet students at the door every lesson.
- Smile and use positive, open body language.
- Recognise and praise the behaviour you want immediately.
- Be enthusiastic and passionate about learning.
- Have organised and equipped environments.
- Establish consistent routines.
- Remind students, through clear instructions, of the boundaries before each task.
- Use and insist on great manners.
- Acknowledge every learner in the room.
- Deliberately persistently search for and praise positive behaviour.
- Recognise and reward effort.
- Encourage, recognise, vocalise and reward collaborative efforts.
- Take every opportunity to praise students.
- Use reward system generously.
- Make sure the last thing the students hear is a positive affirmation of the good things they have achieved.
- Involve families in acknowledging success through phone calls, post cards, letters.
- Listen to student voice.
- Keep calm and avoid emotional conflicts with students.
- Redirect students rather than chastise.
- Check in on students when things seem tough.
- Make learning relevant.
- Structure learning sequences clearly.
- Use formative assessment regularly to ensure no one is left behind.
- Learn from those around us.
- Look after ourselves and each other.
- Seek support of others where and when needed.

Classroom behaviour management procedure

Use scripts to clearly identify behaviour and expectations. Keep calm and offer plenty of take up time.

1. Reminder, take up time.
2. Warning, take up time.
3. Last chance, lots of take up time.
4. Implement suggested interventions.

Scripts for supporting behaviour

These scripts support staff to deescalate situations by engaging in behaviour redirection or to give an instruction and walk away, providing students with the take up time required to adjust their behaviour. Teachers should remain calm and consistent throughout.

- ‘I noticed you are... (identify the behaviour)’
- ‘You broke our rule about... (connect the behaviour to the rule)’
- ‘You have chosen to... (map out the consequence)’
- ‘Do you remember last week/yesterday/five minutes ago when you did brilliantly? That is the conduct I need to see from you today (refer back and reframe)’
- ‘Thank you for listening (walk away, don’t look back, give take up time)’
- ‘Are you being a responsible/respectful learner?’
- ‘Please make sure you are in the right place at the right time.’
- ‘We respect our playground by placing rubbish in the bin.’
- ‘At Forbes High School we do not interrupt the learning of others.’
- ‘We use respectful language at Forbes High School.’
- ‘Being responsible means coming to class ready to learn.’
- ‘Can you show respect to me/the class by listening please.’
- ‘We respect the school by ...’
- ‘It is your responsibility to arrive on time and ready to learn.’

Assertive redirection

- ‘I need to talk to you about being respectful/responsible/honest/doing your best’
- ‘You know the routine for ...’
- ‘You could make this right by...’
- ‘Where in the room would you learn best?’
- ‘Let’s focus on what is going to happen next’
- ‘I don’t expect I will need to speak to you again. You look ready to return to work.’

You can continue to follow up any of these scripts by adding the following:

- ‘I am not going to discuss it now as it is not respectful to our class and is interrupting the learning of others. However, if you do not follow my instruction there will be a consequence later.’
- ‘I can’t stop to discuss this now as I am on my way to class/duty/a meeting, but I expect you to follow my instruction.’
- ‘I will be back in a moment to ensure you have followed my instruction.’

Positive phone call home (identify students who would benefit from a phone call early in the term/year)

- ‘Do you have a minute for some positive feedback? / I’m just about to teach but do you have a second for some good news?’

The message should always link to our over and above behaviours: achievement, resilience, contribution

That’s it, I just wanted to pass that on before the weekend - thank you / That’s my next class heading my way, but I just wanted to pass that on.’

Negative phone call home (make early before behaviours become established)

‘Do you have a moment to discuss ____’s application in class / I am concerned that ____’s application has decreased and I want to work with you to ensure ____’s gets back on track

Appendix 2

Examples of unacceptable behaviour

In managing classroom behaviour, we must strive to understand the function of the behaviour and how teachers and students can work together to resolve the situation. We should always work to build a pathway back to learning.

Behaviour	Minor
Attendance	Student is not in the right place at the right time. Eg: late to class, missing from class for a lengthy period of time. Refer to Attendance procedures.
Banned items	Student has in possession and/or uses banned item. Eg: chewing gum, permanent markers, spit balls, rubber bands, aerosol cans, energy drinks, portable speakers.
Bullying, cyberbully and harassment	Student delivers isolated disrespectful or inappropriate comment to others, may be written or verbal, or may use technology. Eg: name calling, insults.
Classwork	Student does not complete classwork to a satisfactory standard. Eg: not engaging, failure to complete work, poor standard, copying.
Damage to property	Student participates in an activity that results in minor damage to property. Eg: littering, minor graffiti, minor breakage.
Defiance	Student engages in minor acts of defiance. Eg: refusal to follow initial instruction, talks back.
Device misuse	Student uses their device in an inappropriate manner. Eg: unauthorised use of laptop, mobile phone, other device or accessory, inappropriate messages. Refer to Mobile Device procedures.
Disruption	Student engages in behaviour causing short interruptions to a class or activity. Eg: calling out, talking, out of seat.
Equipment	Student fails to bring correct equipment to school. Eg: workbook, textbook, calculator.
Physical misconduct	Student engages in inappropriate physical actions. Eg: kicking chairs, taking belongings, rough play.
Uniform	Student fails to comply with uniform expectations by wearing incorrect school uniform. Eg: non-uniform item, non-leather shoes, sports shirt on non-sport or PE day, no sport shirt for sport or PE.
Verbal misconduct	Student delivers inappropriate verbal messages. Eg: swearing, gossiping, lying.

Behaviour	Major
Attendance	Student is regularly not in the right place at the right time or misses a large part of a lesson or a whole lesson. Eg: consistently late to class, consistently leaves class early or partial lesson. Refer to Attendance procedures.
Banned items	Student has in possession and/or uses banned item. Eg: inappropriate material, water bombs, stink bombs.
Bullying, cyberbullying, harassment	Student repeatedly delivers disrespectful or inappropriate comments to others, written or verbal, or through technology. May be in regard to race, ethnicity, disability, religion, gender, age, national origin, and/or sexual orientation. Eg: use of derogatory names, repeated inappropriate comments.
Classwork	Student often does not complete classwork to a satisfactory standard. Eg: not engaging, passive resistance, poor standard, disruption in a test or examination. Refer to Assessment procedures.
Damage to property	Student participates in an activity that results in significant damage to property or is involved in theft. Eg: significant graffiti, breakages.
Defiance	Student engages in behaviour causing an interruption in a class or activity where the student is not responsive to repeated directions or behaviour is repeated over several lessons. Eg: repeated refusal to follow reasonable instructions, high level defiance, passive resistance.
Device misuse	Student repeatedly uses their device in an inappropriate manner or fails to comply with device procedures. Eg: unauthorised use of/repeated inappropriate use of or failure to hand over laptop, mobile phone, other device or accessory, cyber-bullying like behaviours. Refer to Mobile Device procedures.
Disruption	Student engages in behaviour causing ongoing interruptions to a class or activity. Eg: constant calling out or out of seat, sustained loud talk.
Equipment	Student repeatedly fails to bring correct equipment to school. Eg: workbook, textbook, calculator.
Physical misconduct	Student engages in aggressive or repetitive actions involving physical contact where injury may occur. Eg: pushing, aggressive or dangerous behaviour.

Uniform	Student repeatedly fails to comply with uniform expectations. Eg: non-uniform item, non-leather shoes, sports shirt on non-sport or PE day, no sport shirt for sport or PE.
Verbal misconduct	Student delivers loud, disruptive verbal messages. Eg: swearing, aggressive or obscene language, repetitive lying, name calling, sexual remarks.

Behaviour	Serious
Attendance	Student does not attend whole day or fails to be in right place at right time after HT intervention. Eg: consistently late to class, consistently leaves class early, whole lesson truancy, whole day truancy, leaves school grounds. Refer to Attendance procedures.
Banned items	Student is in possession of, caught using, or under the influence of banned item. Eg: cigarettes, e-cigarettes, alcohol, drugs, weapons, fireworks, pornography, lasers.
Bullying, cyberbullying, harassment	Student delivers extreme or ongoing, written or verbal, disrespectful messages to others including threats or intimidation regarding race, ethnicity, disability, religion, gender, age, national origin, and/or sexual orientation. Student misuses technology to harass or solicit information of images. Eg: offensive or derogatory language, offensive or illegal behaviour using a device.
Classwork	Student consistently does not complete classwork to a satisfactory standard. Eg: refusal, plagiarism or using someone else's work as their own, cheating in an examination, non-submission of assessment task. Refer to Assessment procedures.
Damage to property	Student participates in an activity that results in major damage to property or is involved in theft. Eg: major graffiti, destruction of property.
Defiance	Student engages in behaviour causing an interruption in a class or activity where the student is not responsive to repeated directions or behaviour is repeated or the result of direct disobedience, unsafe actions. Eg: refusal to complete work, refusal to follow HT instructions, ongoing high-level defiance.

Device misuse	Student uses laptop, mobile phone, other device or accessory in a highly inappropriate manner and/or fails to comply with HT directions. Eg: cyberbullying, pornography. Refer to Mobile Device procedures.
Disruption	Student engages in behaviour causing major persistent interruptions to a class or activity. Eg: calling out, loud talk, out of seat.
Equipment	Student repeatedly fails to bring correct equipment to school after HT direction.
Physical misconduct	Student involved in serious physical contact where injury may occur or is sexual in nature. Eg: violence against other, sexual contact.
Uniform	Regularly or consistently out of correct uniform without reason, refusal to attend reflections.
Verbal misconduct	Student engages in abusive verbal interactions. Eg: abusive or threatening language directed at others, lying to cause distress.

Appendix 3

Bullying Response Flowchart

Suggested process for dealing with instances of bullying, cyberbullying or harassment.



Appendix 4

Reflective questions

The template can be found in the Staff Handbook

FORBES HIGH SCHOOL



Reflective Questions

Name: _____ Date: _____

Class: _____ Period: _____ Teacher: _____

What happened?

☐ attendance ☐ banned item ☐ classwork ☐ damage to property	☐ defiance ☐ device misuse ☐ disruption ☐ equipment	☐ harassment ☐ physical misconduct ☐ uniform ☐ verbal misconduct
Other: _____ _____		

What were you thinking at the time?

What have you thought about since?

Who has been affected by what you have done? ☐ Myself ☐ Other students ☐ Teacher	In what ways have they been affected? _____ _____ _____
---	--

What are you going to do to modify your behaviour in order to resolve the issue?

I understand that if I break this agreement that I may be issued with further consequences for my behaviour.

 Student signature

 Teacher signature

Appendix 5

Monitoring card

The template can be found in the Staff Handbook

FORBES HIGH SCHOOL

BEHAVIOUR MONITORING

Date: _____



Name: _____ Year: _____ Targeted behaviours: _____

Teachers, please indicate whether the student has displayed the targeted behaviours in satisfactory (S) or unsatisfactory (U) way. There is space on the back of the sheet if a comment needs to be made. *Behaviours beyond the scope of those targeted are to be dealt with through the usual channels.*

	Day 1				Day 2				Day 3				Day 4				Day 5			
Date	____ / ____				____ / ____				____ / ____				____ / ____				____ / ____			
	😊	😐	😞	Teacher sign	😊	😐	😞	Teacher sign	😊	😐	😞	Teacher sign	😊	😐	😞	Teacher sign	😊	😐	😞	Teacher sign
P1																				
P2																				
Recess																				
P3																				
P4																				
Lunch																				
P5																				

	Day 1		Day 2		Day 3		Day 4		Day 5	
Date	____ / ____		____ / ____		____ / ____		____ / ____		____ / ____	
P1										
P2										
Recess										
P3										
P4										
Lunch										
P5										

Appendix 6

Appeal form – Restrictions on school representation and activities

The template can be found in the Staff Handbook



APPEAL FORM – Restrictions on School Representation and Activities

Name: Year: Date:

I wish to appeal my exclusion from school representation and activities.

☐ Monitoring card (please circle): Teacher Head Teacher Deputy Principal

Date:

Suspension Date:

In order to take part in the following school representation or activity (include title of event and date):

For the reasons listed below (include an explanation of why your restriction should be lifted):

Student: Parent/Carer:

School support person (you may like to have someone in the school support your appeal):

Support person:

APPEAL COMMITTEE

Upheld: ☐

Denied: ☐

Appeal Committee comment:

Deputy Principal:

Committee member:

Year Adviser:

Date: