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 if 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
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 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 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

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
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

Care Continuum	Strategy or Program	Details	Audience
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.	• Consequences may involve: − Reiterate school values	• The NSW Department of Education Student Behaviour policy and Suspension

		and Expulsion procedures
• Deputy Principal will interview student, gather statement from staff or students	– Placement in alternative learning setting,	• Principal will decide if a suspension is to be applied and the length of time for the suspension
	– Deputy Principal Monitoring card,	
	– Detention, reflection, restoration or mediation	
	– Parental contact	
	– Formal Caution of Suspension	
	– Referral to Learning and Support Team	

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
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.

Restriction on School representation and activities

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

Behaviours impacting eligibility in school representation and activities:
- Attendance rate of less than 85%.
- Any outstanding non-completion of assessment tasks across one or more subjects.
- Unjustified absence from school on the day of a school social event.

- More than 5 lessons placement on a Teacher or Head Teacher monitoring card in a term will result in non-participation for a period of five school days.
- More than 5 days placement on a Deputy Principal monitoring card in a term will result in non-participation for a period of ten school days.
- Suspension:
  - A suspension will result in ineligibility for a period of 1 week per number of days of suspension.
  - A suspension of 11 days or will result in non-participation for the remainder of the year.
  - Suspensions totally 11 days or more will result in ineligibility for the remainder of the year

Teachers organising activities or events are expected to liaise with their Head Teacher or Deputy Principal to determine student eligibility.

Students may appeal an eligibility decision by completing a School Representation and 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: 30 November 2025 by Lee-Anne Jones Deputy Principal

Next review date: 31 January 2027