

## Glen Innes High School Behaviour Support and Management Plan

### Overview

*Glen Innes High School* is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged in their learning. Our school promotes positive behaviour for learning practices and aims to create a safe, respectful learning environment where every student can thrive academically, socially, and emotionally.

Our goal is to inspire every child to participate positively in society. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful learners in a caring learning community.

The principles of positive behaviour support, trauma-informed practice, inclusive practice, and social emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

Our processes are founded on the idea that students must learn to take responsibility for their own actions and to ensure all staff respond to these challenges consistently to support students to acknowledge harm and learn from their behaviour.

To achieve our mission, key approaches and programs prioritised and valued by the school community are:

- Positive Behaviour for Learning
- Restorative Practice
- Berry St Educational Model practices

These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying.

Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.

### Partnership with parents and carers

Glen Innes High School recognises the vital role of parents and carers in supporting student behaviour. We partner with families in establishing expectations for parent engagement in developing and implementing student behaviour management strategies, including for bullying behaviour by:

- inviting families and student feedback through formal and informal means, for Glen Innes, through Public Education Surveys, school surveys, consulting with the school's P & C Association and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices. Glen Innes High School will communicate these expectations to parents/carers through the school newsletter, website and provide links to information and resources in the [Behaviour support toolkit](#).

## School-wide expectations and rules

Glen Innes High School has the following school-wide expectations and rules:

### To be respectful, responsible, resilient learners.

Respect	Responsibility	Diligence
We use positive, kind, and appropriate language	We are in the right place, at the right time, with the right equipment	We stay on task
We follow directions without argument	We behave in a safe and appropriate manner	We strive to improve

## Behaviour code for students

The NSW Department of Education's Behaviour Code for Students sets the standard for behaviour in all public schools. 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. Glen Innes High School aligns this code by fostering a learning environment that prioritises safety, respect, and active listening.

At Glen Innes High School, we teach and model the behaviours outlined in the Behaviour Code for Students, mirroring these principals in our school-wide expectations of being safe, respectful, and active learners. We are dedicated to creating a community where every student feels supported to engage positively in their learning journey.

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 \(nsw.gov.au\)](#)

## Whole school approach across the care continuum

Our school embeds student wellbeing and positive behaviour approaches and strategies across the care continuum and responds to behaviours of concern, including bullying and cyberbullying behaviour. Behaviours that do not constitute bullying include mutual disagreements or isolated incidents.

These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships. These practices include:

- explicitly teaching classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- actively supervising students
- maximising opportunities for active engagement with learning
- providing carefully sequenced engaging lessons that provide options for student choice
- differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention/ Early/ Targeted/ & Individual intervention	<a href="#">Restorative Practice</a>	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	Wellbeing Lunches	A whole school program which provides a healthy lunch for any student in need.	All students
Prevention	The Wellbeing HUB	Wellbeing Hub: Classroom dedicated to allowing students to regulate. Time varies – based on individual student wellbeing/Behaviour plan.	Wellbeing Teacher /SSO Targeted individual students
Prevention	Stymie	Stymie is an anonymous reporting platform that supports and empowers young people to report all kinds of bullying and harm to foster psychological and physical safety in their schools.	Whole School
Prevention	Interest Groups	Clubs and activities based on student interests to help them build friendships, develop hobbies, and engage positively during break times.	All students
Prevention	Restorative Practices	Implements classroom circles and mediation to build relationships, repair harm and create a supportive school climate.	All students
Prevention	<a href="#">CLaN</a>	Pastoral care program for the whole school to discuss wellbeing needs.	All students
Prevention	RAGE	RAGE is designed for young people who have difficulty controlling their emotions. This program helps students to identify feelings of anger, along with triggers, and explore alternate strategies to coping with frustration.	7-10
Prevention	Managing The Bull	A course that builds resilience in bullied children through games, activities and discussions. It teaches kids how to feel safe from bullies by giving them strategies and coping techniques.	7-10
Prevention	ELEVATE Education	Facilitator lead group sessions that break down essential study skills into defined processes for student success including time management, content organisation and exam processes.	10-12, families
Prevention	<a href="#">PDHPE curriculum</a>	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 <a href="#">Toolkit for Schools</a>	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	Communication with parents	To increase parent’s understanding of how our school addresses all forms of behaviour.	Staff, students 7-12, families
Prevention	<a href="#">National Week of Action Against Bullying and Violence (NWA)</a>	Our school participates in the annual (NWA) – Term 3 each year.	Staff, students 7-12
Prevention	<a href="#">R U OK Day</a>	A supportive day for the whole school to have meaningful conversations and build trust around mental health.	7-12, Staff

Prevention	<a href="#">Transition Year 6 into 7</a>	Focusing on a safe and successful movement from primary to high school.	Incoming Year 7 students
Prevention	<a href="#">Life Ready Program</a>	Mandatory 25-hour course related to 6 domains including sexual health, independent living, drug and alcohol. This is designed to improve student independence and capacity post- school.	Students 11-12
Prevention	<a href="#">Drug and Alcohol Education</a>	Expert lead sessions to minimise harm related to alcohol and drug use in youth and family.	Student 7 - 12
Prevention	<a href="#">Students As LifeStyle Activists</a>	University of Newcastle partnership with our students. Leaders in Year 10 train and then run group sessions that improve Year 8 student knowledge on food, self-care, exercise and proactive choices.	Student 8 and 10
Prevention / Early intervention	<a href="#">Student support officer</a>	Supports the implementation of the school's approach to wellbeing.	Student 7 - 12
Early Intervention	<a href="#">Berry Street/Trauma Informed</a>	The Berry Street Education Model (BSEM) is a trauma-informed strengths-based approach designed to inform and guide teacher practice, student learning, student engagement, and psychosocial functioning.	Students identified as needing additional support
Early Intervention	<a href="#">PBL Strategy</a>	PBL Tier 1 Schoolwide and classroom systems of support brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.	Whole School
Targeted / individual intervention	<a href="#">Learning and Support</a>	The LaST works with teachers, students and families to support students who require personalised learning and support.	Staff, individual students 7-12, families
Targeted intervention	<a href="#">Leadership programs</a>	Student Representative Council	Students 7-12
Individual intervention	<a href="#">Daily Pastoral Care - CLaN</a>	Daily support to change a pattern of behaviour. This includes focused wellbeing support for all students.	Students 7-12
Individual intervention	<a href="#">Attendance monitoring</a>	Address barriers to improve attendance and set growth goals.	Students, Year Advisor
Individual intervention	<a href="#">Individual behaviour support planning</a>	This may include developing, implementing monitoring and reviewing behaviour support, behaviour response and risk management plans.	Students, parent/carer, LaST, HT Wellbeing
Individual Intervention	<a href="#">Access to School Psychologists/ Counsellors/ Student Wellbeing Officer</a>	Provides mental health support and counselling services for students facing academic, social, emotional, or family issues, helping them manage their challenges and improving their wellbeing.	Students requiring support
Individual Intervention	<a href="#">Referral to External Agencies</a>	Refers students and their families to external resources for additional support beyond what the school can provide, ensuring a comprehensive support network.	Students and families needing specialised support beyond the schools' resources.

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

### Identifying behaviour of concern, including bullying and cyberbullying

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm.

See Appendix 1.

Glen Innes High School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for Glen Innes:

- directly observing a student's behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
- a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
- concerns raised by a parent, community member or agency.

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support for example through their year advisor or school counselling service.

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, where there is a clear and close connection between the school and students' conduct.

### Preventing and responding to behaviours of concern

- Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others. Teacher managed – low level inappropriate behaviour is managed by teachers in the classroom and the playground.
- Executive managed – behaviour of concern is managed by school executives.

Corrective responses by teachers may include:

- rule reminder
- re-direct, offer choice or error correction
- prompts
- reteach
- seat change/play or playground redirection
- stay in at break to discuss/complete work/walk with teacher

- conference
- detention, reflection and restorative practices
- communication with parent/carer

To effectively support student behaviour, Glen Innes High School employs a range of strategies tailored to recognise and reinforce positive, inclusive and safe behaviour, address minor inappropriate behaviour, and respond to more serious behaviours of concern. The following table outlines our school's approach across the continuum of prevention, early intervention, and targeted/individualised responses:

Prevention	Early Intervention	Targeted/Individualised
<p>Responses to recognise and reinforce positive, inclusive and safe behaviour</p> <p><b>Positive Reinforcement:</b> Use praise, recognition certificates, house points, positive postcards and extra privileges to encourage and reinforce positive behaviour.</p>	<p>Responses to minor inappropriate behaviour</p> <p><b>Restorative Chats:</b> Engage in brief restorative conversations with students to address minor behavioural issues before they escalate.</p>	<p>Responses to behaviours of concern</p> <p><b>Functional Behavioural Assessments (FBA):</b> Conduct assessments to identify the function of challenging behaviours and develop appropriate intervention strategies.</p>
<p><b>PBIS (Positive Behaviour Interventions and Supports):</b> A proactive approach to behaviour management that involves teaching and modelling positive behaviours, setting clear expectations, and providing support to students.</p>	<p><b>Brain Breaks:</b> Use short breaks to help students manage stress and refocus during lessons.</p>	<p><b>Behaviour Intervention Support Plans (BISP):</b> Implement individualised plans tailored to address specific behaviours of concern.</p>
<p><b>SEL Programs:</b> Teach social and emotional skills to promote self-awareness, empathy, and positive interactions. Such as RAGE and Managing the Bull.</p>	<p><b>Explicit Teaching of Behaviour Expectations:</b> Teachers use indirect responses e.g., proximity, signals, non-verbal cues, attend, praise redirect with specific corrective feedback.</p>	<p>School Counselling and External Referrals: Provide access to school counselling services and refer students to external agencies for additional support if needed.</p>
<p><b>CLaN (Connect, Learn and Nurture):</b> Staff conduct daily check-ins with students. Wellbeing activities are implemented based on this data.</p>	<p><b>Family Engagement:</b> Parents are contacted by the teachers by phone or email when a range of corrective responses have not been successful. Individual planning and referral to the Learning Support Team may be discussed.</p>	<p><b>External Support:</b> Parent/carer contact is made by HT/DP/P to discuss any support and behaviour responses, including referral to the LST school counsellor, outside agencies or Team Around a School.</p>
<p><b>Teacher/Parent Contact:</b> Parents are notified by the school staff when there are concerns. Student awards for positive behaviour are given at whole school and year group assemblies</p>		

## Responses to serious behaviours of concern

Glen Innes High School adopts a structured and proactive approach to managing serious behaviours of concern, prioritising the safety and wellbeing of all students and staff. Our response process includes the following steps:

1. **Incident Management:**
  - **Immediate De-escalation:** All staff will be trained in 2026-2027 in **Berry Street Education Trauma Informed Practice** which equips them with skills to de-escalate situations safely and effectively. Staff immediately use these strategies to ensure the safety of all individuals involved.
  - **Assessment and Support:** Assess the student's needs and provide support to help them regain control. This may involve removing the student from the situation to a safe, supervised area for reflection and calming.
  - **Involve Executive Staff:** If the behaviour poses a significant risk, executive staff are informed to assist in managing the incident.
2. **Communication:**
  - **Document the Incident:** All serious incidents are documented in SENTRAL, including details of the behaviour, interventions used, and outcomes.
  - **Inform Parents/Carers:** Parents/carers are promptly informed of the incident and the school's response.
  - **Team Debrief:** Staff involved will participate in a debriefing session to review the incident, identify triggers, and plan for future support.
3. **Intervention:**
  - **Functional Behavioural Assessment (FBA):** Conduct an FBA to understand the underlying causes of the behaviour and inform the development of an individualised Behaviour Intervention Support Plan (BISP).
  - **Behaviour Intervention Support Plan (BISP):** Develop and implement a BISP tailored to the student's needs, outlining strategies to prevent recurrence.
  - **Restorative Practices:** Conduct restorative conferences to address the impact of the behaviour, repair harm, and develop strategies for future positive behaviour.
4. **External Support and Referral:**
  - **School Counselling and External Agencies:** Provide access to school counselling services and refer to external agencies if necessary for additional support.
  - **Modified Enrolment or Learning Environment:** In some cases, adjust the student's school day or learning environment to support their needs.
5. **Compliance:** Follow the **NSW Department of Education Student Behaviour Policy** and **Suspension and Expulsion Procedures** in all responses.
6. **Review and Follow-up:**
  - **Monitor Progress:** Regularly review the student's progress and adjust the BISP as needed.
  - **Family Engagement:** Engage with the student's family to ensure a consistent approach to behaviour support at school and home.

The NSW Department of Education [Student Behaviour policy](#) and [Suspension and expulsion procedures](#) apply to all NSW public schools.

## 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](#)

Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](#) and reporting links for most sites, games and apps can be found at the [eSafety Guide](#).

## Detention, reflection and restorative practices

Glen Innes High School uses a variety of strategies to support students in reflecting on their behaviour and repairing relationships. These practices are designed to be age-appropriate and ensure the wellbeing of the student, including regular food and toilet breaks as needed.

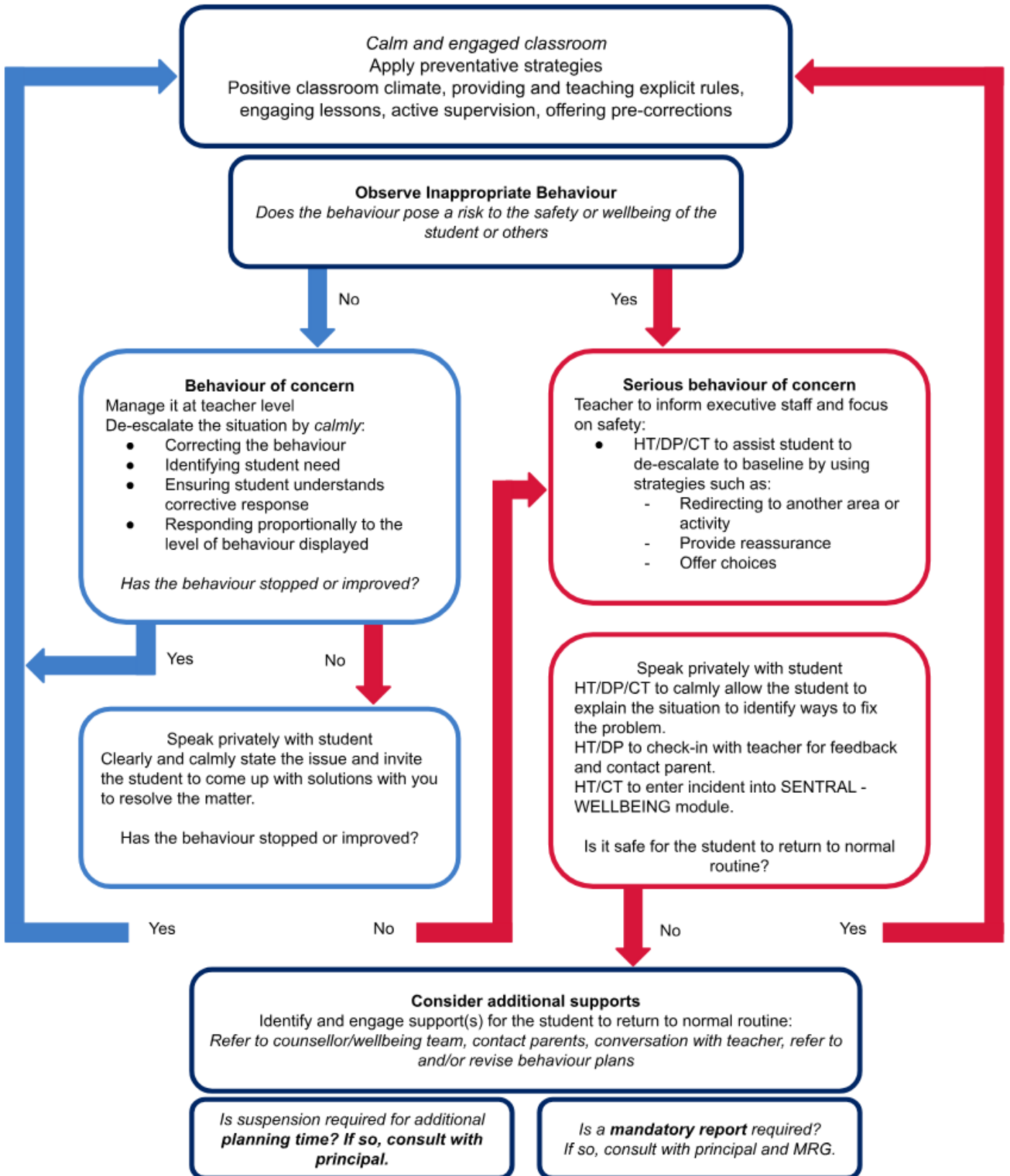
Strategy	When and how long?	Who coordinates?	How are these recorded?
<b>Alternate break plan</b> – withdrawal from playground during breaks and re-allocation to office/classroom for supervised breaktime following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention)	Next break	School executive	Sentral
<b>Restorative Chats</b>	As needed, 5-15 minutes per session	Trained staff	Documented in SENTRAL as part of the restorative practice database.
<b>Restorative Conferences</b>	Within 1-2 days after an incident where possible, lasting 30-60 minutes.	Trained Facilitators	Recorded in the student's SENTRAL file.
<b>Suspension Resolution meetings</b>	After the suspension period ends, typically 10-30 minutes.	Executive Staff	Documented in the Suspension Resolution Meeting Document
<b>Reflection Time</b>	Post-Incident, 10-30 minutes depending on the student's needs.	Classroom teacher or support staff	Recorded in the student's file in SENTRAL.

## Review dates

Last review date: [February 2nd, 2026]

Next review date: [February 3rd, 2027]

**Appendix 1: Behaviour management flowchart**



## Appendix 2: Bullying Response Flowchart

The following flowchart explains the actions Glen Innes High School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.

