

Hurlstone Agricultural High School Behaviour Support and Management Plan

Purpose

At Hurlstone Agricultural High School, our School Behaviour and Support Plan is driven by our commitment to the essential values and practices which support positive learning behaviours and promotes equity and inclusion for all.

At Hurlstone Agricultural High School, the following values underpin our School Behaviour and Support Plan:

- Equity – Reflected in equitable learning opportunities, equal access to educational resources, and increased student engagement. By embedding equity within our school, we aim to strengthen cohesion and inclusiveness across the school.
- High expectations – Aspirational goals for all behaviours, including academic and social, which are demonstrated in our learning and participation across the school. By setting high expectations for all, we aim to foster a culture of excellence and continuous growth throughout our school community.
- Integrity – Displayed in our personal, academic, and social behaviours. By always acting with integrity, we strive to build trust and respect between all members of the school community.
- Pride - Evidenced in our contributions, achievements, and connections to their school community. By fostering a strong sense of pride, we aim to enhance our sense of community and engagement.
- Respect – Demonstrated through how we treat people, animals, and the environment, how we value diverse perspectives, and how we acknowledge and appreciate others' contributions. By promoting respect, we aim to build cohesion and inclusiveness throughout our school community.
- Responsibility – Made visible through how all members of the community hold themselves accountable for their actions, contributions, and engagement. By instilling a commitment to responsibility across the school, we aim to cultivate our culture of excellence and continuous growth.

Our School Behaviour and Support Plan at Hurlstone Agricultural High School sets out our approach to ensuring that all students are supported to achieve their individual potential. By upholding these values and guiding principles and implementing preventative and corrective measures as required on a consistent and transparent basis, we create a learning environment where every student can flourish academically, emotionally, and socially.

Overview

Hurlstone Agricultural High School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are **Year 7-10 Wellbeing Program, Man Cave, RAGE Program, Peer Support** and the **5Ps**.

Promoting and reinforcing positive student behaviour and school-wide expectations

Hurlstone Agricultural High School has the following school-wide rules and expectations of students to be:

- **punctual** for their learning.
- **prepared** for their learning.
- **productive** in their learning.
- **polite** at all times.
- **positive** at all times.

Hurlstone Agricultural High School uses the, following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- **Clearly Define Behavioural Expectations:** We have established a set of clearly defined behavioural expectations that are communicated to all students, teachers, and staff. These expectations are positively stated, specific, and age appropriate.
- **Teach Behavioural Expectations:** We explicitly teach the behavioural expectations to students using direct instruction and modelling. We incorporate these lessons into regular classroom activities and discussions and through dedicated Wellbeing lessons for 7-10. We use real-life scenarios to help students understand how the expectations apply in different situations.
- **Positive Behavioural Intervention and Support:** We have implemented a PBIS framework, which is our proactive and preventative approach to behaviour management. Our framework focuses on teaching and reinforcing positive behaviours through a three-tiered system of universal, targeted, and individualised supports. This allows us to promote a positive school culture and reduce disciplinary issues.
- **Social-Emotional Learning Programs:** We integrate social-emotional learning programs into the curriculum to explicitly teach students skills such as self-awareness, self-management, responsible decision-making, relationship-building, and social awareness. We run additional co-curricular, extra-curricular and support SEL programs to provide a stronger foundation for positive behaviour by fostering empathy, emotional regulation, and interpersonal skills.
- **School-Wide Positive Behaviour Support:** We have implemented a school-wide positive behaviour support system that provides consistent expectations, reinforcement and monitoring of positive behaviour across all settings in the school. We use visual cues, such as posters, to remind students of the behavioural expectations. We have also implemented a recognition program, to reinforce positive behaviour.
- **Individual Learning Behaviour Plans:** We develop individual learning behaviour plans for students who require additional support. These plans outline specific behavioural goals, strategies, and supports tailored to the student's needs. We collaborate with parents, teachers, and other professionals to ensure consistency in expectations and interventions.
- **Reinforcement and Recognition:** We use a variety of reinforcement strategies to recognise and reward positive behaviour. This includes verbal praise and certificates which can

accumulate to earn privileges and/or incentives. We celebrate and publicly acknowledge students' positive behaviour through school-wide announcements, assemblies, and newsletters.

- **Consistent and Fair Consequences:** We have established a system of consistent and fair consequences for inappropriate behaviour that aligns with the school's values, vision, rules and policies. We clearly communicate these consequences to students and ensure they understand the reasons behind them. We focus on teaching alternative behaviours and providing opportunities for students to make amends and learn from their mistakes.
- **Staff Training and Collaboration:** We provide ongoing internal professional development and training and access to external professional development and training for all teachers and staff on effective behaviour management strategies, positive reinforcement techniques, and de-escalation strategies. We encourage collaboration and sharing of best practices among staff members to maintain consistency and support positive behaviour throughout the school.
- **Parent/Carers and Community Involvement:** We involve parents in the behaviour management process by regularly communicating with them about their child's behaviour and progress. We share information about behavioural expectations and reinforce consistent messages between home and school. We provide resources and strategies to parents to support positive behaviour at home.

Partnership with parents and carers

Hurlstone Agricultural High School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by working through / with:

Open and Transparent Communication:

- We regularly communicate with parents/carers about the school's behaviour management strategies, policies, and expectations.
- We provide clear and concise information about how parents/carers can actively participate in supporting positive student behaviour.
- We use various communication channels to reach out to parents/carers.

Parent/Carer Orientation and Workshops:

- We conduct parent/carers orientation sessions to introduce behaviour management strategies, expectations, and ways parents/carers can contribute.
- We organise workshops and information sessions specifically focused on student behaviour management, providing practical strategies and tips for parents/carers to implement at home.

Parent and Citizens (P&C) Associations:

- We collaborate with our P&C Associations dedicated to consult on and implement our behaviour management systems and strengthen student well-being.
- We invite parents/carers to participate in P&C meetings to provide feedback, share ideas, and contribute to the development and review of behaviour management policies and practices.

Parent/Carer Education Programs:

- We offer parent/carers education programs on topics related to behaviour management, positive parenting techniques, and effective communication strategies.
- We provide resources, articles, and online materials that parents/carers can access to enhance their understanding and skills in supporting positive student behaviour.

Parent/Carer Involvement in Policy Development:

- We invite parents/carers to participate in the development and review of behaviour management policies and procedures.
- We seek input and feedback from parents/carers through surveys, focus groups, or open forums to ensure their perspectives are considered in shaping the school's approach to behaviour management.

Parent/Carer-School Partnerships:

- We foster collaborative partnerships with parents/carers by involving them in decision-making processes related to behaviour management.

- We encourage parents/carers to share their insights and experiences, and seek their input in developing strategies that can be implemented both at home and at school.

Recognition and Appreciation:

- We recognise and appreciate the contributions of parents/carers who actively engage in supporting positive student behaviour.
- We celebrate and acknowledge their involvement through newsletters, school events, or appreciation certificates.

Regular Progress Updates:

- We provide regular updates to parents/carers about their child's behaviour progress, highlighting areas of improvement and any concerns.
- We offer suggestions and resources to parents/carers to reinforce positive behaviours and address any challenges.

Parent/Carer Training and Workshops:

- We organise training sessions or workshops for parents/carers to develop skills in behaviour management, conflict resolution, and positive discipline techniques.
- We provide resources, handouts, and practical tools that parents/carers can use to reinforce consistent expectations between home and school.

Collaborative Problem-Solving:

- We encourage open and constructive dialogue between parents/carers and school staff to address individual student behaviour challenges.
- We collaboratively develop strategies that are consistent across home and school environments to promote a unified approach.

Hurlstone Agricultural High School will communicate these expectations to parents/carers through:

- Parent/Carer Handbooks
- Parent/Carer Meetings and Workshops
- Parent/Carer Information Sessions
- Parent/Carer Communication Channels
- Parent/Carer-Teacher Conferences
- Collaborative Home-School Activities
- Multilingual Communication
- Digital Communication Tools
- Social Media Platforms

- School Newsletters
- The School Website
- Visual Displays and Posters
- Positive Reinforcement

School-wide expectations and rules

The 5Ps - Day School

At Hurlstone Agricultural High School, we demonstrate our commitment to learning and achievement by being:

PUNCTUAL for our learning

We show this by:

- ❖ Arriving to class **on time**.
- ❖ **Lining up** outside the learning space as required
- ❖ **Waiting quietly** before entering the learning space under the direction of a teacher.

PREPARED for our learning

We show this by:

- ❖ Wearing the full **correct uniform** for that course.
- ❖ **Working safely** in our **allocated space**.
- ❖ **Immediately unpacking** all necessary equipment required for the lesson.
- ❖ Keeping our **phones off and out of sight**, as well as any **paired devices**.

PRODUCTIVE in our learning

We show this by:

- ❖ Setting **high expectations** for ourselves and working to the **best of our abilities**.
- ❖ Listening attentively and following all teacher instructions.
- ❖ Completing **all class tasks and homework promptly** and **participating actively** in **group learning activities**.

POLITE at all times

We show this by:

- ❖ **Remaining silent** whilst the teacher is addressing the class.
- ❖ Showing **respect** to teachers, students, resources, and the school environment.
- ❖ Waiting **calmly and respectfully** for our turn to speak.
- ❖ **Not speaking over the top** of others or using **inappropriate language**.
- ❖ **Waiting** to be told to **pack up and be dismissed** by your teacher.

POSITIVE towards our learning

We show this by:

- ❖ Engaging in **active and positive learning**.
- ❖ Making **positive and meaningful contributions** to our boarding school community.
- ❖ Taking **personal responsibility for our actions and learning**.

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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](#).

Whole school approach across the care continuum

Care Continuum	Strategy or Program	Details	Audience
Prevention	Classroom Management	<ul style="list-style-type: none"> Strong teacher/student relationships. Explicit teaching and modelling of specific skills including behaviour expectations and social skills. Communication with parents around school expectations. Class based systems of expectations and positive reinforcement. Consistent teacher expectations, routines, modelling and responses to behaviour. Curriculum links, particularly in PDHPE (including respectful relationships), and personal and social capabilities in all syllabi. Social skills programs Engaging parent involvement. High quality differentiated teaching that addresses individual learning needs of all students, where appropriate learning adjustments are documented in an individual student support plan and/or Personal Learning Pathways (PLPs). Restorative practices 	<p>All classroom teachers, support staff, Head Teachers and Deputy Principals and Principal.</p> <p>All students, parents/carers.</p>
	Professional Learning	<ul style="list-style-type: none"> Classroom Management Fundamentals eLearning Understanding Behaviour eLearning Trauma-informed Practice for Improved Learning and Wellbeing 	All classroom teachers, support staff, Head Teachers and Deputy Principals and Principal.

		<p>eLearning Disability and additional learning and support eLearning</p> <ul style="list-style-type: none"> • Whole school professional learning about the additional needs of vulnerable EAL/D students and students from refugee backgrounds. • Safeguarding Kids Together modules. • Training for school administrative staff to develop understanding on supporting students and families from refugee backgrounds. • Connecting to Country 	
	English as an additional language or dialect (EAL/D) interventions	<ul style="list-style-type: none"> • Using support personnel such as Bilingual School Learning Support Officers, translated documents and the use of interpreting services to facilitate communication with families. • Additional support for newly arrived EAL/D students at points of transition, including enrolment in first Australian school, transition to high school from a primary school or an Intensive English Centre. • The implementation of programs to support newly arrived EAL/D students 	<p>All classroom teachers, support staff, Head Teachers and Deputy Principals and Principal.</p> <p>All students identified as EAL/D, parents/carers of students identified as EAL/D.</p>
	Additional Supports	<ul style="list-style-type: none"> • Mental health programs and partnerships. • Student support officers work in schools to enhance the wellbeing and learning outcomes of students. • Consider data from the Australian Early Development Census (AEDC), Best Start, Tell them From Me Surveys, NAPLAN, Record of School Achievement, information from the NSW Transition to School Statement, 	<p>All classroom teachers, support staff, Head Teachers and Deputy Principals and Principal.</p>

		<p>and the use of Transition to School programs to ensure prevention strategies are well suited to incoming students.</p> <ul style="list-style-type: none"> • Body Brain Belonging: The Story Behind Behaviour, via School Link. This resource provides practical tools and strategies to support emotional regulation and behaviour in schools. • Accessing external providers to present sessions on cyber-safety, anti-bullying and other school-identified areas. • Teachers reflect on practice to evaluate factors affecting behaviour. 	
Early Intervention	Classroom Management	<ul style="list-style-type: none"> • Communication with parents, and where relevant, the use of communication books. • Explicit teaching and modelling of specific skills including behaviour expectations and social skills. 	<p>All classroom teachers, support staff, Head Teachers and Deputy Principals and Principal.</p> <p>All students, parents/carers.</p>
	Social stories, visual cues, strategies and routines	<ul style="list-style-type: none"> • Curriculum links, particularly in PDHPE, History, Agriculture and English • Restorative practices and circle time • Self-regulation training – brain breaks, yoga, heavy work. 	<p>All classroom teachers, support staff, Head Teachers and Deputy Principals and Principal.</p> <p>All students, parents/carers.</p>
	Professional Learning	<ul style="list-style-type: none"> • Classroom systems of support eLearning • Disability and additional learning and support including disability standards and supported online learning. • Got It! (Getting on Track in Time) • eSafety professional learning 	<p>All classroom teachers, support staff, Head Teachers and Deputy Principals and Principal.</p>

	Additional Supports	<ul style="list-style-type: none"> • Resilience programs, such as Exercise your mood. • Peer support, buddy programs and mentoring. • Anti-bullying strategies including cyber-bullying and internet safety. • Anti-bullying research, advice and resources • Evidence-based mental health and wellbeing programs for schools • Student Support Officers work in schools to enhance the wellbeing and learning outcomes of students. • School-based wellbeing nurses • Refugee student counselling support team and targeted support • School counselling service • Support programs aimed at connection to Country and community for Aboriginal and Torres Strait Islander young people. • Referral to school Learning and Support Team and the Learning Support Teacher professional learning. 	<p>All classroom teachers, support staff, Head Teachers and Deputy Principals and Principal.</p> <p>All students, parents/carers.</p>
Targeted Intervention	Classroom Management	<ul style="list-style-type: none"> • Communication with parent/carer and, where relevant, communication books. • Modified individual expectations and goals. • Transition strategies – class to playground, lesson to lesson, grade to grade, school to school. • Calmer Classrooms resources. 	<p>All classroom teachers, support staff, Head Teachers and Deputy Principals and Principal.</p> <p>All students, parents/carers.</p>
	Delivery Support Team	<ul style="list-style-type: none"> • Delivery Support 'Team Around a School' - Learning and Wellbeing Officer, Assistant Principal Learning and Support, Senior Psychologist Education, Behaviour Specialist, Out of Home Care Teacher, Itinerant Support Teacher Early Intervention, Support Teacher Transition, Aboriginal Community Liaison Officer, Home School Liaison Officer, 	<p>All classroom teachers, support staff, Head Teachers and Deputy Principals and Principal.</p>

		<p>Aboriginal School Liaison Officer, Assistant Principal Sensory (Hearing and Vision), Learning and Wellbeing Advisor, Learning and Wellbeing Coordinator NDIS Transition Coordinator, Networked Specialist Facilitator.</p> <ul style="list-style-type: none"> Use the School Supports Contacts app in the department portal to find your local team around the school staff. 	
	Professional Learning	<ul style="list-style-type: none"> Introduction to Functional Behaviour Assessment eLearning Professional learning on working with families and children in complex situations and engaging with the community 	All classroom teachers, support staff, Head Teachers and Deputy Principals.
	Additional Supports	<ul style="list-style-type: none"> School developed programs to support behaviour and wellbeing. Restorative practice resources. Behaviour Support Toolkit including behaviour support planning, de-escalation plan, behaviour response plan, student behaviour contract, target behaviour goals. Police Youth Liaison Officers. Expert panel of Allied Health and behaviour support providers. School counselling service 	<p>All classroom teachers, support staff, Head Teachers and Deputy Principals and Principal.</p> <p>All students, parents/carers.</p>
Individual Intervention	Classroom Management	<ul style="list-style-type: none"> Communication with parent, and where relevant, the use of communication books. Check-in/check-out. Sensory assessment and supports. Programs to explicitly teach social competence and interpersonal skills, and social-emotional skill development. Attendance programs. 	<p>All classroom teachers, support staff, Head Teachers and Deputy Principals and Principal.</p> <p>Students identified as requiring individual intervention, parents/carers of students identified as requiring individual intervention.</p>

	Delivery Support Team	<p>The Delivery Support team will work in conjunction with the Learning and Support Team to:</p> <ul style="list-style-type: none"> • develop appropriate behaviour expectations and strategies with other staff members • monitor the impact of support for individual students through continuous data collection • provide consistent strategies and adjustments outlined within an individual student support plan. 	<p>All classroom teachers, support staff, Head Teachers and Deputy Principals and Principal.</p> <p>Students identified as requiring individual intervention, parents/carers of students identified as requiring individual intervention.</p>
	Refugee Student Support	<ul style="list-style-type: none"> • Refugee student counselling support team and targeted support • The implementation of programs to support newly arrived EAL/D students and students from refugee backgrounds. 	<p>All classroom teachers, support staff, Head Teachers and Deputy Principals and Principal.</p> <p>All refugee students, parents/carers of refugee students.</p>
	Students with Disability or Significant Support Needs	<p>Students with disabilities or significant support needs may access help from itinerant support teachers who visit schools and work directly with the student to plan and develop personalised learning and support. Itinerant support teachers will:</p> <ul style="list-style-type: none"> • work in partnership with the student, parents or carers, classroom teachers, the school's learning and support team, and other support agencies or services • support the development of individualised, coordinated and systematic transition to school or to early intervention links with other agencies and the community • support the development of personalised learning and support 	<p>All classroom teachers, support staff, Head Teachers and Deputy Principals and Principal.</p> <p>All students presenting with disability/ies and/or significant support needs, parents/carers of students presenting with disability/ies and/or significant support needs.</p>

	Professional Learning	<ul style="list-style-type: none"> Understanding behaviour support planning eLearning. This e-learning provides an overview of student behaviour support planning for teachers, learning and support team staff and Delivery Support team staff. Introduction to Functional Behaviour Assessment eLearning 	All classroom teachers, support staff, Head Teachers and Deputy Principals and Principal
	Additional Support	<ul style="list-style-type: none"> Support from other stakeholders such as Delivery Support team members (Out of Home Care Teachers, Aboriginal School Liaison Officer, Aboriginal Community Liaison Officer, Home School Liaison Officer, Assistant Principal Learning and Support, Behaviour Specialists, Networked Specialist Facilitator), Refugee Student Counselling Support Team and external agencies such as paediatricians, psychologists or those involved in individual case management. Engage specialist allied health services via the Specialist Allied Health and Behaviour Support Provider Scheme. The scheme supports schools that may need to engage specialist allied health services to ensure learning adjustments are appropriate and effective for students. Safeguarding Kids Together (staff only site) team for on-the-ground specialist knowledge and support to foster continuous improvement in health, safety and wellbeing. School counselling service including telepsych services. This link provides more information about the school counselling service. School counselling staff support students by providing a psychological counselling, assessment and intervention service. 	<p>All classroom teachers, support staff, Head Teachers and Deputy Principals and Principal.</p> <p>Students identified as requiring individual intervention, parents/carers of students identified as requiring individual intervention.</p>

		<ul style="list-style-type: none"> • Restorative practice resources. • Application for integration funding support through Access Request. • Emergency student support. • Education Court Liaison Officers. 	
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Responses to serious behaviours of concern

- 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 procedure](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

Reflection and restorative practices

Category	Action	When and how long?	Who coordinates?	How are these recorded?
Tier 1: Classroom Reflection	Verbal Warning and Reminder (Low-level Behaviours): <ul style="list-style-type: none"> Teachers provide verbal reminders to students about expected behaviour and its impact on the learning environment. Students are given an opportunity to reflect on their actions and make appropriate adjustments. 			
	Classroom Reflection (Minor Behaviours): <ul style="list-style-type: none"> Students are assigned a brief classroom reflection activity, such as writing a reflective journal entry or completing a behaviour reflection form. The reflection activity helps students understand the impact of their actions, develop empathy, and identify alternative positive behaviours. 	Ongoing and addressed as incidents arise; monitored over a 5-week period.	Classroom teachers supported by Head Teachers	Classroom teachers record on Sentral and provide further communication to other staff and parents as required.
	Teacher-Student Conference (Persistent Minor Behaviours): <ul style="list-style-type: none"> If minor behaviours persist, teachers hold a one-on-one conference with the student to discuss the pattern of behaviour. Teachers and students collaboratively identify strategies for improvement and establish goals for behaviour change. 			

Tier 2: Reflection and Restorative Practices	<p>In-hours Reflection (Moderate Behaviours):</p> <ul style="list-style-type: none"> Students who engage in moderate-level behaviours that disrupt the learning environment may be assigned a reflection to be served during school hours. During reflection, students reflect on their behaviour, its consequences, and the impact on others. Students may also complete assigned tasks related to repairing any harm caused by their actions. <p>Restorative Conversations (Serious Behaviours):</p> <ul style="list-style-type: none"> Students involved in serious behaviours, such as bullying or physical altercations, engage in a restorative conversation. A trained facilitator guides the conversation, allowing all parties affected by the incident to express their feelings and perspectives. The goal is to repair relationships, foster empathy, and develop a plan for restoring the harm caused. 	Ongoing and addressed as incidents arise; monitored over a 5-week period.	Classroom teachers supported by Head Teachers and Deputy Principals	Classroom teachers, Head Teachers and Deputy Principals record their engagements on Sentral and provide further communication to other staff and parents as required.
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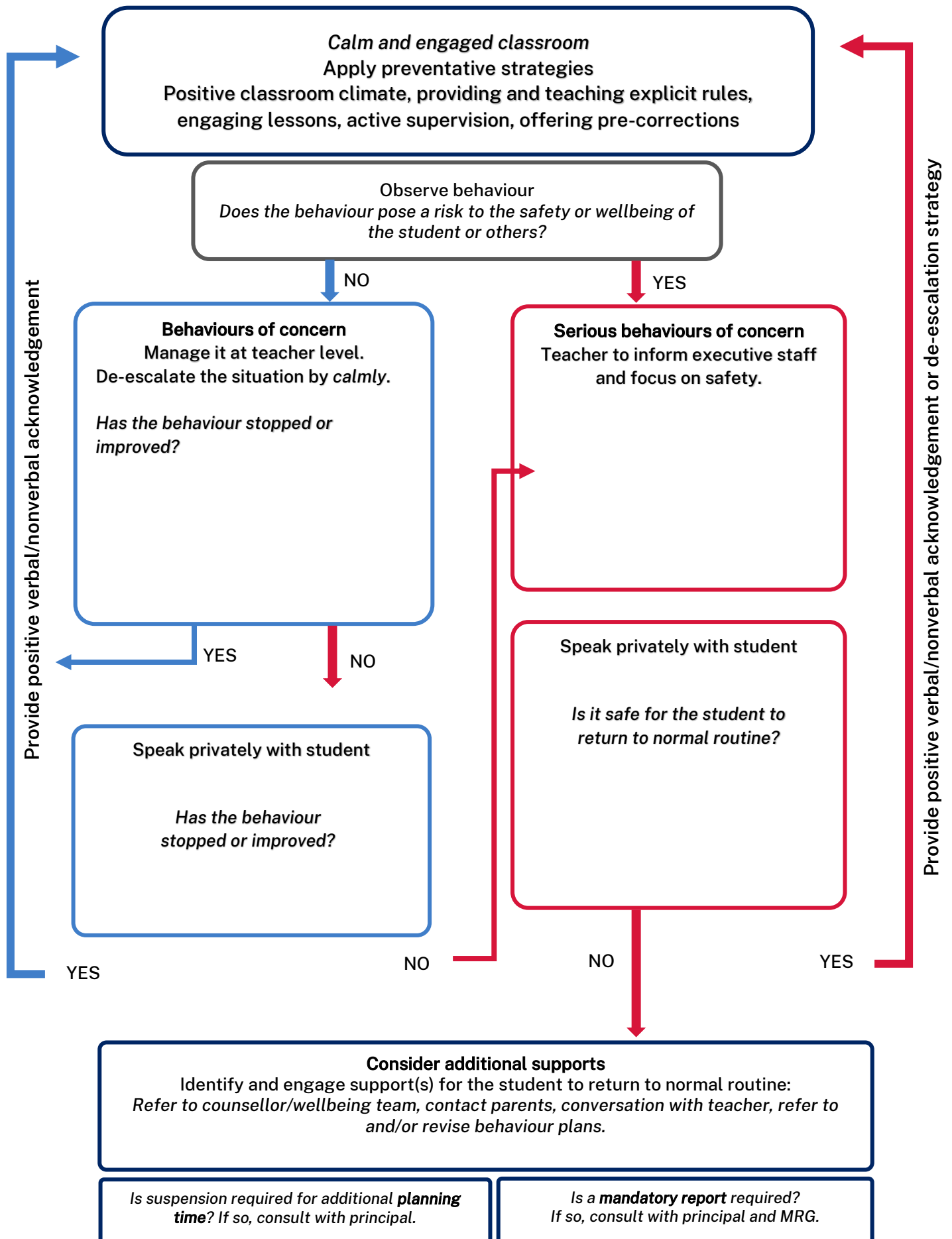
<p>Tier 3: Intensive Support and Restorative Practices</p>	<p>After School Reflection (Serious Behaviours):</p> <ul style="list-style-type: none"> Students who engage in serious behaviours that disrupt the learning environment, or continued moderate-level behaviours, may be assigned an after-school reflection. During reflection, students reflect on their behaviour, its consequences, and the impact on others. Students may also complete assigned tasks related to repairing any harm caused by their actions. <p>Behaviour Support Plan (Recurring Serious Behaviours):</p> <ul style="list-style-type: none"> Students with recurring serious behaviours may require a behaviour support plan. The plan is developed collaboratively with school personnel, parents/guardians, and potentially a counsellor or behaviour specialist. The plan includes targeted interventions, individualized support, and regular monitoring to address the root causes of the behaviour. <p>Restorative Circles or Community Conferences (Severe Behaviours):</p> <ul style="list-style-type: none"> For severe behaviours, such as violence, significant property damage, or repeated serious misconduct, a restorative circle or community conference is conducted. The circle or conference involves the student and other community members to address the harm caused and develop a plan for restoration and growth. 	<p>Ongoing and addressed as incidents arise; monitored over a 5-week period.</p>	<p>Head Teachers and Deputy Principals</p>	<p>Head Teachers and Deputy Principals record their engagements on Sentral and provide further communication to other staff and parents as required.</p>
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Review dates

Last review date: Day 1, Term 4, 2024

Next review date: Day 1, Term 2, 2025

Appendix 1: Behaviour management flowchart



Appendix 2: Bullying Response Flowchart

