



NSW Department of Education

Model Farms High School Behaviour Support and Management Plan

Overview

At Model Farms High School, we have a commitment to nurturing a positive and inclusive learning environment that supports each student in achieving their full potential based on our school values Respect, Responsibility, Resilience and Results. The core objective of our Behaviour Support and Management Plan is to cultivate a safe and respectful school community where all individuals are valued and empowered to make positive choices, show respect towards others, take responsibility for their actions, build resilience, and uphold consistency, fairness, and transparency in addressing all behavioural issues.

We firmly believe in the fundamental right of every student to learn within a safe and supportive environment. We recognise the significance of fostering positive relationships and a sense of belonging among students, staff, and families. We embrace the belief in the inherent potential for growth and development in every individual, emphasising that behaviour support should be centred on positive reinforcement and preventative strategies.

Our dedication extends to maintaining high expectations for behaviour and academic achievement, fostering a culture of excellence and respect, delivering tailored support and intervention strategies to cater to the diverse needs of our students, and engaging in collaborative efforts with all stakeholders to establish a shared understanding of behavioural expectations and consequences.

Through our unified commitment to these aims, beliefs, and principles, we aim to create a thriving school community where every student can excel academically, socially, and emotionally.

Partnership with parents and carers

Model Farms High School is dedicated to collaborating with families in establishing expectations for parent engagement in developing and implementing student behaviour management strategies, including addressing bullying behaviour, by inviting families and student feedback through formal and informal means such as Tell Them From Me Surveys, school surveys, and consultations with the school's P & C Association and local AECG. Additionally, the school will use concerns raised through complaints procedures to review school systems, data, and practices.

Model Farms 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

Respect	Responsibility	Resilience	Results
Works cooperatively in class	Follows all school policies, including the mobile phone policy	Self regulates	Arrives at class on time
Uses polite, respectful language	Brings equipment to class	Deals with conflict constructively	Focuses in class
Is inclusive	Brings a charged laptop to class and uses it appropriately	Overcomes challenges	Punctually completes all classwork, homework and assessments
Respects physical boundaries	Wears correct uniform	Listens to feedback	Does their personal best
Respects our school environment	Behaves in a safe manner		
Demonstrates appropriate behaviour in the community	Makes healthy choices		
Follows reasonable instructions from staff	Is honest, accountable and takes responsibility for their own actions		
Shows pride in the school	Consistently attends school		
	Uses time in class effectively		

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

Whole school approach across the care continuum

At Model Farms High School, we prioritise student well-being and positive behaviour throughout our school community to create a supportive learning environment where students can thrive academically, socially, and emotionally. Our approach to encouraging expected behaviours, creating opportunities for active engagement in all areas of school life, and discouraging and addressing behaviours of concern, is embedded across the care continuum.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Transition Year 6 into Year 7	The Year Adviser visits primary schools and the high school hosts transition days to provide students with a safe and successful transition from primary to high school. This allows students to build positive relationships and become familiar with their new high school.	Year 7 students
Prevention	Year 7 Meet the Teacher Evening and Parent-Teacher Evenings	The Year 7 Meet the Teacher Evening is an event organised by schools for parents and carers to meet their child's teachers at the beginning of the school year. During this evening, parents have the opportunity to learn about the curriculum, expectations, and routines for the school year, and establish a positive relationship with their child's teachers and the school community. Each year parents and carers have the opportunity to meet with their child's teachers to discuss their child's progress, academic performance, and overall well-being.	Whole school community
Prevention	Sensibility program	The Year 7 Sensibility Program is a transition, study skills, mental health and wellbeing program for students in Year 7 run by the Year Adviser. The program aims to support students in developing skills and strategies to enhance their academic, social and emotional wellbeing.	Year 7 students
Prevention	Same staff member for roll call	Students having the same roll call teacher over their school career helps staff and students build rapport and positive relationships. Roll call teachers can track the progress and growth of students to support the holistic development of students academically, socially, and emotionally.	Staff, Students Years 7-12

Care Continuum	Strategy or Program	Details	Audience
Prevention	Schools values signage	School signage based on the school values play a significant role in promoting a positive school culture, reinforcing positive behaviour, creating a sense of identity, inspiring and motivating students, enhancing the school environment, and serving as a communication tool to convey the school's ethos to the broader community.	Whole school community
Prevention	Communication with school community	Regular school assemblies, year meetings, and newsletters sent to parents to inform the school community of events, policies and expectations.	Whole school community
Prevention	School behaviour policies	The school behaviour policies including uniform policy, mobile phone policy and “hands off” policy promote a sense of belonging, safety, respect and focus on learning and contribute to a positive identity for the school community.	All students Years 7-12
Prevention	WISE lessons	Students attend one lesson each term per year group designed by the Wellbeing team and run by the students' roll call teacher. Lessons are targeted towards wellbeing issues including sense of belonging, accepting others, building positive identities, ethical decision-making, internet safety, anti-racism and anti-bullying and school values.	All students Years 7-12
Prevention	Merits and awards	Merits and awards play a role in reinforcing positive behaviour and encouraging students to make good choices, therefore reducing negative behaviours. When students are recognised and rewarded for their achievements, efforts, and positive behaviour, it can boost their self-esteem, motivation, and sense of accomplishment. This positive reinforcement can help create a school culture where students are more likely to engage in positive behaviours and strive for success.	Whole school community

Care Continuum	Strategy or Program	Details	Audience
Prevention	Student leadership opportunities	Student leadership opportunities are programs and initiatives within schools that aim to develop and empower students to take on leadership roles and responsibilities. These opportunities provide students with the chance to develop valuable skills, build confidence, and make a positive impact within their school community. Some of these initiatives include peer mentoring, the SRC, Breathe Easy All Together (BEAT) peer-leadership program, and Students As LifeStyle Activists (SALSA) with students trained by staff from the Prevention Education and Research Unit (PERU).	All students Years 7-12
Prevention	My Strengths Program	The My Strengths program targets students in year 7, 10 and 11 and provides them with the opportunity to discover their core strengths for positive wellbeing. Trained coaches assist students to reflect on how they are using their strengths in their lives and appreciate other students' strengths.	Students in Years 7, 10, 11
Prevention	Unstoppable Kids program	Unstoppable Kids is a positive mental strength program that teaches students the components of strong mental health, social relationships, and goal setting for future success.	Year 8 students
Prevention	Prosocial Actions program	The Prosocial Actions Program promotes a culture of ethical decision-making, kindness, recognising bullying and the need for upstanders, cooperation and social change.	Year 8 students
Prevention	Guest speakers	Guest speakers talk on a range of issues impacting students including mental health, sleep, physical health, maturing into responsible and informed men and women.	All students Years 7-12
Prevention	Mental Health First Aid	The Teen Mental Health First Aid program plays a vital role in equipping adolescents with the knowledge, skills, and confidence to support the mental health of their peers, contributing to a	Staff, All students Years 7-12

Care Continuum	Strategy or Program	Details	Audience
		more mentally healthy and supportive school environment. The Youth Mental Health First Aid program gives Year Advisers and Assistant Year Advisers training as first responders to student mental health issues so they can connect students with professional support when needed.	
Prevention	Police presentations	Police Youth Engagement Officers provide presentations aimed at engaging with young people in the community. These talks typically cover topics such as personal safety, cyber safety, drug awareness, the law, and building positive relationships with law enforcement. The purpose of these talks is to educate young people about their rights and responsibilities, address any concerns or questions they may have, and foster positive interactions between youth and the police.	Students in Years 8-10
Prevention	Know your students	Every teacher completes a thorough analysis of data on each student to differentiate lesson content. Data including NCCD, reports, NAPLAN, Wellbeing.	Staff, All students Years 7-12
Prevention	Parent/ carer access to positive wellbeing entries	Through the Sentral Parent Portal parents and carers can track their child's positive incidents and merits.	Staff, All students Years 7-12
Prevention/Early intervention	Love Bites	Love Bites is a respectful relationships program aimed at helping students develop their sense of healthy interpersonal relationships.	Year 10 students
Early intervention	Year Adviser Check-Ins	Year Adviser Check-Ins play a vital role in providing students with individualised support, guidance, and mentorship to help them succeed academically, socially, and emotionally.	Staff, All students Years 7-12
Early intervention / targeted intervention	<u>Learning and Support</u>	The Learning and Support team works with teachers, students and families to support students who require personalised learning and support.	All students Years 7-12

Care Continuum	Strategy or Program	Details	Audience
Early intervention / Targeted intervention	Student Support Officer programs and support	Student Support Officer (SSO) programs are initiatives developed to provide early interventions and targeted support to students who may be experiencing challenges or difficulties in their academic, social, or emotional well-being. Programs include the Resourceful Adolescent Program (RAP), and Belonging-Empathy-Anger-Conflict-Hope (BEACH).	All students Years 7-12
Early intervention / Targeted intervention	Careers Advisor support	The careers advisor works with students on their transition out of high school into further education or work.	Students in Years 10-12 and parents
Early intervention/ Targeted intervention	Raise Mentoring	Raise is a small group mentoring program enabling a number of students to meet with a trained mentor weekly over two terms, to discuss personal, social and academic issues with a caring and responsible adult.	Students in Years 8-9
Early intervention/ Targeted intervention	Study Without Stress	The SSO provides small-group or individual support to senior students to learn stress management and study techniques that support their senior years in study. This program was designed by the Emotional Health Clinic at Macquarie University.	Students in Years 10-12
Targeted intervention	Time out cards	The Deputy Principal can provide students with a time out card. This enables students to access a safe place to help them regulate their emotions to prevent further escalation.	Students Years 7-12
Targeted intervention	Boys / Girls programs	The school engages with a number of mentoring and personal development programs as needed, to support students in building positive relationships, developing self-confidence, and making responsible choices to become respectful, resilient, and responsible individuals in their communities.	Students Years 7-12
Targeted Intervention	Head Teacher Monitoring Card	The Head Teacher Monitoring Card is a tool used to track and monitor the academic progress, behaviour, and	Students Years 7-12

Care Continuum	Strategy or Program	Details	Audience
		overall well-being of students in assigned grades. It enables targeted support and intervention strategies to be implemented to meet the individual needs of students and ensure their academic success and wellbeing .	
Individual intervention	Deputy Principal Monitoring Card	The Deputy Principal Monitoring Card is a tool to track and monitor the academic progress, behaviour, and overall well-being of students under their supervision. This card is designed to provide a systematic way for Deputy Principals to assess and support students across various domains, ensuring that students are progressing academically and meeting their personal and educational goals.	Students Years 7-12
Individual intervention	<u>Attendance monitoring</u>	The Head Teacher Administration (Attendance) and Wellbeing Team work with students, families and Home School Liaison Officer (HSLO) to monitor student attendance and address barriers to improve attendance.	Whole school community
Individual intervention	<u>Individual behaviour support planning</u>	Individual behaviour support planning may include developing, implementing monitoring and reviewing behaviour support, behaviour response and risk management plans.	Whole school community
Individual Intervention	<u>School psychologist referral</u>	A school psychologist referral can help ensure that students receive the individualised support and resources they need to thrive academically, socially, and emotionally within the school environment.	Whole school community

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.

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

- 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, parents and carers can report bullying to any staff member. Students who have been bullied will be offered appropriate support, for example through their Year Adviser, school counselling service or other support as required.

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 executive.

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour

Early Intervention Responses to minor inappropriate behaviour are teacher-managed.

Targeted/Individualised Responses to behaviours of concern are executive managed

<p>1. Behaviour expectations are taught and referred to regularly. Classroom Routines</p>	<p>1. Refer to school-wide expectations.</p>	<p>1. Contact office to seek help from HT/DP straight away if there is a risk. Otherwise notify executive ASAP and before the end of the school day.</p>
<p>2. Verbal and non-verbal specific positive feedback.</p>	<p>2. Use indirect responses e.g. Proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p>	<p>2. HT/DP to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirecting to another area or activity, providing reassurance or offering choices. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.</p>
<p>3. Teachers model behaviours and provide opportunities for practice.</p>	<p>3. Use direct responses e.g. rule reminder, re-teach, re-direct, provide choice, error correction, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before a low-level consequence is applied. e.g. seat change, detention.</p>	<p>3. HT/DP collects information and reviews the incident from multiple perspectives to determine the next steps. HT/DP to record incident on Sentral and contact parent/carer by email or phone. DP/P may consider further action for e.g. formal caution/suspension.</p>
<p>4. Merit awards system - The school has a system of merit awards to recognise excellence, personal improvement, academic, athletic and social successes. Student awards are given at fortnightly year group assemblies.</p>	<p>4. Teacher records on Sentral by the end of the school day. Monitor and inform the family if repeated. For some incidents, a referral is made to the Head Teacher.</p>	<p>4. Refer to the school's Learning Support Team considering current and previous behaviour data. Other actions may include faculty head teacher monitoring, head teacher monitoring, deputy principal monitoring, developing a behaviour support/response plan and/or completing a risk assessment.</p>
<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>
<p>Parents can view positive entries when they are entered on Sentral Wellbeing through the Parent Portal.</p>	<p>Teachers contact parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.</p>	<p>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>

Responses to serious behaviours of concern

Responses for serious behaviours of concern:

- immediate de-escalation to ensure safety of all individuals
- determine appropriate response/s, including supports for staff or other students impacted
- communication and collaboration with parents/carers (phone, email, meeting)
- review and document incident
- refer/monitor the student through the school learning and support/ wellbeing team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- detention, reflection and restorative practices (listed below)
- liaise with [Team Around a School](#) for additional support or advice, external agencies
- refer to the “The NSW Department of Education Student Behaviour policy and Suspension and Expulsion procedures in all responses”.
- formal caution to suspend, suspension or expulsion.

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 procedure](#);

[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

Toilet and food breaks are always included when students are withdrawn from the playground as a planned response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

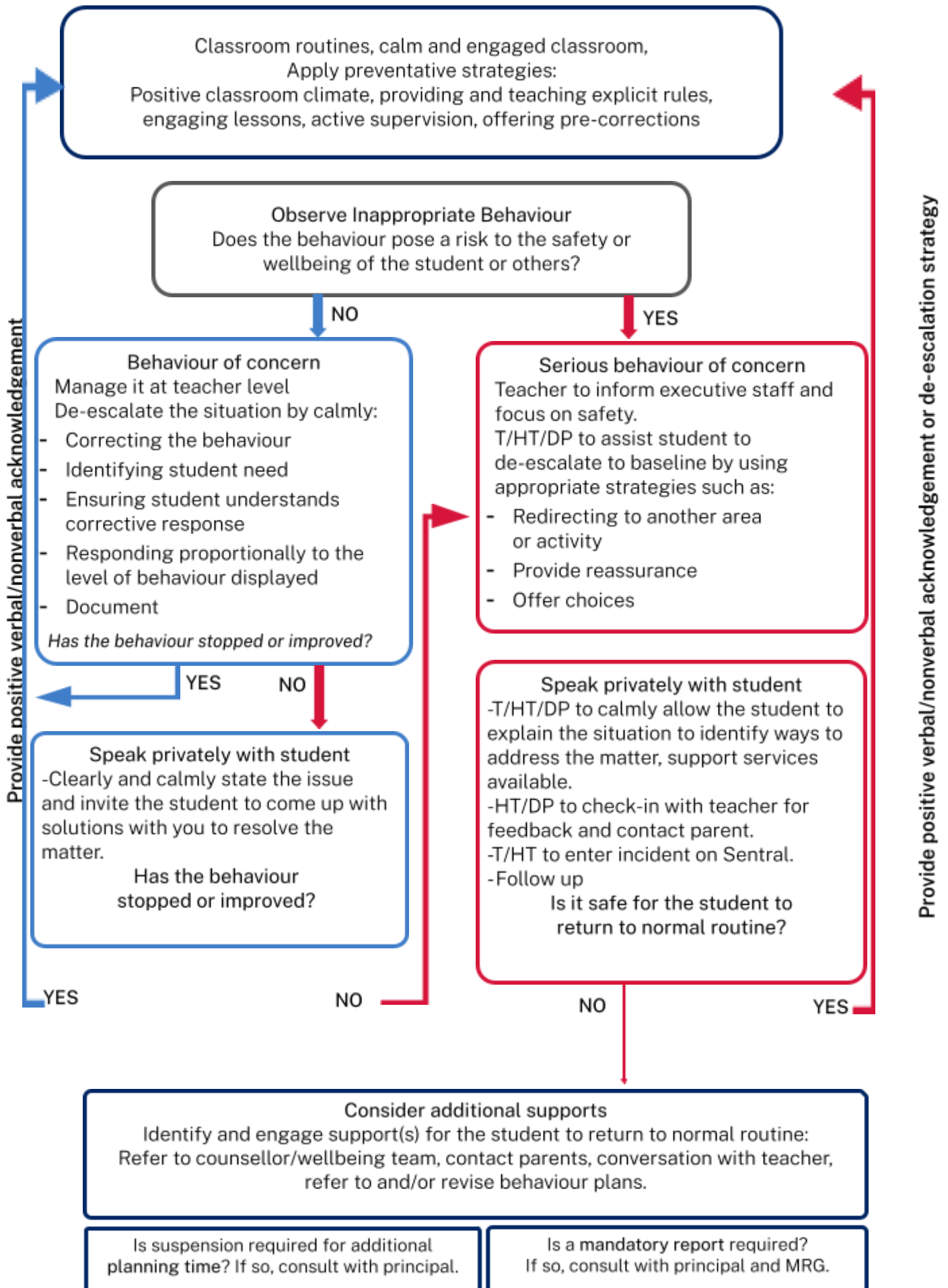
Strategy	When and how long?	Who coordinates?	How are these recorded?
Faculty Detention withdrawal from playground during breaks and re-allocation to office/classroom for supervised breaktime following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention)	Half Lunch	Teacher	Sentral Wellbeing
Uniform Detention	Half Lunch	Head Teacher Admin	Sentral Wellbeing
Sports Detention	Sport	Sports Coordinator	Sentral Wellbeing
Afternoon Detention	Thursday Afternoon	Head Teachers	Sentral Wellbeing

Review dates

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

Next review date: [31/01/2026: Day 1, Term 1, 2026]

Appendix 1: Behaviour management flowchart



Bullying Response Flowchart

Bullying definition: Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm.

