

# School Behaviour Support and Management Plan Narrabri High School

## Overview

Narrabri High School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

Our goal is to inclusively support every child to participate positively in society. We value and strive to develop respectful, involved, successful and engaged learners in a caring and supportive learning community.

Principles of high expectations, inclusive and restorative practice underpin our daily practice. Expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

Narrabri High School rejects all forms of bullying behaviours, including cyberbullying by maintaining a commitment to providing a safe, inclusive, and respectful learning community that promotes student wellbeing. Staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur which is reinforced through our partnership with REAL Schools.

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff actively respond to student bullying behaviour.

Partnership with parents and carers is essential to managing situations and Narrabri High School collaborates with families in establishing expectations for engagement, developing and implementing student behaviour management and bullying strategies, by:

- inviting family and student feedback through formal and informal means such as school surveys, consulting with the P & C and meetings with our Aboriginal Education staff.
- Narrabri High School will communicate these expectations to families through School Bytes and Sentral.
- Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

## School-wide expectations and rules

Expectations		
Show respect to other students, their teachers and school staff and community members.	Be respectful.	Be prepared to learn
Act in a courteous and respectful way that makes all members of the school community feel valued, included and supported	Value others and act appropriately	Develop appropriate relationships with all members of the school community.
Follow school and class rules and follow the directions of their teachers.	Respect the learning needs of others	Be aware of and take responsibility for how their behaviour and actions impact others.
Resolve conflict respectfully, calmly and fairly	Treat one another with dignity.	Communicate and behave courteously.

## 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

Our school embeds student wellbeing and positive behaviour approaches and strategies in practices across the care continuum to promote positive behaviour and respond to behaviours of concern, including bullying and cyberbullying behaviour.

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 and school expectations
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- providing active supervision of students
- maximising opportunities for active engagement with learning
- differentiating learning content and tasks to meet the needs of students.

Care Continuum	Strategy or Program	Details	Audience
Prevention	<a href="#">Child protection</a>	Teaching child protection education is a mandatory part of the syllabus.	All Students.

Care Continuum	Strategy or Program	Details	Audience
<b>Early intervention</b>	Australian eSafety Commissioner <a href="#">Toolkit for Schools</a> to prevent and respond to cyberbullying	The toolkit supports our school to prepare, engage and educate the school community about creating and maintaining safe online environments to prevent cyberbullying incidents.	Students , families and staff.
<b>Targeted intervention</b>	Attendance support	Staff will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Teaching Staff and Individual students
<b>Individual intervention</b>	<a href="#">Individual Behaviour Support Planning</a>	Planning is done in collaboration with the student and their family with support from Team Around a School where needed. This can include individual behaviour support and risk management plans.	Targeted students

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

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.

**Narrabri 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 child or young person’s behaviours, interactions, verbal communications, work produced (such as written materials, performances or artworks) or monitoring of Sentral entries
- 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. 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 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.

## Preventing and responding to behaviours of concern

Narrabri High School uses the following strategies to recognise and reinforce positive student behaviour and behavioural expectations:

The use of verbal and non-verbal specific positive feedback is the most powerful way to:

- help adults and learners to focus on positive social behaviour
- increase the likelihood that students will use the expected behaviours and skills in the future
- decrease unexpected behaviour and reduce the need for corrective responses
- enhance self-esteem and build an internal focus of control.

Specific positive feedback may not be sufficiently reinforcing for some students, so the school-wide continuum provides the opportunity to pair verbal or non-verbal feedback with a positive, tangible consequence.

**The school-wide continuum for acknowledging expected behaviour includes:**

- free and frequent – for everyday use by all staff in all settings
- moderate and intermittent – awarded occasionally
- significant and infrequent –semester or annual types of recognition.

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
Behaviour expectations are taught and referred to regularly. Staff model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.	Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	Seek help from principal or other staff member if there is a risk to safety. Otherwise notify principal ASAP.
Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback	Principal/CT 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.
Student monitoring cards to encourage positive behaviours in classrooms, faculty and whole school.	Teacher records on the Sentral recording system. Monitor and inform family if repeated.	Refer to executive or Learning and Support/Wellbeing considering current or previous behaviour data. Other actions may include developing a behaviour support/response plan or risk assessment.
<b>Teacher/parent contact</b>		
Teacher contact through the School Bytes / Sentral or phone calls home are used to	Teacher contacts parents by phone, School Bytes / Sentral or email when a range of corrective	Principal contacts parent/carer to discuss any support and behaviour responses, including

communicate student effort to meet expectations.	responses have not been successful.	referrals to outside agencies or Team Around a School.
--	-------------------------------------	--

### Responses to serious behaviours of concern

Responses, including students who display serious behaviours of concern, are recorded in the centralised recording system (Sentral) These may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- discuss with the Learning and Support/Wellbeing Teams to discuss interventions and supports
- liaise with Team Around a School for additional support or advice
- communication and collaboration with parents/carers (phone, email, Sentral, meeting)
- 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. 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](#).

### Detention, reflection and restorative practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
<b>Reflection conversation (problem-solving)</b> – What happened, what did you do, and what could you do instead next time.	Class time and break times as required	Teacher/Head Teacher, Deputy or Principal	Documented in school record system

Strategy	When and how long?	Who coordinates?	How are these recorded?
<b>Reflection</b> – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	After the event following the student interview process	Teacher/Head Teacher, Deputy or Principal	Documented in Behaviour / wellbeing on Sentral.
<b>Alternate placement/SCAP</b> – withdrawal from regular class/activity and re-allocation for supervision following breach in behaviour. This can be classroom or playground situations. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices.	Negotiated with HT and DP	Teacher/Head Teacher, Deputy or Principal	Documented in Behaviour / wellbeing on Sentral.
<b>Restorative practice – Depending upon the situation</b>	As soon as possible after incident/issue.	Executive led which includes staff and students.	Documented in Behaviour / wellbeing on Sentral.

## Review dates

Last review date: Term 2 2025

Next review date: Term 4 2025





## Appendix 2: Bullying Response Flowchart

