Narromine High School
School Behaviour Support and Management Plan

Overview

Narromine High School is committed to explicitly teaching and modelling positive behaviour and works consistently to support all students to be engaged in their learning.

Our goal is to inspire every student to achieve their individualised pathways and aspirations through creating caring, supportive and respectful learning environments. We focus on promoting excellence, opportunity and individualised success for every student, every day. We strive to develop respectful, responsible and caring learners who contribute positively to our school and wider community.

The principles of positive behaviour for learning, restorative practice, trauma informed practices and social emotional learning underpin our behaviour support plan, and ensures all staff respond to challenges consistently to support students to acknowledge and learn from their behaviour. Reflection and restoration are key focuses across the school which promotes a caring and harmonious school culture.

The school's School Excellence Plan outlines three key priorities, improvement in reading and numeracy, high expectations for student pathways and aspirations and wellbeing focused on attendance.

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

- Restorative Practice
- Positive Behaviour for Learning
- Trauma Informed Practice

These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports the 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

Narromine High School will partner with families in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by:

- Inviting families and student feedback through formal and informal surveys, consulting with the schools P&C and local AECG.
- Using concerns raised through complaints procedures to review school systems, data and practices.
- Consider feedback from parents through conversations and meetings when planning and implementing behaviour management strategies.

Narromine 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	Care
Value others' opinions	Bring appropriate equipment	Keep the school tidy
Follow staff instructions	Be punctual to all classes	Take pride in your work
Listen actively	Attempt all work to the best of your ability	Keep hands and feet to yourself
Use appropriate language	Meet deadlines	Be kind to others

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 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	Restorative Practice	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	PDHPE curriculum	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	Students 7-10
Prevention / Early Intervention /	Australian eSafety Commissioner	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with	Students 7-12, staff, families

Care Continuum	Strategy or Program	Details	Audience
targeted / individual	Toolkit for Schools	the school community about creating and maintaining safe online environments to prevent cyber-bullying incidents.	
Prevention	Communication with parents	To increase parent's understanding of how our school addresses all forms of behaviour.	Staff, students 7-12, families
Prevention	Transition Year 6 into 7	Focusing on a safe and successful movement from primary to high school.	Incoming Year 7 students
Prevention / Early intervention	Student support officer	Supports the implementation of the school's approach to wellbeing.	Student 7 - 12
Targeted / individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	Staff, individual students 7-12, families
Targeted intervention	Time Out	For students who exhibit low level behaviours of concern.	Individual students 7-12,
Prevention / Early Intervention / targeted / individual	Clontarf and NASCA	These academies are designed for Aboriginal students and are focused on retention, engagement and attendance. They work closely with Aboriginal students and their families to achieve success at school.	Aboriginal students and families 7-12
Targeted / individual intervention	Zones of regulation	The Zones of Regulation program supports individual students to develop awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care and overall wellness.	Individual students 7-12
Targeted / individual intervention	Allied health exercise physiologist	The exercise physiologist works with identified students to assist with the creation of sensory diets, implementation of individualised strategies to assist students with self-regulation in the classroom and school setting.	Individual students 7-12
Targeted intervention	Leadership programs	These include Student Representative Council, student leaders, junior AECG and house captains.	Students 7-12
Individual intervention	Attendance monitoring	Address barriers to improve attendance and set growth goals.	Students, Year Advisor
Individual intervention	Individual behaviour support planning	This may include developing, implementing monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Students, parent/carer, LST, HTs
Prevention / Early Intervention / targeted / individual	Wellbeing Hub	This facility includes a GP, WHIN, allied health, LST, counsellors and a range of therapies to assist students and their families in identifying, supporting and managing behaviours.	LST, HT Wellbeing, Hub Coordinator, DP, allied health

Care Continuum	Strategy or Program	Details	Audience
Prevention / Early Intervention / targeted / individual	Monitoring card level system	This program supports students and teachers to monitor and document behaviour for students at varying degrees of intervention and prevention.	CRT, HT, DP, students 7-12
Prevention / Early intervention	PBL values Respect, Responsibility and Care	The PBL values consistently supports student achievement and understanding of the vales and contributes to school culture and success.	Students 7-12, staff and families
Prevention / Early intervention	Bronze, Silver, Gold levels	The reward levels system supports student positive behaviour and acknowledges their positive behaviour with certificates at assemblies and reward days.	Students 7-12, staff and families
Prevention / Early intervention	The Bee Hive and Buzz Points	Students will be allocated Buzz Points when they demonstrate the school's core values of Respect, Responsibility and Care. Students can spend their Buzz Points at the Bee Hive. The Bee Hive will be set up as a shop with items to reward students each week.	Students 7-12
Prevention / Early intervention/ Targeted/ individual	Mobile Phone Procedures and YONDR program	A whole school consistent approach to managing the use of mobile phones and associated devices is embedded across the school.	Students 7-12. Staff and families
Prevention / Early intervention/ Targeted/ individual	Clontarf and NASCA academies	The Clontarf and NASCA academies work closely with groups and individuals to encourage positive student behaviour through mentoring, rewards excursions and activities.	Students 7-12 and families
Prevention / Early intervention	Civics and citizenship syllabus HSIE	The civics and citizenship syllabus in HSIE helps to produce active and informed citizens who learn about our values and positive ways to participate in our diverse society.	Students 7-12 and staff

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.

Narromine 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 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 executive.

Corrective responses by teachers may include:

- rule reminder
- re-direct, offer choice or error correction
- prompts
- reteach
- seat change/play or playground re-direction
- stay in at break to discuss/complete work/walk with teacher
- conference
- detention, reflection and restorative practices
- communication with parent/carer

Prevention	Early Intervention	Targeted/Individualised
Responses to recognise and reinforce positive, inclusive and safe behaviour	Responses to minor inappropriate behaviour	Responses to behaviours of concern
Classroom and School-wide Expectations are taught and referred to regularly. Ensure that all students are aware of the school's behaviour expectations (Respect, Responsibility, Care).	Refer to school wide expectations	Communicate via TEAMS to seek help from HT/DP if there is an immediate risk. Otherwise, follow up with parent phone call and executive communication ASAP before the end of the day.

These are regularly reinforced through teaching and visual reminders. **Consistent Routines:** Establish and maintain clear routines in the classroom and throughout the school. Predictable routines help students feel secure and understand what is expected.		
Building Positive Relationships Staff-Student Connections: Build and maintain positive, respectful relationships with students. Understanding each student's strengths, challenges, and interests helps create a supportive environment where students feel valued. **Culturally inclusive** and considered support systems for our Aboriginal and Torres Strait Islander students. **Positive Reinforcement**: Regularly acknowledge and praise students when they demonstrate positive behaviour through our Reward Levels systems. Use praise, rewards, and encouragement to reinforce desirable behaviours.	Students are encouraged to identify key support staff within the school community. They can access these support staff when available through Time Out provisions. Senior Students identify a staff mentor to mentor them throughout their HSC. Behaviour expectations are explicitly taught throughout year meetings, morning assemblies and Academy contact time.	
Anti-Bullying **Zero Tolerance:** Bullying of any kind, whether physical, verbal, or online, is not tolerated. All students, staff, and the broader school community are expected to actively prevent and report any form of bullying. We enforce a **No Mobile Phone policy at school.** We provide all students with a YONDR pouch to ensure their phones are safely removed throughout the day to focus on learning. This minimises harassment and bullying, including cyberbullying.	All students issued with a YONDR pouch to ensure their phones are safely removed throughout the day to focus on learning.	
Behaviour Monitoring Cards Classroom/HT/DP/Attendance monitoring cards are issued to monitor and redirect student behaviours of concern. They include 3 student identified goals for a school week implementation period.	Students develop personalised behaviour goals which are monitored and consistently supported by all staff across the school.	Staff communicate if a student has been unsatisfactory on their card and Sentral. This is checked and monitored during the lunchtime Reflection Room check in. Alternative strategies and communication to families may be required to support redirection.

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 other technology involving others.

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.

Detention, reflection and restorative practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
Suspension Reflection – personal reflection statement and worksheet to reflect on suspension behaviour of concern. Parent/carer is included in the conversation to assist in reinforcement and reflection.	During or immediately prior to the suspension return meeting	HT Wellbeing/Hub Coordinator	Suspension reflection sheet, uploaded to Sentral profile
Alternate break plan – 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 discussions and reflection.	Next break	School executive	Sentral and Teams chat/email
Restorative practice – peer mediation, circles or restorative conversations in groups	Scheduled wheninvolved are available	Year Advisor/HT Wellbeing/AEO and Academies	Sentral and Teams chat/email
Senior class placement – Junior students follow an alternative senior timetable to allow for a break from triggers in the classroom and refocus on school and classroom expectations.	1-2 days dependent on behaviours	DP with support of faculty members	Senior class placement form and Teams chat/email
Reflection room – Space during lunch time for monitoring card checks and reflection of poor behaviour during the day.	10 minutes during lunch time	Reflection room duty teacher with HT coordination	Sentral and communication via Teams chat

Review dates

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 3, 2025