

NSW Department of Education

School Behaviour Support and Management Plan

Overview

NSW School of Languages is committed to supporting all students to engage in their learning regardless of their background or capabilities. Ensuring that our physical and online learning environments are safe and nurturing for our students is paramount to meeting this commitment.

We work with parents and carers to provide a safe and caring learning environment for their children and to keep them informed about support for their students.

We support students' health and safety through a range of strategies including those set out in the following Department of Education Policies and initiatives:

- [Behaviour code for students](#)
- [Anti-racism Policy](#)
- [Student Behaviour Policy](#)
- [Anti-bullying for students](#)
- [Anti-bullying for parents and carers](#)
- [Anti-bullying for educators](#)
- [Wellbeing Framework for Schools](#)

More information on how our school implements these policies and supports students can be found in our [Student Wellbeing Guidelines](#), which is updated periodically.

Our approaches to student behaviour management are visible in our Strategic Improvement Framework.

Strategic direction 1: Student Growth and Attainment

- Whole-school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.
- The introduction of a whole-school merit award system
- Embed the [Wellbeing Framework](#) into school culture through ongoing staff professional learning in effective wellbeing strategies.

Strategic direction 2: Improving the Impact of Teaching Practice

- [Positive Behaviour for Learning](#) used as a key strategy in both speaking lessons and face-to-face Lesson Days.

Partnership with parents and carers

NSW School of Languages collaborates with parents and carers to promote positive behaviour for learning and developing and implementing behaviour expectations and management strategies, including bullying and cyberbullying by:

- Inviting families and student feedback through formal and informal means, for example, through school surveys, consulting with parents, Parent/Carer Information Nights and events.
- Using concerns raised through complaints procedures to review school systems, data and practices.

NSW School of Languages will communicate these expectations to parents/carers through the school newsletter and website and provide links to information and resources in the [Behaviour support toolkit](#).

Partnership with Home Schools

NSW School of Languages collaborates with home school supervisors and support staff to promote positive behaviour for learning and communicate behaviour expectations and management strategies, including bullying and cyberbullying by:

- Inviting supervisors to Supervisors' Day, where supervisors learn about our school, our school's guidelines, Department of Education policies and their role as supervisors.
- Consistently using supervisors as the first point of contact for academic and wellbeing concerns.
- Supervisors are provided with access to DEMS so they can independently monitor the progress of the students under their supervision.

School-wide expectations and rules

Safety	Respect	Engagement
Follow instructions to keep you safe.	Show respect to everyone always.	Attend all speaking lessons and submit coursework on a weekly basis.
Report hazards to staff.	Respect differences in others.	Come to lessons prepared and ready for learning.
Do not bring weapons, illegal drugs, alcohol, cigarettes, e-cigarettes vapes to our school.	Follow the directions of the teacher.	Complete assessment tasks and exams with integrity.
Behave safely while on campus including no violence.	Resolve conflict respectfully, calmly and fairly.	Ask for help when needed.

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	Supervision (Lesson Days)	Break times to be actively supervised at all times by staff.	Students
	Online speaking lesson	Teacher monitors student's progress and reports concerns to faculty Head Teacher and Head Teacher Wellbeing. Home school and parent/ carers are contacted to maintain clear communication and suitable support for the student.	Teachers
	"Off and Away" Management NSL Mobile Phone and Electronic Devices Policy	All electronic devices are in students' bags unless instructed by staff to use them for a learning activity.	Students
	Student Merit Award System	Students receiving merits for achievement and improvement provides a boost to their self-confidence and efficacy as learners.	Students
	Inclusive Education	Model inclusive language	Students and Staff
	NSL Language Ambassadors	NSL Student Leadership Program that aims to cultivate leadership skills and promote responsible behaviour while fostering a positive and supportive environment among students.	Students
	Learning Management System (DEMS)	Reports of bullying recorded on DEMS in students' profile under (W) Welfare.	NSL Staff
	Parent/Carer Information Night	Explain school rules and behaviour expectations to parents/carers.	Parents/Carers
Early intervention	R U OK Initiative	R U OK Question each term to check in regarding their current wellbeing.	Students & Wellbeing Team, Teachers
	Curriculum	Teachers monitor course discussions for comments of concern.	Teachers
	Coursework	Teachers to report evidence of bullying in student's work	Teachers
	DEMS	Accurate record-keeping of student incidents in DEMS.	All NSL Staff
	Review of Student Progress Flowchart	Student engagement in coursework is monitored. Through the structured early intervention of Learning Support, issues can be dealt with as soon as possible, which can affect behaviour.	NSL Staff

Care Continuum	Strategy or Program	Details	Audience
Targeted / Individual intervention	Learning Support	Wellbeing and Learning Support Team works with teachers, supervisors and parents/carers to tailor adequate individual support to cater for student's needs.	Students Teachers NSL Community
	Behaviour Management Plan	Staff use the Behaviour Management Plan from the Home School when a student is on campus and follow the NSL Behaviour Management procedure.	NSL staff
	Personalised Learning and Support Plan	Wellbeing Team develop a Personalised Learning and Support Plan (PLaSP) or use the one provided by the Home School to address wellbeing concerns. This plan is communicated to the relevant staff and actively followed to support each student.	NSL Staff
	Personalised Learning Pathway	Wellbeing Team develop a Personalised Learning Pathway (PLP) for First Nations students or use the one provided by the home school. This plan is communicated to the relevant staff and actively followed to support each student.	NSL Staff
	Communication	Teachers, Executive and Wellbeing Team staff contact parents/carers when an incident occurs.	Teachers, Supervisors, Parents/Carers
	Semester Reports	Parents/Carers receive an assessment of student engagement and comments on their progress, participation in lessons, and Lesson days (when required).	Parents/Carers
	<u>Restorative Practice</u>	If mediation is required, NSL teaching or executive staff manage conferences to address serious incidents, repair harm and develop strategies for future positive behaviour. NSL collaborates with the home school to ensure that the NSL plan reflects the home school plan and best support our students.	Students

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

<p>Prevention</p> <p>Responses to recognise and reinforce positive, inclusive and safe behaviour</p>	<p>Early Intervention</p> <p>Responses to minor inappropriate behaviour</p>	<p>Targeted/Individualised</p> <p>Responses to behaviours of concern</p>
<p>Student Wellbeing Professional Learning sessions for our staff equip our school community with strategies to actively build a welcoming school culture that values diversity and fosters positive relationships. Staff proactively participate in regular student wellbeing Professional Learning presented at staff meetings and School Development Days. Staff proactively implement students' Personalised Learning and Support Plans and the Behaviour Management Plan.</p>	<p>Staff engage with evidence-based mental health and wellbeing programs and activities that target students' needs. Staff proactively use Positive Behaviour Learning when communicating with students. Staff report concerns to their faculty Head Teacher and Head Teacher Wellbeing. The Wellbeing Team provides targeted individualised support to students with identified learning and wellbeing needs.</p>	<p>Proactive actions are implemented by staff to address the concerns as per the Behaviour Management Plan and school procedure. This includes communicating with the parents/ carers and the home school supervisors. Individual Behaviour Support Plan is developed for students with persistent and/or challenging behaviour.</p>
<p>Anti Bullying strategies. The school has a whole-school approach to bullying and follows the Anti-Bullying procedure.</p>	<p>Anti-bullying procedure is followed. In addition, if the behaviour affects several students, teacher sends out a Canvas announcement or email reminder to rectify the behaviour. The home school supervisor and parents/ carers are also notified.</p>	<p>Anti-bullying procedure is followed. Also, day school counselling and external referrals are used through the following: staff to contact the student's home school to ask for assistance with access to school counselling services and refer students to external agencies for additional support if needed.</p>
<p>Student behaviour expectations. NSL staff communicates the Behaviour code for students to the school community.</p>	<p>Model inclusive language to correct students' misbehaviour.</p>	<p>Restorative Conferences: Facilitate conferences to address serious incidents, repair harm and develop strategies for future positive behaviour. Collaboration between the home school, NSL and parents/ carers.</p>
<p>DEMS Quick Merit award system and Principal Awards are available for students to promote positive reinforcement. Our award system recognises and reinforces positive, inclusive and safe behaviour. Notification of the award is communicated by our school to the students' parents / carer and the students' home school.</p> <p>The NSL Language Ambassadors program provides an opportunity for our students to be part of our school's student leadership team.</p>	<p>Staff remind the student of the school expectations, school rules and opportunities for the student to improve behaviour.</p> <p>Staff contact parents/carers and the home school supervisor to notify them of the student's behaviour.</p>	<p>NSL Letter of Concern and NSL procedure is followed. This procedure is discussed and communicated with parents/ carers, and the home school supervisor.</p>

Planned responses to serious behaviours of concern

1. Incident Management

Immediate De-escalation: All staff use strategies to diffuse difficult situations and ensure the safety of all individuals involved.

Assessment and Support: Assess the students' needs and offer support to help them regain control. This might involve moving them to a safe supervised area such as our school's dedicated Quiet Room.

Involve Senior Executive: A teacher informs a member of the Senior Executive when serious incidents occur and seeks assistance on managing the incident where appropriate.

2. Communication

Document the incident: A staff member who witnessed the incident documents all that occurred in DEMS. This includes details of the behaviour, interventions used and outcomes.

Inform Parents/Carers: Parents and carers are promptly informed of the incident and the school's response.

Team Debrief: Staff involved will meet to debrief on the events that occurred, identify triggers and plan effective strategies for future support.

3. Intervention

Personalised Learning and Support and/or behaviour plans: Staff involved work with the Student Wellbeing Team to develop a plan tailored to the student's needs to reduce the likelihood of a repeated incident.

Restorative Practices: If mediation is required, meetings are conducted to address the impact of the behaviour, repair harm and develop strategies for future positive behaviour.

4. External Support and Referrals

External School Counselling: Contact the student's home school to recommend the need for counselling or to refer the student to the home school Wellbeing Team.

5. Compliance

Follow the **NSW Department of Education Student Behaviour Policy** and **suspension and expulsion procedures** when required.

6. Review and Follow Up

Monitor Progress: Regularly review the student's progress by checking in with the student's teacher/s. Adjust the Behaviour and / or Learning Plans as required.

Family engagement: Engagement with the student's family to ensure a consistent approach to behaviour support at school and at home.

- 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 Policy](#)
- [Incident Notification and Response Procedures](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

Detention, reflection and restorative practices

[Include information about food and toilet breaks and the maximum length of time appropriate to the age/developmental level of the student]

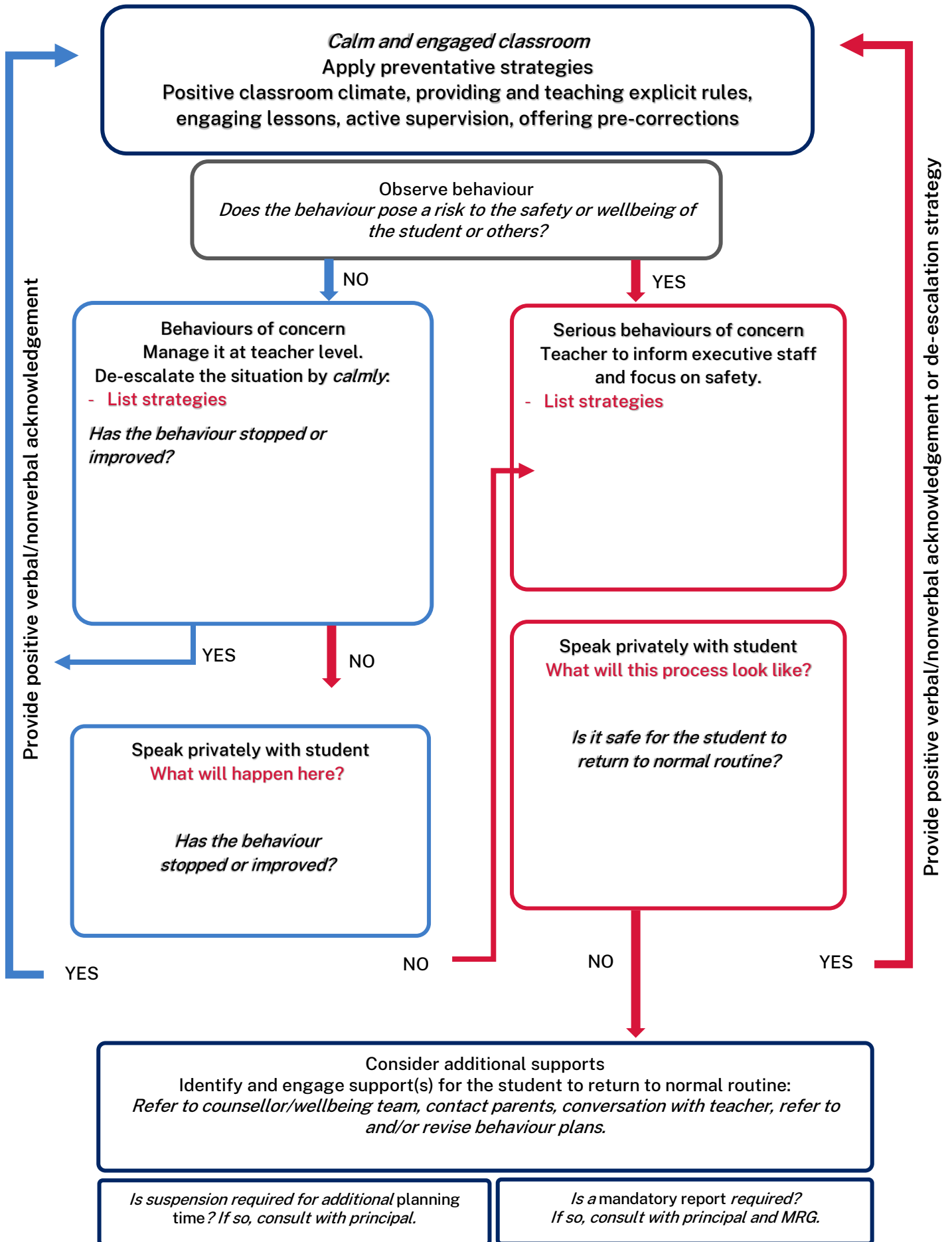
Strategy	When and how long?	Who coordinates?	How are these recorded?
Restorative Conversations	As soon as all involved are available after the incident	Executive staff	DEMS Register
Alternate break plan	Next break 10-15 minutes	Course Coordinator OR Executive	DEMS Register Behaviour Plan
Formal caution to suspend	Up to 50 days*	Principal	DEMS Register Email or hard copy of letter sent to the parent/carer and supervisor

Review dates

Last review date: [31 January: Day 1, Term 1, 2025

Next review date: [27 Januy: Day 1, Term 1, 2026

Appendix 1: Behaviour management flowchart (Alternative example)



Appendix 2: Bullying Response Flowchart (Optional)

