



School Behaviour Support and Management Plan

Overview

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

Oberon High School values and is committed to providing a positive environment where everyone feels safe, supported, and respected.

Our goal is to inspire every child to participate positively in society. We focus on promoting excellence, opportunity, and success for all students every day, in an inclusive environment. We have high expectations for behaviour and are committed to explicitly teaching, modelling, and encouraging positive interactions between all members of our school community.

Our processes are founded on the premise that all students must learn to take responsibility for the impact of their own actions and empathise with those affected by their behaviour. We explicitly train all staff to respond consistently to these challenges when supporting students in the restoration of relationships affected.

To achieve our vision, key approaches prioritised and valued by the school community are:

- School Wide Expectations (SWE)
- Restorative Practice

School Wide Expectations align with the NSW Department of Education's Behaviour code for students and the principles of Respect, Safety and Engagement.

Restorative Practice is a whole school teaching and learning approach that educates all in relation to behaviour that is supportive and respectful. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents involve interpersonal conflict or wrongdoing occur.

Partnership with parents and carers

Oberon High School will partner with families in establishing expectations for parent engagement in developing and implementing student behaviour management strategies, including interpersonal conflict by:

- Inviting families and student feedback through formal and informal means, for example, through Tell Them From Me surveys, school surveys, consulting with the school's P&C Association and local AECG,
- Using concerns raised through the complaints procedures to review school systems, data and practices.
- Creating opportunities for education and participation in Restorative Practices processes.

School-wide expectations

Respect	Safety	Engagement
Treat one another with dignity, including appropriate language, and be courteous	Be aware of and take responsibility for your own behaviour and conduct	Arrive at school and class on time
Act and work cooperatively with other students, teachers and school staff	Model and follow school expectations	Be prepared for every lesson
Value differences of others and respect their learning needs	Negotiate and resolve conflict	Actively participate in learning
Dress appropriately by wearing school uniform and take care of property	Make safe choices and care for self and others	Aspire and strive to achieve the highest standards of learning

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/policies/pd-2006-0316/pd-2006-0316-01>. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

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 interpersonal conflict.

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. The use of

Affective Language and Circle Architecture from the Restorative Practices Framework form the basis for establishing a whole school approach across the Care Continuum. These practices include:

- Explicitly teaching classroom expectations
- Establishing routines and procedures that are communicated clearly to students
- Encouraging expected behaviour with positive feedback and reinforcement
- Discouraging inappropriate behaviour
- 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	Teaches positive strategies to provide opportunities to develop, strengthen, repair and maintain healthy relationships. Includes Affective language, circles and restorative conversations.	Staff, students, 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/Targeted /Individual Intervention	Australian eSafety Commission Tool kit for Schools	The toolkit resources are categorised into 4 elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyber-bullying incidents.	Students 7-12, staff, families
Prevention	Communication with parents	To increase parents understanding of how our school addresses all forms of behaviour, inclusive of Restorative Practices processes used in homes and school.	Staff, students, families
Prevention	Transition Year 6 into 7	Focusing on a safe and successful movement from primary to high school.	Incoming year 7 students
Prevention	Peer Support program	Builds resilience by helping students develop strong relationships and skills to manage life's ups and downs.	Students 7 and 9, and Advisors

Care Continuum	Strategy or Program	Details	Audience
Prevention	Peer Mediation Program	Builds resilience by helping students develop strong relationships and skills to manage life's ups and downs.	Students 9-12
Prevention/ Early Intervention	Student Support Officer	Supports the school's approach to wellbeing.	Students 7-12
Prevention	School Chaplain	Supports the school's approach to wellbeing.	Students 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	Check In Check Out	For students who exhibit low level behaviours of concern.	Individual students 7-12
Targeted Intervention	Leadership programs	These include Student Representative Council, House Leaders, and Peer Mentors.	Students 7-12
Individual Intervention	Daily Achievement	A period of time on a daily achievement card to change a pattern of behaviour.	Students 7-12
Individual Intervention	Attendance Monitoring	Address barriers to improve attendance and set growth goals.	Students, Attendance Coordinator, YAs, Snr Exec, HSLO
Individual Intervention	Individual Behaviour Support Planning	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Students, parents/carer, LaST, DP, P

*Insert more rows as required.

Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Reflection time with classroom teacher – using the card system	During break times – 15 mins	Classroom Teacher	Sentral
Reflection time with Head Teacher – using the card system	During class time	Head Teacher	Sentral
Reflection time with the Senior Executive – using the card system	During class time	Senior Executive	Sentral



Reviewing dates

Last review date: April 2025

Next review date: T2 Wk10 2025.