

School Behaviour Support and Management Plan – South Sydney High School

Overview

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

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

- Positive Peer Relationships Program
- SSHS Wellbeing for All

These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying.

Wellbeing for All is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. A Wellbeing for All approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.

Partnership with parents and carers

South Sydney High School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies, including bullying 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 the local AECG.
- using concerns raised through complaints procedures to review school systems, data and practices.

South Sydney 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

Care	Opportunity	Success
Use appropriate language	Be ready to learn	Strive to achieve
Use technology appropriately	Be equipment ready	Work to the best of your ability
Cooperate with your teachers	Be on time	Respect to all
Be safe	Accept differences	Seek help and accept advice

Behaviour Code for Students

NSW Public Schools are committed to providing safe, supportive and responsive learning environments for everyone. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

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 (Proactive Intervention)	Positive Peer Relations Program	Copy of Positive peer relationships policy given to students and workshopped in a seminar type setting with links to behaviour policy. Student Q&A session followed.	Year 7-12
	Peer Support Program	Senior student led workshops for students new to the school to support their transition into high school.	Year 7
Prevention	<u>PDHPE curriculum</u>	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	Students 7- 10
Prevention / Early Intervention / targeted / individual	<u>Australian eSafety Commissioner Toolkit for Schools</u>	The toolkit resources are categorised into four 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 parent’s understanding of how our school addresses all forms of behaviour.	Staff, students 7- 12, families
Prevention	<u>National Week of Action Against Bullying and Violence (NWA)</u>	Our school participates in the annual (NWA) – Term 3 each year.	Staff, students 7- 12
Prevention	Transition Year 6 into 7	Focusing on a safe and successful movement from primary to high school.	Incoming Year 7 students

	Youth Liaison Officer talk	Promote positive interactions by discussing antibullying, cybersafety, young offenders act and active citizenship through a seminar style session. Q&A session followed.	Stage 4 (Year 7 & 8) Stage 5 (Year 9 & 10)
Prevention / Early intervention	<u>Student support officer</u>	Supports the implementation of the school's approach to wellbeing.	Student 7 - 12
Targeted / individual intervention	<u>Learning and Support</u>	The LaST works with teachers, students, and families to support students who require personalised learning and support.	Staff, individual students 7- 12, families
Individual intervention	Mentoring Programs	A strengths-based intervention program with a focus on building self-awareness and emotional intelligence for students with challenging behaviours.	Individual students 7 - 12
Individual intervention	Quality behaviour card system	Time on a daily behaviour card to change a pattern of behaviour.	Students 7-12
Individual intervention	<u>Attendance monitoring</u>	Address barriers to improve attendance and set growth goals.	Students, Year Advisor, HT Wellbeing
Individual intervention	<u>Individual behaviour support planning</u>	This may include developing, implementing, monitoring, and reviewing behaviour support, behaviour response and risk management plans.	Students, parent/carer, LaST, HT Wellbeing
	Optus Digital Thumbprint	Cybersafety information session strategically linked to school students focussed on school	Stage 5 (Year 9 & 10)

		and community online safety.	
Early Intervention	Levelled Support System	Yellow, Orange and Red cards.	Whole school needs based, HT Wellbeing
	School Wide Behaviour Expectations program	Explicit teaching of behaviour expectations in class situations.	Whole school
	My Strengths	Identifying strengths and using their strengths to support their learning and school life.	Year 7 – individual classes and needs based SSO
Targeted intervention	Social Emotional Learning Program	Communication skills Positive choices Self-regulation Social skills	Needs based referral process HT Wellbeing, Wellbeing Team
	Rage	Students identified at risk of suspension related to anger or violence will be connected to and supported through 'Rage'. It is a 4-week strength-based anger management program run by various youth health services. For secondary students.	Needs based referral SSO
	Managing the Bull	Program to build resilience in bullied teens through games, activities, and discussions.	Needs based referral SSO
Individual Intervention	Complex Case Management	Targeted wellbeing support Targeted Learning Support Intervention from Behaviour Support Team. Student Specialist School Placement process.	Needs based referral HT Wellbeing

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.

See Appendix 1.

South Sydney 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:

Level	Behaviour	Action	Responsibility
1	Breaches of classroom expectations Breaches of subject specific safety rules Dangerous/unsafe play Littering Truancy Repeated incidences of non-compliance	Proactive intervention strategies Responses to recognise and reinforce positive, inclusive, and safe behaviour: Details recorded on Sentral Contact made with Parent/Carer Student Monitoring Card (Yellow) Notification to Head Teacher Orange Letter NESA warning letter	Classroom teacher Teacher on Playground duty
2	Failure to complete Level 1 monitoring card (yellow) Continued breaches of classroom expectations Breaches of school rules Persistent Lateness Persistent out of uniform Persistent Truancy	Early Intervention strategies Responses to minor inappropriate behaviour: Student Monitoring Card (Orange) Contact made with Parent/Carer Details recorded on Sentral Detention Restitution/conflict Resolution/mediation Referral to relevant Student Support Team Member	Head Teacher Year Advisor Attendance monitoring (HT Wellbeing)
3	Failure to complete Level 2 monitoring card (orange) Breaches of school rules Persistent non-compliance or disobedience Aggressive behaviour	Targeted Intervention Strategies Responses to behaviours of concern: Student Monitoring Card (Orange/Red) Information recorded on Sentral Restitution Detention Formal Caution (50 days) Parent interview Referral to Behaviour Support Team	Deputy Principal
4	Failure to complete Level 3 monitoring card (Orange/red) Persistent misbehaviour Persistent disobedience Physical violence Abuse of a teacher	Individual Intervention Strategies Responses to behaviours of concern: Information recorded on Sentral Formal caution (50days; if not already in a 50-day period) Restitution Suspension (short) Suspension (long) Expulsion Referral to Behaviour Support Team	Deputy Principal/Principal

Quality Behaviour Policy Principles

There are three levels of Quality Behaviour: the classroom teacher (Yellow); Head Teachers (Orange) and the Senior Executive (Red).

At all levels students are required to complete a Quality Behaviour Card for a 5-to-10-day period. The behaviours to be improved are negotiated between the student and the teacher. A student may be placed on a Quality Behaviour Card for behaviour, work ethics and/or attendance.

The purpose of the Quality Behaviour Card is for the student to develop a plan to enable them to be a positive member of the classroom and around the school. This will require both the teacher overseeing the card and the student's classroom teachers to be a mentor to achieve the desired improvement.

If there is no measurable improvement in the negotiated behaviours, the teacher overseeing the Quality Behaviour Card may refer the student to the next level.

Responses to Serious Behaviours of Concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Sentral. These may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support 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
- communication and collaboration with parents/carers (phone, email, parent portal, 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 Policy](#)

[Incident Notification and Response Procedures](#)

[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.

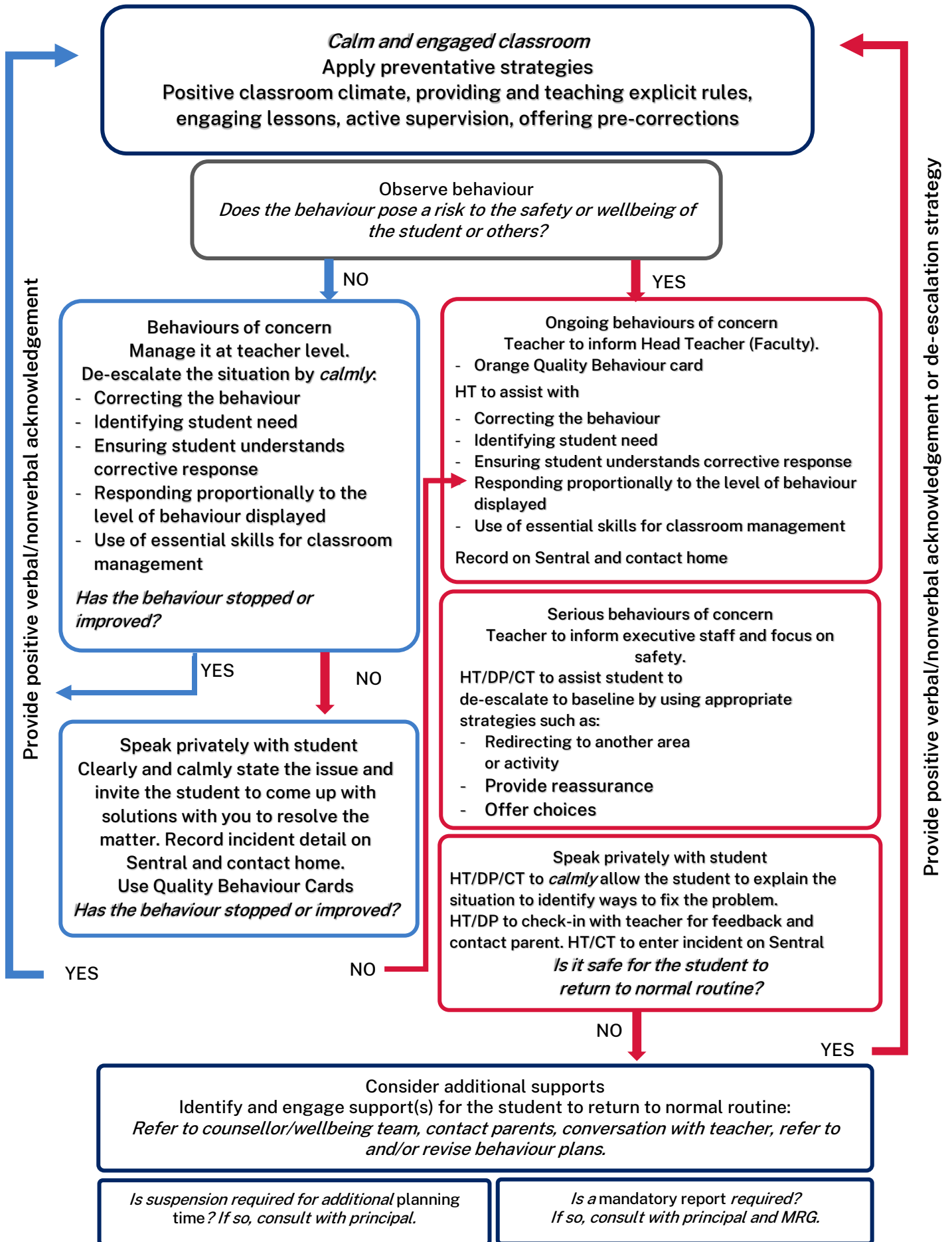
Strategy	When and how long?	Who coordinates?	How are these recorded?
Alternate break plan – withdrawal from playground during breaks and re-allocation to office/classroom for supervised breaktime following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention)	Next break	School Executive	Sentral
Alternate Supervision is an integral part of the response plan within the Behaviour Management Response Policy. It acts as an in-school suspension, providing a safe working environment where students can reflect on their behaviour. Alternate Supervision enables students to work towards a plan for their successful return to class and is therefore conducive to modifying behaviour.	Scheduled to align with students' timetable	School Executive	Sentral
After School Detention is utilised to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention)	Scheduled as soon as student is available	School Executive	Sentral
Restorative practice –restorative conversations in groups	Scheduled as soon as all involved are available	Year Advisor/HT Wellbeing/ARCO/LGBTQIA+ coordinator	Sentral

Review dates

Last review date: [20/9/24]

Next review date: [11/4/25]

Appendix 1: Behaviour management flowchart (Alternative example)



Appendix 2: Bullying Response Flowchart (Optional)

