

School Behaviour Support and Management Plan

Overview

St Ives High School is a comprehensive, high performing school that engages students in academic, creative and sporting excellence. We foster students' understanding of their responsibilities to others and an understanding of their individual and collective responsibility as members of our inclusive school community.

St Ives High is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Our community has high expectations of student behaviour. Our community values Respect, Perseverance and Growth. Staff modelling and school programs focus on the development of students' capacities to: reflect on experience; make informed decisions; set goals; and maximise their growth.

At St Ives High School, we have in place a comprehensive and inclusive Behaviour Support and Management Plan to support student and teacher wellbeing. This is fundamental to achieving the priorities of providing quality education for all, raising educational standards and achievement, taking responsibility for the care and safety of others, and creating responsible and respectful students who achieve their full potential. We believe that all students, teachers, parents and community members have a right to be a part of our safe and caring schooling community.

The principles of positive behaviour support, trauma-informed practice, inclusive practice, and social emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

Our processes are founded on the idea that students must learn to take responsibility for their own actions and to ensure all staff respond to these challenges consistently to support students to acknowledge harm and learn from their behaviour.

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

- Restorative Practice
- Together for Humanity
- The Resilience Project
- Consent Labs
- Elephant Ed
- Raise Youth Mentoring Program

Partnership with parents and carers

St Ives High School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by our Above Expectations positive reinforcement system, and our Level System for corrective behaviour practices.

St Ives High School will engage with parents in developing and implementing student behaviour management strategies, including for bullying behaviour by:

Inviting families and student feedback through formal and informal means, for example, through, school surveys, consulting with the school’s P & C Association and local AECG

Using concerns raised through complaints procedures to review school systems, data and practices.

St Ives 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

St Ives High School has the following school-wide expectations and rules:

To be respectful, to persevere and to strive for growth:

Respect	Perseverance	Growth
<ul style="list-style-type: none"> ● Obeys school and community rules ● Behaves and communicates respectfully to others ● Follows reasonable requests of all staff and others in authority. ● Takes care of their belongings, and those of others ● Is safe: respects and follows the ‘no touch’ rule; ● Cares for their learning and physical environment; brings nothing to school that could cause harm, damage or injury ● Shows kindness; Respects difference/diversity/ rights and is inclusive. ● Is accountable for their actions ● Remains within the designated boundaries/areas. ● Wears the full school uniform ● Interacts positively and respectfully with the wider community; contributes to the good reputation of St Ives High School 	<ul style="list-style-type: none"> ● Prepared for learning (including correct equipment with charged and operating BYOD) ● Keeps trying after making mistakes ● Attempts set tasks with the aim of completion. ● Submits tasks on time. ● Attempts tasks commensurate with ability. ● Participates with enthusiasm in school carnivals, excursions and incursions 	<ul style="list-style-type: none"> ● Sets goals for personal best ● Collaborates with peers without hindering the learning of others. ● Listens to and responds to all feedback ● Willingness to learn ● Attends timetabled, arrives on time ● Celebrates achievements of self and others ● Is a lifelong learner

To contribute to health and safety for all:

- Always communicate and behave respectfully towards others
- Line up safely and respectfully as required eg. at the canteen, for buses, outside classrooms
- Use bathrooms for the purpose for which they were designed
- Follow the No Touch school rule
- Power off my phone and store it in my bag while on school grounds
- Not use or be in possession of illegal drugs, alcohol, tobacco, e-cigarettes/vapes or weapons
- Keep nails short and smooth; no acrylic nails
- Not wear large earrings; remove jewellery and tie back hair when participating in physical activity.
- Not wear a hooded jumper or jacket; hooded raincoats allowed in wet weather
- Dispose of chewing gum in a bin before entering a school building

- If driving to school, drive to the speed limit and park cars respectfully
- Use the pedestrian crossing when crossing the road
- Obey road rules; ride bikes, skateboards and scooters in a safe manner and wear an approved safety helmet
- Walk my bike, scooter or skateboard in and out of the school grounds
- Use the bike bay provided and ensure that the bike, scooter or skateboard is adequately secured

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/policylibrary/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
- proactively engaging our student community in wellbeing practices to help assist them in becoming model citizens.



The care continuum is a whole-school system that can assist schools to adopt a prevention-focused approach and help to address the full spectrum of student needs.

The care continuum includes interventions for:

- all students - creating a safe and respectful learning environment
- some students - providing early intervention and targeted support for students at risk of developing negative behaviours

- a few students - supporting students with complex and challenging behaviour needs through intense, individual interventions.

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. Promotes positive wellbeing practices to support	Staff, students 7-12, families
Prevention	The Resilience Project	mental health and positive behaviours Students engage in social and emotional wellbeing sessions, which are reinforced by staff regularly, including at year and wholeschool assemblies with a focus on acts of kindness.	Year 7 2025
Prevention	Together For Humanity		Students 7-10
Prevention	Elephant Ed.	Focuses on interactions and the development of respectful relationships	Students 7-8
Prevention/Intervention	Man Anchor Program	Addresses issues and stereotypes around men's mental health and masculinity ideals	Students 7
Prevention	Enlighten education	A program that focuses on building connections and developing student voice,	Students 9
Prevention	PDHPE Curriculum	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	Students 7-10
Prevention	RAISE	Raise mentoring program offering early intervention mentoring as a preventative solution for targeted students	Students 8-9
Prevention	bstreetsmart	Promoting safe behaviour as drivers, riders and passengers Targeted students visit a hospital to learn about the	All Year 10
Prevention	P.A.R.T.Y Program	effects of drugs and alcohol. The toolkit resources are categorised into four elements:	Year 10
Prevention / Early Intervention / targeted / individual	Australian eSafety Commissioner	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-	Students 7-12, staff, families
	Toolkit for Schools	bullying incidents. To increase parent's understanding of how our school	
Prevention	Communication with parents	addresses all forms of behaviour.	Staff, students 7-12, families
Prevention	National Week of Action Against Bullying and Violence (NWA)	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
Prevention	<u>Peer support program</u> <u>Student support officer</u>	Builds resilience by helping students develop strong relationships and skills to manage life's ups and downs.	Students 7 and 10, and coordinators
Prevention / Early intervention	<u>Police Youth Engagement Officer</u>	Supports the implementation of the school's approach to wellbeing.	Student 7 - 12
Prevention / Early intervention	<u>Anti-Vaping Seminar – Not Even Once</u>	Supports positive student behaviour through annual talks to year groups and individualised supports to students to address concerns.	Student 7 - 12
Prevention/Intervention	_____	Addresses the health impacts of vaping	Students 7-12 and families
Targeted / individual intervention	<u>Learning and Support</u>	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 (CICO)	For students who exhibit low level behaviours of concern.	Individual students 7-12,
Targeted intervention	Leadership programs	These include Student Representative Council, library and peer mentors and coaches.	Students 7-12
Individual intervention	Monitoring cards/booklets	A period on a monitoring card to work towards behaviour goals.	Students 7-12
Individual intervention	<u>Attendance monitoring</u>	Address barriers to improve attendance and set growth goals. This may include developing, implementing monitoring and reviewing behaviour support, behaviour response	Students, Year Advisor
Individual intervention	<u>Individual behaviour support planning</u>	and risk management plans.	Students, parent/carer, LaST, HT Wellbeing

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.

St Ives High School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for St Ives HS:

- 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 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

- St Ives High School has a Level System to prevent and respond to behaviours of concern.
- Planned responses to behaviour that does not meet school expectations are either teacher managed 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.

Teacher Managed

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

Level System

St Ives High School has a comprehensive level system to assist teachers, executive members, and parents in managing student behaviours of concern. The following outlines this process:

Level 0

<p>Low level inappropriate behaviour</p>	<p>Preventative and corrective responses by teachers may include:</p>
<p>Including but not limited to:</p> <ul style="list-style-type: none"> • Arriving late to class • Not following teacher instruction on the first occasion • Failing to complete class tasks • Failing to bring appropriate materials to class • Repeated talking in class • Inappropriate, disruptive comments • Disruptive to other students in the class • Off-task electronic device usage • Low-level swearing (not directed at people or aggressive) • Chewing gum/eating in class • Wandering out of allocated seat 	<ul style="list-style-type: none"> • Will be provided with opportunities to reflect to develop strategies to selfmonitor and self-correct • Modelling of respectful relationships • Adjustments for individual learning needs • Directing, redirecting and cueing • Seating plans • Enforcement of whole school and class rules • Recess or half-lunch (faculty based) detentions • School service eg. cleaning playground • Informal, supportive conversations where form, function, and context of behaviour is discussed with student and strategies to self-monitor and self-correct • Communication of concern to parent/carer • May receive Level 1 warning

Level 1

Behaviours of concern	Intervention to support positive behaviours
<ul style="list-style-type: none"> • Including but not limited to: • Pattern of arriving late to class • Repeated disrespectful comments to staff/students • Back chatting teacher repeatedly • Repeated refusal to follow teacher instruction • Repeated disruption to learning • Repeated breach of rules regarding electronic device/s • Failure to attend break detentions • Language or gestures that may offend, based on race, gender, religion, sexuality, disability or appearance 	<ul style="list-style-type: none"> • Supportive conversations where form, function, and context of behaviour is discussed between student and subject Head Teacher or Deputy Principal. Student Support Officer may also support. Target Behaviour Goals established, strategies to self-monitor and self-correct devised • Detention and Reflection • Close monitoring of student behaviour for two weeks • Communication with parent/carer • May be excluded from excursions
<ul style="list-style-type: none"> • Pattern of uniform infractions • Failure to report to Detention and Reflection 	

Level 2

Behaviours of concern	Intervention to support positive behaviours
<p>Included but not limited to:</p> <ul style="list-style-type: none"> • A pattern of Level 1 behaviours • Significant class disruption • Unsafe behaviour • Repeated and persistent disobedience in the use of electronic devices • Refusal to hand over electronic devices when directed • Possession of cigarettes, vapes and/or smoking or in the company of vapers/smokers • Harassment and taunting of others, including but not limited to offensive language Language or gestures that offend based on race, gender, religion, sexuality, disability or appearance • Offensive behaviours Buying or selling of merchandise at school Continued failure to report to Detention and Reflection despite reminders and support for disabilities • Persistent truancy 	<ul style="list-style-type: none"> • Supportive conversations where form, function, and context of behaviour is discussed between student and Head Teacher or Deputy Principal • Target Behaviour Goals established, strategies to self-monitor and selfcorrect devised • Detention and Reflection • Close monitoring of student behaviour for two weeks • Communication with parent/carer • Formal Individual Behaviour Support Plan may be developed May be excluded from excursions Student will be nominated to attend relevant wellbeing program, where available; support from Student Support Officer to achieve goals • Formal caution to suspend may be issued

Level 3

Behaviours of concern	Intervention to support positive behaviours
<p>Included but not limited to:</p> <ul style="list-style-type: none"> • An escalation of Level 2 behaviours • Serious behaviours of concern • Computer network abuse 	<ul style="list-style-type: none"> • Supportive conversations where form, function, and context of behaviour is discussed between student and Deputy Principal. • Target Behaviour Goals established, strategies to self-monitor and self-correct devised, monitoring of behaviour and communication with parent/carer • Individual Behaviour Support Plan and Risk Assessment may be developed • Detention and Reflection Will be excluded from excursions
<ul style="list-style-type: none"> • Causing actual harm or poses a significant risk 	<ul style="list-style-type: none"> • Student will be nominated to attend relevant wellbeing program, where available; support from Student Support Officer to achieve goals • Formal caution to suspend may be issued or student may be suspended from school

Level 4

Behaviours of concern	Intervention to support positive behaviours
<ul style="list-style-type: none"> • Included but not limited to: • An escalation of Level 3 behaviours • Serious behaviours of concern • Causing actual harm or poses a significant risk 	<ul style="list-style-type: none"> • Supportive conversations where form, function, and context of behaviour is discussed between student and Deputy Principal. Target Behaviour Goals established, strategies to self-monitor and self-correct devised, monitoring of behaviour and communication with parent/carer • Individual Behaviour Support Plan will be developed • Detention and Reflection Will be excluded from excursions • Student will be nominated to attend relevant wellbeing program, where available; support from Student Support Officer to achieve goals • Formal caution to suspend may be adjusted, issued or the student may be suspended from school •

Stives High School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

Prevention	Early Intervention	Targeted/Individualised
Responses to recognise and reinforce positive, inclusive and safe behaviour	Responses to minor inappropriate behaviour are teacher-managed.	Responses to behaviours of concern are executive managed

School Behaviour Support and Management Plan

<p>1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.</p>	<p>1. Refer to school-wide expectations</p>	<p>1. Contact office to seek help from HT/DP straight away if there is a risk. Otherwise notify executive ASAP and before the end of the school day.</p>
<p>2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.</p>	<p>2. Use indirect responses e.g. Proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p>	<p>2. HT/DP/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.</p>
<p>3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on Behaviour / wellbeing ITD system.</p>	<p>3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before a low-level consequence is applied.</p>	<p>3. HT/DP collects information and reviews the incident from multiple perspectives to determine the next steps. HT/DP/CT to record incident on Behaviour / wellbeing ITD system and contact parent/carer by email or phone. DP/P may consider further action for e.g. formal caution/suspension.</p>
<p>4. Social-emotional learning lessons</p>	<p>4. Teacher records on Behaviour / wellbeing ITD system by the end of the school day. Monitor and inform the family if repeated. For some incidents, a referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying coordinator.</p>	<p>4. Refer to the school's Learning Support Team considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.</p>
<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>
<p>Parents are automatically notified through the parent portal when intermittent and infrequent reinforcers are recorded on Sentral Wellbeing. Student awards for positive behaviour are given at fortnightly year group assemblies.</p>	<p>Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.</p>	<p>Parent/carer contact is made by HT/DP/P to discuss any support and behaviour responses, including referral to the LST school counsellor, outside agencies or Team Around a School.</p>

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.

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.

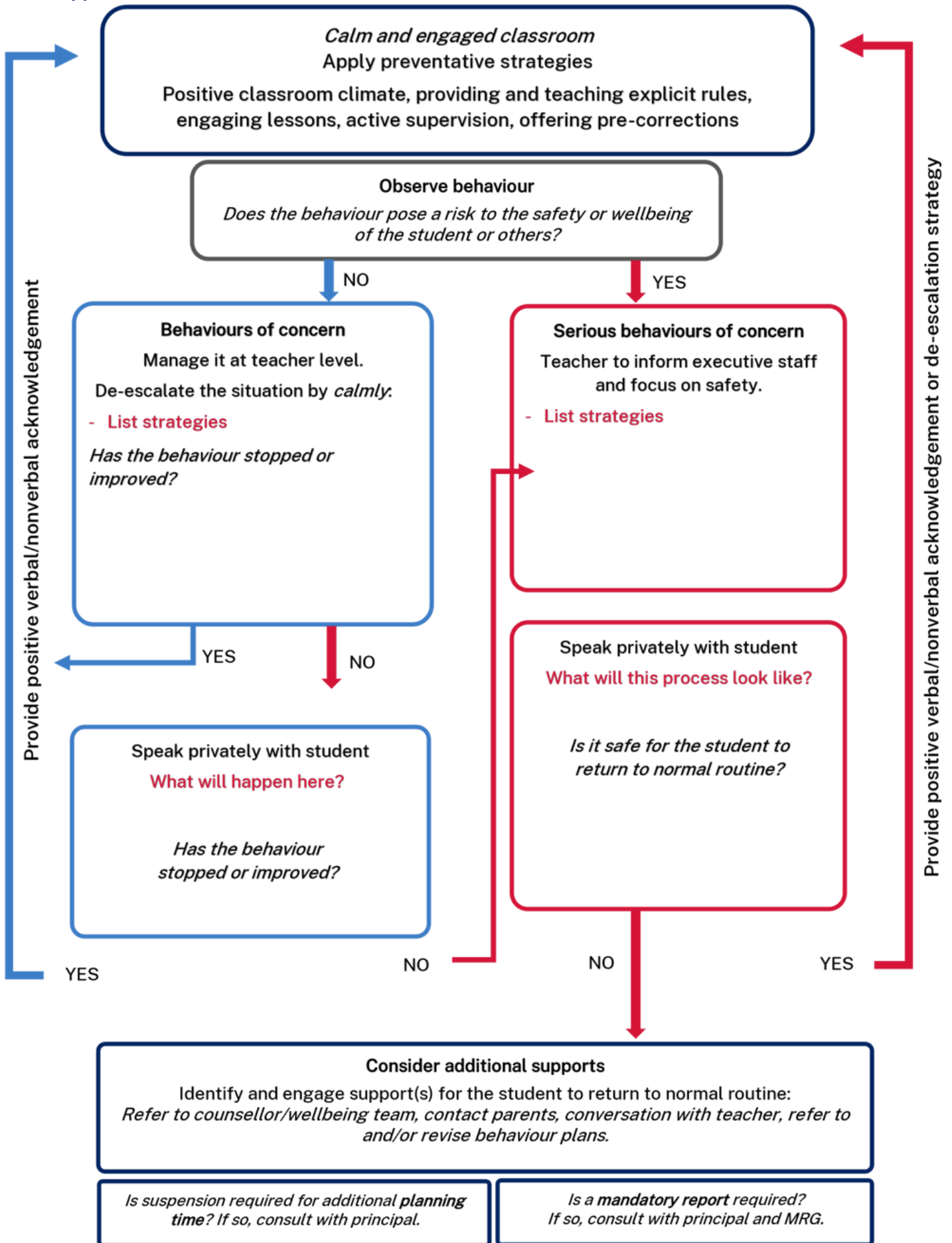
Strategy	When and how long?	Who coordinates?	How are these recorded?
Mentoring and coaching - Individual sessions for students to reflect on behaviour and set achievable goals to work towards.	Break time	Class teacher/executive	Sentral wellbeing module
Alternative break plan – withdrawal from playground 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)	Recess (15 minutes) Lunch (35 minutes)	Class teacher/School executive	Sentral wellbeing module
After-school detentions – 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)	3.15-4.15pm Monday or Wednesday	Executive staff	Sentral wellbeing module
Restorative practice – peer mediation , circles or conversations in groups, use of peer agreements to confirm positive behaviours to build respectful peer relationships.	Scheduled restorative as soon as all involved are available	Year Advisor/HT Wellbeing/DP	Sentral wellbeing module

Review dates

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 1 2026

Appendix 1: Behaviour management flowchart



Appendix 2: Bullying Response Flowchart



Refer matter to the Learning and Support Team within 48 hours if the situation is not resolved

- Look for opportunities to improve school wellbeing for all students