



WWHS School Behaviour Support and Management Plan

September 2024

Overview

Wee Waa High School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged in their learning.

Our goal is to inspire every child to participate positively in society. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful learners in a caring learning 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:

- TARROT
- The Resilience Project
- Breakfast Club
- Small Group Tuition
- Life Ready
- Reconnect
- Rock and Water
- MacqLit
- Quicksmart
- Thrive through sport
- League stars inspire
- Breakfast club
- Restorative Practice

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

Wee Waa High School will partner with families in establishing expectations for parent engagement 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 Tell Them from Me Surveys, 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.

Wee Waa High School will communicate these expectations to parents/carers through the school newsletter, website, the Sentral parent app and provide links to information and resources in the [Behaviour support toolkit](#).

School-wide expectations and rules

Wee Waa High School has the following school-wide expectations and rules:

- Try your best.
- Be Respectful.
- Be Prepared.
- Be Prompt.
- Follow instructions.

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.

NSW Department of Education 

Behaviour code for students

Information for students and parents or carers

NSW public schools are committed to providing safe, supportive, and responsive learning environments for everyone across a range of settings. We teach and model the inclusive and safe behaviours we value in our students.

In NSW public schools students are expected, to the best of their ability, to:

- show respect to other students, their teachers and school staff and community members
- follow school and class rules and follow the directions of their teachers
- strive for the highest standards in learning
- act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- resolve conflict respectfully, calmly and fairly
- meet the school's agreed uniform policy or dress code
- attend school every day (unless legally excused)
- respect all property
- be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools
- not bully, harass, intimidate, or discriminate against anyone in our schools.

Schools take action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning.

All students have a right to:

- safety at school
- access and fully participate in their learning
- be treated with respect by other students, teachers and school staff
- express their views, set goals and self-advocate.

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments and apply an appropriate action when students are not meeting these expectations. The department is responsible for the provision of a policy framework and resources such as legal issues bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context, the NSW

Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

Behaviour code for students: Student actions

Promoting the inclusion, learning, wellbeing, and safety of all students in NSW public schools is a high priority for the Department of Education.

We implement teaching and learning approaches across a range of settings to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

To meet the expectations set out above, students in NSW public schools, to the best of their ability, should adhere to the following principles.

Respect

- Treat one another with dignity.
- Communicate and behave courteously.
- Act and work cooperatively with other students, teachers, and school staff.
- Develop positive and respectful relationships.
- Value the interests, ability and culture of others.
- Respect the learning needs of other students.
- Dress appropriately by wearing the agreed school uniform or dress code.
- Take care with school property and the property of staff and other students.

Safety

- Model and follow school and class rules and expectations around behaviour and conduct.
- Negotiate and resolve conflict.
- Be aware of and take responsibility for how their behaviour and actions impact others.
- Care for self and others.
- Be safe and help others to make safe choices that do not hurt themselves or others.

Engagement

- Arrive at school and class on time.
- Be prepared for every lesson.
- Actively participate in learning.
- Aspire and strive to achieve the highest standards of learning.

NSW Department of Education | PD-2006-0316-01-V02.0.0
If this is a printed document, refer to the department's Policy Library for the most recent version.

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	<u>Restorative Practice</u>	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	<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	BroSpeak & Sista Speak	A cultural and mentoring workshop program at our school, which has a strong cultural focus and is designed to inspire	Aboriginal and Torres Strait Islander

Care Continuum	Strategy or Program	Details	Audience
		and motivate Aboriginal young people about the importance of education.	young people
Prevention	Communications with parents/carers around school expectations	A range of communication methods are used to communicate with parents/carers to increase parents understanding of how our school addresses all forms of behaviour.	Staff, students 7-12, families
Prevention	Trauma informed practice	Training that is about understanding the effects of trauma on your emotional brain and the learning brain. For example, students with a trauma background have a smaller amygdala and therefore are hardwired to be more hyper vigilant to their surroundings and can be more reactive to their environment, suffer from low self-esteem, have trouble controlling their emotions and have poorer social skills.	Staff
Prevention	AECG	The NSW Aboriginal Education Consultative Group Inc. is a non-for-profit Aboriginal organisation that provides advice on all matters relevant to education and training with the mandate that this advice represents the Aboriginal community viewpoint.	Staff Families
Prevention	Disability Standards for Educators and leaders	Course for staff and leaders to complete around responsibilities towards students with a disability.	Staff
Prevention	Aboriginal Pedagogies	The 8 Ways framework allows educators to explore Aboriginal ways of learning, focusing on teaching through culture. Our focus is still based on curriculum content; however, by learning through these Aboriginal perspectives, we can explore the importance of processes as well as content.	Staff
Prevention	The Resilience Project	Through presentations, student curriculum, teacher resources and digital content, The Resilience Project's Education Programs support mental health in the classroom, staffroom and family home.	Staff, families and Students

Care Continuum	Strategy or Program	Details	Audience
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 10, and co-ordinators
Early Intervention	Student Support Officers	SSO support the implementation of the schools whole-of-school approach to wellbeing, helping students to develop social and emotional skills through targeted strengths- based programs and strategies that build resilience, coping skills and positive relationships. They work with external agencies to provide additional support to students and their families	Staff Students
Early Intervention	Wellbeing Health Inreach Nurse	The School Nurse has the main role to support students' health and wellbeing needs. They are an integral part of the whole school learning and wellbeing teams. They are the link to the local health and social services to support students and their families on a wide range of health and wellbeing issues.	Individual students, Families Staff
Early intervention	Classroom Management	Staff undertake What works Best Professional Learning around Classroom Management, and the explicit teaching and modelling of behaviour expectations and skills.	Staff
Early intervention	School Counselling	School counselling staff support students by providing psychological counselling, assessment and intervention services.	Individual students, Families Staff
Early Intervention	Executive Committee	The committee Supports students with negative incidents across multiple faculties. The individual students will have a mentor executive staff member to report to every day.	Staff
Early intervention	CenterCare Programs	An integral partner of the Wellbeing Team, as they can provide advice and access to programs that may be identified across the school or for a cohort of students.	Individual students, Families Staff

Care Continuum	Strategy or Program	Details	Audience
Early intervention	E-safety Professional Learning	Professional learning covers the latest online safety research, case studies and teaching strategies. It aims to support educators and those who work with young people to integrate online safety into their programs and student wellbeing planning.	Staff
Targeted intervention	Learning and Support Team	The Learning and Support team, work with teachers, students and families to support those students who require personalised learning and support. Including instructional leadership, development of risk assessments and the development of short- and long-term goals	Individual students, Families Staff
Targeted intervention	Classroom Management	Targeted behaviour management strategies that include modified individual expectations and goals for students that are communicated explicitly to students, families and staff.	Individual students, Families Staff
Targeted Intervention	Small Group Tuition	An intervention program that targets students who are below national minimum standards in literacy and/or numeracy.	Individual students
Targeted Intervention	QuickSmart	QuickSmart is an evidence-based basic skills intervention program designed for middle-school students who experience persistent difficulties in literacy and numeracy.	Individual students
Targeted Intervention	MacqLit	MacqLit is an explicit and systematic reading intervention program for small groups of older low-progress readers.	Individual students
Targeted Intervention	Targeted support from Team Around School	Support will be provided from members of the Team Around School depending on the individualised needs of the student. This includes – Senior Psychologist, Learning Wellbeing officer, OOHC, ACLO, HSLO, networked specialist facilitator.	Individual students, families, staff
Targeted Intervention	School Counselling	School Counselling staff support students by providing a psychological counselling, assessment and intervention, depending on individual student needs.	Individual students, families, staff
Targeted intervention	More than Sport	The aim is to increase stronger connections to school and students are supported to build on personal and social capabilities, including resilience.	Individual students, Families Staff

Care Continuum	Strategy or Program	Details	Audience
Individual intervention	Personalised Learning Pathways	Personalised Learning Pathways are an active process. They are developed in a consultation process between the student, parents/carers and teachers, to identify, organise and apply personal approaches to learning and engagement. Personalised Learning Pathways can have short-term or long-term goals. Short term goals can be specific steppingstones to reach long term goals.	Individual students, Families Staff
Individual intervention	An Individual Education Plan	An Individual Education Plan (IEP) may be developed for a student with disabilities or a complex learning profile.	Individual students, Families
Individual intervention	Team Around School	Will develop strategies with the learning support team to develop behaviour expectations and supports for individual students.	Individual students, Families Staff
Individual Intervention	TARROT	(Trauma, Assessment, Referral, Rehabilitation, Outreach, Teams) TARROT is an outreach service offering varied access to Dr Ngaire Brown and her TARROT team of psychologists, psychiatrists and paediatricians. There is a plan that once students have been assessed face to face they can access TARROT clinicians via Telehealth at school.	Individual Students
Individual intervention	Specialist Allied Health and Behaviour Specialist	Engaging with specialist staff to develop and implement strategies for students with complex and challenging behaviour.	Individual Students
Individual intervention	School Counselling	School Counselling staff support students by providing a psychological counselling, assessment and intervention, depending on individual student needs.	Individual students, Families Staff
Individual intervention	Attendance Programs	Whole school and year group activities to improve student attendance.	Staff Families

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. See Appendix 1.

- **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.

Wee Waa 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.

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

Wee Waa 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	Responses to behaviours of concern
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.	Refer to school-wide expectations.	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.
Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	Use indirect responses e.g. Proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	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.
Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on Sentral.	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.	3HT/DP collects information and reviews the incident from multiple perspectives to determine the next steps. HT/DP/CT to record incident on Sentral and contact parent/carer by email or phone. DP/P may consider further action for e.g. formal caution/suspension.
Social-emotional learning lessons are taught (GEM) during weekly The Resilience Project GEM lessons.	Teacher records on Sentral 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 co-ordinator.	Refer to the school's Learning Support Team considering current and previous behaviour data. Other actions may include developing an Individual behaviour support/response plan and/or completing a risk assessment.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Parents are notified by the CT/HT/DP for positive behaviour and recorded on Millennium. Student merit awards for positive behaviour are given to students and collated to receive higher awards that are presented at weekly assembly.	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.	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.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Behaviour / wellbeing ITD system. 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?
Classroom Detention / Reflection Time	Up to half lunch (20 mins)	Classroom Teacher	Sentral
Exec Reflection Time	Up to half lunch (20 mins)	Head Teachers	Sentral
DP Reflection Time	Up to half lunch (20 mins)	Deputy Principal	Sentral
Teacher Directed Time out	The student is sent to the Head	Classroom Teacher	Sentral

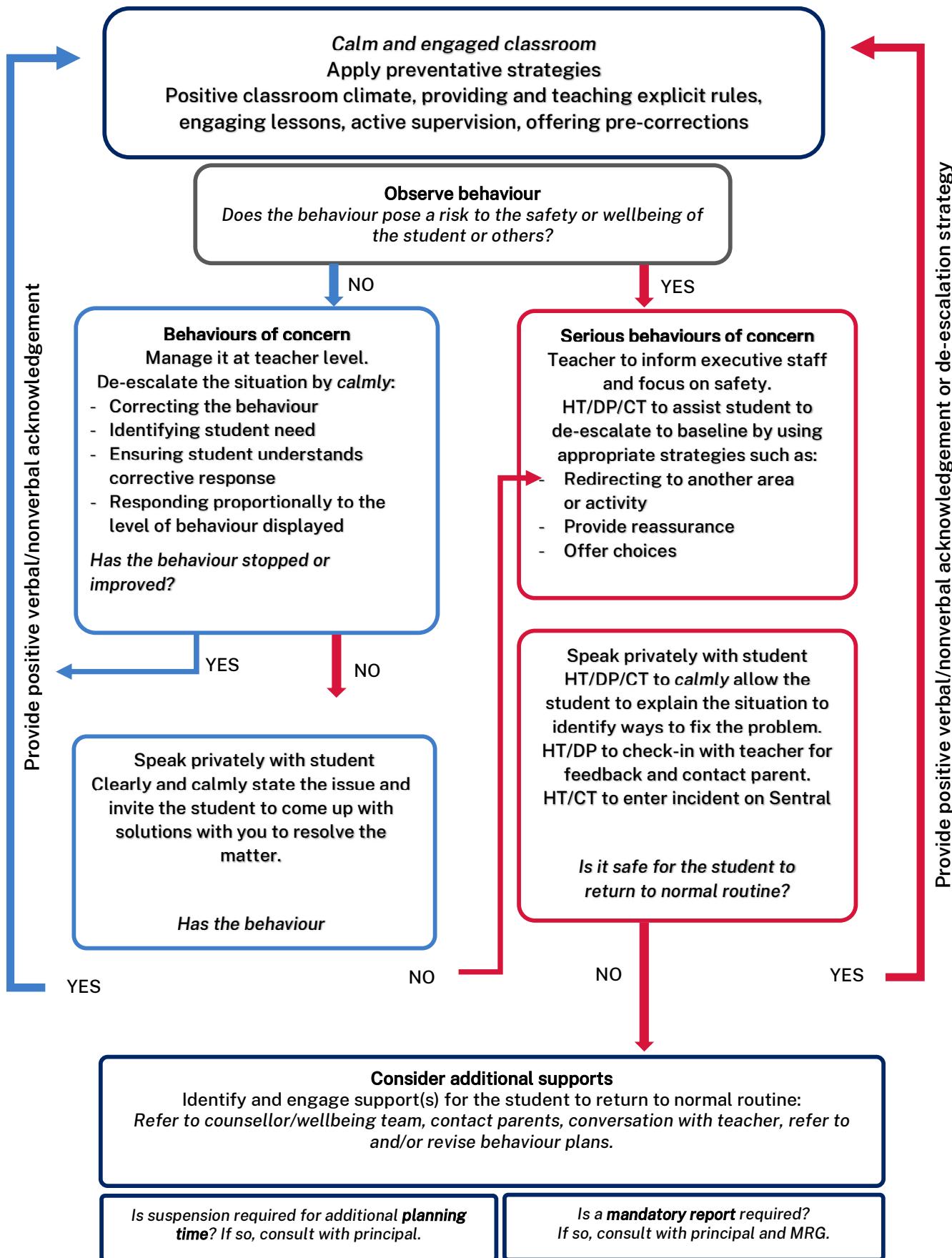
Strategy	When and how long?	Who coordinates?	How are these recorded?
	Teacher and monitored. it is for the shortest possible time.		
Student Directed Time out	The student uses their Time-Out card as a self-regulation tool to leave class and report to a pre-agreed staff member.	Deputy Principal	Sentral
Self-directed Time Out	Individual student or small student groups can access the breakout room in the learning space with classroom teacher permission.	Classroom Teacher	Sentral

Review dates

Last review date: 18/9/24

Next review date: 18/9/25

Appendix 1: Behaviour management flowchart (Alternative example)



Appendix 2: Bullying Response Flowchart



Resources

<https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-05>