

Winmalee High School Behaviour Support and Management Plan

Overview

Winmalee High School fosters a safe, inclusive, and caring learning environment where students are supported holistically through positive behaviour support, trauma-informed practice, and social-emotional learning. We prioritise excellence and provide diverse opportunities for students to develop their creative, active, and academic abilities while building lifelong skills and resilience. With a strong focus on respect and quality teaching, we inspire all students to achieve their personal best and contribute positively to society.

Partnership with parents and carers

Winmalee High School partners with parents/carers to develop student behaviour strategies by seeking feedback through surveys, the P&C, and the local AECG, and by using concerns raised through complaints to improve systems and practices.

Winmalee High School will communicate these expectations to parents/carers through:

The school keeps families informed and connected through weekly Community Communications with resource links, the Parent Portal (Sentral), the school website, and targeted whole-school emails.

Key programs prioritised and valued by the school community are:

Positive Behaviour for Learning

REAL SCHOOLS (restorative Practices)

Resilience in our teens (RIOT)

Promoting and reinforcing positive student behaviour and school-wide expectations

Winmalee High School promotes a safe, respectful, and supportive learning environment through clear expectations: being safe, respectful learners who strive to achieve, act with kindness, take responsibility, and actively engage in school life. Positive behaviours are taught and reinforced through the Winmalee Way, Positive Behaviour for Learning, and restorative practices.

School-wide expectations and rules

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

To be safe, respectful, learners

Respectful	Safe / Responsible	Learners
Be kind and value others	Be safe	Seek help, accept advice
Use appropriate language	Be equipment ready	Restore harm, recognise
Work co-operatively	Be on time	Overcome challenges
Accept differences	Be ready to learn	Be aspirational, be your best

Behaviour code for students

Behaviour Code for Students

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policies/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 promotes student wellbeing and positive behaviour through evidence-based strategies that foster engagement, respectful relationships, and a safe learning environment. These include clear expectations, positive reinforcement, active supervision, and tailored learning approaches to meet diverse student needs.

Winmalee High School's care continuum encompasses a wide range of programs to support student wellbeing and engagement. Preventative strategies include extracurricular activities like music ensembles, dance, drama, sports, and academic competitions, alongside initiatives such as the Duke of Edinburgh Award, Year 8 Camp, and wellbeing lessons. These programs promote positive relationships, engagement, and personal growth.

Targeted and individual interventions focus on providing additional support where needed. This includes mentoring, support networks, restorative practices, and programs like the LGBTQIA+ Network, Aboriginal Education initiatives, and tailored roll calls. Together, these strategies foster a safe, inclusive, and supportive environment for all students.

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 requiring intensive intervention, distinct from low-level or developmentally appropriate behaviour. Bullying involves the repeated misuse of power in a relationship, causing harm. **See Appendix 1.**

Winmalee High School identifies inappropriate behaviour, including bullying, through observations, disclosures, or concerns from parents or the community. Bullying can be reported to any staff member, and appropriate support is provided, such as through year advisors or school counselling. Principals may also address incidents outside school, including cyberbullying.

Responses to all behaviours of concern apply to student behaviour that occurs:

- Behaviour at school or during school related activities
- Conduct on the way to and from school
- Actions outside of school with a clear link to the school
- Inappropriate use of social media and other online based technology involving students or staff

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.
or
- **Executive managed** – behaviour of concern is managed by school executive.

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

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour are <i>teacher-managed</i> .	Targeted/Individualised Responses to behaviours of concern are <i>executive managed</i>
1. Behaviour expectations are regularly taught and reinforced. Teachers model behaviours and give students opportunities to practice, while acknowledging those who meet expectations.	1. Refer to school-wide expectations.	1. Contact office to seek help from HT/DP straight away if there is a risk. Otherwise notify executive ASAP.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	2. Use indirect responses e.g. Proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	2. HT/DP/CT will act quickly to restore safety and calm, using strategies like redirecting, reassurance, or offering choices. A review and planning session will be scheduled later, based on the incident's context.
3. Tangible reinforcers can be free and frequent, moderate and intermittent, or significant and infrequent, with intermittent and infrequent ones recorded on Sentral.	3. Use direct responses like rule reminders, re-teaching, or student conferences, allowing students to meet expectations before applying a consequence.	
4. Social-emotional learning lessons are taught roll call and other PBL initiatives across the school.	4. 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.	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.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Parents are automatically notified through the parent portal when intermittent and infrequent reinforcers are recorded on Sentral system. Student awards for positive behaviour are sent home through commendation letters or positive behaviour and recognition postcards.	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

Serious behaviours, including bullying, are recorded on Sentral. Responses may include reviewing the incident, determining actions, providing support, referring to the support team, developing student plans, using restorative practices, and communicating with parents. Actions may also include detention, 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 directly 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 included when students are withdrawn from the playground for behaviour management. The maximum time will be appropriate to the student's age and development, usually up to 50% of the standard break time.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Detention – student is retained at recess or lunch as a management strategy to assist in students correcting behaviour. All detentions, where possible, should be accompanied with a restorative conversation where teacher outlines school and faculty expectations.	Maximum of 50% of regular break time.	Classroom Teacher / Head Teacher	Sentral Notification
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 / or during regular period	School executive DP and/or HT	Sentral Notification
Restorative practice – or restorative conversations in groups	Scheduled as soon as all involved are available	Year Advisor/HT / DP	Sentral Notification
After school detentions – for more serious behaviour concerns and/or ongoing unresolved behaviour. Managed by Head Teachers and Deputy Principals. During this time students can complete some reflective activities and/or school service jobs.	After school 2.45pm – 3.45pm (1 hour)	Head Teacher / Deputy Principal	Sentral Notification

Review dates

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

Next review date: [January 30: Day 1, Term 1, 2026]



Appendix 1: Behaviour management flowchart

WINMALEE HIGH SCHOOL MINOR /MAJOR BEHAVIOUR MANAGEMENT PROCESS

STEP	DETAILS / ACTIONS
Observe Problem Behaviour	Determine if the behaviour is Minor (Teacher Managed) or Major (HT/DP Managed)
MINOR BEHAVIOUR (Classroom Teacher Managed)	
Examples of Behaviours	<ul style="list-style-type: none"> - Inappropriate language - Disrupting others - Off task, not working - Ignoring reasonable instructions from - Name calling - General breach of technology policy - Truancy
Actions/Options	<ul style="list-style-type: none"> - Remind student of expectations - Check for Individual Learning Plan (ILP) strategies - Modify work or set alternate task if appropriate - Issue explicit instructions and expectations - Move student within the class or to an alternative buddy classroom - Detention / Reflection / Time Away - Phone or meet parents (inform Head Teacher) - Sentral entry (record incident) - Sentral notification to Year Adviser and/or HT
If Behaviour Continues	<ul style="list-style-type: none"> - Yellow Teacher Contract - Refer to HT - Parent meeting (phone, email or letter) record on Sentral communication home - Progress report or LST referral
MAJOR BEHAVIOUR (HT/DP Managed)	
Examples of Behaviours	Bullying/repeat bullying/Harrasment <ul style="list-style-type: none"> - Dangerous / unsafe behaviour - Abusing staff or students verbally or physically - Physical aggression - Drug use or weapons possession - Criminal behaviour - Major threats to the safety of others, equipment, or themselves
Actions/Options	<ul style="list-style-type: none"> - Reinforce faculty and school expectations - After school detention (HT and / or DP Job) - Withdrawal from class/move to alternative class - Faculty or school contract (Orange/Red Contract) - Counsellor referral - Case management by LST - Meeting with parents - Formal caution /warning of suspension - Suspension or expulsion (if severe)
If Behaviour Continues	<ul style="list-style-type: none"> - Orange/Red HT Contract - Red Withdrawal Contract - Refer to DP - In-school withdrawal - Referral to external or DEC support
CONSIDERATIONS	
Key Decision Points for all staff consideration	Does the student have: <ul style="list-style-type: none"> - Many recent referrals? - Referrals from multiple teachers?
All interactions will be	<ul style="list-style-type: none"> - Appropriate - Consistent - Respectful

Bullying Response Flowchart

The following flowchart explains the actions Winmalee High School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.

Listen	<ul style="list-style-type: none"> Identify bullying behaviour, including cyber-bullying Provide a safe, quiet space to talk and reassure the student that you will listen to them Let them share their experience and feelings without interruption As a mandatory reporter, if you hold immediate concerns for the student's safety, let the student know how you will address these.
Document	<ul style="list-style-type: none"> Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots) Write a record of your communication with the student and check with the student to ensure you have the facts correct Enter the record in Sentral Notify school executive of incident if required in line with behaviour management flowchart
Collect	<ul style="list-style-type: none"> Gather additional information from other students, staff or family Review any previous reports or records for students involved Make sure you can answer who, what, where, when and how Clarify information with student and check on their wellbeing
Discuss	<ul style="list-style-type: none"> Evaluate the information to determine if it meets the definition of bullying Make a time to meet with the student to discuss next steps Ask the student what they believe will help address the situation Engage the student as part of the solution Provide the student and/or parent with information about student support network Agree to a plan of action and timeline
Implement	<ul style="list-style-type: none"> Document the plan of action in Sentral Complete all actions agreed within timeframes Monitor student and check in regularly on their wellbeing Seek assistance from student support network if needed
Review	<ul style="list-style-type: none"> Meet with the student to review situation Discuss what has changed, improved or worsened Explore other options for strengthening student wellbeing or safety Report back to parent Record outcomes in Sentral
Follow-up	<ul style="list-style-type: none"> Continue to check in with student on regular basis until concerns have been mitigated Record notes of follow-up meetings in Sentral Refer matter to the Learning and Support Team if necessary