



## School Behaviour Support and Management Plan

### Overview

At Epping Boys High School, we are committed to a shared vision embodying the core school values of *Respect*, *Responsibility* and *Engagement* in all aspects of teaching, learning and wellbeing. Every student and every teacher will be challenged to *strive to achieve* aspirational academic, wellbeing and citizenship goals every day.

Student wellbeing at Epping Boys High School strives to meet the learning, personal and social needs of the students in a safe, caring and connected school environment. Our moral purpose is to help young people reach their full potential by offering diverse learning opportunities that support the attitudes, values and skills necessary to engage in a productive career and lifelong learning.

### Partnership with parents and carers

Epping Boys High School shares common goals with families 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 the NSW Public School Student Survey, school surveys and consulting with the school's P & C Association.
- Using concerns raised through complaints procedures to review school systems, data and practices.

Epping Boys High School will communicate these expectations, as well as information and resources from the [Behaviour support toolkit](#) to parents and carers through regular correspondence through the school newsletter, school website, school social media pages and regular emails.

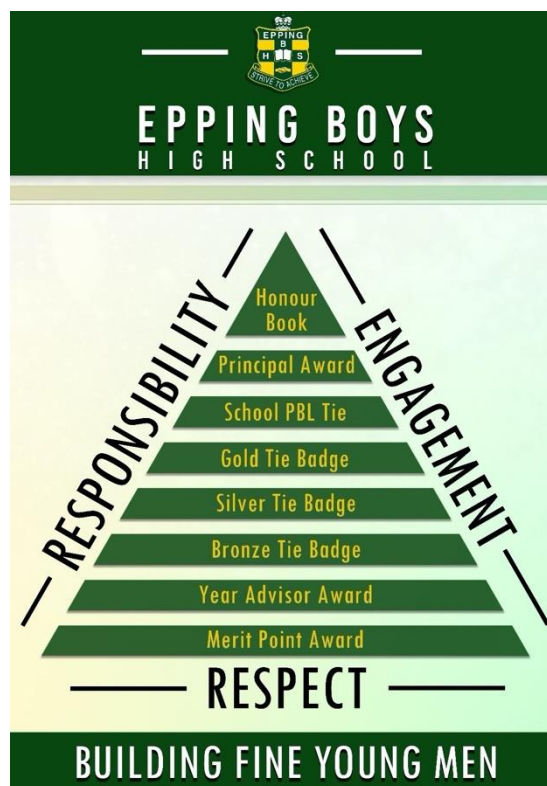
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### School-wide expectations and rules

Epping Boys High School has the following school-wide expectations and rules that are based on the core values of *Respect*, *Responsibility* and *Engagement*. These are displayed in all learning spaces and are explicitly taught through the Boys to Men Program (BTM), Peer Support Program and targeted wellbeing programs.



### Behaviour Code for Students

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. At Epping Boys High School, we teach and model the behaviours we value in our students. 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 [here](#). This document translated into multiple languages is available [here](#):





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<b>Individual Intervention</b>	<b>Integration Funding Support</b>	Integration Funding Support helps schools to provide adjustments for students with disability in mainstream classes who have moderate to high learning and support needs	Students with moderate to high learning and support needs
	<b>Individual Behaviour Support Planning</b>	This may include developing, implementing monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Students, parent/carer, LaST, HT Wellbeing
	<b>Return From Suspension Meeting &amp; Reflection</b>	This problem-solving approach is used to assist students in identifying alternative acceptable behaviours. This will include students collaboratively developing goals with teachers and Deputy Principal to assist them in maintaining relationships while resolving conflict. It provides an opportunity for students to receive more support to learn and practice expected behaviours.	Deputy Principal/ Principal
	<b>Functional Behaviour Assessment</b>	This Assessment guides the Learning and Support Team and helps staff understand how to conduct a functional behaviour assessment and identify the function of behaviour and implement appropriate interventions.	Staff Counsellor

## 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.

Epping Boys 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 where appropriate. Students who have been bullied will be offered appropriate support, for example through their year adviser or school counselling service.

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### 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. Teachers are encouraged to use *Incident Flowchart* (Appendix 1) to determine the appropriate approach.

- **Teacher managed** – low level inappropriate behaviour is managed by teachers in the classroom and the playground.  
See Appendix 2 for *Suggested PBL Teaching Strategies*.
- **Executive managed** – behaviour of concern is managed by school executive.
- Incidents of bullying should be responded to in accordance the *Bullying Reporting, Responsive and Restorative Procedures* (Appendix 3).

### Responses to serious behaviours of concern

- 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:

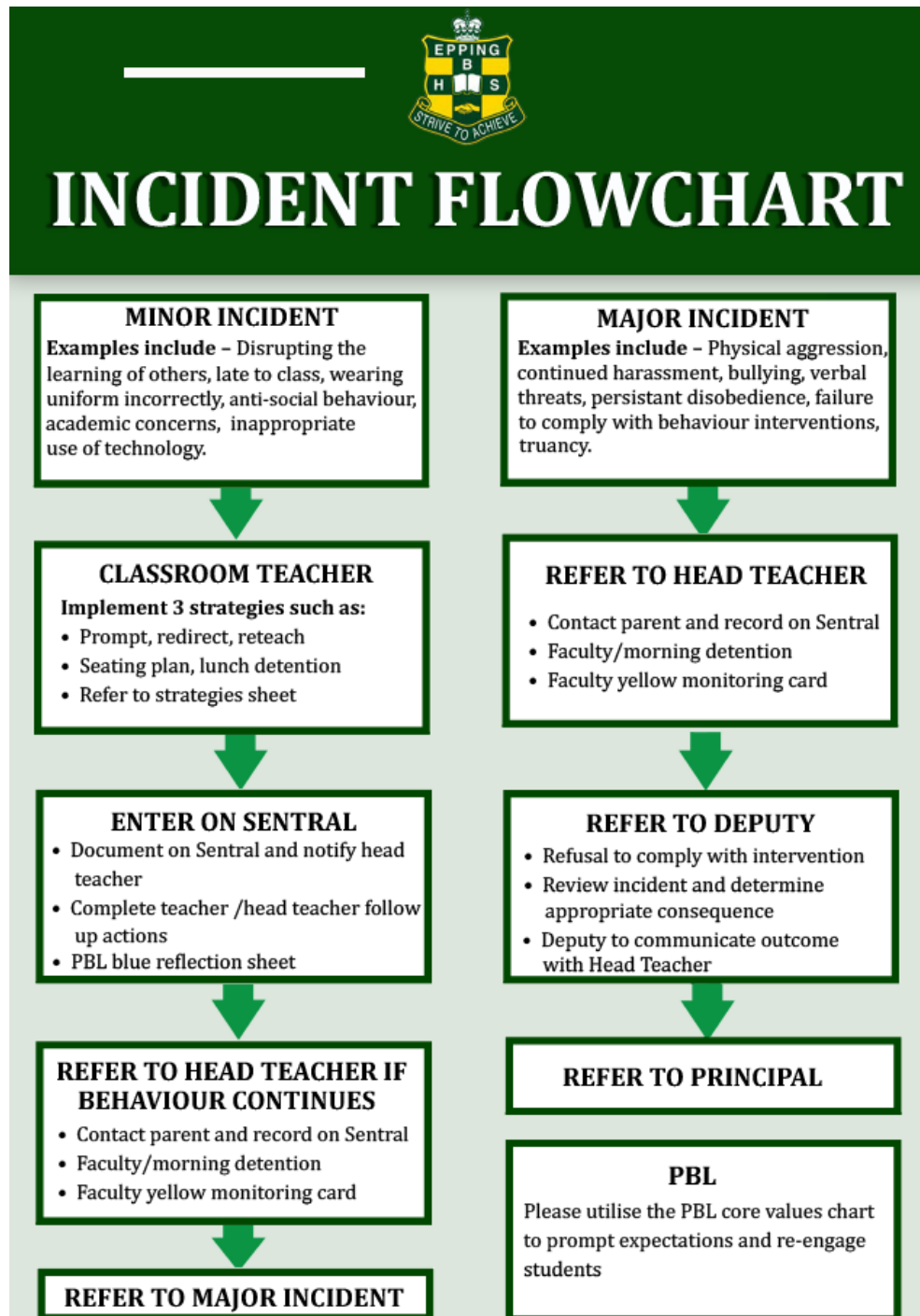
- [Incident Notification and Response Policy](#) (Staff Only)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).








Appendix 1: Incident Flowchart







**Appendix 2: Suggested PBL Teaching Strategies**



## PBL TEACHING STRATEGIES

### Before/Beginning of Class

- Adequately prepared for lessons
- Staff Model Good Behaviour (school values)
- Welcome and Acknowledge student
- Praise and highlight the correct behaviour
- Use Merit system
- Ensure students are lined up and prepared to start lesson
- Have a good routine for students at the start of the lesson
- Deliver clear expectations of how students are to enter room and prepare for learning
- Reteach and redo if not done correctly
- 1 on 1 discussion with student away from peers if failing to follow directives

### During Lesson

- Staff Model Good Behaviour (school values)
- Foster Positive Relationships
- Positive Reinforcement
- Using Merit system
- Reminder of school values (use of sign)
- High Expectations for all students
- Ensure work is pitched at the appropriate level
- Ensure effective seating plan
- Move around when teaching and stand near problem areas (proximity)
- Non verbal cues
- Ignore some low level attention seeking behaviour by using hand signals and not engaging in conversation
- Address peers around the troubled student to remove the audience
- Give the student scaffolded choice
- Quiet 1 on 1 instruction
- Move students to the front of the room
- Ensure reactions fit and help the situation (should help not inflame)
- Talking calmly and not over the top of a student
- Speak to student one on one outside or away from the original incident
- Remove the student to a buddy or HT
- Automatic escalation and reporting of serious incidents
- Follow through – flow chart





### Appendix 4: Monitoring Cards

## Student Behaviour Management System

The Positive Behaviour for Learning (PBL) approach sits alongside the ROY Card system:

- Most students respond positively and quickly to reminders regarding their behaviour.
- Some students will need additional support to develop their self-control and to understand appropriate behaviour.
- If a student continues to breach reasonable class behaviour code the following action will be taken:

#### YELLOW CARD

- Students will be placed on a yellow card by a head teacher for classroom management issues within a subject area (see PBL flow chart)
- The student, class teacher and head teacher identify what aspects of the student's behaviour need to be improved
- Student is monitored on the yellow card for one timetable cycle by Head Teacher
- Parents or caregivers will be contacted by Head Teacher
- Class Teacher keeps card for lessons and scans it onto SENTRAL when completed

If the student receives Yellow Cards in THREE subjects at the same time or has failed to make significant progress on a Yellow Card, then he is placed on an Orange Card. An Orange Card will also be used to support students when they return from Suspension.

#### ORANGE CARD

- Student is placed on an orange monitoring card by the Deputy Principal
- Parents contacted by Deputy Principal
- Student is counselled by Year Adviser / HT Welfare / School Counsellor, where required
- Student takes orange card to all lessons for one timetable cycle
- Orange Card is monitored by Deputy Principal and signed daily by parent/caregiver

If the student has not shown acceptable progress despite the above intervention, then he is placed on a Red Card.

#### RED CARD

- The student is referred to the relevant Deputy Principal
- Parents contacted by Deputy Principal and Formal Caution issued warning of risk of suspension
- Behaviour Agreement signed by student, parent and Deputy Principal
- Student takes monitoring card to all lessons for one timetable cycle
- Monitored on Red Card by Deputy Principal and signed daily by parent/guardian
- Referred to School Counsellor

If the student has not shown acceptable progress despite the above intervention, then further disciplinary action is taken – this may include suspension from school.