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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 <u>Behaviour support toolkit</u> to parents and carers through regular correspondence through the school newsletter, school website, school social media pages and regular emails.

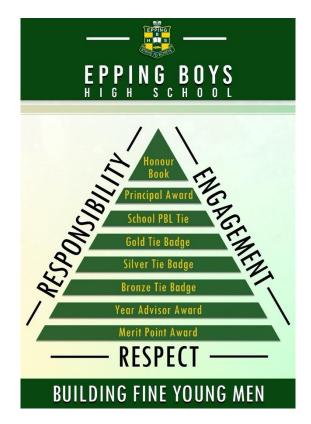
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School-wide expectations and rules

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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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. 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
- actively supervising students
- maximising opportunities for active engagement with learning
- differentiating learning content and tasks to meet the needs of all learners.
- discouraging inappropriate behaviour

Care Continuum	Strategy or Program	Details	Audience
Prevention	Transition Year 6 into 7	Supports for our incoming Year 7 students through an extensive transition program to High School. Our staff work collaboratively with our Partner Primary School colleagues to gain information about our students and how they learn.	All Year 6 incoming students
	PBL Tier 1	School wide expectations and core values which is linked to PBL Award structure. Explicit teaching of expected behaviours in learning environments including the classroom, playground, online and other school endorsed events.	All students
	Peer Support	Peer-mentoring builds resilience by helping students develop strong relationships and skills to manage life's ups and downs. Year 10 students mentor Year 7 throughout Term 1. Peer Support Mentors spend time with classes and attend Year 7 Camp.	Year 7 & 10
	PDHPE Curriculum	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	Year 7 to 10
	Boys To Men (BTM)	Embedded wellbeing lessons into the timetable for students from Years 7-10. These lessons focus on developing the socioemotional skills of students.	Year 7 to 10
	Classroom Adjustments	Differentiated, Supplementary, Substantial or Extensive (NCCD). PL&SPs for students identified and Professional Learning for staff of effective strategies.	Students with additional needs





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	National Day of Action Against Bullying and Violence (NDA)	The school participates in this program in Term 3 each year and the initiatives are led by student leadership groups.	All staff and students
	Communication with Parents/Carers	To increase parent's understanding of how our school addresses all forms of behaviour.	Students 7 to 12, staff & families
Early Intervention	Communication with Parents/Carers	Phone calls, emails, texts or Sentral Parent Portal contact in accordance with school procedures as part of early intervention of behaviours of concern.	Staff and Parents/Carers
	Learning & Support Referral	Referral made by classroom teacher for additional support and advice.	Students with additional needs
	Staff Communication	Wellbeing and/or Learning and Support Team informing staff of students to monitor (meetings, emails and meeting minutes)	All Staff
	Peer Mediation	The peer mediation program invites students to take responsibility for their actions by working together to find solutions to conflict. Two trained students (mediators) with teacher support lead the disputants through a structured process.	Students as required
Targeted Intervention	School Counselling Service	The School Counselling Service plays a key role in supporting students' learning and wellbeing outcomes, working with parents, teachers and school staff in our school.	Referred student or students who self-refer
	Risk Management Plans	Formal plan when a student is presenting WHS risks in the school.	Students with complex behaviours
	PL&SP	Personalised learning and support is a process that supports a wide range of students with additional learning and support needs.	Students with additional needs
	Attendance Monitoring	Addressing barriers to improve attendance and set goals.	Students and Wellbeing Staff
	Student Wellbeing External Programs	The Student Wellbeing external programs that contribute to improved learning, wellbeing and life outcomes for students (examples include batyr, Love Bites, Raise Mentoring, Top Blokes, Resilience Doughnut). Also utilised at Prevention and Early Intervention levels)	Students identified who require additional targeted support
	Student Support Officer	Supports the implementation of the school's approach to wellbeing (also utilised at Prevention and Early Intervention levels)	Students 7 to 12

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Individual Intervention	Integration Funding Support	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
	Individual Behaviour Support Planning	This may include developing, implementing monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Students, parent/carer, LaST, HT Wellbeing
	Return From Suspension Meeting & Reflection	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
	Functional Behaviour Assessment	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 <u>Student Behaviour policy</u> and <u>Suspension and Expulsion procedures</u> 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.

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Detention, reflection and restorative practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
Lunchtime Reflections (lateness, uniform)	Lunch – 20 minutes.	Head Teacher Middle School and Head Teacher Senior School	Documented as actions on Sentral
PBL Blue Reflection Form	Recess/Lunch - This can only be for half of the break time to give students the opportunity to still have a break from the classroom. This is also followed by restorative conversations.	Head Teacher/Class Teacher	Attached on Sentral
After School Detentions	These are completed after school and parents will be notified via telephone, email or a letter.	Head Teacher/Deputy Principal	These are documented on Sentral and parents are also notified via phone call/email
Monitoring Cards (Appendix 4 and 5)	Students may be required to complete monitoring at classroom, Head Teacher or Deputy Principal Level. The Deputy Principal monitoring cards go home each day and parents are required to sign.	Classroom Teacher, Head Teacher, Deputy Principal, Parent	Staff monitor and document if students have completed process. Documented on Sentral.

Review dates

Last review date: [01/02/2025]

Next review date: [01/02/2026]

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Appendix 1: Incident Flowchart



INCIDENT FLOWCHART

MINOR INCIDENT

Examples include – Disrupting the learning of others, late to class, wearing uniform incorrectly, anti-social behaviour, academic concerns, inappropriate use of technology.

CLASSROOM TEACHER

Implement 3 strategies such as:

- · Prompt, redirect, reteach
- · Seating plan, lunch detention
- · Refer to strategies sheet

ENTER ON SENTRAL

- Document on Sentral and notify head teacher
- Complete teacher /head teacher follow up actions
- · PBL blue reflection sheet

REFER TO HEAD TEACHER IF BEHAVIOUR CONTINUES

- · Contact parent and record on Sentral
- · Faculty/morning detention
- · Faculty yellow monitoring card

REFER TO MAJOR INCIDENT

MAJOR INCIDENT

Examples include - Physical aggression, continued harassment, bullying, verbal threats, persistant disobedience, failure to comply with behaviour interventions, truancy.

REFER TO HEAD TEACHER

- · Contact parent and record on Sentral
- · Faculty/morning detention
- · Faculty yellow monitoring card

REFER TO DEPUTY

- · Refusal to comply with intervention
- Review incident and determine appropriate consequence
- Deputy to communicate outcome with Head Teacher

REFER TO PRINCIPAL

PBL

Please utilise the PBL core values chart to prompt expectations and re-engage students



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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

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Appendix 3: Bullying Reporting, Responsive and Restorative Procedures

Reporting, Restorative and Responsive Procedures

Identification of Bullying:

- SENTRAL logging by staff who have observed incidents of bullying.
- Student disclosure of bullying to a staff member
- Parent or caregiver notification of bullying

Bullying is where an individual or a group of individuals hurt, threaten, harass, frighten someone or make them feel uncomfortable over a period of time

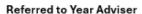
Bullying can be:

Verbal: Threats, name calling, sniggering, laughter, humiliation, spreading rumours, abuse and making embarrassing comments

Physical: Hitting, tripping, pushing, kicking

Social: Ignoring, isolating, excluding, texting and rejecting

Emotional: Stalking, cruel mimicry, teasing, body gestures, holding or damaging other people's property, or using technology



Students counselled

Mediation between students (Mentors or YA)

SENTRAL entry

Referral to Wellbeing Team if required

Incident involves evidence of:

Physical violence

Cyber bullying

Ongoing verbal harassment

Damage to personal property



Head Teacher Wellbeing

Mediation with students and parents involved

Referral to School Counsellor

SENTRAL entry and parents notified

Students counselled

Entry into program of support



Deputy Principal

Students counselled

Formal Warning of Suspension or Suspension

SENTRAL entry and parents notified

Referral to Wellbeing Team

Entry into program of support

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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.