**NSW Department of Education**

# School Behaviour Support and Management Plan – Queanbeyan High School 2025

## Overview

Queanbeyan High School is committed to explicitly teaching and modelling positive behaviour to support student engagement in learning.

We focus on promoting the values of respect, responsibility and learning.  We promote these values as part of our plan to build a welcoming learning environment. We believe to maximise future pathways and outcomes each student must be present at school and actively participate in each lesson.

The principles of positive behaviour support, trauma-informed practice and inclusive practice support our daily practice. Our expectations for student behaviour are established and maintained through explicit teaching and planned responses.

Our staff are committed to the ongoing improvement of our professional practice to ensure our classrooms are calm, safe learning environments that allow all students the opportunity to engage and participate in their learning journey. Our processes are founded on the idea that school provides a safe place for students to learn how to take responsibility for their own behaviour.

Key approaches and programs prioritised and valued by the school are:

- Restorative Practice
- Birrigai Outdoor Education
- Break Through Program
- Raise Mentoring

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

Queanbeyan 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
- using complaints procedures to review school systems, data and practices

Queanbeyan High School will communicate these expectations to parents/carers through the school's 'Promoting Student Wellbeing' booklet, newsletter, website and provide links to information and resources in the Behaviour support toolkit.

## School-wide expectations and rules

| Expectation – I can be respectful | Expectations – I can be responsible | Expectation – I can be a learner |
|---|---|---|
| I listen to the teacher | I get to class on time | I bring my learning materials to class |
| My language is positive | I remain in class for the entire lesson | I attempt all tasks |
| I work cooperatively with others | My phone is off and away | I know it is ok to ask for help when I get stuck |
| I understand how my actions impact others | I follow teacher instructions | I ask questions to further my learning |

## 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/policy-library/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.

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 expectations for all settings
- 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
- 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 intervention, targeted invention and individual intervention** | Positive behaviour for learning | Explicit teaching of PBL expectations promotes positive behaviour that underpins successful learning. Data is used to identify students that require interventions to support their individual behaviour needs. | Students 7 - 12 |
| **Prevention** | PDHPE curriculum | The development of self-management skills enables students to take personal responsibility for their actions and emotions. | Students 7-10 |
| **Prevention** | Transition activities | Focusing on a safe and successful movement from primary to high school. | Students moving from year 6 to year 7 |
| **Prevention** | Peer support | Builds resilience by helping students develop relationships and skills to manage the social complexities of high school. | Students in years 7 and 10 |
| **Prevention** | External wellbeing programs | The programs provide students with knowledge about a range of issues that impact on adolescent wellbeing, including domestic violence, consent education and mental health. The programs also aim to empower students to have a voice in relation to these issues. | Students in years 7 - 12 |
| **Prevention** | Student support officer (SSO) and Year Advisers | These staff members support the implementation of the school's approach to wellbeing. | Students 7 - 12 |
| **Prevention** | Aboriginal Education Officer | Supports Aboriginal students in identifying and working towards learning goals. | Aboriginal students 7 - 12 |
| **Prevention** | Mentoring programs | These include Raise mentoring and Birrigai outdoor school. | Raise  - Selected Year 9 students<br><br>Birrigai – Selected Aboriginal students |
| **Prevention** | Parent communication | To increase parent's understanding of how our school addresses all forms of behaviour. | Students, parents and staff |

| Early intervention/ targeted intervention | Learning support team (LST) | The LST works with teachers, students and families to support students who require personalised learning and support. | Staff, individual students 7-12, families |
|---|---|---|---|
| Early intervention | Student support officer | Works with individual students or small groups to address specific wellbeing needs. | Individual or small groups of students 7 - 12 |
| Early intervention | Pathways education and planning | Careers adviser and Job Coach work with individual students to create links with community to support post-school pathways. | Individual students and families in years 7 - 12 |
| Early intervention | Seasons for Growth | An evidence-based program delivered by the SSO that provides a safe space for young people to learn knowledge, skills and attitudes to understand and respond to experiences of change, loss and grief. | Small group of students from years 7 - 12 |
| Early intervention | E-safety Commissioner | Resources are shared with students and families to support students in creating and maintaining safe online environments to prevent cyber-bullying incidents. | Select students from years 7 - 12 |
| Targeted intervention | Behaviour monitoring | Supporting students to set and monitor behaviour goals | Targeted students identified through wellbeing data |
| Targeted intervention | Wellbeing roll call | Morning check-in with students on monitoring cards, opportunity to explicitly teach behaviour expectations, rules and strategies for managing the day. | Students on monitoring cards |
| Targeted intervention | PCYC programs | Targeted students engage in positive support programs run by PCYC. | Targeted students in years 9 and 10. |
| Individual intervention | Individual behaviour support plans | This includes developing, implementing monitoring and reviewing: behaviour support, behaviour response and risk management plans. | Individual students 7 -12 |
| Individual intervention | Wellbeing team | Counsellors, SSO, Home School Liaison Officer, Wellbeing and Health In-Reach nurse and DPs use a case management approach to provide wrap around services to identified students. | Individual students 7 - 12 |
| Individual intervention | HSLO | Support for students and families where attendance concerns have been identified. The focus is on removing barriers that have prevented regular attendance. | Individual students 7 - 12 |
| Individual intervention | Wellbeing and Health In-Reach nurse | Connecting students to Department of Health services and external services to support physical and mental health | Individual students 7 to 12 |

| Individual intervention | Menslink | Counselling for individual male students | Individual boys from years 7 to 12 |
|---|---|---|---|
| Individual intervention | Enterprise Plus | Connecting students with attendance concerns to support for further education and employment | Individual students from years 10 to 12 |
| Individual intervention | Allied health providers | Allied health providers attend school to support individual students in a range of services, such as occupational therapy | Individual students 7 to 12 |

# Planned responses to positive appropriate behaviour, inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying

## Identifying and recognising positive appropriate behaviour.

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. Verbal and non-verbal specific positive feedback is paired with positive reinforcement in a school-wide continuum for acknowledging expected behaviour.

| PBL Points | Points are awarded fortnightly by classroom teachers for students following the school's expectations. Points are averaged across the term and reported to parents. Points also contribute to the level system and house points system. |
|---|---|
| Bronze level (Certificate and invitation to reward activity) | Acknowledges students that have: <br> • No more than 3 absences per term <br> • No more than 3 negative behaviour entries per term <br> • Achieved to an outstanding or  a very good level in the points system |
| Silver level (Certificate and invitation to reward activity) | Acknowledges students that have: <br> • Achieved bronze level the previous term <br> • No more than 3 absences per term <br> • No more than 3 negative behaviour entries per term <br> • Achieved to an outstanding or a very good level in the points system |
| Gold level (Certificate and invitation to reward activity) | Acknowledges students that have: <br> • Achieved silver level the previous term <br> • No more than 3 absences per term <br> • No more than 3 negative behaviour entries per term <br> • Achieved to an outstanding or a very good level in the points system |
| Principal's award (Certificate and invitation to reward activity) | Acknowledges students that have: <br> • Achieved gold level the previous term <br> • No more than 3 absences per term <br> • No more than 3 negative behaviour entries per term <br> • Achieved to an outstanding or a very good level in the points system |

## 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.

Queanbeyan 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 adviser 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

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.

**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.

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
- monitoring learning goals through a classroom monitoring card
- detention, reflection and restorative practices
- communication with parent/carer

### Responses to serious behaviours of concern

Planned responses to behaviour of serious concern are managed at executive level. Corrective responses by executive staff may include:

- reteaching of rules and expectations
- monitoring behaviour goals through an executive level monitoring card
- removal from lessons in a specific subject for a short period of time
- stay in at break to discuss/complete work/walk with teacher
- conference
- detention, reflection and restorative practices
- communication with parent/carer
- formal caution of suspension
- development of a behaviour contract

  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.
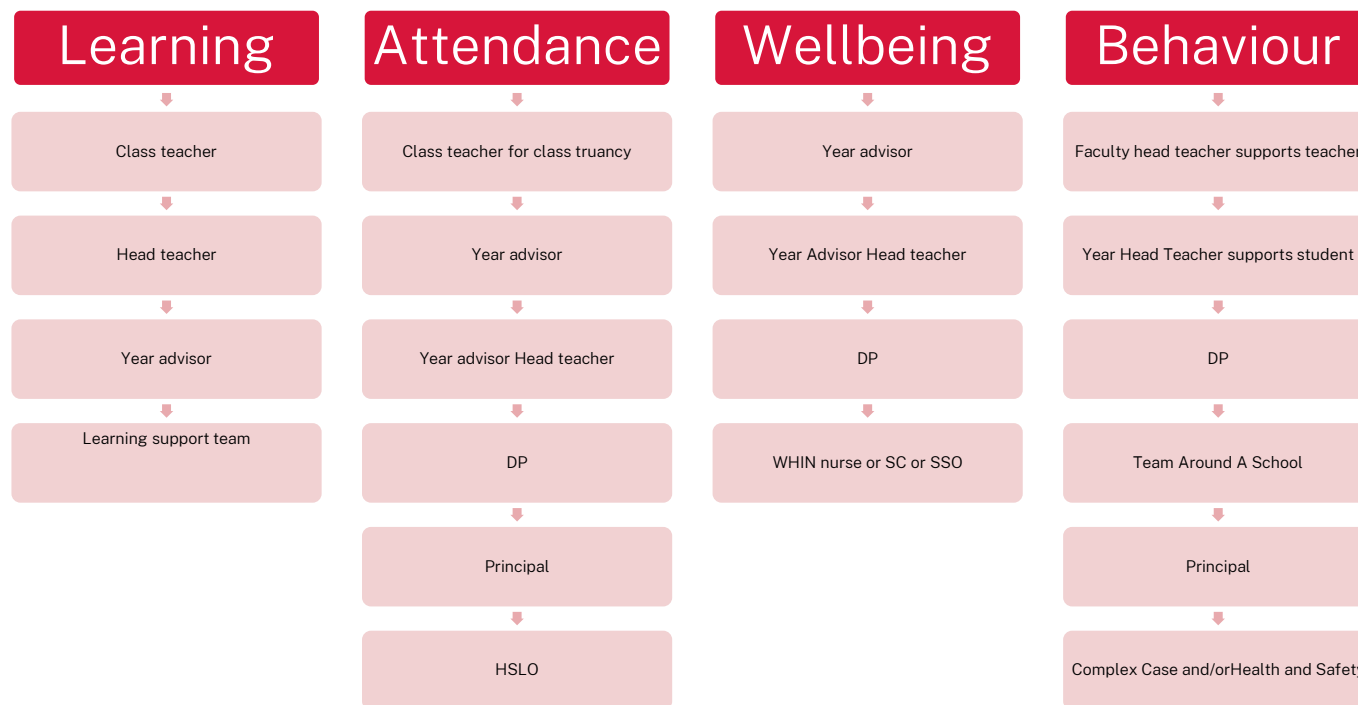
| Strategy | When and how long? | Who coordinates? | How are these recorded? |
|---|---|---|---|
| Detention to complete missed work | Break time – no longer than 15 minutes | Classroom teacher | Wellbeing system |
| Head teacher conference | Break time – no longer than 15 minutes | Head teachers | Wellbeing system |
| Reflection session with structured conversation | After school for up to 1 hour | Head teachers or Deputy Principals | Communication with family<br><br>Wellbeing system |
| Restorative practice | Scheduled when all parties are ready | Head teacher or Deputy Principal | Wellbeing system |

## Review dates

Last review date: 31/01/2025

Next review date: 27/01/2026

## Appendix 1: Wellbeing flowchart

| Learning | Attendance | Wellbeing | Behaviour |
|---|---|---|---|
| Class teacher | Class teacher for class truancy | Year advisor | Faculty head teacher supports teacher |
| Head teacher | Year advisor | Year Advisor Head teacher | Year Head Teacher supports student |
| Year advisor | Year advisor Head teacher | DP | DP |
| Learning support team | DP | WHIN nurse or SC or SSO | Team Around A School |
| | Principal | | Principal |
| | HSLO | | Complex Case and/orHealth and Safety |

## Appendix 2: Bullying behaviour and Positive Behaviour for Learning (PBL)

PBL places emphasis on the behaviour rather than the student, therefore labels such as "bully" and "victim" are not used. Rather, the behaviour is described specifically and in relation to the location where it occurred. For example, "name calling in the playground before school."

PBL takes a school-wide approach by teaching the school community:

- What bullying looks like
- What to do when bullying is seen
- How to reduce the effectiveness of bullying through establishment of a positive school environment

| Tier 1 | <ul><li>A safe and supportive environment is established for all students and staff through the use of trauma informed practice</li><li>Staff model respectful relationships and emotional regulation</li><li>Expected behaviours are explicitly taught</li><li>Responses to problem behaviours are consistent, instructional, respectful, non-punitive and inclusive</li><li>Academic instruction is differentiated, and all students are provided with opportunities to succeed</li><li>All students are provided with choices which enhance engagement with learning and provide opportunities to regulate emotions</li><li>Ongoing coaching and professional development is available to all staff</li></ul> |
|---|---|
| Tier 2 | <ul><li>Daily check-in system during roll call</li><li>Adult mentors to connect students with positive adults and monitor student behaviour and wellbeing. For example, Raise Mentoring</li><li>Practical Functional Behaviour Assessment processes identify reasons for behaviour and develop behaviour support plans to remove or neutralise triggers, and to teach and reinforce alternative behaviours</li><li>Small group interventions are used to assist students in building self-esteem and develop regulation strategies</li></ul> |

| Tier 3 | <ul><li>Interventions that address individual triggers for behaviour</li><li>Interventions which teach coping, stress management, self-regulation and problem solving strategies</li><li>Functional behaviour assessment and individual behaviour support planning</li><li>Case management within the school consists of the wellbeing team (DPs, counsellors, HSLO and WHIN nurse) triaging cases and connecting students and families to additional supports</li><li>Queanbeyan Network Learning and Wellbeing Team and the department's Complex Case Team assist the school in developing plans to manage complex behaviours, as well providing advice in relation to support for families and training for staff</li><li>Parent/carer involvement</li><li>Community/agency involvement, for example Menslink, PCYC</li></ul> |
| --- | --- |