

School Behaviour Support and Management Plan

Overview

Concord High School strives to promote a culture of excellence, integrity and caring and supports students through active programs of student wellbeing. While fostering the potential of all, the school encourages students to become motivated learners who take responsibilities for their actions and outcomes. The school is committed to delivering quality teaching of both academic skills and skills for life in a caring, safe and supportive environment.

Concord High School utilises school wide systems of support that include proactive strategies for defining, teaching and supporting appropriate student behaviours to create a positive school environment. A continuum of positive behaviour support for all students within the school is implemented in areas including classroom and non- classroom settings.

Positive behaviour support is an application of a behaviourally based systems approach to enhance the capacity of the school community to improve the environments in which teaching and learning occurs. The purpose of this school wide behaviour system at Concord High School is to establish a climate in which appropriate behaviour is the norm.

To achieve these goals, the system utilised by the school community is

- The Positive Learning Model

The Positive Learning Model provides staff and students at Concord High School with a positive proactive system for defining, teaching and supporting appropriate student behaviours and academic outcomes. It is a systems approach to enhance the capacity of schools, families and communities to design effective learning environments.

The model is based around the Concord High School core values; respectful, responsible and achieving and these values are applied across all areas of the school.

Partnership with parents and carers

Concord High School will partner with parents/carers and the school community in establishing expectations for parents/carer engagement in the development and implementation of student behaviour strategies by:

- Accessing formal and informal feedback through Tell Them from Me Surveys and consultation with the school's P & C Association on existing and updated school policies and procedures.
- Using concerns raised through the complaints procedures to review school systems, data and practices
- welcoming parents and carers into our school to work in partnership to promote student learning and engage in a manner that is professional and inclusive.
- Ensuring that communication from teaching staff will be timely, polite, informative and solutions focussed

These expectations will be communicated to the parents/carers through the school newsletter- Keeping in Touch, the school website and through the school email. Links to information and resources in the [Behaviour support toolkit](#) and to the school policies and procedures can be found on the school website.

School-wide expectations and rules

Concord High School has the following school-wide rules and expectations

Respectful	Responsible	Achieving
Respect yourself, others and the community	Take responsibility for your own learning	Participate productively in learning
Use appropriate language at all times	Be a responsible and health community member	Follow classroom rules/expectations
Wear the correct school uniform with pride	Keep all personal items secure	Achieve your personal best
Follow staff member instructions	Be smart, safe and responsible when online	Allow and support other students to learn

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/policyprocedure/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

At Concord High School we integrate student wellbeing and positive behaviour strategies throughout the care continuum, ensuring a comprehensive approach to addressing behaviours of concern, including bullying behaviour. At Concord High School we take a whole school approach to anti-bullying and are focused on developing a support school culture that encourages diversity and empowers students to be active in their pursuit of justice for themselves and others.

Our approaches are grounded in evidence based, effective teaching and learning practices that foster an environment conducive to student engagement and the development of respectful relationships. These practices include:

- Clearly defining and communicating classroom expectations to students, through spoken, visual and written methods
- Establishing consistent routines and procedures, ensuring clear communication to all students
- Reinforcing appropriate behaviours through positive feedback and reinforcement strategies
- Addressing and redirecting inappropriate behaviours to maintain a productive learning environment
- Actively monitoring student activities to ensure effective supervision and engagement
- Maximising opportunities for students to engagement actively in the learning process
- Designing well- sequences, engaging lessons that provide students with choices to enhance learning autonomy
- Differentiating learning content and tasks to meet the diverse needs of all learners

Care Continuum	Strategy or Program	Details	Audience
Prevention/ Early / Targeted / & Individual intervention	Positive Learning	This is a whole school approach for creating a positive, safe and supportive school climate, but fostering respectful, responsible and achieving behaviour. There is an emphasis on the explicit teaching of expected behaviour and the creation of a safe and supportive learning environment where students are encouraged to engage in positive actions and interactions. Through consistent reinforcement, clear expectations and a focus on student wellbeing, Positive learning aims to create a culture of inclusivity, safety and engagement and support social-emotional and academic success.	Staff, students 7-12, families
Prevention	Wellbeing Periods	At Concord High School, wellbeing periods are dedicated times within the school timetable design to support the social, emotional and mental wellbeing of students. During wellbeing periods, students engage in a range of activities that promote self-awareness, emotional regulation and interpersonal skills. These sessions may include discussions on topics such as stress management, conflict resolution and mindfulness. The wellbeing periods are facilitated by the Year Advisers and encourage student engagement and ensure students are better prepared to succeed both inside and outside the classroom.	Staff, Wellbeing team, students 7-12, families
Prevention	Anti bullying Plan	Concord High School's Anti-Bullying Plan clearly defines what constitutes bullying and emphasises the school's commitment to provide a safe, inclusive and respectful environment for all students where bullying is not tolerated. It includes information about strategies that are in place to protect prevent, intervene and response. The plan outlines the staff, student and parent/carer responsibilities and the programs that are in place to prevent and support students.	Staff, students 7-12 and families
Prevention	Communication with parents	To increase parent's understanding of how our school addresses all forms of behaviour.	Staff, students 7-12, families
Prevention	<u>National Week of Action Against Bullying and Violence (NWA)</u>	Our school participates in the annual (NWA) – Term 3 each year.	Staff, students 7-12
Prevention	Transition Year 6 into 7	Focusing on a safe and successful movement from primary to high school.	Incoming Year 7 students
Prevention	<u>Peer support program</u>	For year 7 students this program builds resilience by helping students develop strong relationships and skills to manage life's ups and	Students 7 and 10.

Care Continuum	Strategy or Program	Details	Audience
		downs. This program also provides leadership and skill development opportunities for Year 10 students.	
Prevention / Early intervention	Student support officer	Supports the implementation of the school's approach to wellbeing and facilitates targeted programs for students focused on developing resilience and social skills.	Student 7 - 12
Targeted / individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	Staff, individual students 7-12, families
Individuals intervention	Reconnect	An intervention program with a focus on building positive community relationship and developing social skills. There is a focus on building self-awareness and emotional intelligence for students with low level behaviours.	Individual students 7-12,
Individual intervention	Level's system	A period of time on a Level card to change a pattern of behaviour.	Students 7-12 CT, HT and DP
Individual intervention	Attendance monitoring	Address barriers to improve attendance and set growth goals.	Students, Year Advisor, HT Admin
Individual intervention	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 Welfare, DPs

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

A behaviour of concern refers to challenging, complex or unsafe behaviours that require sustained or intensive interventions. This does not include low level inappropriate or developmentally appropriate behaviour. Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyberbullying refers to bullying through information and communication technologies.

Concord High School will identify inappropriate behaviour and behaviours of concern including bullying through a range of channels including:

- The use of staff reports of incidences on Sentral
- Direct observations of student's behaviours, interactions, verbal communications or classwork
- The disclosure of information regarding a student's behaviour from other student or staff
- A person disclosing new information or information that has been kept secret previously.
- Concerns raised by a parent/carer, community member or external agency

Students or parents can report bullying to any staff member. Teaching staff have a responsibility to address incidences of bullying and at Concord High School classrooms must be a safe supportive environment where negative behaviour is recognised and dealt with.

Bullying can be reported by a student in person to a teacher or by a parent/carer via phone, email or interview. This situation will then be investigated and managed by the relevant Classroom teacher, Year Advisers, Head Teacher or Deputy Principal. Students who have been bullied will be offered appropriate support and counselling.

Responses to all behaviours of concern apply to student's 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.

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 and the school developed flow charts for MAJOR and MINOR incidence in deciding whether a behaviour is teacher managed or executive managed.
- It is essential to consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

Concord 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 teacher-managed.	Targeted/Individualised Responses to behaviours of concern are executive managed
<p>1. 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 through the Positive Learning Rewards system</p>	<p>1. Refer to In class behaviour management process or out of class behaviour management process (please see Appendix 1 and 2)</p>	<p>1. 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.</p>
<p>2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.</p>	<p>2. Use indirect responses e.g. Proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p>	<p>2. 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, reteaching appropriate behaviour to meet expectations or providing reassurance or offering choices Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.</p>
<p>3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on Sentral.</p>	<p>3. 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.</p>	<p>3. HT/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.</p>
<p>4. Social-emotional learning lessons are taught during Wellbeing periods</p>	<p>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.</p>	<p>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.</p>
<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>
<p>Parents are automatically notified through the parent portal when intermittent and infrequent reinforcers are recorded on Sentral. Student awards for positive behaviour are given at year group assemblies each semester.</p>	<p>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.</p>	<p>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.</p>

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour are recorded on Sentral. These may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer to student to Year Adviser, Head Teacher Welfare or Student Support Officer
- refer/monitor the student through the school learning and support team
- refer student to the school counselling service
- 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.

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](#)

[Incident Notification and Response Procedures](#)

[Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

Detention, reflection and restorative practices

Detentions take place at Concord High School two lunch breaks per week. These detentions are run by the Head Teachers Administration and includes access to the bathroom and food breaks. Classroom teachers, Head Teacher and Deputy Principals are able to run their own detentions and ensure that students have access to the bathroom, food breaks and that the maximum length of the detention is age or developmental level appropriate.

Strategy	When and how long?	Who coordinates?	How are these recorded?
<p>Alternate break plan – Withdrawal from playground during breaks and re-allocation to side office during break time due to breach in behaviour or additional support required.</p>	<p>As required</p>	<p>DP’s and side office staff</p>	<p>Sentral</p>
<p>Detention – Withdrawal from playground during breaks and re-allocation to classroom for supervised breaktime following breach in behaviour. These detentions are run by the Head Teachers Administration and cover uniform, truancy and lateness infringements. 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). Classroom teachers, Head Teacher and Deputy Principals can also run their own withdrawal from the playground to support students in making positive choices.</p>	<p>Wednesday and Friday lunch breaks</p>	<p>Head Teacher Administration</p>	<p>Sentral</p>
<p>Restorative practice- mediation or restorative conversations</p>	<p>Scheduled as soon as all involved are available</p>	<p>Year group Deputy Principal</p>	<p>Sentral</p>

Review dates

Last review date: 17/12/2024 -Term 4 2024

Next review date: Week 10 Term 4, 2025

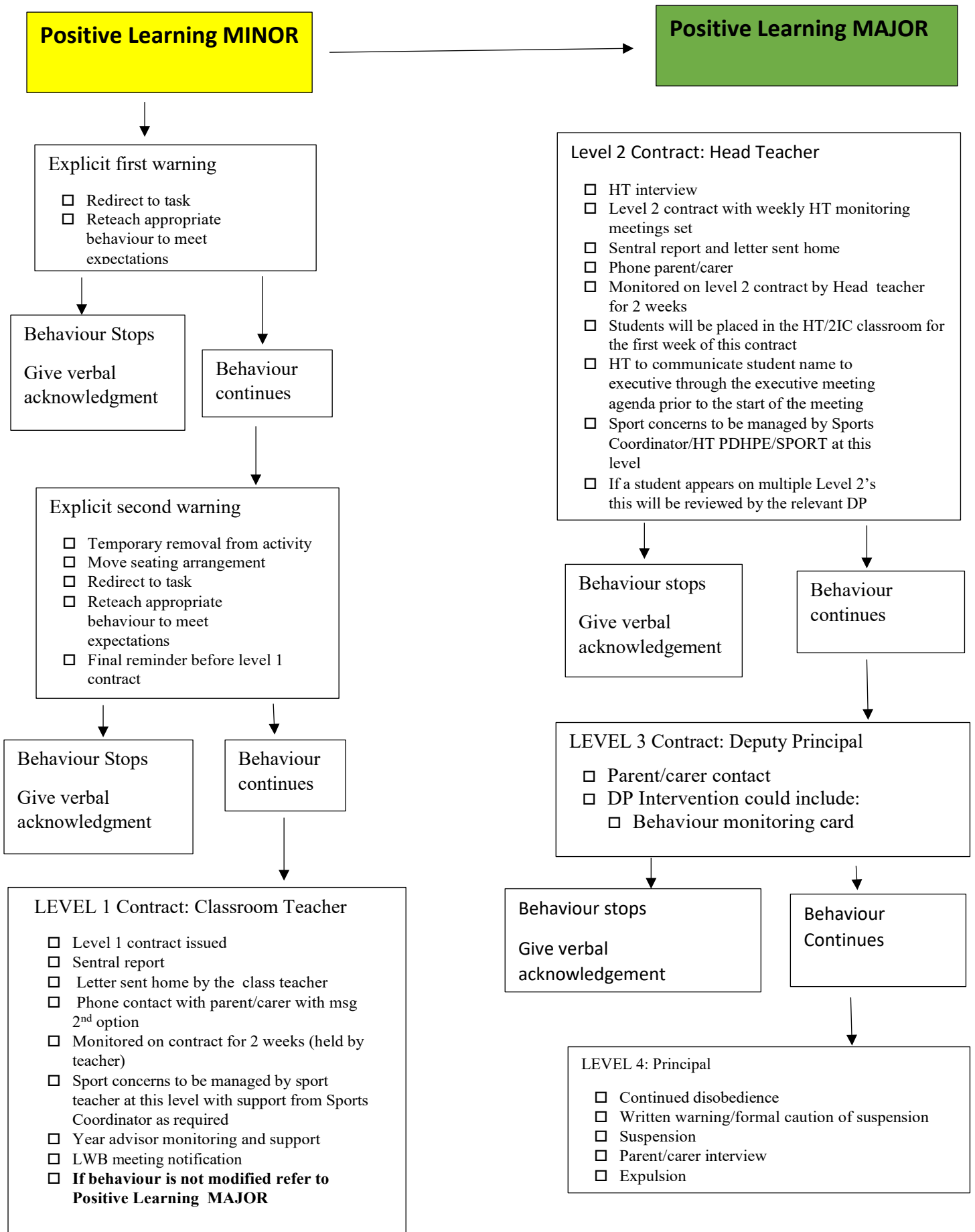
CONCORD HIGH SCHOOL TEACHING EXPECTATIONS



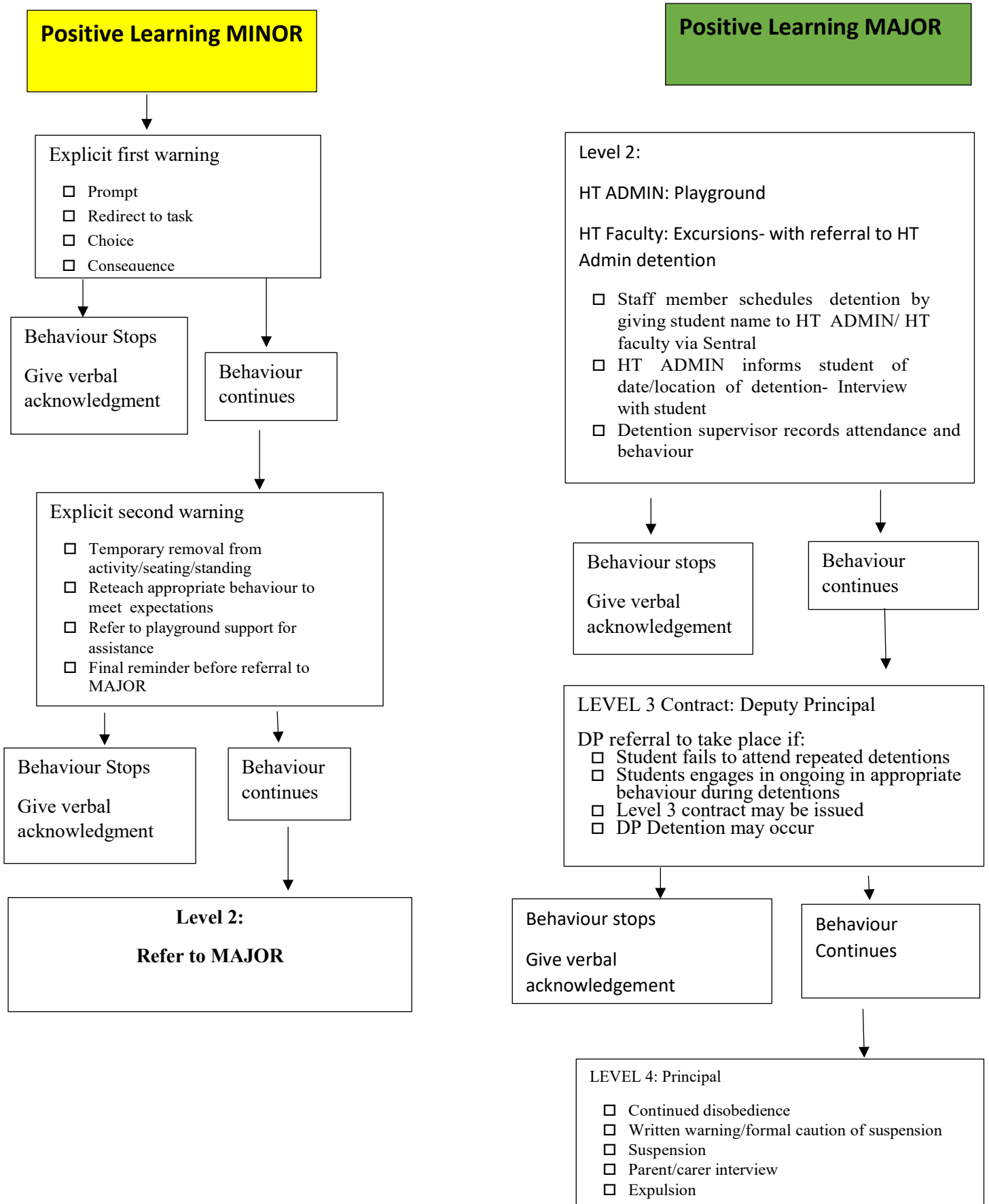
As teachers, our standard expectations are that we:

- Have an open door policy in our classrooms.
- Follow the classroom expectations in the management of students.
- Follow the PB4L processes in our classroom.
- Are prepared, on time and focused on the engagement of all students.
- Have a process in place for the formal commencement and conclusion of a lesson that is teacher directed.
- Provide students with a Learning Intention for every lesson.
- Provide students with a Success Criteria for every lesson.
- Provide students with regular, informal feedback on their progress.
- Ensure students are equipped with the materials required for learning in our class including a workbook for each course of study.
- Provide students and parents with formal feedback on their progress at least twice per term by checking classwork, marking workbooks, monitoring checkpoints on assessment tasks, making phone calls home, sunshine letters, letters of concern, formal reports, or some other form of parental communication.
- Provide students and parents formal feedback where students are not progressing satisfactorily in classwork, bookwork checkpoints, assessments etc.

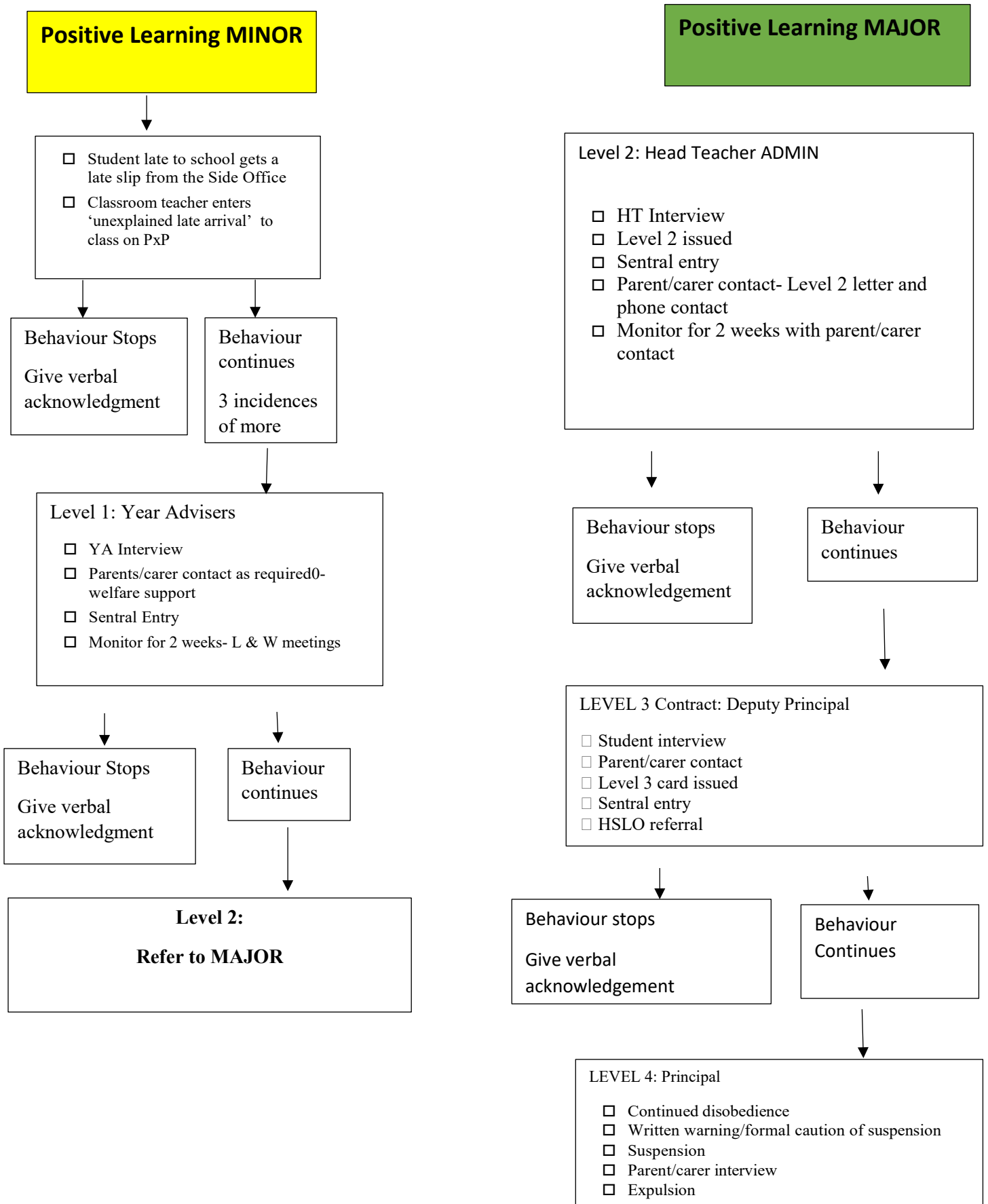
IN CLASS Student Behaviour Management Process (including SPORT)



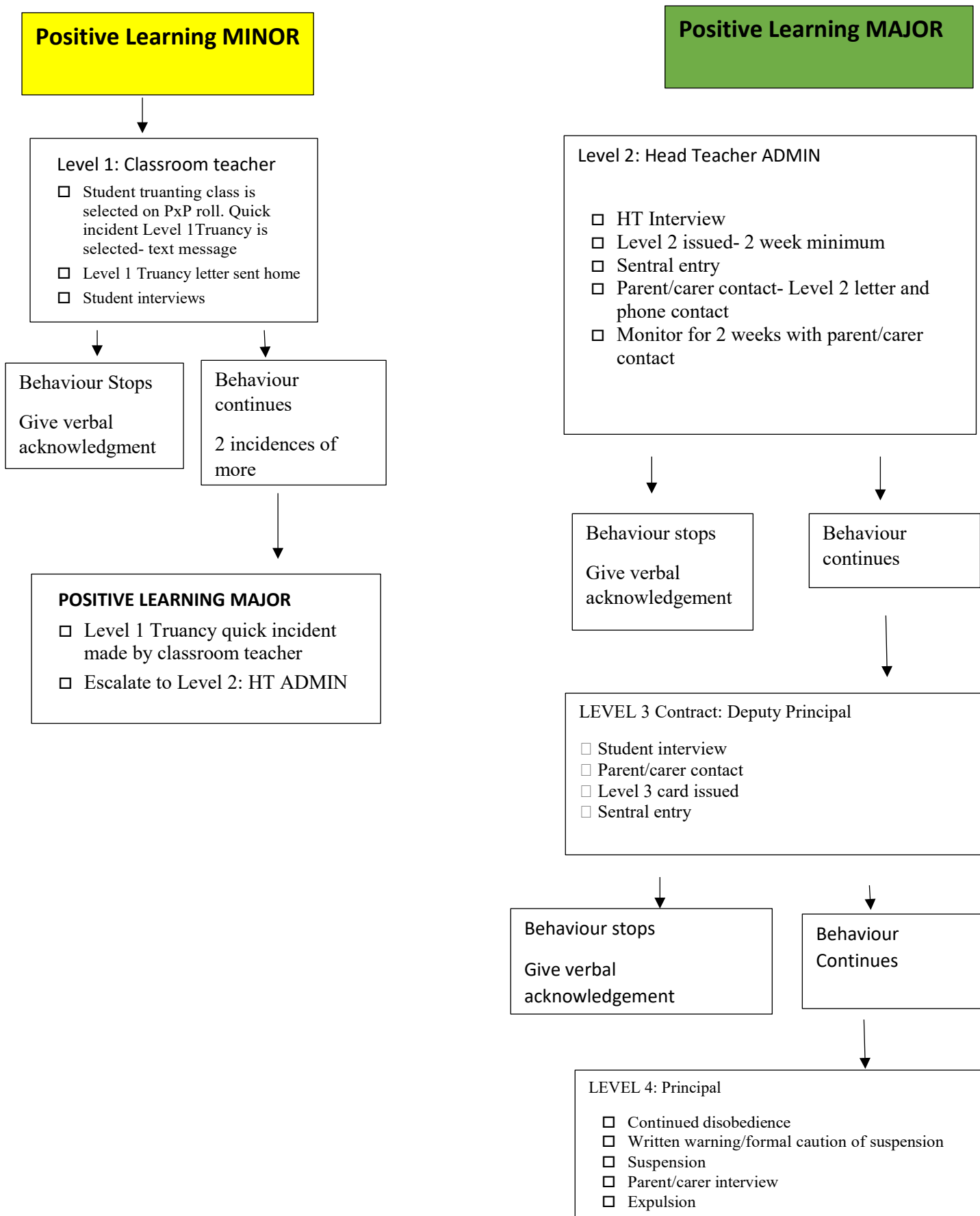
OUT OF CLASS Student Behaviour Management Process (including Playground, Excursions)



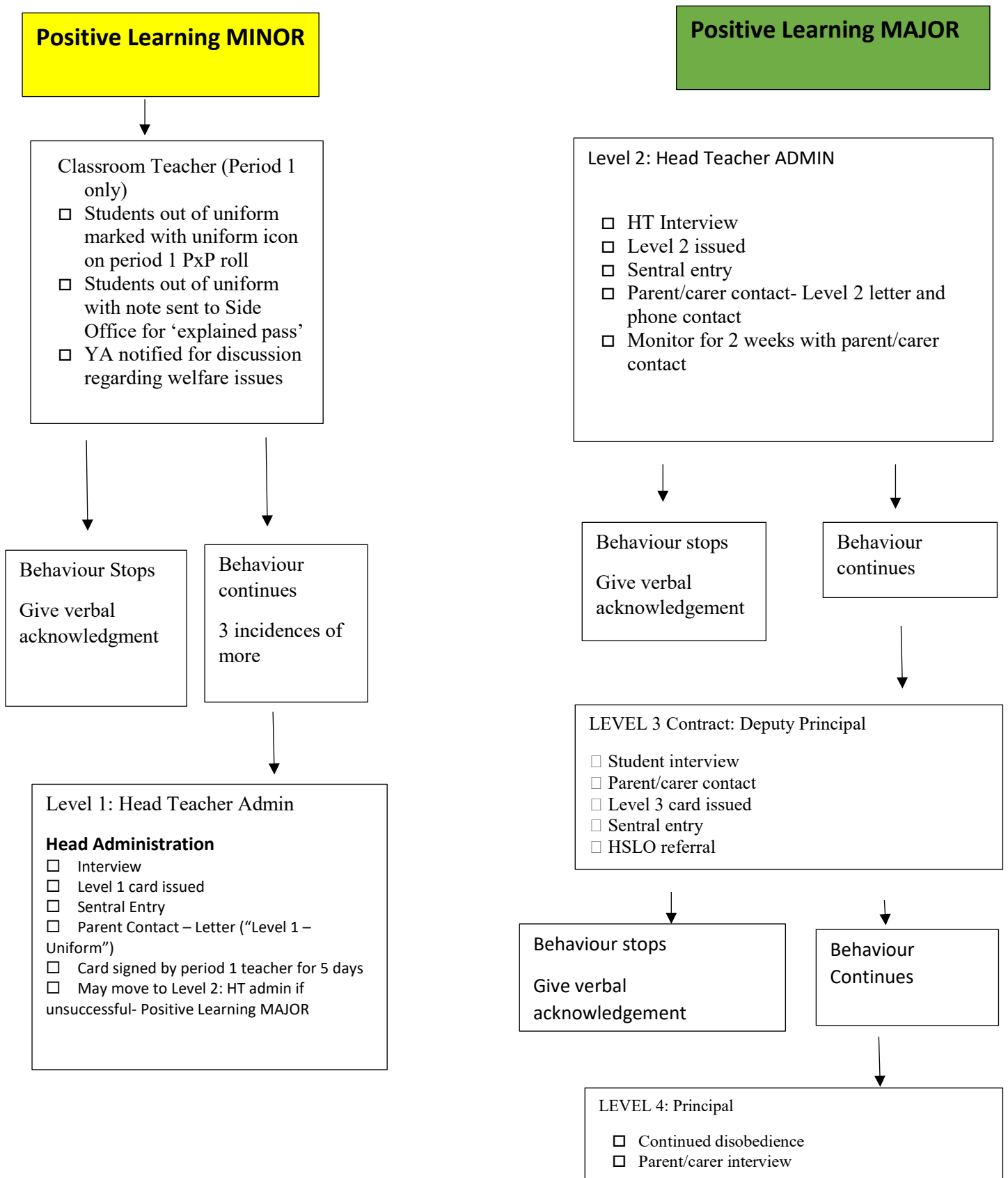
Lateness Student Behaviour Management Process



Truancy Student Behaviour Management Process



Out of Uniform Student Behaviour Management Process



Out of Uniform- (PDPHE practical and Year 7-8 sport) Student Behaviour Management Process

