

Cootamundra High School Behaviour Support and Management Plan

Overview

Cootamundra High School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged in their learning.

Our goal is to inspire every child to participate positively in society. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful learners in a caring learning community.

High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses. The principles of positive behaviour support, trauma-informed practice, inclusive practice, and social emotional learning underpin our daily practice.

Our processes are founded on the idea that students must learn to take responsibility for their own actions and to ensure all staff respond to these challenges consistently to support students to acknowledge harm and learn from their behaviour.

To achieve our mission, key approaches and programs prioritised and valued by the school community include:

- Positive Behaviour for Learning
- Restorative Practice
- The Resilience Project
- Berry Street Education Model
- Culturally safe behaviour supports including Stronger Smarter Leadership
- Personalised behaviour planning and supports

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

Cootamundra 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, for example, through Tell Them from Me Surveys, school surveys and by consulting with the school's P & C Association and the Cootamundra Aboriginal Education Consultative Group (AECG).
- using concerns raised through complaints procedures to review school systems, data and practices.

Cootamundra High School will communicate these expectations to parents/carers through the school newsletter, Sentral parent portal, social media, website and provide links to information and resources in the [Behaviour support toolkit](#).

Parents and carers play an important role in the school community. The [School Community Charter](#) informs parents and carers on how to engage with NSW public schools.

School-wide expectations and rules

Cootamundra High School has the following school-wide expectations and core values:

Respect, Responsibility and Excellence.

Examples of these values include:

Respect	Responsibility	Excellence
Be kind	Follow instructions	Genuinely attempt all work
Accept individual differences	Be ready to learn	Support and encourage others
Use appropriate language	Phones in pouch	Seek help, accept advice
Work co-operatively	Overcome challenges	Be aspirational, be your best

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. Behaviours that do not constitute bullying include mutual disagreements or isolated incidents.

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
- discouraging inappropriate behaviour
- 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			
Prevention	Positive Behaviour for Learning (PBL)	An evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for young people.	Staff, Wellbeing team, students 7-12, families
Prevention	Australian Education Research Organisation	To support teachers in the complex task of classroom management using evidence-based practices to create safe and supportive learning environments & by providing a set of foundational classroom management resources. (AERO)	Staff, students 7-12
Prevention	Restorative practices CHS RP sight lines	Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others because of their actions.	Staff, Wellbeing team, students 7-12, families
Prevention	The Resilience Project (TRP)	Explicit teaching of key pillars to cultivate positive emotion: Gratitude, Empathy and Mindfulness (GEM), along with Emotional Literacy, Connection and Physical Health.	Students 7-12, staff, families
Prevention	Berry Street Education Model	Promotes positive proactive strategies to provide opportunities to develop, strengthen, repair and maintain healthy relationships. Includes brain breaks and restorative conversations.	Staff, students 7-12, families
Prevention	Growth Mindsets	Creating an environment that encourages students to take ownership of their learning. Students who adopt learnership turn obstacles into growth and build essential Habits of Mind, preparing themselves for a world of constant change and uncertainty.	Staff, students 7-12, families
Prevention	Stronger Strides Together	Themes that support staff to create high-quality learning environments and meet the educational goals for Aboriginal and/or Torres Strait Islander students: culturally safe schools, culturally responsive teaching • positive relationships • personalised learning.	Staff, students 7-12, families
Prevention	Stronger Smarter Leadership	Embedding the Stronger Smarter Approach by focusing on leadership skills and processes for enacting High-Expectations Relationships , engage the school community, promote positive identities and excellence in school.	Staff, students 7-12, families
Prevention	Anti-Racism Contact Officer (ARCO)	The ARCO plays an important role in assisting and working collaboratively with the principal to implement all aspects of the Anti-Racism Policy	Staff, students 7-12, families

Care Continuum	Strategy or Program	Details	Audience
Prevention	AECG	Provides advice on all matters relevant to education with the mandate that this advice represents the Aboriginal community viewpoint	Staff, students 7-12, families
Prevention	PDHPE curriculum	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	Students 7-10
Prevention	ThinkYouKnow	Police Youth Liaison Officers deliver program written by Australian Federal Police to inform and support students in the safe and appropriate use of technology.	Students 7-10
Prevention	Communication with parents	To increase parent's understanding of how our school addresses all forms of behaviour.	Staff, students 7-12, families
Prevention	National Day of Action Against Bullying and Violence (NDA)	Our school participates in the annual (NDA) – Term 3 each year. This event is promoted and coordinated by the Student Representative Council.	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	Leadership programs	These include Student Representative Council, Sport Council, Youth Leadership forums.	Students 7-12
Prevention / Early Intervention	Student Support Officer	Works within the school community to enhance learning and wellbeing outcomes of students, in partnership with the wellbeing team and the School Counselling Service. Has a pivotal role in working collaboratively with external agencies and creating referral pathways for students and families to youth and family support agencies.	Staff, students 7-12, families
Prevention / Early Intervention / targeted / individual	Australian eSafety Commissioner Toolkit for Schools	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyber-bullying incidents.	Students 7-12, staff, families
Prevention/Early Intervention / Targeted Intervention	Together4Youth	A network of organisations providing tailor-made social, educational and transition programs enhancing student wellbeing: Raise, Enlighten Education (Butterfly Effect/Good Fellas), Batyr	Students 7-12, staff, families
Targeted Intervention	CHS Wellbeing, Engagement & Support Team	For students who exhibit low level behaviours of concern. Includes Year Advisors, Girls Advisor, ARCO, SSO and is overseen by HT Wellbeing and Engagement.	Individual students 7-12

Care Continuum	Strategy or Program	Details	Audience
Targeted / Individual Intervention	Learning and Support	The LST works with teachers, students, and families to support students who require personalised learning and support.	Individual students 7-12, families, staff
Targeted / Individual Intervention	The Enrichment Hub	Is an immersive, safe and nurturing space where students can connect, succeed and thrive, both personally and academically. Catering to individual needs with strong emphasis on developing academic, social, emotional & mental health skills through tailored support.	Individual students 7-12, families, staff
Targeted / Individual Intervention	National Consistent Collection of data (NCCD)	Collection of information about students with disability. The NCCD enables schools, education authorities and governments to better understand the needs of students with disability and how they can be best supported at school.	Individual students 7-12, families, staff
Targeted Intervention	Hands on Learning	Hands on Learning is a 54reasons practical school program that builds wellbeing, engagement, and attendance by creating opportunities for students to discover their talents and experience success through significant and authentic hands-on projects.	Individual students 7-12, families, staff
Targeted Intervention	Rock and Water	Rock and Water is a social and emotional learning programme for young people. It aims to improve skills such as self-regulation, communication, and empathy.	Students, SSO and Year Advisors
Individual Intervention	Sensory Gym	Our sensory gym is a designated area within the school that supports student's sensory preferences and needs. It provides students with the individualised sensory input they need to self-regulate, so they can be better prepared for learning and interacting with others.	Students 7-12
Individual intervention	Exit Pass	Opportunity to use an Exit Pass to self-regulate & change a pattern of behaviour.	Students 7-12
Individual intervention	Attendance monitoring	Address barriers to improve attendance and set growth goals. CHS Attendance Improvement Plan. Work with Home School Liaison Officer and Aboriginal Community Liaison Officer	Students, Attendance Team, families
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
Individual intervention	Team Around a School	Work in partnership with the principal and school to provide support for students in the areas of learning and wellbeing, disability & inclusion, mental health, behaviour, attendance, Aboriginal student support and transition.	Individual students 7-12, families, staff

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

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.

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.

- **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
- detention, reflection and restorative practices
- communication with parent/carer

Please see Appendix 1.

Responses to serious behaviours of concern

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

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team
- 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.

Cootamundra 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	Targeted/Individualised Responses to behaviours of concern
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.	Refer to school-wide expectations.	Teachers contact office to seek help from HT/DP straight away if there is a risk. Otherwise notify executive asap & before the end of the school day.
Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	Use indirect responses e.g. Proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	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, providing reassurance or offering choices. Incident review & planning is scheduled for a later time, determined by the context and nature of the incident.
Tangible reinforcers include those that are: free and frequent, moderate and intermittent, significant and infrequent. Intermittent and infrequent reinforcers are recorded on Behaviour / wellbeing Sentral system.	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.	HT/DP collects information and reviews the incident from multiple perspectives to determine the next steps. HT/DP/CT to record incident on wellbeing system and contact parent/carer by email or phone where appropriate. DP/P may consider further action for e.g. formal caution/suspension.
Social-emotional learning is explicitly taught during timetabled TRP lessons and Year Advisor Meetings to address point in time needs.	Teacher records on Behaviour / wellbeing Sentral system by the end of the school day. Monitor and inform the family if repeated. For some incidents, a referral is made to specific staff members who are trained in addressing a specific concern.	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.
Student/teacher contact	Teacher/parent contact	Teacher/parent contact
Students are made aware of negative/positive entries via Sentral and through discussions with classroom teachers. Parents receive 'Sunshine Calls' to reinforce positive behaviour of students. Promotion of rewards excursions and events is shared with community.	Teachers contacts parents by phone or in writing 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

- 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](#).

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](#).

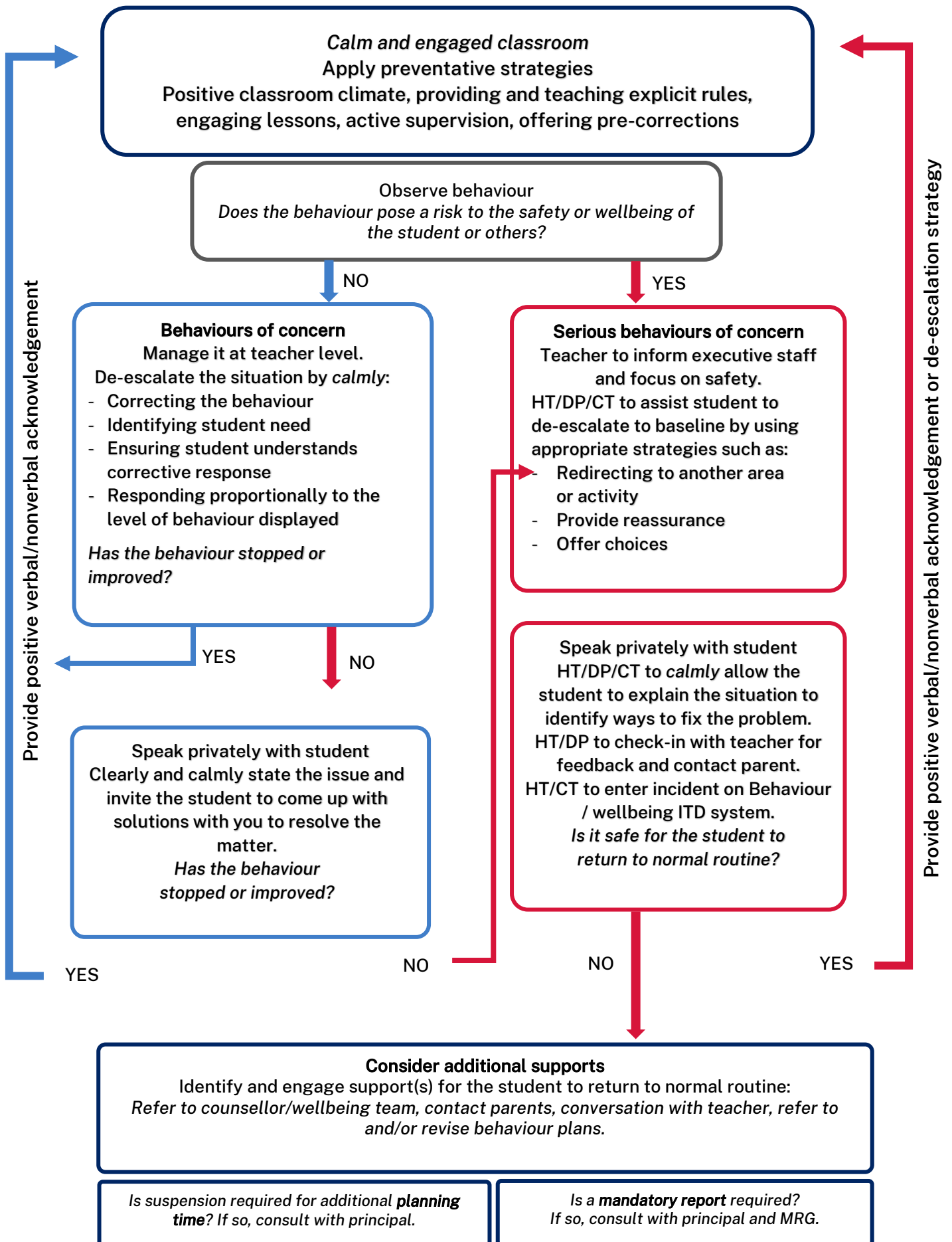
Detention, reflection and restorative practices

Toilet and food breaks are always included when students are withdrawn from the playground or classroom 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?
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 as determined teacher	Classroom teachers and school executive	Sentral behaviour/ wellbeing system
Reflection – withdrawal from timetable classrooms and re-allocation to alternate learning spaces. The purpose is to provide time for students to reflect on their behaviour and make positive choices while continuing their learning.	Upon being referred to HT or DP next lesson	HT and/or DP	Sentral behaviour/ wellbeing system
Restorative practice – peer mediation or restorative conversations in groups or with specific staff members	Scheduled as soon as all involved are available	Year Advisor/HT Wellbeing & Engagement/SSO DP/P	Sentral behaviour/ wellbeing system

Review dates: Last review date: 20th December 2024; Next review date: 1st December 2025

Appendix 1: Behaviour management flowchart



Appendix 2: Bullying Response Flowchart

