

# Grafton High School - School Behaviour Support and Management Plan

## Overview

Grafton 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 and enable 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.

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

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.

## Partnership with parents and carers

Grafton 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, consulting with the school's P & C Association and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.
- Grafton High School will communicate these expectations to parents/carers through the school newsletter, website and provide links to information and other resources provided by NSW Department of Education

## School-wide expectations and rules

1. Use words and actions that make the school a safer place
2. Treat each other with respect and fairness
3. Encourage everyone to feel valued, included, and supported
4. Follow instructions and take responsibility for your actions
5. Strive to achieve and always do your best

<b>PBL VALUE</b>	<b>GHS RULE</b>	<b>WHAT this looks like in all settings</b>
<b>SAFETY</b>	<b>Use words and actions that make school a safer place</b>	Think before you act and be safe in your words and actions  Follow rules to protect yourself and others and report safety concerns
<b>HONESTY</b>	<b>Treat each other with respect and fairness</b>	Be fair, honest and respectful  Own your own actions
<b>ACCEPTANCE</b>	<b>Encourage everyone to feel valued, included, and supported</b>	Treat everyone how you would like to be treated  Respect differences, be kind and include others
<b>RESPONSIBILITY</b>	<b>Follow instructions and take responsibility for your actions</b>	Act responsibly, be trustworthy and follow instructions  Use break times appropriately and be ready for learning
<b>EFFORT</b>	<b>Strive to achieve and always do your best</b>	Stay focused and challenge yourself to reach your goals

## 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.
- proactively working through matters of student conflict, often utilising restorative practices with students
- developing and maintaining communication, between and among teams across the school, to support student learning and wellbeing
- utilising the school PBL rewards system, recognising student effort, achievement and upholding expected school values, during school activities
- supporting staff to engage in appropriate professional learning to support students' changing needs
- providing opportunities to students and staff to engage in school representative groups through SRC, sporting teams, debating and environmental groups; curriculum groups and non-curriculum focus

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive referrals for demonstrating SHARE values	Teachers recognise students who meet our positive behaviour for learning expectations by entering positive incidents in Sentral student management system.	Staff, Students 7-12
Prevention	Fortnightly draw for students who have received positive entries	Each fortnight on whole school assembly, a deputy principal arranges for students who have received positive entries to be in the draw for randomly selected prized.	Students 7-12
Prevention	Merit assemblies each semester for students who reach positive entry thresholds	Students who reach a certain number of entries are recognised through formal merit certificates, presented at either a whole school assembly or year meeting.	Students 7-12
Prevention	Communication with parents	To increase parents/carers' understanding of how our school addresses all forms of behaviour	Staff, students 7-12, families

Care Continuum	Strategy or Program	Details	Audience
Prevention	Home room program	4 days per week students attend homeroom to engage in personal development activities such as The Resilience Project program and other personal development activities.	Students 7-12, Staff
Prevention	Rewards excursions	Term 4 each year those students who have met a threshold of expected behaviours are invited to rewards excursions for each year group.	Students 7-12
Prevention	Transition Year 6 into Year 7	Focus on safe and successful movement from Year 6 into Year 7 with formal transition and orientation program	Incoming Year 7 students
Prevention	Know Your Students spreadsheet	All student information is maintained on an internal tracking spreadsheet to ensure teachers know the students' needs that are in their classes, in an easily accessible format for teachers.	Staff, Students 7-12
Prevention	Back to basics checklist	A common set of routines and procedures that staff are expected to follow in a lesson to maintain a safe, predictable, and engaging environment.	Staff, Students 7-12
Prevention	Alternate pathways careers education – transition adviser	Providing multiple pathways and directions, allowing all students to have purpose in their schooling towards a chosen direction.	Students 9-12
Prevention	Social groups/clubs	Providing connection between like-minded students through various activities and special interest groups, such as sewing, chess, Minecraft, and sports.	Students 7-12
Early intervention	Student Support Officer	Supports the implementation of the school's approach to wellbeing	Students 7-12
	Head Teacher Year Groups	Supporting specific year groups through monitoring of progress, supporting the year adviser.	Students 7-12
	Monitoring levels	Supporting students to make positive choices with daily check ins with head teachers or deputy principals.	Students 7-12

Care Continuum	Strategy or Program	Details	Audience
	Behaviour summary spreadsheet	Shows behaviour trends for students on a weekly basis, allowing early identification and intervention.	Executive and Wellbeing team
	TAFE experience programs	Engagement in alternative activities through TAFE Start Your Future programs to increase interest and purpose at school.	Students 9-10
Targeted intervention	Learning and Support Team	Multidisciplinary team meets weekly to coordinate additional interventions for identified students.	Students 7-12
	Rock and Water program	Students invited to participate to build self-regulatory and resilient behaviours.	Students 7-10
	Wellbeing team referrals	Students referred by staff to Wellbeing team for support, triaged by HT Wellbeing for follow up by relevant team member.	Students 7-12
	Perfect Presence Program	PCYC run program 2 days per week aimed at building self-regulatory behaviours and sense of belonging at school.	Students 7-10
	Leadership programs	Student leadership group activities and individual opportunities for students seeking support to build leadership skills.	Students 7-12
	RAGE program	Anger management course run by Wellbeing team members to support students identified as needing support to regulate emotions.	Students 7-12
Individual intervention	Attendance monitoring	Attendance team meets fortnightly to review trends in individual and cohort attendance, recommending and implementing actions where necessary.	Students 7-12
	Individual behaviour support planning	Through working with executive staff, and Learning and Support Team staff, individual behaviour support plans are devised where appropriate in consultation with students and families.	Students 7-12
	Back in the Game - EPP	Involves a referral to an external support provider as contracted by the Education Pathways Program for personalised support in reengaging with education and planning appropriate future pathways.	Students 10-12

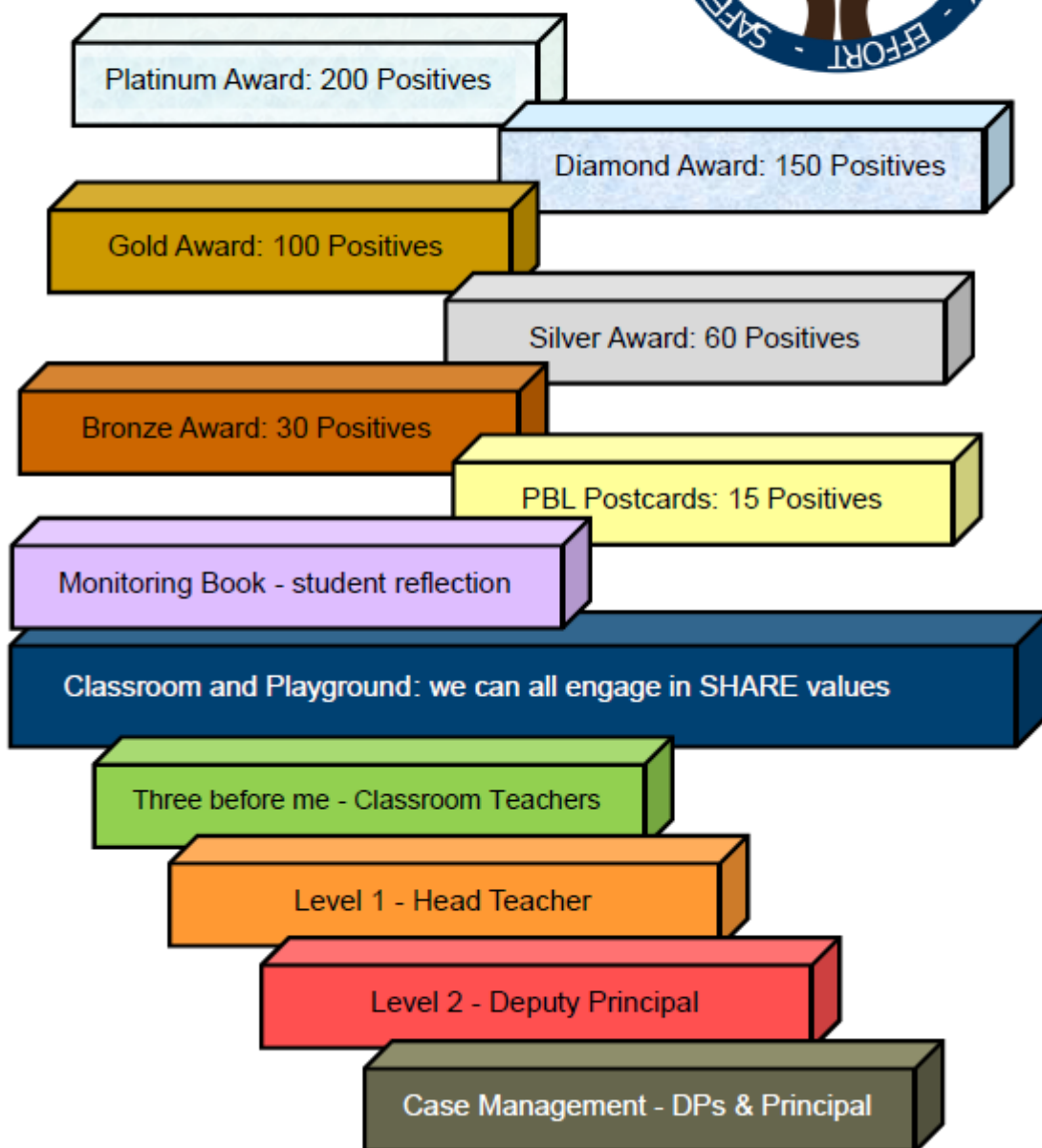
Care Continuum	Strategy or Program	Details	Audience
	Student Wellbeing Officer	Funded in partnership between Commonwealth government and the school, the SWO is employed by ASK Wellbeing services to support students with flexible, individualised intervention.	Students 7-12

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

### Stages of intervention through the GHS Student Management Framework



# Grafton High School



Positive behaviour at Grafton High School is recognised through the entry of positive behaviour entries for students who have met expectations as described by our PBL SHARE values. The accumulation of these is recognised through a tiered awards system, with recognition occurring at year assemblies, whole school assemblies, and special occasions throughout the year. An end of year rewards excursion occurs annually, with students who have met expectations throughout the year invited to apply. Records of positive behaviour being recognised are kept on Sentral, our online student management system.

Inappropriate behaviour and behaviours of concern, including bullying, is addressed and managed through the levels system as shown in the flow chart above. The levels can operate sequentially or independently, meaning that a student may escalate through the levels if improvement does not occur, or a student can be placed directly onto a higher level if a particular behaviour occurrence warrants more serious intervention. Records of inappropriate and concerning behaviour and associated follow up are kept on Sentral, our online student management system.

Strategies to address behaviours of concern and support improvement, ranging throughout the above levels from classroom level to principal level at Grafton High School can include:

- Student conferences with teachers using PBL language
- Seating plans
- Class Detentions
- Parent/carer phone calls
- Faculty reflection cards
- School detentions
- Formal letters of concern (from Sentral)
- Head teacher intervention and support , including withdrawal from class
- Teacher monitoring card, and executive monitoring levels
- Learning and Support Team referral for group or individual intervention
- Wellbeing team referral for individual or group support
- Formal Caution

### **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.

Strategies to address serious behaviours of concern and support improvement can include:

- Formal caution
- Consultation with external Department of Education staff – Learning and Wellbeing team
- Behaviour support plans



- Risk management plans
- Suspension

## 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

### Class Faculty Detention

- Staff may place students on class or faculty detention as an appropriate consequence of inappropriate classroom behaviour. Staff should give students notice of these detentions, that outline the date, time and place of the detention. Staff should work with the students to complete the Faculty Detention Reflection sheet to assist in improving behaviour in class.
- Teachers may place students on a detention that they wish to supervise themselves. However, this must remain in keeping with the Department of Education Handbook No 3 which states:

“Detention of pupils during morning recess, or for a period that does not give them time to eat their lunch comfortably, or for excessive periods after school, is not permitted.”

**Whole School Detention** operates: Lunch on Monday, Tuesday, Wednesday, and Thursday in D3. Detention is supervised by the Head Teacher, Mathematics, Kerry Merry.

- Students may be placed on school detention by a member of the school executive (Principal, Deputy Principal or Head Teacher, including relieving positions) for issues in the playground etc, or for non-compliance with faculty detention requirements.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Class/Faculty detention	1 <sup>st</sup> and 2 <sup>nd</sup> break. Maximum 20 minutes.	Classroom teacher and head teachers	Sentral, in relevant behaviour entry.
School detention	2 <sup>nd</sup> break. Maximum 20 minutes.	HT Mathematics	Sentral

## Review dates

Last review date: 6/02/2025

Next review date: 28/04/2025