

Engadine High School Behaviour Support and Management Plan

Overview

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

- **Promoting and reinforcing positive student behaviour and school-wide expectations**

At Engadine High School, we are committed to providing a safe, inclusive, and respectful learning environment for all of our students. Our school-wide rules and expectations are designed to cultivate a positive and supportive atmosphere that allows every student to thrive academically and personally.

Our behavioural management approach is founded on the principles of rewarding positive behaviour and offering support to those who may need it. We firmly believe in the power of shared values, mutual respect, and inclusivity to create a strong sense of community within our school. It is underpinned with our core beliefs of Respect, Safety and Engagement.

- **The policy and procedures outlined in this document applies to student behaviour:**

- 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 the students' conduct
- if the students conduct significantly affects, or is likely to significantly affect, the health, learning and safety of students or staff
- When using social networking sites, mobile devices and/or other technology involving another student or departmental staff member for school related business

We expect our students to:

Show Respect: We expect students to demonstrate respect for their peers and staff. This means treating others with kindness, empathy, and courtesy at all times.

Respect Property: Treating school property and the belongings of others with care and consideration is a fundamental part of fostering a responsible and respectful school community.

Respect Resources: Our school values the resources available to our students, and we expect them to do the same. Wastefulness and neglect are not conducive to our shared learning environment.

Respect the Learning Environment and Safety of Others: Ensuring that the classroom and school grounds are safe and conducive to learning is a collective responsibility. Every student is expected to contribute to this by maintaining a safe and respectful atmosphere.

Respect People's Right to Safety: Students have the right to feel safe in the classroom, on the playground, and online. Engadine High School is committed to providing an environment free from bullying, harassment, or any form of harm.

Adherence to School Policies: Engadine High School has specific policies related to Behaviour, Homework, Assessment, Technology, Uniform, and Attendance. Students are expected to adhere to these policies.

Engage in learning: We encourage students to engage actively in their learning by participating in class discussions, asking questions, and collaborating with their peers. Being attentive, curious, and open-minded fosters a positive and enriching educational experience for everyone.

Show pride in our School and the community: Displaying pride in our school and community involves taking responsibility for our environment. Students are encouraged to contribute positively to both the school and the broader community, respecting shared spaces and promoting a sense of unity and belonging. This pride extends to upholding the reputation of our school with dignity and respect.

Engadine high School has zero tolerance for:

Illegal Substances: The use, possession, or distribution of illegal substances is strictly prohibited within the school premises.

Harmful Comments, Bullying, Intimidation and vilification : Derogatory comments and intimidation of any form, whether based on race, gender, religion, sexual orientation, culture, ability, or any other characteristic, are not allowed. Our school values mutual respect and acceptance.

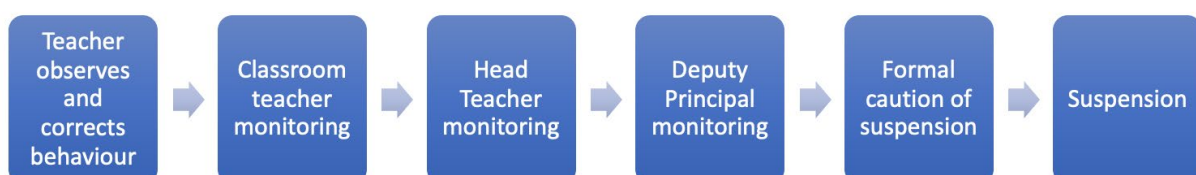
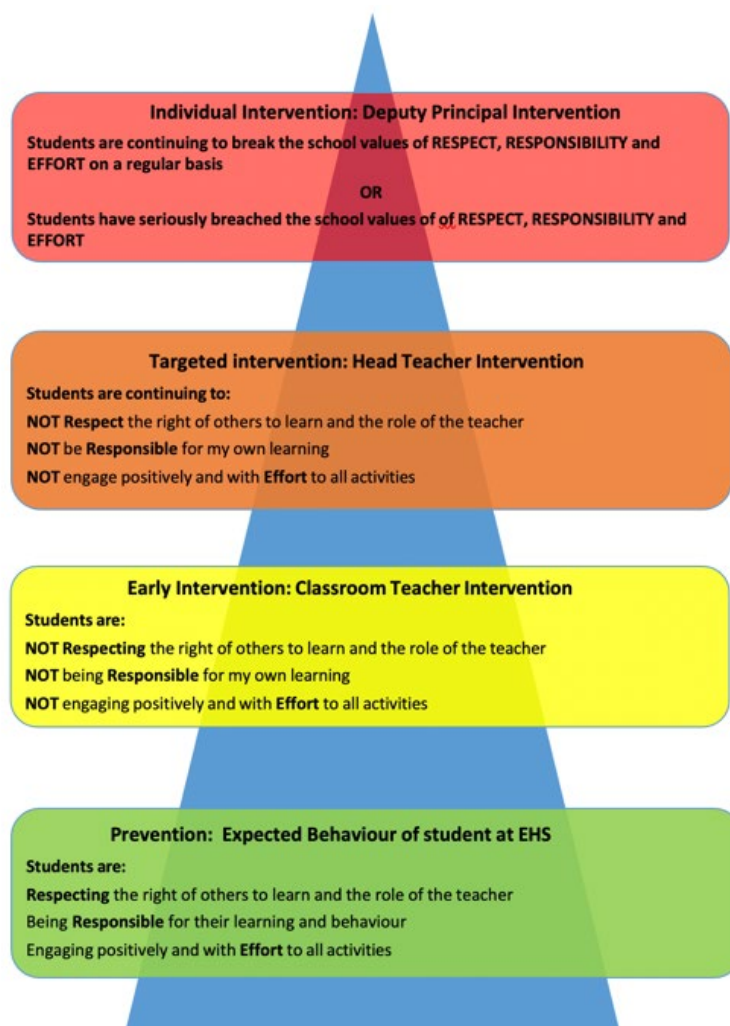
Abuse and Disruptive Behaviour: Engadine High School is committed to providing a positive learning environment. Any form of abuse or disruptive behaviour, including interrupting the teaching and learning of staff or fellow students, is not tolerated.

Damage or Theft of School and Personal Property: Any act involving the intentional damage or theft of school property, including classrooms, facilities, or equipment, is strictly prohibited. Additionally, students are expected to respect the personal belongings of their peers, staff, and visitors. Engaging in theft or vandalism, whether within the school premises or during school-related activities is never tolerated.

By adhering to these rules, expectations, and policies, students at Engadine High School not only help maintain a positive and respectful learning environment but also develop into responsible and conscientious members of society. Together, we create a culture of learning, inclusivity, and respect that prepares our students for success in both their academic and personal lives.

- Engadine High School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

Engadine High School employs a multi-faceted approach to explicitly teach, recognise, and reinforce positive student behaviour and behavioural expectations. This approach is designed to guide students through a stepped process of behaviour management, with interventions tailored to the severity of the behaviour. The following diagram outlines the school's behaviour management system:



(Note: For severe behaviours that pose an immediate threat or harm to the safety and wellbeing of others, the process may escalate more quickly.)

- Throughout this process, Engadine High School aims to keep parents informed at each stage.
- Students may also be subject to detention and reflection throughout any stage of this process to support them in making positive choices in the future.
- Students may be referred to the school's Wellbeing or Learning Support team to help support the student.
- Students may lose the opportunity to represent the school or participate in extracurricular activities..

Additionally, positive behaviour, effort, and achievements are recognised and rewarded through various school initiatives, including the robust school merit system, achievement assemblies, school assemblies, year assemblies, presentation night, social media, excursions and constant contact with carers and the community.

▪

▪ **Behaviour Code for Students**

- The Behaviour Code for Students can be found at: <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316/pd-2006-0316-01>. (also available on page 14 of this document.)
- High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

▪

▪ **Whole School Approach**

Care Continuum	Strategy or Program	Details	Audience
Prevention	Classroom Management	<ul style="list-style-type: none"> • Strong teacher/student relationships. • Explicit teaching and modelling of specific skills including behaviour expectations and social skills. • Communication with parents around school expectations. • Class based systems of expectations and positive reinforcement. • Consistent teacher expectations, routines, modelling and responses to behaviour. • Liaison with previous teachers, pre-schools, external data. • Engaging parent involvement. • High quality differentiated teaching that addresses individual learning needs of all students, where appropriate learning adjustments are documented in an individual student support plan and/or Personal Learning Pathways (PLPs). 	Teachers
Prevention	Professional Learning	<ul style="list-style-type: none"> • All staff committed to ongoing professional development on classroom management, Learning Support and student wellbeing. 	Teachers
Prevention	Wellbeing programs	<ul style="list-style-type: none"> • All students offered universal wellbeing programs through their educational experiences. 	Teachers and the Wellbeing team
Prevention	Learning support programs and universal adjustments	<ul style="list-style-type: none"> • All staff are committed to the implementation of inclusive universal support adjustments for students across all classes. We diligently track, monitor, and apply these adjustments to guarantee that every student has equitable access to the curriculum 	Teachers and Learning support team
Prevention	Reward system	<ul style="list-style-type: none"> • The school nurtures positive relationships, providing constructive verbal feedback, and utilising the 	Teachers, students and community

Care Continuum	Strategy or Program	Details	Audience
		school's robust merit and award system designed to recognise achievements, exemplary behaviour, and sustained effort, and attendance.	
Prevention	First Nations student support	<ul style="list-style-type: none"> • Provide support for our First Nations students, recognising the importance of celebrating their unique cultural heritage. • Personalised Learning Plans (PLPs) for individualised education. • Dedicated Aboriginal Education Officer (AEO) providing mentoring and support. • Integration of First Nations perspectives and knowledge across all programs. • Creating an inclusive, culturally sensitive environment. • Celebrating the rich cultural heritage and contributions of our First Nations students. 	Aboriginal Education Officer, students, teachers and AECG
Early Intervention	Classroom management	<ul style="list-style-type: none"> • Communication with parents, and where relevant, the use of communication books. • Explicit teaching and modeling of specific skills including behaviour expectations and social skills. • Classroom teacher monitoring card 	Teacher
Early Intervention	Targeted wellbeing support	<ul style="list-style-type: none"> • Targeted approach of wellbeing programs for students in need. Including but not limited to, Raise Mentoring, Weaving and Wellbeing etc. 	Student Support Officer, Wellbeing team, Students
Early Intervention	Learning support programs and targeted adjustments	<ul style="list-style-type: none"> • All staff are committed to the implementation of inclusive targeted support adjustments for students across all classes. We diligently track, monitor, and apply these adjustments to guarantee that every student has equitable access to the curriculum 	Learning & Support Team, Teachers
Targeted Intervention	Classroom Management	<ul style="list-style-type: none"> • Communication with parent/carer and, where relevant, communication books. • Modified individual expectations and goals. 	Teacher

Care Continuum	Strategy or Program	Details	Audience
		<ul style="list-style-type: none"> • Transition strategies – class to playground, lesson to lesson, grade to grade, school to school. • Calmer Classrooms resources. • Head Teacher Monitoring Card • Detention and reflection 	
Targeted Intervention	Delivery support team	<ul style="list-style-type: none"> • Delivery Support 'Team Around a School' – Learning and Wellbeing Officer, Assistant Principal Learning and Support, Senior Psychologist Education, Behaviour Specialist, Out of Home Care Teacher, Itinerant Support Teacher Early Intervention, Support Teacher Transition, Aboriginal Community Liaison Officer, Home School Liaison Officer, Aboriginal School Liaison Officer, Assistant Principal Sensory (Hearing and Vision), Learning and Wellbeing Advisor, Learning and Wellbeing Coordinator NDIS Transition Coordinator, Networked Specialist Facilitator. • Itinerant Support Teachers, Early Intervention where transition to school concerns are identified by the preschool or family. 	Senior Executive and Learning Support
Individual Intervention	Classroom Management	<ul style="list-style-type: none"> • Communication with parent, and where relevant, the use of communication books. • Check-in/check-out. • Programs to explicitly teach social competence and interpersonal skills, and social-emotional skill development. • Negotiated playground programs. • Attendance programs. • Deputy Principal Monitoring card • Formal caution of suspension • Suspension • Detention and reflection 	Teacher
Individual Intervention	Delivery support team	<ul style="list-style-type: none"> • The Delivery Support team will work in conjunction with the Learning and Support Team to: Develop appropriate behaviour expectations 	Senior Executive and Learning Support Team

Care Continuum	Strategy or Program	Details	Audience
		<p>and strategies with other staff members</p> <ul style="list-style-type: none"> • Monitor the impact of support for individual students through continuous data collection • Provide consistent strategies and adjustments outlined within an individual student support plan. 	
Individual Intervention	Students with disability or significant support needs	<ul style="list-style-type: none"> • Students with disabilities or significant support needs may access help from itinerant support teachers who visit schools and work directly with the student to plan and develop personalised learning and support. • Itinerant support teachers will: work in partnership with the student, parents or carers, classroom teachers, the school's learning and support team, and other support agencies or services • support the development of individualised, coordinated and systematic transition to school or to early intervention links with other agencies and the community • support the development of personalised learning and support for children in early childhood school settings and/or the first year of school. 	Senior Executive and Learning Support Team

▪ **Detention, reflection and restorative practices**

Detention and timeout are planned interventions to allow students opportunities to reflect on and regulate emotions and behaviour.

Action	When and how long?	Who coordinates?	How are these recorded?
Calm Card	When a student requires the use (only for applicable students who must complete the process)	Head Teacher Wellbeing	Sentral data base
Mediation	When required	Deputy Principal Head Teacher Wellbeing	Sentral data base
Lunch Detention	Half of lunch, on school days excluding Wednesday	Faculty Head Teacher	Sentral data base
Monday afternoon Detention	Monday afternoon 3:05pm until 4pm	Head Teacher Administration and Deputy Principals	Sentral data base
Tuesday Afternoon Detention	Tuesday afternoon 2:13pm until 3:05 om	Head Teacher Administration	Sentral data Base

Detention reasons - subject, but not limited to:

Monday Detention:

- Failure to attend Tuesday detention
- Bullying and harassment
- Aggression
- Disrespect to a staff member
- Failure to satisfactorily complete a Head Teacher monitoring card
- Fractional or whole day truancy
- Vandalism and property damage
- Behaviours of concern within the community

Tuesday Detention:

- Breach of Mobile Phone and Smart Device Policy
- Breach of the School Uniform Policy
- Breach school Homework and Assessment Policy
- Persistent disobedience in class
- Persistent late arrival to school
- Failure to satisfactorily complete a classroom monitoring card
- Failure to attend consecutive lunch detentions

▪ **Formal Caution to Suspend**

To maintain high standards of student behaviour, schools should communicate regularly to the school community the expectations articulated in the department's [Behaviour Code for Students](#) and the school behaviour support and management plan.

There may be circumstances where an individual student's behaviour is of such concern that formal communication with parents or carers will be required.

If such behaviour persists, the principal can issue a formal caution of suspension, in writing, to the parents or carers.

The purpose of the formal caution is for the student and their parents or carers to understand the impact of the student's behaviour or behaviours of concern and to engage them in positive behaviour supports and strategies.

A formal caution is valid for up to 50 school days from the date the caution is issued. Formal cautions should not be carried over into the next calendar year unless consultation has occurred with the Director, Educational Leadership.

There will be circumstances where a principal may determine that a student must be suspended without first issuing a formal caution to suspend due to immediate and significant risks to students or staff, or unacceptable risks posed to teaching and learning, that cannot be mitigated with the student at school.

- A formal caution to suspend must:
- Be in writing, via email or post, on school letterhead
- Be provided to the student and their parents or carers
- Outline the behaviour/s of concern
- Provide clear behavioural expectations for the student consistent with the [Behaviour Code for Students](#)
- Clearly outline the timeframe/expiry date for the formal caution
- Highlight the importance of parents or carers in working with the school when managing student behaviour
- Provide parents or carers the opportunity to meet with appropriate school staff
- Advise that the student and parent or carer has the right to a support person in any meeting with the school
- Outline the positive behaviour support and strategies in place as a result of the unacceptable behaviour
- Indicate if the caution applies to more than one educational setting
- Be documented on the department's in-house data system or approved third-party system.

For students attending special programs such as those offered by tutorial centres, behaviour schools and hospital schools that may involve attending their home school for part of the week, formal cautions automatically apply to both settings. If warranted, this can be negotiated between the principal of the home school and the principal supervising the special program and should occur as soon as possible before a formal caution is issued.

Suspension

There will be cases of unacceptable behaviour where a student may need to be removed from the school for a period of time. Suspension is an action available to the principal in these situations.

The purpose of the suspension is to allow the school to implement appropriate supports during the student's absence to address the student's complex and challenging behaviour or behaviours. This is to ensure a successful return to school, and mitigate any unacceptable risks posed to teaching and learning, and the health, safety and wellbeing of staff and/or students.

Grounds for suspension

Principals can use suspension as a behaviour management intervention when a behaviour or behaviours of concern pose an unacceptable risk to others or to teaching and learning. When assessing grounds for suspension, principals should consider the diverse learning and wellbeing needs of students, including developmental age, trauma, child protection concerns, cultural considerations, disability and individual needs and circumstances.

Principals can suspend a student engaging in behaviour or behaviours of concern on grounds that could include but are not limited to:

- continued/persistent disobedience and/or disruptive behaviour
- malicious damage to or theft of property
- verbal abuse
- bullying and cyberbullying
- misuse of technology
- discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity.

Due to the immediate and/or significant risk of harm to students or staff, it is important principals consider issuing an immediate suspension to any student who engages in serious behaviour or behaviours of concern that could include but are not limited to:

- being in possession of, uses or supplies tobacco, vaping devices, alcohol and e-cigarettes
- being in possession of, uses or supplies a suspected illegal/restricted substance
- being in possession of, or using weapons including knives (excluding Kirpans, in line with guidance set out in [Legal Issues Bulletin 22 – Knives in schools](#)) and firearms
- using an implement as a weapon
- seriously threatening or engaging in physically violent behaviour
- engaging in serious criminal behaviour related to the school
- engaging in sexual harassment, sexual assault or other sexualised behaviour that may pose a risk of or has caused physical, psychological or emotional harm to others.

Returning from suspension

Upon the completion of a suspension period, Engadine High School mandates the attendance of both the student and their caregivers at a Return from Suspension meeting, emphasising collaboration for a smooth reintegration into the school environment. The school adopts a personalised approach, implementing a Behaviour Support Plan, overseen by a Deputy Principal, solely when required, to address underlying issues contributing to the suspension. This plan is documented in a Deputy Principal monitoring booklet, serving as a comprehensive record of the student's progress.

Depending on individual needs, the student may be directed to engage in counselling and learning support services to address behavioural and academic challenges. The process includes a student reflection on the incident, identification of strengths, addressing parent concerns, setting student goals, and identifying a support person within the school community. This comprehensive approach reflects Engadine High School's commitment to creating a supportive and inclusive environment while prioritising the well-being of the entire school community. It is the school's decision if a return to school is appropriate for a student at that point in time.

▪ Partnership with parents/carers

Engadine High School will partner with parents and carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by regularly meeting and discussing policy changes with our Parents and Citizens committee, as well as providing important updates through the school email system.

We expect all carers and community members to adhere to the: School Community charter:

<https://education.nsw.gov.au/content/dam/main-education/public-schools/going-to-a-public-school/media/documents/school-community-charter.pdf>

School Anti-bullying Plan

https://engadine-h.schools.nsw.gov.au/content/dam/does/sws/schools/e/engadine-h/download-box/Anti_bullying_2023_plan.pdf

Refer to the [Bullying of Students – Prevention and Response Policy](#) and [Anti-bullying Plan](#).

Reviewing dates

Last review date: 27/10/2023

Next review date: 12/12/2025

Behaviour code for students

NSW public schools

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.

In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

Engagement

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.