

St Marys Senior High School Behaviour Support and Management Plan

Overview

St Marys Senior High School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged in their learning. Throughout this commitment our school values – Inclusive, Aspirational and Respectful - are evident throughout our community.

Our mission is to increase the educational opportunities for students in Western Sydney. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop young people who are aspirational, focused on achieving their personal best, respectful and driven to invoke positive change in their 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 the establishment of a positive school culture.

Our processes are founded on the idea that young adults work best in an environment that allows them to take responsibility for their education and actions. Our school operates on a culture of mutual respect and personal responsibility. Our young people are encouraged to take an active role in their education, and the school fosters a more adult-like learning environment. Embedded in the culture of respect is an expectation that our young people will take personal responsibility for their learning and behave in manner that reflects the ethos of an adult learning environment.

Partnership with parents and carers

St Marys Senior High School will partner with families in establishing the positive culture of mutual respect and personal responsibility by:

- inviting families and student feedback through formal and informal means, for example, school surveys, consulting with the school's School Council and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

St Marys Senior High School has the following school-wide expectations:

To be inclusive, aspirational and respectful learners.

- We are an inclusive, kind and supportive school which values diversity, independence and community.
- We are an aspirational community which strives to achieve individual excellence.
- We are respectful of our history, our people and our environment.

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 \(nsw.gov.au\)](#)

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 any behaviours of concern.

These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and a culture of mutual respect. These practices include:

- establishing a culture of mutual respect and personal responsibility
- providing opportunities for students to take ownership of the learning process
- fostering an ethos of adult learning
- maximising opportunities for active engagement with learning
- differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Mentor Curriculum	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	Students 11-12
Prevention	Communication with parents	To increase parent's understanding of how our school operates on a culture of mutual respect and personal responsibility.	Staff, students 11-12, families
Prevention	Transition Year 11-12	Focusing on a safe and successful movement from Year 10 to Year 11.	Incoming Year 11 students
Prevention	Student Mentor Program	Builds resilience by helping students develop strong relationships and skills to manage the transition from Year 10 to Year 11.	Students 11 and 12 and co-ordinators
Prevention	Wellbeing programs and workshops	Range of wellbeing programs to proactively address areas of support for student wellbeing.	Students 11 and 12 and co-ordinators
Prevention / Early intervention	Student support officer	Supports the implementation of the school's approach to wellbeing.	Students 11 - 12
Prevention / Early intervention	ASPIRE	A strengths-based intervention program with a focus on building self-awareness and emotional intelligence for students with challenging behaviours.	Students 11-12
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 11-12, families
Targeted intervention	Leadership programs	These include Student Representative Council, library leaders and club leaders.	Students 11-12

Individual intervention	Attendance monitoring	Address barriers to improve attendance and set growth goals.	Students, Attendance Team
Targeted intervention	Anti Racism Contact Officer	Supporting students to address racial based behaviours of concern.	Students 11-12
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 Wellbeing

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

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.

St Marys Senior High School staff identifies 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 advisor 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. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.
- **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:

- reminders of the school’s ethos of an adult-learning environment and culture of mutual respect and personal responsibility
 - re-direct, offer choice or error correction
 - prompts
 - conference
 - communication with parent/carer.
- *Teachers adhere to the Department of Education’s behaviour management flowchart which can be found in Appendix 1*
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St Marys Senior High School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

Prevention Responses that promote a culture of mutual respect and personal responsibility	Early Intervention Responses to minor inappropriate behaviour are teacher-managed	Targeted/Individualised Responses to behaviours of concern are executive managed
1. The school promotes a culture of mutual respect and personal responsibility.	1. Refer to school-wide expectations.	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.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	2. Use indirect responses e.g. proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	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, providing reassurance or offering choices. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.
	3. Use direct responses e.g. 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.	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.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
	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.	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 additional school-based teams.

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/monitor the student through the school learning and support team
- develop or review individual student support planning
- 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.

The school response to bullying is in Appendix .

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](#).

Follow up 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.

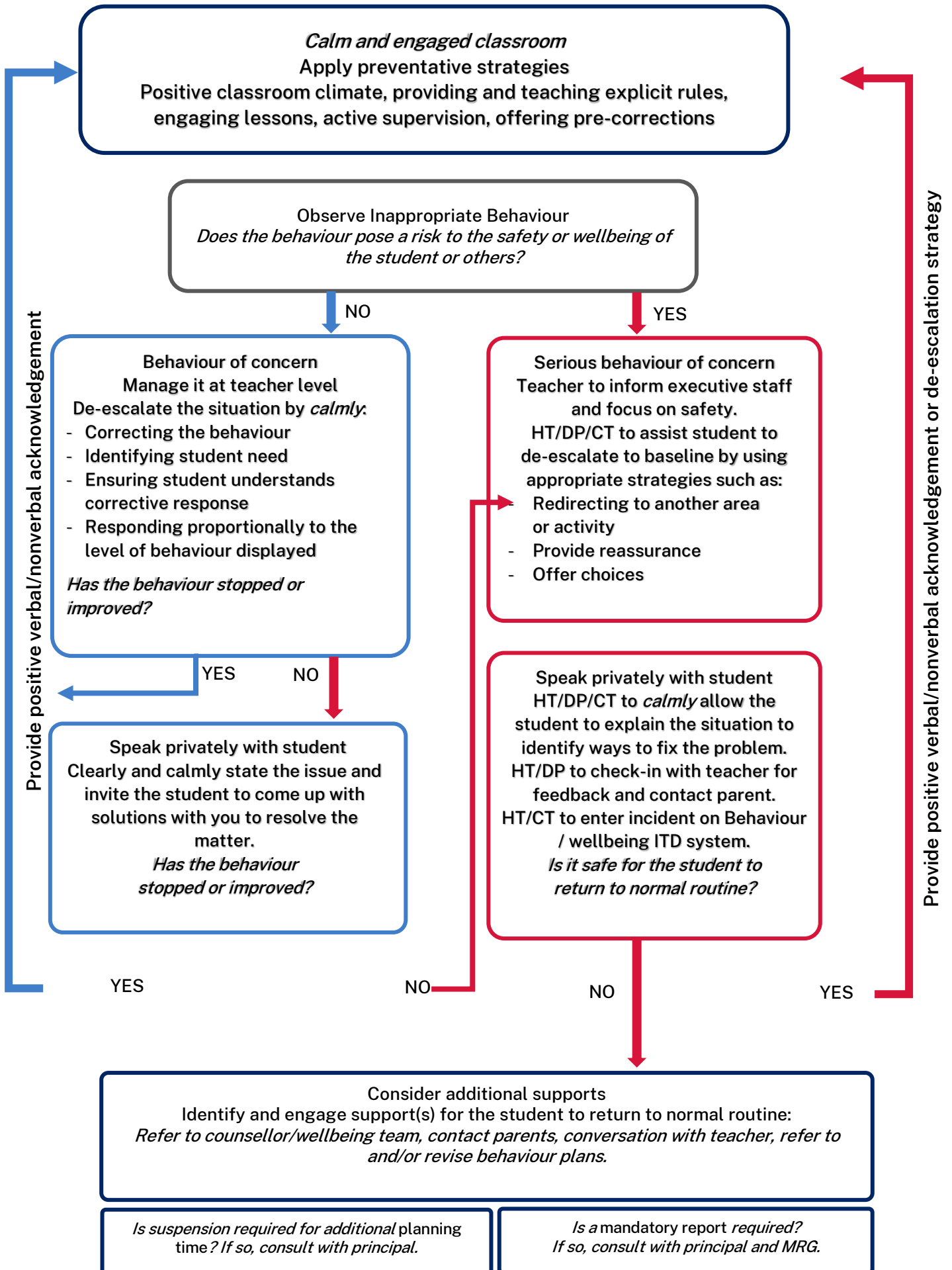
Strategy	When and how long?	Who coordinates?	How are these recorded?
Counselled by teacher	As required	Classroom Teacher	Sentral
Counselled by Head Teacher	As required	Head Teacher	Sentral
Counselled by Deputy Principal	As required	Deputy Principal	Sentral
Recess/lunch conference with teacher	As required	Classroom Teacher	Sentral
Recess/lunch conference with Head Teacher	As required	Head Teacher	Sentral
Recess/lunch conference with Deputy Principal	As required	Deputy Principal	Sentral

Review dates

Last review date: November 11 2024

Next review date: Term 4 2025

Appendix 1: Behaviour management flowchart



Appendix 2: Bullying Response Flowchart

The following flowchart explains the actions St Marys Senior High School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.

