



# Maclean High School - Behaviour Support and Management Plan

## Overview

*Maclean 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.

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.

Maclean High School stands proudly on the land of the Yaegl people. We are a school committed to acknowledging, celebrating and promoting our strong Aboriginal histories and cultures to enrich the lives of our students.

Student growth is our core business, emphasising inclusion, resilience, confidence and courage created through quality teaching and learning programs. We are focused on extending student knowledge, skills, interests and engagement. Our diverse curriculum offers students unique educational experiences and pathways in academic, sporting, creative and cultural arenas supported by our outstanding staff and resources.

We are committed to student wellbeing and work in partnership with our school community and stakeholders to ensure that every child is known, valued and cared for. Maclean High School is a centre of excellence for secondary education in our community, and we pride ourselves on creating respectful students who are the outstanding leaders of tomorrow.

As a school, we have a direction and our priorities are focusing on student growth and attainment, wellbeing and engagement and building our capacity.

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

- Restorative Practice
- Positive Behaviour for Learning (PBL – Respect, Effort and Safe (RES))
- School endorsed programs
- Recognition/awards
- School Supports
- External 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

Maclean High School partners with families in establishing expectations for parent/carer 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, parent/teacher nights, information nights, consulting with the school's P & C Association and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Maclean High School will communicate these expectations to parents/carers through email, the school newsletter, website and provide links to information and resources in the [Behaviour support toolkit](#).

## School-wide expectations and rules

Maclean High School has the following school-wide PBL expectations, rules and values:

### Respect, Effort, Safe.

Respect	Effort	Safe
Be kind and value others	Be on time and ready to learn	Be in the right place, at the right time
Communicate appropriately	Seek help, accept advice	Follow staff instructions
Work co-operatively	Overcome challenges and strive for excellence	Model and follow school and class rules
Take pride in our school	Value the learning opportunities	Take responsibility for your actions and how they impact others

## 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 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/ Early / Targeted / & Individual intervention	<a href="#">Restorative Practice</a>	Promotes positive proactive strategies to provide opportunities to develop, strengthen, repair and maintain healthy relationships. Includes circles and restorative conversations.	Staff, students 7-12, families
Prevention	<a href="#">PDHPE curriculum</a>	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	Students 7-10
Prevention / Early Intervention / targeted / individual	Australian eSafety Commissioner <a href="#">Toolkit for Schools</a>	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	Communication with parents	To increase parent’s understanding of how our school addresses all forms of behaviour.	Staff, students 7-12, families
Prevention	Transition Year 6 into 7	Focusing on a safe and successful movement from primary to high school.	Incoming Year 7 students
Prevention	<a href="#">Peer support program</a>	Builds resilience by helping students develop strong relationships and skills to manage life’s ups and downs.	Students 7, SSO, LST and Librarian
Prevention / Early intervention	<a href="#">Student support officer</a>	Supports the implementation of the school’s approach to wellbeing.	Student 7 - 12
Targeted / individual intervention	<a href="#">Learning and Support</a>	The LST works with teachers, students and families to support students who require personalised learning and support.	Staff, individual students 7-12, families
Targeted intervention	Leadership programs	These include Student Representative Council	Students 7-12
Individual intervention	Monitoring Levels	Record and monitor student behaviour each lesson within a faculty or a day to allow for a change of pattern in behaviour.	Students 7-12, staff and families
Individual intervention	<a href="#">Attendance monitoring</a>	Address barriers to improve attendance and set growth goals.	Students 7-12, Year Advisers, Teachers, DPs, Teachers
Individual intervention	<a href="#">Individual behaviour support planning</a>	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

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
- seating plans/play or playground re-direction
- stay in at break to discuss/complete work/walk with teacher
- meeting/resolution/mediation
- detention, reflection and restorative practices
- communication with parent/carer

## Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Sentral and reported directly to the school executive. 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, including teaching positive replacement behaviour and making learning and environmental adjustments
- meetings/resolution/mediation
- detention, reflection and restorative practices
- liaise with [Team Around a School](#) for additional support or advice
- communication and collaboration with parents/carers (phone, sms, 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.

Maclean 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
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 – Positive Behaviour for Learning – Respect, Effort and Safe (RES)	CT/HT/DP take immediate action to address behaviours of concern/s. Appropriate supports/strategies will be put in place to rectify the behaviour/s. Staff record the behaviour and follow up action on Sentral.
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.	CT/HT/DP 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.
Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on Sentral	Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student reflection. Students have an opportunity to meet the classroom/playground behaviour expectation before a low-level consequence is applied.	CT/HT/DP collects information and reviews the incident from multiple perspectives to determine the next steps. CT/HT/DP to record incident and follow up actions on Sentral and contact parent/carer by email or phone. DP/P may consider further action for e.g. formal caution/suspension.
Good behaviour acknowledged through awards scheme, rewards day excursions, house points. Staff record positive behaviour on Sentral. Entries are collated and rewards are recognised through various methods.	Teacher records Sentral by the end of the school day. Monitor and inform the family if repeated. Patterns of the behaviours will be monitored by CT and/or HT. For some incidents, a referral is made to the school’s anti-racism contact officer (ARCO) or HT Wellbeing.	Refer student to 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. Some cases may be referred to the Complex Support Team.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Parents/carers are notified when intermittent and infrequent reinforcers are recorded on Sentral. Student awards for positive behaviour are given at assemblies held throughout the term.	Teacher communicates with parents/carers 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 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.

Students or parents/carers 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 adviser or school counselling service.

### 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](#). Macleans High School community can also access and report any behaviours of concern, bullying or cyberbullying situations by completing and submitting a Stymie notification.

### Detention, reflection and restorative 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.

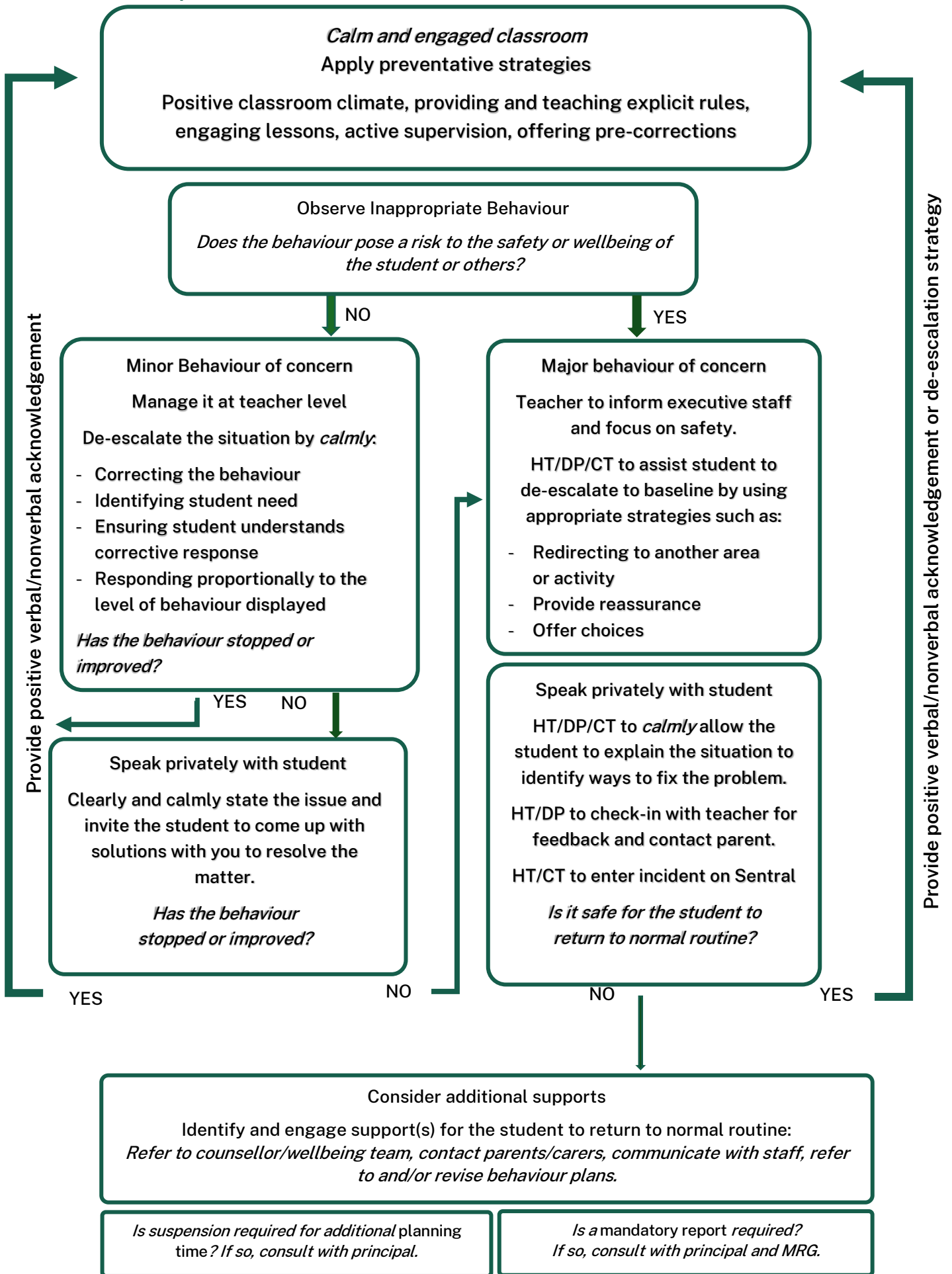
Strategy	When and how long?	Who coordinates?	How are these recorded?
<b>Alternate break plan</b> – withdrawal from playground during breaks and re-allocation to office/classroom for supervised breaktime following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention)	Next break	CT/HT/DP	Sentral
<b>Restorative practice</b> – <a href="#">peer mediation</a> , <a href="#">circles</a> or restorative conversations.	Scheduled as soon as all involved are available	Year Adviser/HT Wellbeing/CT HT/DP	Sentral

## Maclean High School's Care Continuum with focus on Behaviour

Some behaviours are not acceptable in any situation; however, all behaviours need to be viewed through the context in which they occur.

Prevention	Early Intervention	Targeted Intervention	Individual Intervention
<p><b>Behaviour</b></p> <p>Students engage in developmentally appropriate behaviour, including appropriate risk-taking behaviour</p> <p>Students respond positively to explicit teaching of expectations</p> <p>Students accept correction and feedback</p> <p>Students acquire new interpersonal and social skills that support engagement with learning</p> <p>Low-level behaviours easily managed by the teacher</p>	<p>Difficulties with concentration</p> <p>Continuous low-level disruptive behaviour, also known as minor behaviours in PBL, may include:</p> <ul style="list-style-type: none"> <li>• calling out</li> <li>• out of seat</li> <li>• low-level teasing</li> <li>• out of bounds</li> <li>• lack of personal space/boundaries</li> <li>• not following instructions</li> <li>• under-developed learning behaviours</li> <li>• incomplete tasks</li> <li>• off task behaviour</li> <li>• lateness</li> <li>• unprepared for learning</li> </ul>	<p>Underdeveloped social skills</p> <ul style="list-style-type: none"> <li>• sharing and turn taking</li> <li>• friendship skills</li> <li>• conversational skills</li> </ul> <p>Language and communication difficulties</p> <p>Self-regulation difficulties</p> <p>Poor conflict resolution skills</p> <p>Bullying others or being bullied</p> <p>Poor attendance</p>	<p>Behaviours of concern, also known as major behaviours in PBL, are defined as challenging, complex or unsafe behaviour that requires more persistent or intensive interventions.</p> <p>This may include:</p> <ul style="list-style-type: none"> <li>• continued / persistent disobedient and/or disruptive behaviour</li> <li>• verbal abuse</li> <li>• physical aggression</li> <li>• severe self-injurious behaviour</li> <li>• malicious damage to or theft of property</li> <li>• severe risk-taking behaviour</li> <li>• shut down response</li> <li>• bullying and cyber-bullying</li> <li>• misuse of technology</li> <li>• discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity</li> </ul>

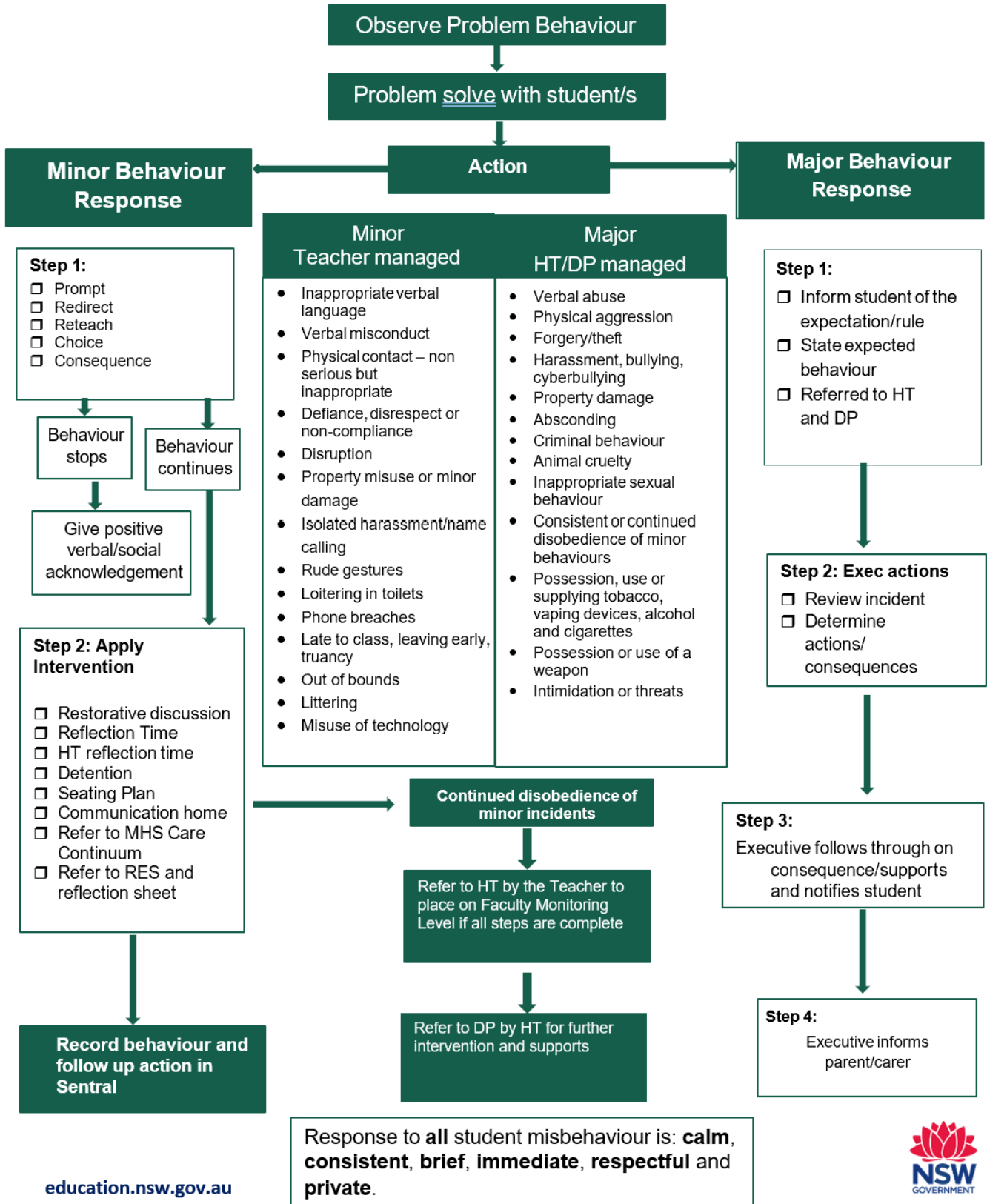
### Behaviour Response Plan







## Student Behaviour Management Process



## Maclean High School's flowchart for Digital Devices



### MACLEAN HIGH SCHOOL DIGITAL DEVICE FLOW CHART

#### STUDENT EXPECTATIONS – MACLEAN HIGH SCHOOL PBL VALUES – RESPECT EFFORT SAFE

- Digital devices (includes—phone, smart watch, air pods/head phones)
- Each morning by 8.35AM students will place their digital device in airplane mode and then lock it in a pouch.
- When leaving the school, students can unlock their pouch at a designated unlocking station to access their digital device.

#### CLASSROOM TEACHER

- Request compliance.-digital device to be placed in pouch. If student has no pouch request student to take to office.
- Non-compliant: remind student of expectations.
- For continued non-compliance request Head Teacher support.
- Complete Sentral behaviour incident and follow up actions.

#### HEAD TEACHER

- Head Teacher requests compliance, remind student of expectation and student reflects on behaviour.
- For continued breaches (3 or more) communicate home. (Phone call/Sentral SMS or Email -Failure to Comply Digital Device Letter)
- Complete Sentral behaviour incident and follow up actions. If behaviour continues communicate to Deputy Principal.
- Head Teachers to conduct regular weekly pouch checks.

#### DEPUTY PRINCIPAL/PRINCIPAL

- Deputy Principal interviews student, reminds of their expectations and discusses repeated non-compliance.
- Formal Caution /Suspension - student engaging in behaviour or behaviours of concern that could include but are not limited to: continued/persistent disobedience and/or disruptive behaviour or misuse of technology.
- Deputy Principal to conduct regular weekly pouch checks.

## Maclean High School's Truancy Flowchart



### MACLEAN HIGH SCHOOL TRUANCY FLOW CHART

#### STUDENT EXPECTATION – MACLEAN HIGH SCHOOL PBL VALUES – RESPECT EFFORT SAFE

- Student attends all timetabled classes.
- Student to be in the right place at the right time. Be on time and ready to learn.

#### CLASSROOM TEACHER

- Classroom teacher marks roll using PXP.
- Where a student is **NOT** placed on school business and present for other periods in the day but not present for that period, classroom teacher to mark student as truant. An email will be generated and notify parents.
- Classroom teacher to follow up with student and discuss student expectation. Sentral behaviour incident and follow up action recorded.
- Classroom teacher to refer to Head Teacher if there is habitual truancy-3 or more periods in a subject/course.

#### HEAD TEACHER

- Head Teacher interviews student and discusses student expectation, contacts parents and issues Faculty Monitoring.
- Complete Sentral behaviour incident and follow up actions. If behaviour continues communicate to Deputy Principal.
- Head Teachers to conduct regular weekly checks in playground.

#### DEPUTY PRINCIPAL/PRINCIPAL

- Deputy Principal interviews student, reminds of their expectations and discusses repeated non-compliance.
- Formal Caution /Suspension - 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.
- Deputy Principal to conduct regular weekly checks in playground.

Care Continuum – Multi-tiered system of support

Prevention	Early Intervention	Targeted Intervention	Individual Intervention
<p><b>Proactive and prevention approaches</b></p> <ul style="list-style-type: none"> <li>• Positive Behaviour for Learning (PBL)</li> <li>• Breakfast club</li> <li>• Reconciliation week, River of Learning and NAIDOC</li> <li>• Love Bites</li> <li>• Cultural tours (Y7)</li> <li>• Peer support (Y7)</li> <li>• <u>Rabbitohs Wellbeing program</u> (Y8)</li> <li>• Momentum collective presentation (Y8)</li> <li>• Safe social media usage (Y8 Girls)</li> <li>• One Stop Shop (Y9)</li> <li>• RYDA (Y10)</li> <li>• Student Representative Council (SRC) and SRC lead events</li> <li>• Year 7 transition</li> <li>• Parent Teacher interviews</li> <li>• Student reports</li> <li>• Enabling conditions for positive behaviour in the classroom, playground, online and any other school endorsed events                             <ul style="list-style-type: none"> <li>- explicitly teaching expected behaviour and social-emotional competence</li> <li>- acknowledging appropriate behaviours in multiple ways</li> <li>- using data to monitor and adjust strategies</li> <li>- seating plans</li> <li>- learning intentions and success criteria</li> <li>- positive Sentral data entry and phone call home</li> </ul> </li> <li>• Work ready initiatives                             <ul style="list-style-type: none"> <li>- USJ application</li> <li>- TAFE tasters</li> <li>- Work experience</li> <li>- White card</li> <li>- First Aid</li> <li>- Barista course</li> <li>- RSA/RCG</li> </ul> </li> </ul>	<p><b>Intervention to deal with emerging, low-level behaviours of concern</b></p> <ul style="list-style-type: none"> <li>• Learning and Support Team <u>referral</u></li> <li>• Aboriginal Education Support Team referral</li> <li>• Student Support Officer (SSO) intervention</li> <li>• Year advisor</li> <li>• Boys/girls advisor</li> <li>• Head Teacher Wellbeing</li> <li>• Deputy Principals</li> <li>• Aboriginal Education Officer</li> <li>• Whole class SLSO support</li> <li>• Aboriginal Community Liaison Officer</li> <li>• <u>Student Voice</u></li> <li>• Personalised Learning Plan</li> <li>• Parent/Carer contact (Classroom Teacher and KLA Head Teacher level)</li> <li>• SSO intervention                             <ul style="list-style-type: none"> <li>o RAGE</li> </ul> </li> <li>• Better Bats/Brother to Brother</li> <li>• Sister to Sister</li> <li>• PBL reflection tool</li> <li>• Lower River Legends</li> <li>• <u>Goanna Academy</u></li> <li>• Lovebites</li> <li>• Parent school counsellor/ psychologist <u>referral</u></li> <li>• Teacher school counsellor/psychologist <u>referral</u></li> <li>• WHIN <u>referral</u></li> <li>• <u>Stymie</u> notification</li> <li>• CWU and DCJ reporting</li> <li>• Personal interest projects (e.g. NRL Supercoach, CVC Youth Voice etc)</li> <li>• AMS program delivery?</li> </ul>	<p><b>Targeted support to encourage positive behaviours</b></p> <ul style="list-style-type: none"> <li>• Learning and support team intervention and management</li> <li>• Functional Behaviour Assessment and strategies</li> <li>• Classroom observations</li> <li>• Targeted and reasonable adjustments/differentiation                             <ul style="list-style-type: none"> <li>- Behaviour Support Plan</li> <li>- Individual Education Plan</li> <li>- Risk Management Plan</li> <li>- Complex Behaviour Support Plan</li> </ul> </li> <li>• Parent/Carer contact (Deputy Principal and Wellbeing Head Teacher level)</li> <li>• School counsellor/ psychologist intervention</li> <li>• WHIN intervention</li> <li>• SSO intervention</li> <li>• HSLO/HSLP intervention</li> <li>• Learning and Support Teacher support</li> <li>• Access request/ Integration Funding Support</li> <li>• Complex Behaviour Support Team referral</li> <li>• Senior mentor and transition advisor</li> <li>• Targeted SLSO support</li> <li>• Emergency food provision</li> <li>• Men's and Women's shed</li> <li>• Clear Minds <u>referral</u></li> <li>• Head Space <u>referral</u></li> <li>• Muddyala referral</li> <li>• Reconnect GIT <u>referral</u></li> <li>• Social Futures <u>referral</u></li> <li>• Youth on Track <u>referral</u></li> <li>• Momentum Collective referral</li> <li>• New School of Arts referral</li> </ul>	<p><b>Individual Intervention</b></p> <p><b>Comprehensive systems of support</b></p> <ul style="list-style-type: none"> <li>• <u>Transition plan</u> for part day exemption</li> <li>• <u>Part Day Exemption</u></li> <li>• Distance Education</li> <li>• Delivery Support referral</li> <li>• Complex Behaviour Support team intervention and management</li> <li>• Special Education class placement with individualised support</li> <li>• Overview of Supports Process</li> <li>• Student Response Plans</li> <li>• SSO self-referrals</li> <li>• WHIN self-referrals</li> <li>• School counsellor/ psychologist support                             <ul style="list-style-type: none"> <li>o Assessment</li> <li>o Intervention</li> <li>o Self-referrals</li> <li>o Safety plans</li> </ul> </li> </ul>

## Bullying Response Flowchart

The following flowchart explains the actions Maclean 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 judgement of staff who receive the bullying complaint and their assessment of immediate risk to student/s.



### Review dates

Last review date: 26<sup>th</sup> of January, Term 1, 2025

Next review date: July, Term 2, 2025