

School Behaviour Support and Management Plan – NYNGAN HIGH SCHOOL

Overview

Nyngan 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 direction of Nyngan High School is to work in partnership with parents, carers and the wider community to engage students in quality learning experiences through promoting high expectations in teaching and student learning.

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.

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

- [Restorative Practice](#)
- [Trauma Informed Practice in Schools](#)
- [Transition to High School](#)

Anti-Bullying - Nyngan High School Anti-Bullying Plan

These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying. Bullying is defined by three key features:

- It involves a misuse of power in a relationship
- It is intentional, ongoing and repeated
- It involves behaviours that can cause harm

Having a disagreement with a friend, or a single incident or argument is not defined as bullying. These behaviours may be upsetting, and should be resolved, but they are not bullying.

Nyngan High School's early intervention

- **STOP** – say 'STOP'
- **WALK** – walk away from the situation
- **TALK** – talk to a peer support leader or a Student Voice member
- **REPORT** – tell your Year Advisor

Restorative Practices

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.

Anti-Racism Strategy 2024-2035

The Anti-Racism Strategy 2024–35 reaffirms our ongoing commitment to eliminating all forms of racism in the NSW public education system. It provides a long-term plan for effectively addressing and preventing racism in our schools and workplaces.

Partnership with parents and carers

Nyngan 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 family and student feedback through formal and informal means, for example, through Tell Them From Me Surveys, school surveys, consultation with the school's P&C Associations and local AECG.
- Using concerns raised through complaints procedures to review school systems, data and practices.

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

[School Community Charter](#) outlines the responsibilities of parents, carers, educators and school staff in NSW public schools in ensuring learning environments are collaborative, supportive and cohesive.

School-wide expectations and rules

Nyngan High School includes parents and carers as well as key stakeholders in education, including P and C and AECG and operates on the following school-wide Core Values:

- Be Safe
- Have Integrity
- Have Respect
- Do Your Best

Behaviour Code for Students

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policies/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

Nyngan High 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.

The [E-Safety Commissioner](#) can help Australians experiencing online bullying or abuse to take action or make a complaint.

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 clear, consistent and predictable school routines that are communicated to students
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- actively supervising students

differentiating learning content and tasks to meet the needs of all learners



Care Continuum	Strategy or Program	Details	Audience
Prevention	Trauma Informed Practices in Schools	Staff have been trained in trauma informed approaches and the Berry Street Model for supporting students from trauma backgrounds.	Whole School
Prevention	Anti Bullying Plan	Our response to bullying is proactive, professional and committed to raising awareness to bullying and restoring student relationships by resolving any identified incidence of bullying. This is done through universal workshops.	Whole School
Prevention	Wellbeing Workshops	Wellbeing Workshops are embedded in the school calendar and take place fortnightly in year cohorts. Lead by the Year Advisor's, these workshops provide the ethos and activities from Berry Street's 4 Key Engagement Areas. These	Whole School

Care Continuum	Strategy or Program	Details	Audience
		workshops are integral to the completion of Ready to Learn Plans (short) with students.	
Prevention	Wellbeing Hub	Nyngan High School has a Wellbeing Hub that operates daily and is staffed by the Wellbeing Team. The Hub is underpinned by the Wellbeing Framework and provides students with a safe, supportive and respectful environment where they can go to regulate, have a wellbeing check-in and implement their Ready to Learn Plan (short).	Whole School
Prevention	Core Values and Merit System	Students at Nyngan High School learn in a safe, diverse and supportive environment that is underpinned by the four Core Values: Do You Best, Have Integrity, Have Respect and Be Safe and these work in conjunction with the merit system. There are five categories for merit awards: Bronze, Silver, Gold, Platinum and Diamond. Students achieve awards by receiving merit certificates throughout each term.	Whole School
Prevention	CIN Practices/Explicit Teaching	Nyngan High School teaching staff embed consistently implemented expectations into all classes, every day. This includes a commitment to clear entries, review of prior learning, brain breaks and summary of lessons to ensure students are presented with consistent, predictable learning routines that support wellbeing and a growth mindset.	Whole School
Prevention	Transition Programs/Pathways Interviews	Nyngan High School has a clear transition process to ensure a positive shift into high school. For example, but not limited to our Transition Support Mentoring Program. <u>Transition to High School Processes</u> Students in Years 9, 10, 11, and 12 routinely meet with the HT Careers (Careers Advisor) to discuss individual pathways for education, career goals and post-school opportunities.	Year Advisors Careers Advisor Students
Prevention	Individualised Plans	The Learning and Support Teacher routinely meets with students and their parent/carer to develop and implement Individual Education Plans. Plans are shared with staff and where appropriate, meetings are conducted to discuss learning goals, needs and strengths of individual students. For example, but not limited to PLPs, BRPs, IEPs and Pathways Plans.	Staff

Care Continuum	Strategy or Program	Details	Audience
Early intervention	Wellbeing Team	<p>The Wellbeing Team at Nyngan High School supports students in their social, emotional and physical wellbeing.</p> <p>The Wellbeing Team comprises of the Wellbeing Teacher, Year Advisors, Student Support Officer, Community Liaison Officer, School Counselling Team and Aboriginal Education Officer.</p>	Wellbeing Team
Early intervention	Workshops The Resilience Donut Anti-Bullying RAGE Managing the Bull	<p>The Wellbeing Team facilitates student workshops based on system data and anecdotal reflections from Year Advisors.</p> <p>Example of workshops, but not limited to The Resilience Donut, Anti-Bullying, RAGE and Managing the Bull.</p>	Wellbeing Team Students
Targeted intervention	Learning and Support Team	The Learning and Support Team work with teachers, students and families to support students who require personalised learning and support.	Staff
Targeted intervention	Cultural Workshops Bro Speak and Sista Speak	<p>Nyngan High School's supports First Nation's students through the facilitation of cultural workshops.</p> <p>Example of programs but not limited to, Bro Speak and Sista Speak.</p> <p>Both programs are designed to inspire, motivation and highlight the importance of positive role models.</p>	Aboriginal and/or Torres Strait Islander young people AEO
Targeted intervention	Literacy/Numeracy Intervention	Students that require additional supports in literacy and numeracy are targeted in small group using Atomi and SmartLab. This intervention is determined through the analysis of NAPLAN data that identified the bottom 8 students in each staged cohort.	Staff SLSOs
Targeted intervention	Parent/Teacher Interviews	Students, their families and the wider community are provided with the opportunity to meet with staff twice a year to discuss learning progress, wellbeing and meet new staff.	Staff Students
Targeted intervention	Small Group Workshops	<p>The Wellbeing Team works in conjunction with external agencies to facilitate small, targeted student workshops based on behavioural data and anecdotal reflections from Year Advisors.</p> <p>Examples of workshops but not limited to, Still Standing, Head Strong, Power Shift, BASE and Police Liaison Officer visits.</p>	Wellbeing Team Students

Care Continuum	Strategy or Program	Details	Audience
Individual intervention	Integration Funding Support	Students that qualify for Integration Funding Support are offered additional supports through SLSO's in classroom environments. Our SLSOs support teachers and the student in accessing curriculum and engaging in learning opportunities.	Staff
Individual intervention	DoE External Supports	School engagement with team Around the School for students with complex needs.	<u>Team Around a School</u>
Individual intervention	External Service Providers <u>Brighter Minds</u> <u>RYMH</u> <u>HYAP</u> <u>B2B</u>	Students who are flagged by Year Advisors and the Wellbeing Team to the Wellbeing Teacher and LaST may be referred to external support services. Services offered but are not limited to RYMH, Brighter Minds, HYAP, Mission Australia and Boys to the Bush. Students may self-refer or be referred by their Year Advisor or Executive Team to the Wellbeing Team.	External Service Providers

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

The Merit Awards

Level	Criteria	Recognition
<i>Bronze Award</i>	The student has accumulated 5 Merit Awards from any category	<ul style="list-style-type: none"> ▪ The student will be given a certificate presented at formal assembly.
<i>Silver Award</i>	The student has accumulated 10 Merit Awards in 3 different categories	<ul style="list-style-type: none"> ▪ The student will be given a certificate presented at formal assembly. ▪ The student may be nominated for student of the term.
<i>Gold Award</i>	The student has accumulated 15 Merit Awards in 5 different categories	<ul style="list-style-type: none"> ▪ The student will be given a certificate presented at formal assembly. ▪ The student may be nominated for student of the term.
<i>Platinum Award</i>	The student has accumulated 20 Merit Awards in 7 different categories	<ul style="list-style-type: none"> ▪ The student will be given a certificate presented at formal assembly. ▪ The student may be nominated for student of the term. ▪ The student will be offered a special excursion at the end of the year.
Diamond	The student has accumulated more than 20 Merit Awards in 7 different categories and endorsement by the Executive prior to Term 4.	<ul style="list-style-type: none"> • The student will be given a certificate at presentation night.

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.

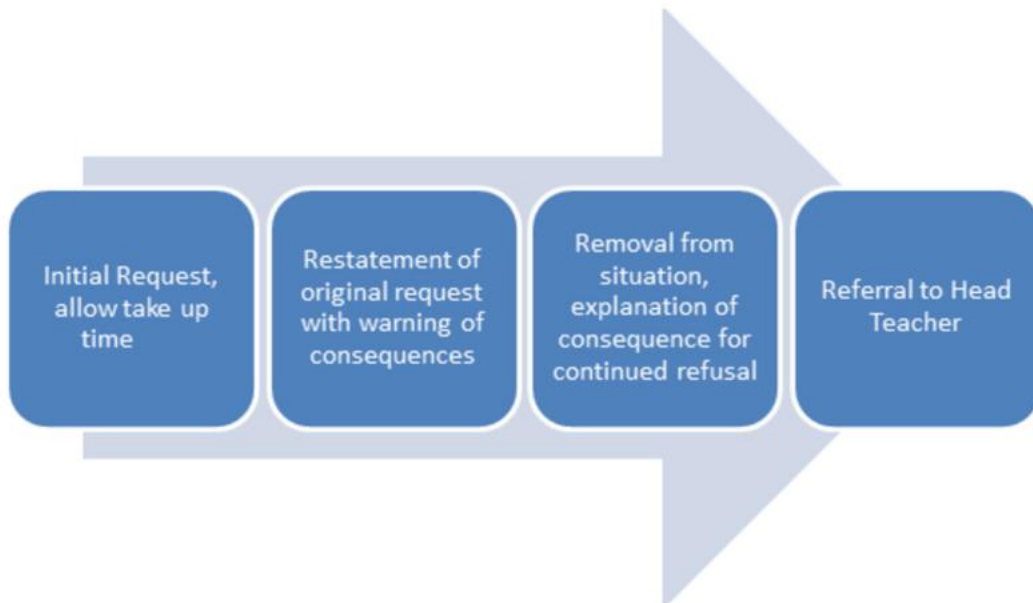
A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate behaviour.

- **Teacher managed** – low level inappropriate behaviour is managed by teachers in the classroom and the playground and refusal to learn is managed through the refusal flow chart
- **Executive managed** – behaviour of concern is managed by school executive.

Corrective responses and actions by teachers may include:

- core value reminder.
- offer choice.
- seat change/ playground re-direction.
- wellbeing check-in as per care continuum.
- regulation check-in with relevant staff: AEO, SSO, Wellbeing Team, Executive Staff.

- reflection conversation during break times/complete work complimenting the [Detention and time-out procedures](#).
- record made on misconduct/intervention Sentral system.
- communication with parent/carer if, and when appropriate.



Responses to serious behaviours of concern, including students who display bullying behaviour, are recorded on Misconduct/Intervention Sentral System. These responses support the [Behaviour Code for Students](#) and may include:

- Statements collected from students involved and witnesses to ensure procedural fairness
- Determination of appropriate response/s, including supports to students impacted.
- Referral to Wellbeing Team and Learning and Support Team.
- Develop or review individual support plans.
- Reflective conversation and restorative practices.
- Liaise with [Team Around a School](#) for support.
- Reflective and restorative planning meetings with parents/carers and support people.
- Formal caution of suspension or expulsion aligning with the [Suspension and Expulsion Procedures](#).

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](#).

Detention, reflection and restorative practices

Toilet and food breaks are always included when students complete a detention or planned reflective conversation in response to behaviour.

Responses and actions towards reflection and restorative practices may look like:

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflective Conversation and Restorative Practices – Withdrawal from playground for a supervised alternative break. The goal of the reflective conversation is to assist the student to redirect learning and apply high expectations of behaviour in the classroom.	Next break following incident (shortest possible time)	Classroom Teacher, Executive (if needed)	Sentral (Misconduct/Action/Follow Up)
Green Booklet - Year Advisor managed: Often utilised if incidents of misbehaviour happen in isolated classes or to monitor a self-reflection of behaviour.	Negotiated	Year Advisor	Reflection Booklet Sentral (Wellbeing/Action/Follow Up)
Yellow Booklet – School Executive managed: Often utilised after three recordings of misconduct on the data system. A Yellow-booklet warning will be given via phone or text to parents after two recorded incidents on the data system. Students will be ineligible to attend extra-curricular excursions whilst completing the Yellow Booklet.	3 days **Booklet extensions can occur up to the discretion of executive staff and dependent on misconduct.	Head Teachers	Reflection Booklet Sentral (Misconduct/Action/Follow Up)
Orange Booklet – Deputy Principal managed: Often utilised if incidents continue to be recorded on the data system whilst on a yellow-booklet. Will include communication between DP and family via phone or text. Students will be ineligible to attend extra-curricular excursions whilst completing the Orange Booklet.	4 days **Booklet extensions can occur up to the discretion of executive staff and dependent on misconduct.	Deputy Principal	Reflection Booklet Sentral (Misconduct/Action/Follow Up)
Red Booklet – Principal managed: Utilised on a return from suspension or extenuating circumstances where incidents are recorded whilst on an orange booklet. Will include communication between P and family and internal and support referrals. Students will be ineligible to attend extra-curricular excursions whilst completing the Red Booklet.	5 days **Booklet extensions can occur up to the discretion of executive staff and dependent on misconduct.	Principal	Reflection Booklet Sentral (Misconduct/Action/Follow Up)

Review dates

Last review date: Tiarna Waterhouse (Wellbeing Teacher) [7/2/2025]

Next review date: [Term 3, 2025]