

Newcastle High School Behaviour Support and Management Plan

Overview

Newcastle High School (NHS) is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are Positive Education (PosEd) which is based on Positive Education Enhanced Curriculum (PEEC); Positive Behaviour for Learning (PB4L); Restorative Practices (RP); Peer Support; Mentoring and Coaching, as well as specifically targeted wellbeing and cultural programs tailored to personalised student needs. This SBSMP is for both our Parkway and Cooks Hill Campus sites, and is reviewed annually.

Promoting and reinforcing positive student behaviour and school-wide expectations

Newcastle High School has the following school-wide rules and expectations, as detailed in our Student Behaviour and Support Procedures document:

Students have the responsibility to:

1. Bring all required equipment to class to participate fully in NHS's educational program;
2. Display positive behaviours that demonstrate respect for the rights of others;
3. Take responsibility for their own learning and be active participants of the NHS community by attempting all tasks to the best of their ability;
4. Cooperate with the instructions of staff; and
5. Act in accordance with the NHS values, NSW Department of Education (DoE) values and the Behaviour Code for Students.

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

1. Positive Education (PosEd) based on Positive Education Enhanced Curriculum (PEEC);
2. Positive Behaviour for Learning (PB4L);
3. Restorative Practices (RP);
4. Peer Support;
5. Mentoring and Coaching;
6. Student voice and a wide range of leadership programs;

7. Programs to provide a culturally safe school for Aboriginal and Torres Strait Islander students, including support through our Aboriginal Education Officer (AEO), Clontarf Academy (Boys), Ngaarr Dhuwi Academy (Girls), Write it Right!, Dance and cultural experiences;
8. Targeted programs for students with additional needs;
9. Targeted programs for high potential and gifted students;
10. Targeted programs for the LGBTIQA+ community; and
11. An extensive array of targeted learning and wellbeing supports available through our Student Support Officer and Wellbeing Team, to individual and small groups of students, both in terms of prevention and intervention.

Behaviour Code for Students

The Department of Education Behaviour Code for Students can be found at this [LINK](#). 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 strategies	Relationship Building PosEd, PB4L & Peer Support Restorative Practices (RP) Clear expectations Transition	<ul style="list-style-type: none"> Strong teacher/student relationships. Communication with students and parents/carers around school values and expectations. Explicit teaching and modelling of behaviour expectations and social skills through PosEd, Peer Support & PB4L. PosEd is a specific and embedded program within the curriculum 25mins/week. The PosEd curriculum is based on PEEC. A restorative approach that focuses on building, maintaining and restoring positive relationships. Class based systems of expectations and positive reinforcement. Consistent teacher expectations, routines, modelling and responses to behaviour. Liaison with previous teachers through transition support, 	All Students

Care Continuum	Strategy or Program	Details	Audience
Prevention strategies	PDHPE Curriculum	<p>programs, data analysis and external paraprofessionals.</p> <ul style="list-style-type: none"> Curriculum links, particularly in PDHPE (including respectful relationships), and personal and social capabilities in all syllabi. 	All Students
	Positive culture	<ul style="list-style-type: none"> Engaging parent/carer involvement in the culture of the school. 	
	Mindfulness	<ul style="list-style-type: none"> Integration of mindfulness, movement breaks and social/emotional learning into teaching and learning programs. 	
	Personalised learning	<ul style="list-style-type: none"> High quality differentiated teaching that addresses the individual learning needs of all students. Where appropriate, learning adjustments are documented in an individual student support plan and/or Personal Learning Pathway (PLP). 	
	Inclusive Education Support	<ul style="list-style-type: none"> The Inclusive Practice Hub is used as a platform that provides evidence-based resources to support students with disability and additional needs. Access to this Hub is for all teachers. 	
	Aboriginal culturally safe programs	<ul style="list-style-type: none"> Aboriginal Programs, including our AEO, Clontarf Academy, Ngaarr Dhuwi, Write it Right!, Dance & cultural immersion. 	
	Professional Learning	<ul style="list-style-type: none"> Professional Learning for all staff, including Trauma Informed Practice, PosEd, Aboriginal programs, Anti-bullying, behaviour management and RP. 	
	Wellbeing Programs & SSO	<ul style="list-style-type: none"> Wellbeing Days, Breakfast Club, assemblies, Year Advisor support, camps, Police Liaison, Consent Labs, and guest speakers. 	
	Daily Check-in (CHC)	<ul style="list-style-type: none"> Daily Advisory Check-In activities each morning to develop social skills and reinforce advisory and campus expectations. 	
	Weekly Town Hall (CHC)	<ul style="list-style-type: none"> Weekly "Town Hall" assemblies with site specific focus areas to ensure student engagement in learning and wellbeing. 	

Care Continuum	Strategy or Program	Details	Audience
Early intervention	Classroom Strategies CT/HT	<ul style="list-style-type: none"> Communication with parents/carers, and where relevant, the use of specific communication strategies such as booklets. Explicit teaching and modelling of specific skills including behaviour expectations and social skills. Head Teacher support of CT strategies, such as functional observations, behaviour contracts, restorative circles, letters home, seating plans, and lesson adjustments. 	Some Students
	Classroom Strategies CT/HT/DP	<ul style="list-style-type: none"> Deputy Principal (DP) liaising with HT & CT to support and assess the use of strategies aligned to the Care Continuum. Possible use of a formalised Behaviour Management Plan and Risk Management Plan where deemed necessary. 	
	Assess and implement specific school programs and supports	<ul style="list-style-type: none"> Case management planning led by the DP. Assess student suitability for SSO, Counsellor, and other programs. Resilience programs, such as Drumbeat, Peer Support, buddy programs and mentoring. Anti-bullying strategies including cyber-bullying and internet safety support and interventions. Evidence-based mental health and wellbeing programs in the school. Student Support Officer supports the implementation of a whole-of-school approach to wellbeing; helping students develop social and emotional skills through targeted strengths-based programs and strategies that build resilience, coping skills and positive relationships. They also have a pivotal role in working collaboratively with external and other government agencies in their support of students and their families. School counselling service - School counselling staff support students 	

Care Continuum	Strategy or Program	Details	Audience
Early intervention	Professional Learning	<p>by providing a psychological counselling, assessment and intervention service.</p> <ul style="list-style-type: none"> Culturally appropriate programs – school identified within our local communities where available. Referral to school Learning and Support Team and the Learning Support Staff. Professional Learning for all staff, including behaviour management strategies, Anti-bullying and the Care Continuum. 	Some Students
Targeted intervention	<p>DP and Wellbeing Team – Case Managed Approach</p> <p>Professional Learning</p>	<ul style="list-style-type: none"> Students requiring targeted intervention will have an Individual Behaviour Support Plan developed consultatively with key stakeholders. Case management planning led by the DP, who assesses student needs and suitability for available programs and supports. Supports and interventions include some/all of the following: LST Team, LAST, Counsellor, SSO, Access Requests, DoE Delivery Support Team staff, IFS/SLSO, Alternative Learning providers, CWU, Police Liaisons, external service providers, NCCD Adjustments, risk assessments. Professional Learning for all staff, including targeted behaviour management strategies, Anti-bullying and the Care Continuum. 	Some Students
Individual intervention	DP and Wellbeing Team Case Managed Approach	<ul style="list-style-type: none"> Strategies for students with highly complex and challenging behaviours require individual assessment, implementation, monitoring and review. NHS will build capacity of our school teams and teaching staff to be able to undertake functional behaviour assessments (FBA), develop an Individual Behaviour Support Plan and risk management plans for individual students, in collaboration with parents/carers and other 	Specific Students

Care Continuum	Strategy or Program	Details	Audience
Individual intervention	DoE Delivery Support team	<p>Department of Education staff.</p> <ul style="list-style-type: none"> Students with disabilities or significant support needs may access help from itinerant support teachers (hearing and vision, conductive hearing loss, early intervention and support teacher transition) who visit schools and work directly with the student to plan and develop personalised learning and support. The Delivery Support team will work in conjunction with the Learning and Support Team to develop appropriate behaviour expectations and strategies with other staff members. They will monitor the impact of support for individual students through continuous data collection and provide consistent strategies and adjustments outlined within an individual student support plan. 	Specific Students
	Professional Learning	<ul style="list-style-type: none"> Professional Learning for all staff, including targeted behaviour management strategies. MAPA (Management of Actual or Potential Aggression) and VISI (Verbal Interventions/Safety Intervention) training for key staff provided by Delivery Support. 	

Detention, reflection, and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Head Teacher Reflection Room	Lunch 2 Mon/Wed/Fri	HT on Duty HT Admin Coordinates Roster	Sentral Sentral Referrals
Restorative Practices – Including Reflection and Conferences	Conflict Resolution and Suspension Processes	CT/YA/HT/DP/P	Sentral and RFS Package
Student Support Officer Reflection	Self-referral	SSO/HT Wellbeing	Sentral



Partnership with parents/carers

Newcastle High School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by consultatively working together through the P&C as our peak body for parent/carers consultation.

Newcastle High School will communicate these expectations to parents/carers through the P&C, school website, email, social media and at Parent Information events.

School Anti-bullying Plan

Our school rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive, and respectful learning community that promotes student wellbeing.

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments.

Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

School staff at NHS will actively respond to student bullying behaviour.

Please refer to the following documents on our websites: [Bullying of Students – Prevention and Response Policy](#), [Anti-bullying Plan NHS Parkway](#), and [Anti-bullying Plan CHC](#).

Reviewing dates

Last review date: 8 December, 2023

Next review date: December, 2024