

Chatham High School - School Behaviour Support and Management Plan

Overview

At Chatham High School we strive to provide quality teaching and active learning in a supportive environment where every student is known, valued and cared for. We aim to develop a shared responsibility for learning across our diverse community by establishing a school culture that is welcoming, built upon high expectations and strives to develop safe, respectful learners in a caring learning community.

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

- [Positive Behaviour for Learning \(nsw.gov.au\)](https://nsw.gov.au)
- Reflective and Restorative Practice
- Anti-Bullying Plan

These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying.

Positive Behaviour for Learning (PBL) is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.

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

Chatham 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 families and student feedback through formal and informal means, for example, through Tell Them From Me Surveys, school surveys, consulting with the school's P & C Association and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Chatham 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-wide expectations and rules

RESPECT	SAFETY	LEARNING
We follow instructions	We wear correct uniform	We do our best
We speak politely	We are in the right place at the right time	We are prepared
We care for others and property	We move around safely	We allow others to learn
We treat others as we would like to be treated	We make smart choices and accept consequences	Recognise and celebrate achievement

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](#).



The Care Continuum

Students may require different types of intervention delivered in different ways along a continuum of care – from prevention to intensive individual support to best meet their needs. Effective behaviour interventions are proactive and preventative rather than reactive. Preventing a specific behaviour before it occurs is more effective than responding to it after it has occurred. The Care Continuum categorises the support we have to offer.

Care Continuum	Strategy or Program	Details	Audience
Prevention	PDHPE curriculum	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	Students 7-10
	Communication with parents	To increase parent’s understanding of how our school addresses all forms of behaviour.	Staff, students 7-12, families
	National Week of Action Against Bullying and Violence (NWA)	Our school participates in the annual (NWA) – Term 3 each year.	Staff, students 7-12
	Transition Year 6 into 7	Focusing on a safe and successful movement from primary to high school.	Incoming Year 7 students
	Peer support program	Builds resilience by helping students develop strong relationships and skills to manage life's ups and downs.	Students 7 and 10, and co-ordinators

Care Continuum	Strategy or Program	Details	Audience
	Learning Pathways Mentoring	Scheduled whole school mentoring sessions in which each student meets with an identified adult in the school (mentor). Students and mentors identify and set learning, social, leadership and cultural goals in consultation with parents/carers and participate in relationship building activities to strengthen student connections with school.	Students 7-12, school staff, families.
	PBL Rewards – LiveSchool Points, Merits and Levels	Liveschool Points, merits and levels (Gold, Silver and Bronze) reward systems to acknowledge and encourage expected behaviours.	Students 7-12
	Elephant Ed	Empowers students to make informed, positive and safe decisions about consent, relationships and growing up	Students 7 - 12
	Batyrr	Strengths-based and positively framed program that supports students to develop practical tips and tools on how to look after their own mental health and support their friends.	Students 9 - 12
	GRIT (PCYC) Growth Mindset Resilience Intervention for Teenagers	The GRIT program integrates specific mental resilience skills training, with nutrition education and physical fitness.	Students 7 - 12
	Love Bites	Aims to equip young people with the knowledge needed to have respectful relationships, encourage, and develop their skills in critical thinking and assist them in being able to problem solve and communicate effectively.	Students 7 - 12
	Rock & Water	Provides students with a pathway to self-awareness, and increased self-confidence and social functioning.	Students 7 - 10
Prevention / Early intervention	Student support officer & Wellbeing Officer	Supports the implementation of the school's approach to wellbeing. Chatham HS employees 2 Student Support Officers and a Wellbeing Officer.	Student 7 - 12
Early intervention	Conference / Restorative Practice	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
	Communication with parents / carers	To increase parent's understanding of how our school addresses all forms of behaviour.	Staff, students 7-10, families
	Other classroom intervention strategies	Explicit teaching and modelling of specific skills including behaviour expectations and social skills	Students 7 - 12
Targeted intervention	Check In Check Out (CICO) – Blue Card	A behavioural intervention involving students setting behavioural goals and checking in with	Individual students 7-12

Care Continuum	Strategy or Program	Details	Audience
		teachers each period and exec staff at the beginning of each day to monitor progress.	
	Behaviour Contract	A behaviour intervention used by teachers to help change behaviours by defining target behaviours required in consultation with parent, student and staff	Individual students 7 - 12
	Check and Connect	A structured and trusting relationship that brings young people together with caring individuals who offer guidance, support and encouragement aimed at developing the competence and character of the student.	Individual students 7 - 12
	Leadership programs	These include Student Representative Council and peer mentors.	Students 7-12
	Clontarf Academy	Program to improve the education, discipline, life skills, self-esteem, and employment prospects of young Aboriginal and Torres Strait Islander men and by doing so equips them to participate more meaningfully in society.	Aboriginal and Torres Strait Islander young men 7 - 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 7-12, families
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
	Individual Attendance Planning	Addressing barriers to improve attendance and set growth goals. This may involve the creation of a Student Attendance Support Plan (SASP).	Students, Year Advisors, HT Engagement
	Wellbeing Nurse	Referalls can be made to the Wellbeing Nurse to support navigation of the Health Care system.	Students 7-12, Families
Prevention/ Early / Targeted / & Individual intervention	Positive Behaviour for Learning	An evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people. The PBL framework supports schools to identify and successfully implement evidenced-based whole-school practices that enhance learning outcomes for children and young people.	Staff, students 7-12, families

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

Planned responses to behaviour that do 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. See Appendix 1.

- **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 using PBL language
- re-direct, offer choice or error correction
- prompts
- reteach
- seat change/play or playground re-direction
- stay in at break to discuss/complete work/walk with teacher
- conference
- reflection and restorative practices/restorative conversation
- communication with parent/carer – phone, email, parent portal, meeting.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Behaviour / wellbeing ITD system (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, including teaching positive replacement behaviour and making learning and environmental adjustments.
- reflection and restorative practices (listed below)
- liaise with [Team Around a School](#) for additional support or advice
- 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.

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.

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

<p style="text-align: center;">Prevention</p> <p style="text-align: center;">Responses to recognise and reinforce positive, inclusive, and safe behaviour</p>	<p style="text-align: center;">Early Intervention</p> <p style="text-align: center;">Responses to minor inappropriate behaviour</p>	<p style="text-align: center;">Targeted/Individualised</p> <p style="text-align: center;">Responses to behaviours of concern</p>
<p style="text-align: center;">Step One:</p> <ul style="list-style-type: none"> • 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. 	<p style="text-align: center;">Step One:</p> <ul style="list-style-type: none"> • Refer to school-wide expectations. 	<p style="text-align: center;">Step One:</p> <ul style="list-style-type: none"> • Seek help from HT/DP straight away if there is a risk. • Use a Blue slip to remove student to HT / DP. • Notify executive ASAP and before the end of the school day.
<p style="text-align: center;">Step Two:</p> <ul style="list-style-type: none"> • Verbal and non-verbal specific positive feedback • positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour. 	<p style="text-align: center;">Step Two:</p> <ul style="list-style-type: none"> • Use indirect responses including: <ul style="list-style-type: none"> - Proximity - Signals - non-verbal cues - ignore - praise targeted behaviour - redirect with specific corrective feedback. 	<p style="text-align: center;">Step Two:</p> <ul style="list-style-type: none"> • HT/DP/CRT to take immediate steps to restore safety and return the situation to calm by using appropriate strategies including: <ul style="list-style-type: none"> - redirecting to another area or activity - providing reassurance - offering choices. • Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.
<p style="text-align: center;">Level Three:</p> <ul style="list-style-type: none"> • Use of tangible reinforcers include those that are: <ul style="list-style-type: none"> - LiveSchool points (free and frequent) - Merit awards (moderate and intermittent) - Bronze, Silver, Gold and Principal’s award (significant and infrequent) • Intermittent and infrequent reinforcers are recorded on Behaviour / wellbeing SENTRAL system. 	<p style="text-align: center;">Level Three:</p> <ul style="list-style-type: none"> • Use direct responses including: <ul style="list-style-type: none"> - rule 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. 	<p style="text-align: center;">Level Three:</p> <ul style="list-style-type: none"> • HT/DP collects information and reviews the incident from multiple perspectives to determine the next steps. • HT/DP/CRT to record incident on Behaviour / wellbeing SENTRAL system and contact parent/carer by email or phone. • DP/P may consider further action for e.g. formal caution/suspension.
<p style="text-align: center;">Level Four:</p> <ul style="list-style-type: none"> • Social-emotional learning lessons are taught during wellbeing lessons in HUT as required. 	<p style="text-align: center;">Level Four:</p> <ul style="list-style-type: none"> • Teacher records behaviour on Sentral by the end of the day. Monitor and inform the family if repeated. 	<p style="text-align: center;">Level Four:</p> <ul style="list-style-type: none"> • Refer to the school’s 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.
<p style="text-align: center;">Teacher/parent contact</p>	<p style="text-align: center;">Teacher/parent contact</p>	<p style="text-align: center;">Teacher/parent contact</p>

Student Merit awards for positive behaviour are given fortnightly by each CRT. Positive phone calls home are completed proactively and recorded on Behaviour / wellbeing SENTRAL system.	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 Team Around a School.
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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](#).

Conference, 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?
Conference – Reflective sessions completed with classroom teacher during break time. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices.	Next available break	Individual Teachers	Sentral – Conference follow up
Restorative practice – peer mediation , circles or restorative conversations in groups	Scheduled as soon as all involved are available	Year Advisor/Wellbeing Team Members (SSO, Wellbeing Officer)	Sentral as a follow up action to a recorded incident or in Sentral contact
Class Withdrawal Process	Buddy Classroom Executive Referral		

Review dates

Last review date: Day 1, Term 3, 2024

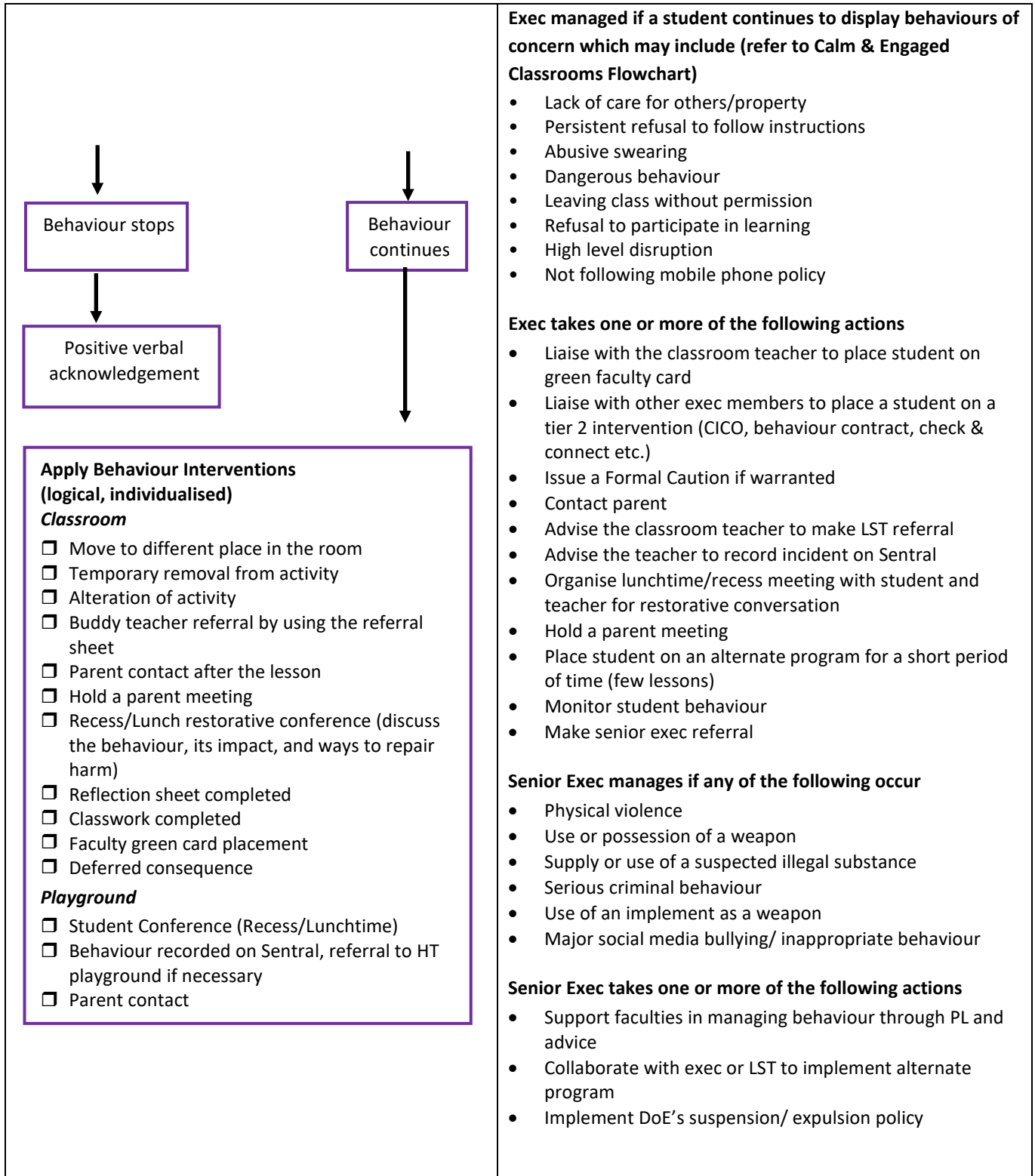
Next review date: Day 1, Term 1, 2025

Appendix 1 - Student Behaviour Response Process

Classroom Teacher	Executive Staff
PBL Minor Behaviour Response	PBL Major Behaviour Response

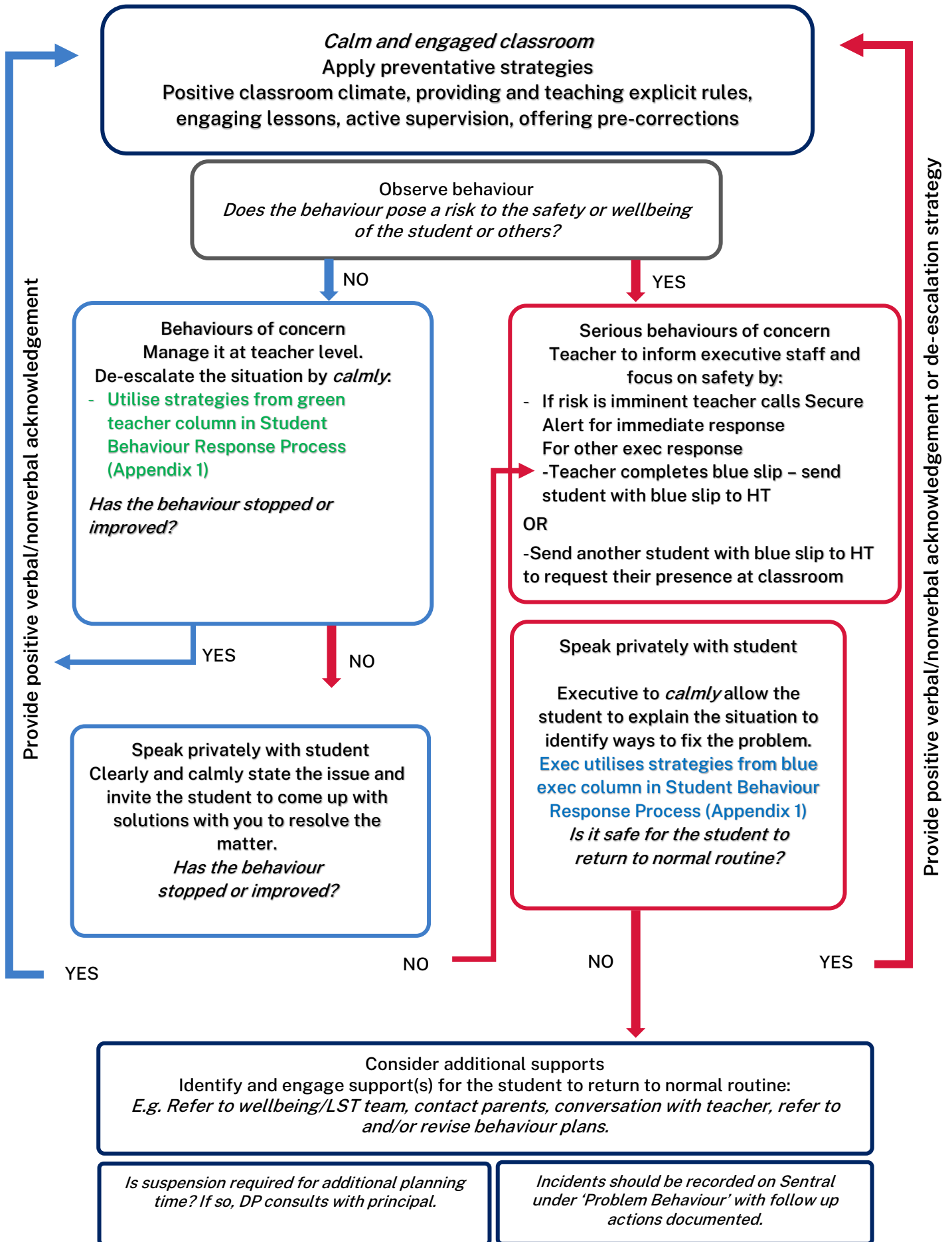
- Teacher manages through**

 - Prompt – Low key responses
 - Redirect – restate the matrix behaviour
 - Reteach – tell, show, practice, acknowledge
 - Provide choice



***Response to ALL student problem behaviour is:
Calm, consistent, brief, immediate, respectful, and private***

Appendix 2: Calm & Engaged Classrooms flowchart



Appendix 3: Bullying Response Flowchart

