

## School Behaviour Support and Management Plan – Wauchope High School

### Overview

At Wauchope High School we strive to support students to become successful citizens by creating a school environment which is inclusive, safe and respectful where everyone gives their best effort.

### Partnership with parents and carers

See Appendix 1: Behaviour Management Flowchart

See Appendix 2: Positive Behaviour Processes

### School-wide expectations and rules.

See Appendix 3: Positive Behaviour for Learning Expectations

Expectation – Care and Respect	Expectations – Best Effort	Expectation - Safety
Follow reasonable instructions	Be on time and prepared to work	Act safely
Allow others to teach and learn	Be honest and responsible	Be at the right place, right time
Use appropriate words and actions	Meet work expectations	Resolve conflict peacefully
Respect the properties of others	Promote a positive school image	Keep it clean

### 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](#).

### Whole school approach across the care continuum

See Appendix 2: Positive Behaviour Processes

See Appendix 4: Wauchope High School Anti-Bullying Plan

Care Continuum	Strategy or Program	Details	Audience
<b>Prevention</b>	Police Youth Engagement Officer Presentations		Students Parents/Carers
<b>Early intervention</b>	Behaviour Management Process – Yellow Monitoring Card and Goal Setting Strategies		Students Parents/Carers
<b>Targeted intervention</b>	Behaviour Management Process – Orange Monitoring Card and Goal Setting Strategies		Students Parents/Carers
<b>Individual intervention</b>	Behaviour Management Process – Red and Blue Monitoring Cards and Goal Setting Strategies  Police Youth Engagement Officer Intervention  External Agency Programs as relevant such as Youth On Track  Tutorial Centre Placement		Students Parents/Carers

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

See Appendix 4: Wauchope High School Anti-Bullying Plan

### Responses to serious behaviours of concern

See Appendix 1: Behaviour Management Flowchart

- 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

Students may be asked to spend part of a break time reflecting on their behaviour with their classroom teacher, the Head teacher of the faculty or a Deputy Principal, to consider their behaviour and set goals to change their behaviour in future. The dates of these will be recorded as the date on which they received a positive behaviour card. A student will be ensured to have time for food and toilet breaks appropriate to their individual need based on their age and developmental level.

See Appendix 1: Behaviour Management Flowchart for more information about positive behaviour cards.

### Review dates

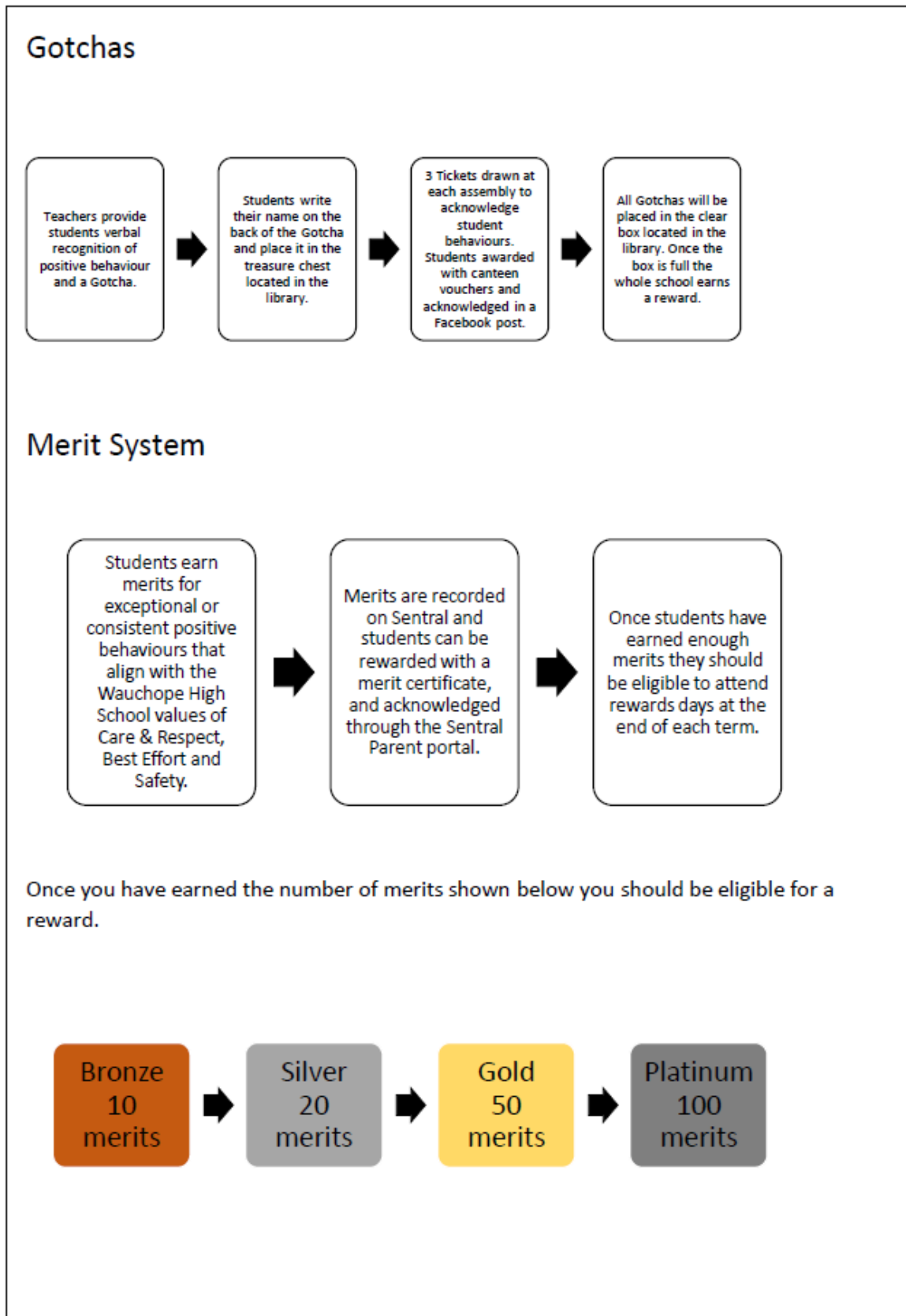
Last review date: [Week 9, Term 4, 2024]

Next review date: [Week 8, Term 4, 2025]

## Appendix 1: Behaviour management flowchart

<b>Processes for students needing support to meet the school behaviour expectations.</b>	
Step 1	<p><b>Prompt and refer to the school behaviour expectations.</b> You will be prompted to refer to the school behaviour expectations.</p>
Step 2	<p><b>Re-direct and Re-teach</b> The teacher will state the specific behaviour that is expected. They will tell, show, practice and acknowledge the expected behaviour.</p>
Step 3	<p><b>Provide a choice</b> You will be provided with a choice eg. ‘Do you want things to get better?’, If you want things to get easier then you need to meet school expectations. If not, you will need to spend some time reflecting on your behaviour.</p>
Step 4	<p><b>Conference with the Student</b> You may be moved to an area in the classroom in which you can reflect on your behaviour. The teacher will have a conversation with you to help you plan how you will meet the school expectations. Consequences may be issued if appropriate eg. Reflection time during a break.</p>
Step 5	<p><b>Yellow Positive Behaviour Card (Classroom Teacher Level)</b> The teacher will set up Yellow Card with you and work with you to set behaviour goals to support you to meet the school expectations for behaviour. Monitoring continues for the agreed number of lessons. If you are given ‘thumbs down’ in multiple lessons for the agreed period of time, then you will progress to an Orange Card. The teacher will contact parents. A second Yellow Card will see a student progress to an Orange Card.</p>
Step 6	<p><b>Orange Positive Behaviour Card (Head Teacher Level)</b> The Head Teacher removes student from class or sees student during next available break. The Head Teacher will set up Orange Card with you and work with you to set behavioural goals to support you to meet the school expectations for behaviour. You will collect card before roll call each morning from the Head Teacher. Head Teacher communicates plan with the classroom teacher and parents. Monitoring continues for the agreed number of days. If the student is given ‘thumbs down’ in multiple lessons for the agreed period of time, then they progress to a Red Card.</p>
Step 7	<p><b>Red Positive Behaviour Card (Deputy Principal Level)</b> DP removes you from class/area or sees you during next available break. DP to set up Red Card with you and they will work with you to set behavioural goals to support you to meet the school expectations for behaviour. You will collect card before roll call each morning from the DP. DP communicates plan with HT and parents. If the student is given ‘thumbs down’ in multiple lessons for the agreed period of time, then they progress to a formal caution of suspension.</p>
Step 8	<p><b>Deputy Principal Resolution and/or Principal Involvement</b> You fail to meet school expectations of Red Card. DP or Principal may then give a formal caution of suspension or suspend you. A behaviour support plan will be developed or reviewed in consultation with you and a parent/carer. Parent/carer informed and a resolution of suspension meeting will be scheduled.</p>
Step 9-10	<p><b>Return from Suspension</b> Upon return from suspension you will be supported to meet school behaviour expectations by DP-managed Blue Card. Failure to complete Blue Card leads to engagement with high level behaviour support structures within the Department.</p>

## Appendix 2: Positive Behaviour Processes



### Appendix 3: Positive Behaviour for Learning Expectations

## Wauchope High School PBL Expectations

All staff are responsible for teaching the behaviour expectations, providing consistent positive feedback to students, and delivering consistent corrective feedback and consequences when expectations are not followed. The entire school, including the classrooms, corridors, canteen, school gates and buses, is considered part of the total learning environment.

These are our PBL universal expectations. Please try and use the following language in correction conversations.

These expectations are also the basis for awarding our WAPA scores each term.



- Follow reasonable instructions
- Allow others to teach and learn
- Use appropriate words and actions
- Respect the properties of others



- Be on time and prepared to work
- Be honest and responsible
- Meet work expectations
- Promote a positive school image



- Act safely
- Be at the right place, right time
- Resolve conflict peacefully
- Keep it clean

## Appendix 4: Wauchope High School Anti-Bullying Plan



# ANTI-BULLYING PLAN 2025

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## Wauchope High School

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. The NSW Department of Education requires all NSW public schools to have an Anti-bullying Plan which details the strategies implemented to reduce student bullying behaviours.

### Resources

The NSW anti-bullying website (see: <https://antibullying.nsw.gov.au/>) provides evidence-based resources and information for schools, parents and carers, and students. Schools are encouraged to visit the website to support whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour.

### Wauchope High School's commitment

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

## 1 School culture and inclusion

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. School staff will actively respond to student bullying behaviour.

Our school engages in the following practices to promote a positive school culture.

### 1.1 Student assemblies

Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.

### 1.2 Staff communication and professional learning

Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.

## 2 Partnerships with families and community

Effective schools have high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance and behaviour. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

### 2.1 Website

Our school website has information to support families help their children to regulate their emotions and behaviour and develop socially. Information is provided to assist if children have been involved in bullying behaviour (as the person engaging in bullying behaviour, as the person being bullied or as the person witnessing the bullying behaviour).

The following are published on our school’s website. Check the boxes that apply.

- School Anti-bullying Plan     NSW Anti-bullying website     Behaviour Code for Students

### 2.2 Communication with parents

Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent’s understanding of how our school addresses all forms of bullying behaviour.

## 3 Support for wellbeing and positive behaviours

Our school’s practices support student wellbeing and positive behaviour approaches that align with our school community’s needs.

Social and emotional skills related to personal safety, resilience, help-seeking and protective behaviours are explicitly taught across the curriculum in Personal Development, Health and Physical Education (PDHPE).

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