

# Gunnedah High School

## School Behaviour Support and Management Plan

### Overview

Gunnedah 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 responsible, respectful learners who strive to 'Do their best' in a caring and inclusive learning community.

The principles of positive behaviour support, trauma-informed practice, inclusive practice, and social emotional learning underpin our daily practice. Restorative conversations are pivotal to success in promoting strong relationships within the whole school community.

High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses in line with the NSW Department of Education [Behaviour code for students](#).

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.

### Partnership with parents and carers

Gunnedah 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 school surveys, consulting with the school's parents, including the parents of our indigenous students.
- using concerns raised through complaints procedures to review school systems, data and practices.
- Collaborating with the whole school community through the School Reference Group, AECG and P&C.

Gunnedah 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

It is expected that all students will be Responsible and Respectful Learners who strive to 'Do their best'.

Gunnedah High School has the following school-wide expectations and rules. These expectations and rules are displayed around the school and frequently revisited with students.

### Gunnedah High School Behaviour Expectations and Rules

<b>Gunnedah High School Core Values</b>		
<b>Respect</b>	<b>Responsible</b>	<b>Do your best</b>
<b>Be kind and value others</b>	<b>Follow class and playground rules and staff direction</b>	<b>Actively participate in learning</b>
<b>Use appropriate language</b>	<b>Be ready to learn</b>	<b>Strive for success</b>
<b>Work co-operatively</b>	<b>Be on time and prepared to work</b>	<b>Embrace opportunity</b>
<b>Respect all property</b>	<b>Be considerate of others and their learning</b>	<b>Have high expectations of yourself and others</b>
<b>Wear uniform</b>	<b>Behave safely</b>	<b>Seek help and accept advice</b>

## **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/policyhttps://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01library/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**

Gunnedah 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. 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.
- visual display of high expectations, school classroom rules and playground expectations.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Breakfast Club	Students are greeted by 5x per week and offered breakfast by GHS Wellbeing focussed SLSO and Head Teacher Wellbeing	Staff, students 7-12
Prevention	Think Tank	Students are offered opportunity to engage in Think Tank (homework/check-in centre) 3x per week.	Students 7-12
Prevention	Communication with parents	To increase parent's understanding of how our school addresses all forms of behaviour.	Staff, students 7-12, families
Prevention	PDHPE curriculum	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	Students 7-10
Prevention	Transition Year 6 into 7	Focusing on a safe and successful movement from primary to high school.	Incoming Year 7 students
Prevention	Creating Chances	Evidence-based programs promoting positive youth development through sport.	7-12 students
Prevention	Youth in Search	Wellbeing support for at risk students.	7-12 students
Prevention	Year 6-7 Transition	The transition program identifies students that may require intervention for possible low-level, potentially disruptive behaviours and diverse learning needs.	DP, LaST's, HT of Teaching and Learning.
Prevention	Communication with parents	To increase parent's understanding of how our school addresses all forms of behaviour.	Staff, students 7-12, families

Prevention	Life Ready	Staff able to discuss appropriate social behaviours inside Life Ready framework	Students in Year 11. PDHPE staff
Prevention/Early intervention	AEO support	The AEO supports families in connecting and developing positive relationships with school staff, whilst developing opportunities for cultural immersion by students	7-12 students, AEO
Prevention/Early Intervention/Targeted Intervention	Girls and Boys Advisor	Works proactively to support education incl counsels, mediates between girls re social skills and relationships.	7-12 students, Girls Adviser and Boys Adviser
Prevention/ Early Intervention/ Targeted / Individual	Restorative Practice	Promotes positive proactive strategies to provide opportunities to develop, strengthen, repair and maintain healthy relationships. Includes restorative conversations.	Staff, students 7-12, families
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/early intervention/ targeted intervention	Attendance Coordinator	Analysis of student attendance and prevention and intervention strategies to improve whole school attendance.	7-12 students
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, DPs, HT T&L
Prevention/Early intervention/Targeted/Individual Intervention	Clontarf and Stars Academy	Aboriginal female and male students supported by academy mentors in culture, wellbeing and academic engagement.	7-12 students
Prevention/early intervention/targeted intervention/individualised intervention	School Counsellor	Provide counselling to students individually and in groups.	7-12 students
Early and Targeted intervention	Learning Hub	The Learning Hub (library) supports students with identified learning challenges utilising specialist staff including HT T&L, LaSTs and SLSOs. E.g. Macqlit.	7-12 students

Targeted intervention	Leadership initiative -SRC	Programs to develop leadership skills of students e.g. Women in Leadership.	7-12 students
Targeted intervention	Careers support	Career Advisor engages with students to create tangible career path and opportunities.	9-12 Students, careers advisers
Targeted/Individual Intervention	Learning and Support	The Learning and Support teamwork with teachers, students and families to support those students who require personalised learning and support. Including leadership, development of risk assessments and BMP's and the development of short and long-term goals.	DPs, HT T&L, SCs, LaST's, individual students, families
Individual Intervention	Personalised Learning Pathways	Personalised Learning Pathways for all students are developed in consultation process between the student, parents/carers and teachers to identify, organise personal approaches to learning and engagement.	Aboriginal School Coordinator, students, families, classroom teachers, staff, SLSOs
Individual Intervention	Behaviour Specialist	Team Around a School-partners with schools to provide additional targeted support to students with additional learning or wellbeing requirements.	Learning and Wellbeing Officer, Assistant Principal Learning and Support
Individual Intervention	Individual Case Worker	Tamworth Family and Support-each student is provided and supported to achieve individual goals. Assisting with conversations about wellbeing. Supporting access to specialist services like family or counselling support. Addressing mental health and drug or alcohol concerns.	TFSS-Caseworker, Individual student 7-12, LaST.

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


### Planned responses to inappropriate and behaviours of concern

All Gunnedah High School students are expected to be Respectful, Responsible learners who strive to do their best at all times. If a student's behaviour is not safe for themselves or others, or prevents the teacher from teaching, or other students from learning, then teachers are asked to apply the responses below, which reflect the principles of the Care Continuum.

Response to student misbehaviour

- The teacher may issue a Prevention - Teacher Card - Yellow. When a Teacher card is issued parents are informed and the student's behaviour is monitored for 4 lessons.

### Prevention – Teacher Card – Yellow



## TEACHER MONITORING CARD

Student: \_\_\_\_\_ Class: \_\_\_\_\_ Starting Date: \_\_\_\_\_

You have been placed on a Teacher Level in \_\_\_\_\_ (subject) by \_\_\_\_\_ (teacher) because you have not demonstrated the **Gunnedah High School behaviour expectations** that assist all students to engage in classroom activities that promote learning.

To assist you to develop the skills to positively engage in the lessons, your teacher will monitor your behaviour against the school's behaviour expectations over 4 lessons. If you receive an R against any of the core rules in any 3 of the 4 lessons, you will be elevated to a Head Teacher Card.

Things I need to improve	Behaviour Expectations	What that looks like	A=Always U=Usually S=Sometimes R=Rarely			
			1	2	3	4
Teacher and student to tick	1. <b>Come on time prepared to work</b>	<ul style="list-style-type: none"> <li>* Move quickly to my class and wait quietly.</li> <li>* Bring equipment and be ready to learn.</li> </ul>				
	2. <b>Follow teacher direction</b>	<ul style="list-style-type: none"> <li>* Follow class rules and the direction of the teacher.</li> </ul>				
	3. <b>Actively participate in learning</b>	<ul style="list-style-type: none"> <li>* Attempt all work and ask for help if I don't understand.</li> <li>* Revise and edit work.</li> </ul>				
	4. <b>Behave safely</b>	<ul style="list-style-type: none"> <li>* Be safe in what you do and the equipment you use.</li> <li>* Respect others space.</li> <li>* Respect school and others property.</li> </ul>				
	5. <b>Allow others to learn</b>	<ul style="list-style-type: none"> <li>* Use respectful language in class.</li> <li>* Respect those who are talking and wait your turn.</li> <li>* Stay in my seat so that I don't distract others.</li> <li>* Put up my hand to ask a question.</li> <li>* Respect others right to learn.</li> </ul>				

#### Teacher Management Strategies

- Check for a PLP / Plans and follow strategies
- Explicit teaching of classroom rules
- Positive praise for positive behaviour (no matter how small)
- Seating Plan
- Differentiated work
- Time out card
- Adapt pedagogy
- Seek out counsellor / **LaST**
- Student conference / reflection
- HT support
- Parent Contact
- Extension work
- Scaffolds
- Feedback to student
- Reflection – break, after school.
- Complete work at a nominated time
- After school restoration
- Mediation

Response to all student misbehaviour is:  
**Calm, consistent, brief, immediate, respectful and private.**


- If a student is already on a Prevention – Teacher Card – Yellow for a course and has been identified as requiring a Teacher Card in another course for misbehaviour, they will be placed on a Prevention – Teacher Plus Card – Yellow.

## Prevention – Teacher Plus Card - Yellow

- An essential element of the Prevention – Teacher Card and Teacher Plus card is the Student Reflection Sheet and the goal setting. This provides the framework to guide the subsequent conversation with teacher.
- In addition, the Classroom Teacher support checklist assists teachers with strategies to promote positive behaviour.

TEACHER PLUS MONITORING CARD						
Student: _____		Class: _____		Starting Date: _____		
You have been placed on a Teacher Plus Level in _____ (subject) by _____ (teacher) because you have not demonstrated the <b>Gunnedah High School behaviour expectations</b> that assist all students to engage in classroom activities that promote learning.						
To assist you to develop the skills to positively engage in the lessons, your teacher will monitor your behaviour against the school's behaviour expectations over 4 lessons. If you receive an R against any of the core rules in any 3 of the 4 lessons, you will be elevated to a Head Teacher Card.						
Things I need to improve	Behaviour Expectations	What that looks like	A=Always U=Usually S=Sometimes R=Rarely			
			1	2	3	4
Teacher and student to tick						
	1. Come on time prepared to work	<ul style="list-style-type: none"> <li>Move quickly to my class and wait quietly</li> <li>Bring equipment and be ready to learn</li> </ul>				
	2. Follow teacher direction	<ul style="list-style-type: none"> <li>Follow class rules and the direction of the teacher</li> </ul>				
	3. Actively participate in learning	<ul style="list-style-type: none"> <li>Attempt all work and ask for help if I do not understand</li> <li>Revise and edit work</li> </ul>				
	4. Behave safely	<ul style="list-style-type: none"> <li>Be safe in what you do and the equipment you use</li> <li>Respect others space</li> <li>Respect school and others property</li> </ul>				
	5. Allow others to learn	<ul style="list-style-type: none"> <li>Use respectful language in class</li> <li>Respect those who are talking and wait your turn</li> <li>Stay in my seat so that I do not distract others</li> <li>Put up my hand to ask a question</li> <li>Respect others right to learn</li> </ul>				

## Student Restoration Reflection Form

Student Restorative Reflection Form	
Student name: _____ Date: _____	
Class: _____ Subject: _____ Teacher: _____	
You have been asked to complete this activity as a means of reflecting on your behaviour or attitude towards your class work, peers and/or teacher. Please complete each of the questions and discuss them with your teacher.	
<b>Question 1:</b> What behaviour/s has led to you being here for a reflection time? _____ _____ _____	<b>Sample reasons...</b> <ul style="list-style-type: none"> <li>I was late to class.</li> <li>I used inappropriate language.</li> <li>I disrupted learning.</li> <li>I did not listen to the instructions.</li> <li>I behaved in an unsafe manner.</li> <li>I distracted others.</li> <li>I refused to follow instructions.</li> <li>I used an electronic device.</li> <li>I left my seat without permission.</li> <li>I didn't apply myself to the best of my ability.</li> <li>I walked out of the class without permission</li> </ul>
<b>Question 2:</b> What were you feeling at the time of the incident? What were the triggers? _____ _____	<b>Word bank...</b> Angry Frustrated Bored Upset Energetic Tired Lazy Shamed
<b>Question 3:</b> How has your behaviour choices impacted others? _____ _____ _____	<b>Sample impact...</b> <ul style="list-style-type: none"> <li>Teacher is unable to teach.</li> <li>Learning time has been decreased.</li> <li>Students are unable to learn without disruption.</li> <li>Staff feel threatened.</li> <li>Students feel threatened.</li> <li>I am unable to learn or engage in the lesson.</li> </ul>
<b>Question 4:</b> What can I do differently next time? My goals... _____ _____ _____	<b>Sample goals...</b> <ul style="list-style-type: none"> <li>Follow teacher instruction.</li> <li>Sit away from my friends.</li> <li>Ask for help.</li> <li>Put my hand up with I have a question.</li> <li>Actively listen.</li> <li>Bring my equipment to class.</li> <li>Talk to my teachers before class about any issues I am facing.</li> <li>Speak respectfully to others.</li> <li>Consider who my words/actions impact others.</li> <li>Control my emotions.</li> <li>Arrive to class on time.</li> </ul>

## Classroom Teacher support checklist


### > Classroom Teacher - Checklist to support behaviour expectations

Student Name: \_\_\_\_\_ Class: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_

Environmental Strategies for lesson	Tick	Additional Comments
Establishment & explicit teaching of predictable classroom routines		
Use of School values visuals- Respectful, Responsible and Doing Your Best		
Specific seating arrangements to support student (review regularly)		
Provide separate space in classroom for individual		
Other:		
Curriculum Strategies for lesson	Tick	Additional Comments
Teacher familiar with student's collab profile plan		
Differentiate curriculum- Modify or individualise task to match skill level		
Equipment provided if required		
Explicit teaching of resources		
Review the class for prior knowledge or learning when introducing topic		
Pre-teach vocabulary		
Simplify and reduce amount of written work required		
Repeat/model/highlight language & important points.		
Extensions & organisational support (scaffolds) to complete tasks & assignments		
Adjust formative/summative assessments		
Individualised support provided either by teacher or SLSO		
Feedback Provided		
Strategies for After the lesson	Tick	Additional Comments
Behaviour Code expectations discussed with student		
Reflection sheet completed		
Meeting with student		
Phone call home		
Sendral Entry		
Carer meeting to discuss learning/behaviour goals		
Notify	Tick	Additional Comments
Year Advisor		
Girls Advisor/ Boys Advisor		
Head Teacher		
Learning and Support Team		
Deputy Principal		

- If the student does not meet the expectations of the Teacher Card or Teacher Plus card, then the student will be referred to the Head Teacher. The Head Teacher may place the student on an Early Intervention – Head Teacher card – Orange after consultation with the CRT, student and parent. The Head Teacher will contact parents and notify the Year Advisor. Other faculty-based consequences may be applied.
- This card will apply to all periods throughout the day and a Head Teacher – Student check-in each day.


## Early Intervention – Head Teacher Card - Orange



**GUNNEDAH HIGH**  
HEAD TEACHER MONITORING CARD

CRT – mark on card in relation to identified goals either A = Always U=Usually S =Sometimes R =Rarely

PERIOD	1 <sup>st</sup> DAY			2 <sup>nd</sup> DAY			3 <sup>rd</sup> DAY			4 <sup>th</sup> DAY			5 <sup>th</sup> DAY		
	A/U/R	Subject	Signature	A/U/R	Subject	Signature	A/U/R	Subject	Signature	A/U/R	Subject	Signature	A/U/R	Subject	Signature
1															
2															
Recess															
3															
4															
Lunch															
5															
	Parent Signature			Parent Signature			Parent Signature			Parent Signature			Parent Signature		
	Head Teacher Signature			Head Teacher Signature			Head Teacher Signature			Head Teacher Signature			Head Teacher Signature		



**GUNNEDAH HIGH**  
HEAD TEACHER MONITORING CARD

Student Name: \_\_\_\_\_ Year: \_\_\_\_\_ Commencement Date: \_\_\_\_\_  
Head Teacher: \_\_\_\_\_ Faculty: \_\_\_\_\_

➤ Teachers, please monitor behaviour by putting either **A=Always, U=Usually, Sometimes, R=Rarely** in the appropriate space.  
➤ You must present this card to the class teacher at the start of EACH lesson and collect it again at the end of the lesson.


My Goals	How will I achieve it? What support do I need?
1	
2	
3	

I am aware of the conditions of my monitoring card. I understand that I must achieve my goals. If my behaviour is a cause of concern, I may be referred to a Deputy Principal and placed on a higher-level monitoring level.

Student signature: \_\_\_\_\_ Parent signature: \_\_\_\_\_

- If the student does not meet the expectations of the Early Intervention – Head Teacher Card, the student will be referred to the Deputy Principal. The Deputy Principal may place the student on a Targeted and Individual Intervention – Deputy Principal Monitoring Card – Red.
- This will apply to all lessons throughout the day and a Deputy Principal check-in each day.
- A parent may also request Deputy Principal Monitoring.

## Early Intervention/Individual intervention – Deputy Principal Card – Red




**GUNNEDAH HIGH**  
DEPUTY PRINCIPAL MONITORING CARD

Time out card  Formal Caution  DP reflection  Recess/Lunch  Mon Tues Wed Thur\_Ed

CRT – mark on card in relation to identified goals either A = Always U=Usually S =Sometimes R =Rarely

PERIOD	1 <sup>st</sup> DAY			2 <sup>nd</sup> DAY			3 <sup>rd</sup> DAY			4 <sup>th</sup> DAY			5 <sup>th</sup> DAY		
	A/U/R	Subject	Signature	A/U/R	Subject	Signature	A/U/R	Subject	Signature	A/U/R	Subject	Signature	A/U/R	Subject	Signature
1															
2															
Recess															
3															
4															
Lunch															
5															
	Parent Signature			Parent Signature			Parent Signature			Parent Signature			Parent Signature		
	Deputy Principal/Teacher Signature			Deputy Principal/Teacher Signature			Deputy Principal/Teacher Signature			Deputy Principal/Teacher Signature			Deputy Principal/Teacher Signature		



**GUNNEDAH HIGH**  
DEPUTY PRINCIPAL MONITORING CARD

Student Name: \_\_\_\_\_ Year: \_\_\_\_\_ Commencement Date: \_\_\_\_\_  
Head Teacher: \_\_\_\_\_ Faculty: \_\_\_\_\_

➤ Teachers, please monitor behaviour by putting either **A=Always, U=Usually, Sometimes, R=Rarely** in the appropriate space.  
➤ You must present this card to the class teacher at the start of EACH lesson and collect it again at the end of the lesson.

My Goals	How will I achieve it? What support do I need?
1	
2	
3	

I am aware of the conditions of my monitoring card. I understand that I must achieve my goals, and any repeat incidents/s may result in further consequences such as a suspension warning or suspension. I accept this card is designed to improve my behaviour. I am responsible for the choices I make and accept the consequences of these choices. Being on a Deputy Principal may impose restrictions on extracurricular activities (Principal discretion).

Student signature: \_\_\_\_\_ Parent signature: \_\_\_\_\_

- If the student does not meet the expectations of the Individual – Deputy Principal Card - Red, the student may be issued a Formal Caution of Suspension or a Suspension.
- A Formal Caution (Warning of Suspension) or Suspension may occur for continual or persistent disobedience or when a student's misbehaviour is serious enough to warrant these consequences. This occurs in line with DoE Behaviour Policy.
- If a student is issued a Formal Caution of Suspension, they will be automatically placed on a Early Intervention and Individual Deputy Principal Card – Red for a period of 5 full days.



- A check-in will be provided with the Deputy Principal during the first 5 days of returning to school after suspension.

Gunnedah High School uses the strategies and systems in the table below to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

<b>Prevention</b> <b>Responses to recognise and reinforce positive, inclusive and safe behaviour</b>	<b>Early Intervention</b> <b>Responses to minor inappropriate behaviour are teacher managed.</b>	<b>Targeted/Individualised</b> <b>Responses to behaviours of concern are executive managed.</b>
<p>Behaviour expectations are taught and referred to regularly.</p> <p>Visual displays are mounted around the school illustrating how to be a Respectful, Responsible Learner who strive to do their best in the classroom and playground.</p> <p>Specific behaviour expectation and rules language is consistently used by staff addressing individual students and groups.</p> <p>Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules through GHS whole school rewards system.</p>	<p>Refer to school-wide expectations.</p>	<p>Contact office or executive direct to seek help from HT/DP straight away if there is a risk. Otherwise notify executive ASAP and before the end of the school day – face to face.</p>
<p>Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.</p>	<p>Use indirect responses e.g. Proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p>	<p>HT/DP/CRT 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.</p>
<p>Tangible reinforcers include those that are: free and frequent (Merit Awards) moderate and intermittent (Canteen Vouchers) significant and infrequent (Awards Evening) Intermittent and infrequent reinforcers (Sentral Positives) are recorded.</p>	<p>Use direct responses e.g. 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>	<p>HT/DP collects information and reviews the incident from multiple perspectives to determine the next steps. HT/DP/CRT to record incident on Sentral and contact parent/carer by phone. DP/EP may consider further action for e.g. formal caution/suspension.</p>

Social-emotional lessons are designed by the Wellbeing team and taught across all Stages. SSO, HT Wellbeing and YA works with individuals and small groups to deliver targeted social and emotional learning to students with identified needs.	Teacher records on Sentral – wellbeing by the end of the school day. Monitor and inform the family if repeated. For some incidents, a referral is made to the school’s anti-racism contact officer (ARCO) or anti-bullying co-ordinator.	Refer to the school’s Learning Support Team, HT T&L and DP considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.
<b>Teacher/parent contact</b>	<b>Teacher/parent contact</b>	<b>Teacher/parent contact</b>
Parents are contacted by classroom teachers when a ‘Teacher Card’ (Prevention) is activated. Student awards for positive behaviour are given at school and Year group assemblies.	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/EP to discuss any support and behaviour responses, including referral to the LST, school counsellor or outside agency.

## 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.

The school will ensure that Procedural Fairness is provided to all parties when considering actions in the area of Behaviour and Student management. Gunnedah High School recognises the right to be heard which includes:

- the right to know the purpose of the particular decision-making process and the consequences that flow from it
- the right to know the way in which the issues will be determined
- the right to be fully informed of the allegations and of any other information that will be taken into account in making a decision
- the right to have a reasonable opportunity to respond to the allegations and any other information that will be taken into account in making a decision
- the right to an appeal.

and the right to an impartial decision, which includes:

- the right to impartiality in the investigation and decision-making process
- the right to an absence of bias in the decision maker (source: Legal Issues Bulletin Number 3 – Procedural fairness).

## 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

Strategy	When and how long?	Who coordinates?	How are these recorded?
Alternate break plan – 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.	Next break if possible.	Classroom teacher with support from Head Teacher.	Sentral – wellbeing incident. Record intervention, action and outcome. Set incident as completed.
Restorative practice – students may be asked to participate in a supervised mediation. Ideal mediators could include the CRT, HT, DP, SSO, Year Advisor, Girls Advisor, ARCO. This strategy is communicated as a solution focussed strategy rather than a discipline measure.	Scheduled as soon as all involved are available	Classroom Teacher/ Head Teacher/Deputy Principal	Sentral – wellbeing incident. Record intervention, action and outcome. Set incident as completed.
Restorative practice – students may be asked to participate in a restorative conversation to address behaviour concerns and work towards a solution.  This may include students completing a make-up task e.g. Restorative reflection form, missed classwork.	Scheduled as soon as classroom teacher or Head Teacher is available. Next break if possible.  No more than 3 days post incident.  Time – up to 20min.	Classroom teacher/Head Teacher	Sentral – wellbeing incident. Record intervention, action and outcome. Set incident as completed.

## Bullying Response Flowchart

The following flowchart explains the actions Gunnedah 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. Timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.

Incidents of bullying are referred to the Year Advisor aligned to each year group and triaged accordingly to either the Head Teacher if faculty based or Deputy Principal depending on level and frequency (if repeated incidents) of bullying.

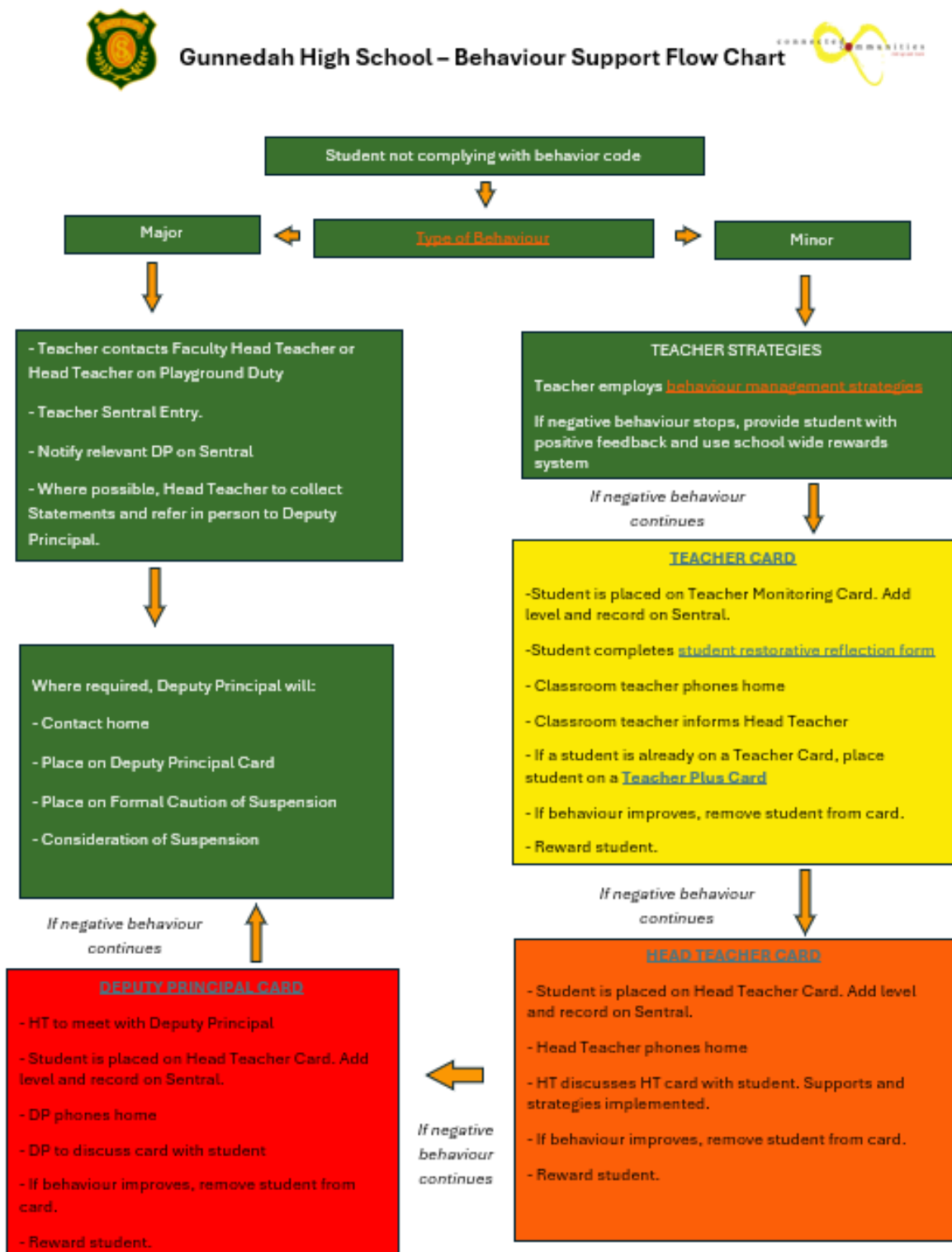


## **Review dates**

Last review date: Term 4 2024

Next review date: Term 3 2025

# Appendix 1 Gunnedah High School Responding to Negative Behaviours Flowchart



# Appendix 2

## Gunnedah High School Bullying Forms

### Bullying incident reported by a student form

GUNNEDAH HIGH SCHOOL  
 Marquis Street  
 Gunnedah NSW 2380  
 Phone 02-76420155  
 Email gunnedah-h.school@det.nsw.edu.au  
 website: www.gunnedah-h.schools.nsw.edu.au



**BULLYING INCIDENT REPORT BY A STUDENT**

Date: ..... Time: ..... Place: .....

Name of student making this report: .....

Name of student alleged to be bullied: .....

Name of student's alleged to be doing the bullying: .....

Other witnesses: .....

Write what happened as clearly as possible, beginning with the first time you felt bullied by this person or persons. For students who witnessed bullying write what you saw or heard happening.

.....  
 .....  
 .....  
 .....

Was the student in the alleged bullying with others? Give names and explain what they did.

.....  
 .....  
 .....

Student Signature: ..... Date: .....

Teacher's Signature: ..... Date: .....

Sentral Incident Number .....

### Cease Bullying Contract form

GUNNEDAH HIGH SCHOOL  
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**STUDENT AGREEMENT TO CEASE BULLYING BEHAVIOUR**

Student Name: ..... Date: .....

Other students involved: .....

Incident: .....

I, ....., agree that all students and staff at Gunnedah High School have a right to a safe, supportive and non-threatening environment.

**Values**

I understand that my behaviour towards ..... has been unacceptable and has caused distress. I agree that I must not behave in such a manner again. I realise that if I choose to continue bullying behaviour it will lead to more serious consequences.

I have been informed that a record of this incident has been made and will be kept. This agreement will be included in my file.

In future my behaviour will respect the rights of others. I also agree that there will be no come-back for the other person's at any time in the future.

In future I plan to .....

Signed: ..... (Student) Signed: ..... (Deputy Principal)

Sentral Incident Number .....

# Interview Sheet – Bullying Behaviour form

## GUNNEDAH HIGH SCHOOL

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### INTERVIEW SHEET: BULLYING BEHAVIOUR

Name: \_\_\_\_\_ Year: \_\_\_\_\_ Date: \_\_\_\_\_

Interviewed by: \_\_\_\_\_

Incident reported by: \_\_\_\_\_

Have you been displaying bullying behaviour recently? \_\_\_\_\_

Do you know \_\_\_\_\_ (student making report)? What is your relationship like with this person? \_\_\_\_\_

Have you been bullying this person? \_\_\_\_\_

If so, what have you been saying or doing?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Did you have friends with you? Who were they and what did they say or do?  
\_\_\_\_\_  
\_\_\_\_\_

Did he/she (victim) have friends with him/her? Who were they and what did they say or do?  
\_\_\_\_\_  
\_\_\_\_\_

What does he/she do when you bully him/her? \_\_\_\_\_  
\_\_\_\_\_

Are you being bullied? \_\_\_\_\_

Deputy Principal: \_\_\_\_\_

Sentral Incident Number \_\_\_\_\_

## Stymie

Stymie was developed with consideration for the Australian Safe Schools Framework, as well as the recommendations of the Australian Covert Bullying Prevalence Society.

Stymie allows bystanders to send anonymous notifications to our school, about someone who they believe is being bullied or harmed. This notification allows the reporter to upload evidence, such as screen shots of social media posts and discussions, text messages or instant message conversations to help outline an incident.

Gunnedah High School then receives this Stymie notification via an encrypted, anonymous and confidential email which can then be appropriately actioned by the school.

It is important to note that Stymie does not store any information, it is merely the channel through which the information travels.