



NORMANHURST BOYS HIGH SCHOOL



Normanhurst Boys High School Behaviour Support and Management Plan

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Overview

Normanhurst Boys High School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to engage in their learning.

Our goal is to provide holistic education and leadership. We focus on promoting excellence, opportunity and success for every student, every day. We strive to engage students to be respectful learners and embrace the learning environment catering for high potential and gifted (HPG) students. Our school maintains high expectations to ensure this occurs, fostering an atmosphere where every student can thrive and achieve their full potential

The principles of positive behaviour support, inclusive practice, and social emotional learning underpin our daily practice. High expectations for student behaviour and learning are established and maintained through the school's highly challenging learning programs, effective role modelling, explicit teaching, wellbeing programs 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 with a unified approach.

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

- Fostering supportive and respectful teaching and learning in all classrooms.
- Evidence based wellbeing programs.

These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports inclusivity and positive relations.

Partnership with parents and carers

Normanhurst Boys High School partners with families in establishing expectations for parent/carer engagement by:

- Inviting feedback from families and students through both formal and informal channels, including Tell Them From Me surveys, school surveys, and consultations with the school's P&C Association.
- Utilising community feedback to evaluate and improve school systems, data, and practices.
- Engaging parents and carers early on as key collaborators in their child's learning and wellbeing.

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

Normanhurst Boys High School expectations and rules

Students are empowered to develop respectful relationships with their peers and teachers built on the school's core vision of SOLE. This vision emphasises the importance of respect for Self, Others, Learning, and the school Environment.

| We respect | We do this by; | So that we; |
|---------------------|---|---|
| S elf | Being responsible for our own behaviour. | <ul style="list-style-type: none"> Engage in and value our learning. Wear the school uniform with pride. Attend school every day. |
| O thers | Working with others in a cooperative and positive manner. | <ul style="list-style-type: none"> Are respectful to our peers and value the interests, abilities and cultures of others. Resolve any conflict respectfully and fairly. Respectively follow teacher instructions. Respect the learning of others. |
| L earning | Actively engaging in class | <ul style="list-style-type: none"> Complete our own work with diligence and consistent effort. Submit work on time Actively engage and participate in our learning activities. |
| E nvironment | Looking after school and community environment | <ul style="list-style-type: none"> Properly use all equipment, school/community buildings and facilities. Properly use resources and minimise waste. Keep a safe and clean environment for the school/community. |

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 \(nsw.gov.au\)](https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01)

Whole school approach across the care continuum

Our school embeds student wellbeing and positive behaviour and comprehensive 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 differentiated learning content and tasks to meet the needs of HPG learners.
- Consistent routines and procedures that are communicated clearly to students.
- Consistent positive feedback and reinforcement.
- Addressing and discouraging inappropriate behaviour to ensure positive resolutions.
- Structured and dynamic wellbeing programs to build positive relationships.

| Care Continuum | Strategy or Program | Details | Audience |
|--|--|--|--|
| Prevention/Early Intervention/ targeted/ individual | Wellbeing and Learning Support Team (WLST) | WLST's collect data to identify, develop, consult and implement strategies to support positive student wellbeing and learning across all aspects of the care continuum across all cohorts. | Students 7-12, families, staff. |
| Prevention/Early Intervention/ targeted | School developed Wellbeing Lessons | Students engage in evidence based, age appropriate, sequential wellbeing lessons designed to strengthen resilience, academic buoyancy, growth mindset and strategies to identify and respond appropriately to bullying and cyberbullying. | Staff, Wellbeing team, students 7-12, families |
| Prevention | School Expectations | Staff PL, consultation and collaboration for School-wide expectations for student behaviour in line with the Behaviour Code for Students. Staff model positive and encourage students to follow SOLE – school core vision for behaviour. Clear and explicit classroom expectations and rules including use of digital devices. | Students 7-12, staff, 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/ Early intervention | Guest Speakers | E safety Commission endorsed, DoE service providers and distinguished speakers. | Staff, students 7-12, families |
| Prevention | Communication with parents | To increase parent's understanding of how our school addresses all forms of behaviour such as Parent Information Evenings, newsletter and P&C and presentations/consultations. | Staff, students 7-12, families |
| Early Intervention | Year 7 Transition Program | Focusing on a safe and successful movement from primary to high school. | Incoming Year 7 students |
| Prevention/ targeted | 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 |
| Early intervention | Goal setting | Students are mentored to set individual goals such as academic, social, wellbeing and post school. | Students 7, 8 & 12 |
| Early intervention/ Targeted | Academic Reviews | Whole school approach to identify students early requiring support and providing support and/or programs for student's wellbeing and learning to flourish. | Students 7, 8 & 12 |
| Prevention / Early intervention/ targeted | Student support officer | Supports the implementation of the school's approach to wellbeing. | Student 7 - 12 |

| Care Continuum <i>continued</i> | Strategy or Program | Details | Audience |
|------------------------------------|---|---|---|
| Targeted / individual intervention | Learning and Support | WLST works with teachers, students and families to support students who require personalised learning and support. | Staff, individual students 7-12, families |
| Targeted intervention | Year Adviser Support | For students who exhibit low level behaviours of concern. | Individual students 7-12, |
| Targeted intervention | Leadership programs | Such as Prefects, Student Representative Council, Library Monitor, Peer Support Leaders, Student Support Leaders. | Students 7-12 |
| Targeted Intervention/ individual | Year 12 Wellbeing Programs | Year 12 Toolbox- Wellbeing/Careers pathway program, Year 11 and 12 Support Interviews, Teacher Mentoring program. | Students 12 |
| Targeted Intervention | Cohort Camps | Wellbeing and curriculum based annual camps. | Students 7, 9 and 11 |
| Targeted Intervention | Academic Acceleration | To meet the HPGE need of targeted students. | Targeted Students course & individual |
| Individual intervention | Attendance monitoring | Address barriers to improve attendance and set growth goals. | Students, Year Adviser |
| Individual intervention | Individual behaviour and/or learning support planning | This may include developing, implementing monitoring and reviewing behaviour support, behaviour response and risk management plans. | Students, parent/carer WLST |

Planned responses to inappropriate behaviour and behaviours of concern including bullying and cyber-bullying.

Planned responses to behaviour that does not align with the school's expectations are managed either by teachers or by the executive team. Staff exercise their professional judgement to determine the appropriate level of management, considering whether the behaviour poses a risk to the safety or wellbeing of the student or others.

Inappropriate Behaviour is usually **low level**, socially **unacceptable** or age-appropriate adolescent behaviour that may be deemed unacceptable and needs guidance and intervention. Examples include talking in class, calling out distracted from work, distracting others from their work or pushing boundaries, off task digital device use.

- **Teacher managed** – low level inappropriate behaviour is managed by supervising teachers (and may need to liaise with their Head Teacher)

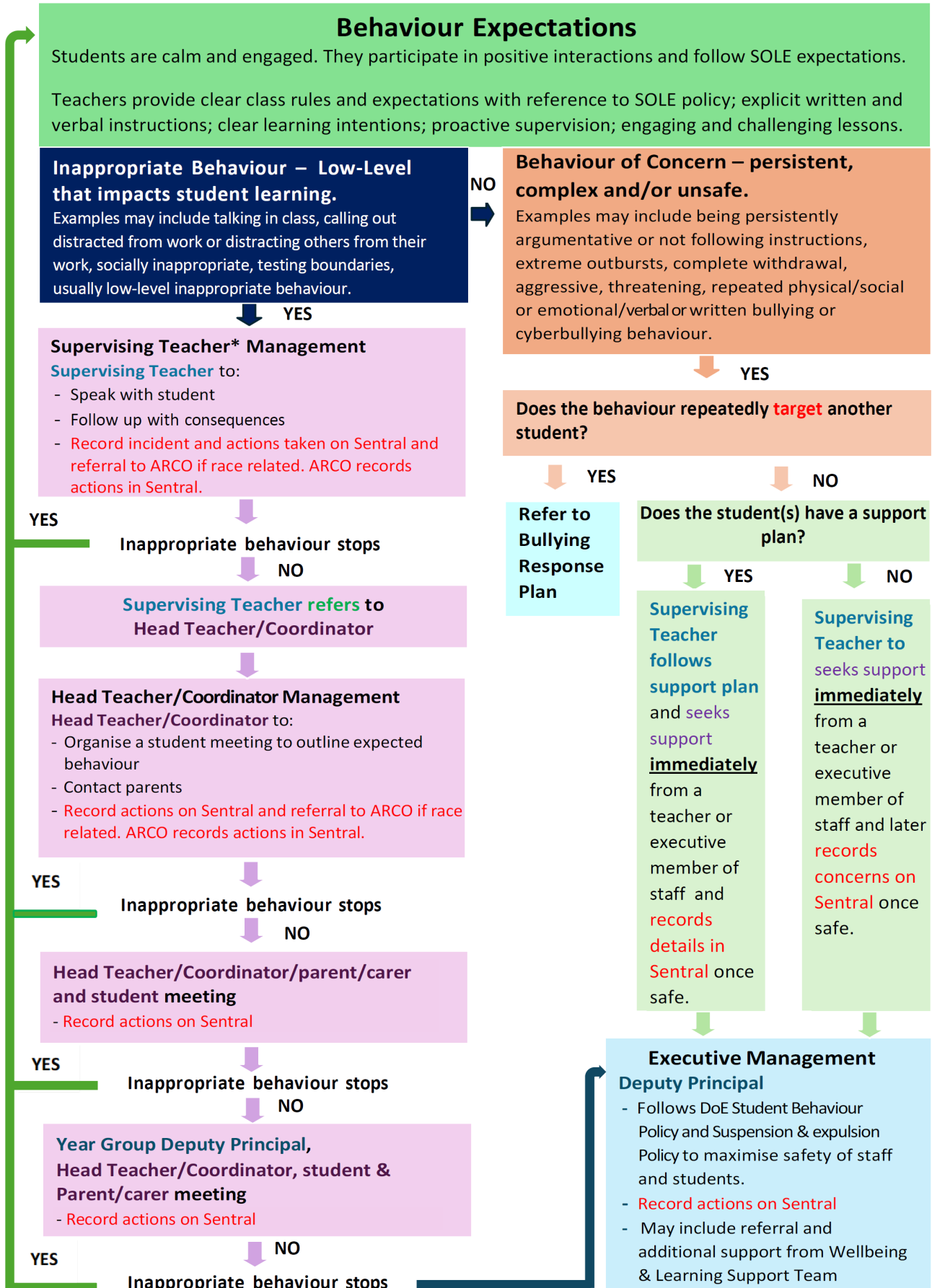
Corrective responses by teachers may include:

- Rule and expectations reminders.
- Re-direct, offer choice or error correction.
- Prompt and reteach.
- Seat change/ or playground re-direction
- Meeting with the student.
- Detention, reflection and restorative practices communication with parent/carer
- Stay in at break to discuss/complete work/walk with teacher

A **behaviour of concern** is **challenging**, **complex** or **unsafe** behaviour that interferes with the safety or learning of students and requires more **persistent** and **intensive** interventions. Examples include refusing to follow instructions, arguing with the teacher, extreme outbursts, complete withdrawal and generally managed through a **support plan**. It can also include **bullying and cyberbullying**. This **behaviour** is **ongoing** and **repeated** behaviour that can **cause** physical, social or emotion **harm** through the **intentional misuse of power** in a relationship in person and/or online.

- **Executive managed** – behaviour of concern is managed by school executive.

Normanhurst Boys Behaviour Flow Chart



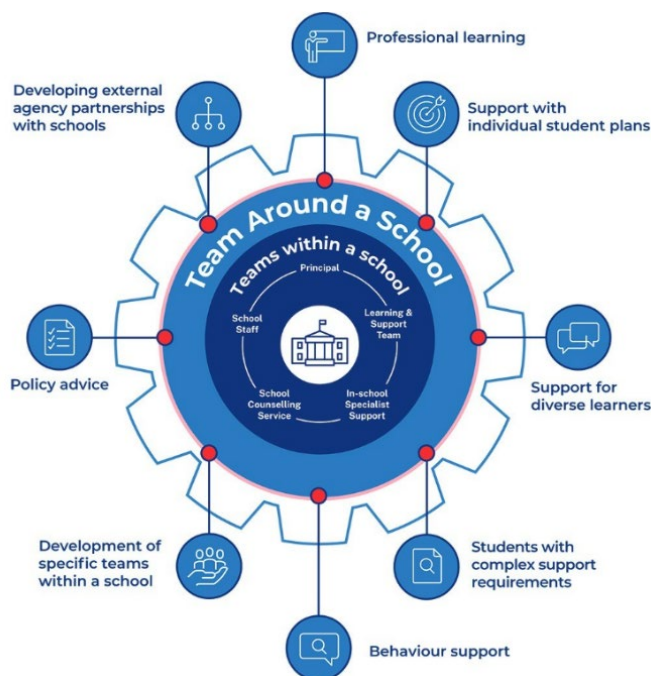
**This could include being in class, on the playground, during sports, on excursions, during incursions, moving through the school, online, or in public.*

Planned responses to serious behaviours of concern, including bullying and cyber-bullying.

Responses for serious behaviours of concern, including students who display bullying and cyberbullying behaviours, are recorded in the Behaviour / wellbeing Sentral system. These responses may include:

- Reviewing and documenting the incident.
- Determining appropriate responses, including supports for staff or other students impacted.
- Communicating and collaborating with parents/carers (phone, email, parent portal, meeting)
- Referring or monitoring the student through the school Wellbeing and Learning Support Team.
- Developing or reviewing individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments.
- Detention, reflection and restorative practices (listed below).
- Liaising with [Team Around a School](#) for additional support or advice.
- Formal caution to suspend, suspension or expulsion
- Involvement of external agencies eg NSW Police .

The NSW Department of Education [Student Behaviour policy](#) and [Suspension and expulsion procedures](#) apply to all NSW public schools.



The following flowchart explains the actions Normanhurst 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. The timeframes will vary based on the professional judgment of staff handling the bullying complaint and their assessment of immediate risk to students involved.

Normanhurst Boys Bullying Response Plan

Bullying and Cyberbullying behaviour is identified;

- through direct staff observations *
- reports by student, staff, parent, or community member disclosures
- identified by WLST e.g. attendance patterns

Staff Member Management Strategies

Staff member to:

- Report incident to Deputy Principal Wellbeing, in person, **within one hour of becoming aware**. If unable to do so, consult with your HT to report to DP in this timeframe on your behalf.
- **Record incident on Sentral noting specific actions and words said by student(s)**
- **Continue to monitor and report any further behaviour**

Follow up

Deputy Principal Wellbeing to:

- Provide a quiet place to talk with the student and reassure
- Inform parents that an incident is being followed up
- Assess incidents - to determine if the behaviour is ongoing, repeated through the intentional misuse of power – eg written, verbal, physical, social and emotional, online, face to face, deliberate social exclusion
- Speak with and collect written details from all witnesses (students/staff), victims, and other students
- **Record actions on Sentral**

Response to incident

Deputy Principal Wellbeing follows Student Behaviour Policy and Expulsion and Suspension policy. **Principal** may be involved in some cases

Ongoing Monitoring and Reviewing

Year Adviser to:

- check in one week after
- check in two weeks after
- check in three weeks after
- ongoing monitoring
- **Record check-in meetings on Sentral**
- **Continue to monitor and report any further behaviour to DP Wellbeing**

Head Teacher Wellbeing to:

- check in day after and **record on Sentral**
- run weekly reports to identify repeated behaviours
- monitor and review support strategies

Support Strategies

Year Adviser, Head Teacher Wellbeing to:

- contact parents with updates
- update **classroom teachers** of strategies
- check-ins from support staff e.g. Student Support Officers or Year Adviser
- include support from **School Psychologists**
- refer Anti Racism Contact Officer (ARCO) if racial.

**This could include being in class, on the playground, during sports, on excursions, during incursions, moving through the school, online, or in public.*

Responses to all behaviours of concern apply to student behaviour that occurs:

- At school.
- On the way to and from school.
- During 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, where there is a clear and close connection between the school and students' conduct.

Students or parents can report bullying and cyberbullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support, for example through their year adviser or school counselling service.

Detention reflection and restorative practices

| Strategy | When and how long? | Who coordinates? | Record storage? |
|--|--|---|--------------------------------------|
| Reflection/ Detention – time for students to reflect on their behaviour. After completing the Reflection, students will discuss their reflections with their supervising teacher. Together, they will brainstorm and agree on specific, actionable solutions to help the student engage in more positive behaviours in the future. This may also be an opportunity for students to use this time to complete any outstanding homework or classwork that was not submitted by the due date. This dual approach encourages accountability and supports academic progress. | 10 mins for recess | Supervising Teacher/ Head Teacher / | Sentral - Behaviour /wellbeing |
| | 20 mins for Lunch | Coordinator | |
| | 45 mins for Afternoon | Head Teacher/Deputy Principal | |
| Alternate break plan – involves withdrawing a student from activities due to their behaviour. This reflection period provides an opportunity for students to consider their actions, the reasons behind them, and how you can improve in the future. A reflection booklet will be created for students with repeat behaviours would be developed and will be monitored by the Deputy Principal. | 20 minutes break to be given for eating and going to the toilet prior to timetabled recess or lunch. | School executive | Sentral - Behaviour /wellbeing |
| Restorative practice WLST facilitated peer mediation . Post suspension meeting | Scheduled as soon as all involved are available | Year Adviser/Head Teacher Wellbeing/Student Support Officer/ School School Psychologist/ Deputy Principal | Sentral - Behaviour /wellbeing |

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](#)

Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](#) and reporting links for most sites, games and apps can be found at the [eSafety Guide](#). Other resources students and/or parents/carers may find helpful are [Anti-bullying for parents and carers](#) , [Anti-bullying](#), [Anti-bullying – Parents and carers tips – Fact sheet](#).

Developed in consultation with the Wellbeing and Learning Support Team, Executive staff, Teaching Staff, P&C Committee and students.

Review dates

Implemented: Day 1, Term 1, 2025

Next review date: 16/05/2025: Week 3, Term 2, 2025



**NORMANHURST
BOYS HIGH SCHOOL**

Fostering excellence in young men through holistic education

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