

Vincentia High School's Behaviour Support and Management Plan Draft 2023

- DRAFT Term 4 2022
- Consultation Term 1 2023
- Launch Term 2 2023



*Vincentia High School provides a **safe and respectful** learning environment where **personal best** is promoted and positive behaviours and achievement celebrated and recognised by our entire school community. We acknowledge the Department of Education's commitment to student wellbeing and the promotion of developing students who:*

CONNECT – SUCCEED – THRIVE

Vincentia High School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. At Vincentia High School we promote an environment that nurtures individuals and encourages all students to be the very best they can in any aptitude they wish to pursue. We promote a sense of connectedness to school and our community through the engagement of staff, parents/carers and the broader community in creating broad and rich curriculum opportunities. We are committed to developing an environment of opportunity where students flourish in forming positive friendships, a commitment to lifelong learning and become positive and active members of their community. We foster a sense of social responsibility, of community mindedness, of support and developing a strong sense of self. We are an inclusive and supportive school environment who aims to maintain the highest standards of education for student success and achievement.

This plan will be reviewed annually in subsequent years in line with other school practices and uploaded to the school's website for the start of the following school year.



1. Promoting and reinforcing positive student behaviour and school-wide expectations

Vincentia High School has the following school-wide rules and expectations:

- to be respectful;
- to be responsible; and
- to always strive for their personal best.

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

- clear and consistent School / Classroom rules and consequences
- Social and Emotional Learning (SEL) focus delivered through Year Advisor (YAP) lessons to foster resilience, self-regulation and positive work habits
- PDHPE Programs to instruct and support students
- Strong Wellbeing structure inclusive of Year Advisors, HT Wellbeing, School Social Worker, yiliga miriral External Agencies and School Counsellor
- a welcoming environment for parents to approach the School at any time and on special Information Evenings and Parent / Teacher Nights
- a network of staff to respond to student needs
- welfare/discipline information through a regular Newsletter and P & C meetings etc.

2. Behaviour code for students

High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.



VINCENTIA HIGH SCHOOL'S BEHAVIOUR CODE FOR STUDENTS

RESPECT – RESPONSIBILITY – PERSONAL BEST

At Vincentia High School, all students are actively engaged in their education through challenging learning experiences. With a focus on consistency and inclusivity, our students will graduate from Vincentia High School with the knowledge and skills required to achieve individual success in their future pathways. Proudly situated on the lands of the Wadi Wadi and Wandean people, we walk together with our local Bay and Basin community to support and build our future leaders.

Respect

- I treat others with dignity
- I speak and behave politely
- I cooperate with others
- I develop positive and respectful relationships
- I think about the effect on relationships before acting
- I value the interests, ability, diversity and culture of others
- I practise the skills of being a good listener by focusing on another person and respond in a thoughtful way
- I dress appropriately by complying with the school uniform or dress code
- I take care with property and respect the property of others

In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show respect to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Vincentia High School takes strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students is a high priority for Vincentia High School. We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, responsible, and engaged behaviour.

Responsibility

- I model and follow Vincentia High School's 'Behaviour Code for Students'
- I negotiate and resolve conflict with empathy
- I take personal responsibility for behaviour and actions
- I care for self and others
- I avoid unsafe behaviour and encourage others to avoid unsafe behaviour
- I attend school every day and every lesson
- I arrive at school and class on time
- My phone and other devices are off and away unless directed by a teacher

Personal Best

- I attentively listen and follow instructions
- I am prepared for every lesson
- I aspire and strive to achieve the highest standards of learning
- I actively participate in learning
- I strive to attain personal goals to close the gap between where I am and where I want to be
- I am a proud member of Vincentia High School and understand that it is a privilege to represent the school

3. Whole School Approach

The care continuum is a whole-school system that takes a prevention- focused approach and addresses the full spectrum of student needs including:



Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive, consistent and safe classroom climate	A positive, consistent and safe classroom climate is characterised by respectful interactions between students and their peers and teachers. It is underpinned by positive student-teacher relationships	Whole school
Prevention	Trauma Informed and Restorative Practice	Staff professional learning aimed at providing consistent language and skills for managing behaviour	Whole school
Prevention	Social and Emotional Learning	Explicitly teaching students cognitive, affective and behavioural skills including self-management, social awareness, relationship skills and responsible decision making.	Whole school
Prevention	Promoting Positivity with VHS Lunch and Recess Clubs	The aim of the Clubs project is to encourage students to invest their energy at break times in meaningful pursuits rather than engaging in negative peer interactions and behaviours. It attempts to scaffold students to socially interact in positive and effective ways, both with each other and adults.	Lead by the Learning and Support Team
Prevention	Year Advisor Periods (YAP)	Aimed at Year 7 and Year 8 to support students in their	Wellbeing Team

Care Continuum	Strategy or Program	Details	Audience
		cognitive, physical and psychological development.	
Prevention	Breakfast Club	Breakfast clubs enable schools to teach children about the benefits of eating breakfast, healthy nutrition to their learning and overall development.	Wellbeing Team
Prevention	Ganya Garinja	Cultural Program aimed at engaging our Indigenous students in developing cultural connections and maintaining a sense of safety and pride.	Lead by GG
Prevention	Designated Playground Areas	Designated areas to manage student population and promote safe , functional areas	Whole School
Prevention	Year Group School Camps/Wellbeing Days	Offsite year group activities designed to promote relationship, connection to peers and staff.	Whole Years
Early Intervention	Class Structures	Consideration for academic, social and emotional needs in both mainstream and support settings.	Whole School Learning and Support Team
Early Intervention	LASER Room	The LASER room provides targeted learning support to individuals and small groups.	Learning and Support Team
Early Intervention	Ganya Garindja (GG)	Ganya Garindja specifically supports Indigenous students covering areas of wellbeing, attendance and education. It is also a meeting place for parents/carers to feel comfortable discussing issues that may arise during the course of their child's education.	GG Team, families and students
Early Intervention	Clontarf Foundation	The Clontarf Foundation exists to improve the education, discipline, life skills, self-esteem and	Clontarf Foundation

Care Continuum	Strategy or Program	Details	Audience
		employment prospects of young Aboriginal and Torres Strait Islander men, and by doing so, equips them to participate meaningfully in society.	
Targeted Intervention	Learning and Support Team	The Learning and Support Team work shoulder to shoulder with teachers, students and families to support those students who require personalised learning and support plans or pathways. Strategies include development of IEPs, SLSO support, risk assessments, behaviour plans, and goal setting.	Individual students, families, staff
Targeted Intervention	Police Liaison Presentation	Targeting year groups following incidents impacting the group	
Targeted Intervention	Student Referral System	Wellbeing and Learning Support referrals	
Targeted Intervention	Attendance Mentor	Identifying absences and communicating with families.	
Targeted and Individual Intervention	Walawaani ngarn	A welcoming hub on sit at VHS providing health and wellbeing support and connecting agencies, students and families . .	Individual students, families, staff
Targeted and Individual Intervention	WHIN Nurse	Employed by NSW Health, Our Wellbeing Nurse is here to support students and families in addressing any health concerns or needs by providing early intervention, coordinating appropriate assessments and making referrals to medical or social services in our community.	
Individual Intervention	Individual Education Program	Individual Education Programs for students requiring adjustments to curriculum delivery.	Individual students, families, staff
Individual Intervention	Behaviour Support Planning	Goal setting for appropriate replacement behaviours	Executive Staff
Individual	Functional Behaviour	A functional behaviour	Individual students,

Care Continuum	Strategy or Program	Details	Audience
Intervention	Assessment	assessment (FBA) identifies where, when and the likely reasons why a behaviour of concern happens.	Learning and Support Team
Individual Intervention	Perfect Presence	This program aims to support students in Year 8, 9 or 10 showing early signs of disengagement from school that have between 2-4 suspensions. The aim is to increase stronger connections to school and learning and are supported to build on personal and social capabilities.	Head Teacher Wellbeing
Individual Intervention	Student Educational Pathways Program	Transition planning bespoke for individual students to support student engagement.	Careers planning team.

4. Detentions, reflections and restorative practices

To ensure the safety and wellbeing of all students and staff, as well as provide an educational environment where all students can achieve and succeed, it is essential that behaviour is managed appropriately. Where students do not respond positively to the standards and expectations of the school, it may be necessary to apply a fair, reasonable, and proportionate action.

Detentions are a planned consequence that involves a single student, or group of students, generally being in a designated room or area. The purpose of these is to support the student to reflect on their behaviour and make positive choices. The student is always supervised in the room by at least one adult and the student is not left alone at any time. Detention and reflection never take place in rooms that can be chained, locked or closed in any way that prevents a student from freely leaving the space.

Action	What, when and how long?	Who coordinates?	How are these recorded?
Teacher-directed time-out	After using a range of de-escalation strategies, a student is directed by a teacher to go to a buddy class or a designated area where the student can still be supervised for 10 minutes.	Classroom teacher	Time-outs and follow up are recorded in the Wellbeing Module in Sentral.
Self-directed time-out	Student may utilise their 'time-out' card in alignment with the conditions outlined by the Deputy Principal.	Deputy Principal of Year Group in consultation with student	Time-out strategies form part of the student's individual planning and is recorded in the Student's Profile in Sentral.
Detention (time-in)	The classroom teacher directs students to spend	Classroom teacher	Detentions and follow up are recorded in the

Action	What, when and how long?	Who coordinates?	How are these recorded?
	a portion of the break time (not the whole break allowing for food and toilet breaks) to complete missed work or reflect on inappropriate behaviours using restorative conversations.		Wellbeing Module in Sentral.
After school detention (time-in)	Thursday afternoons from 2:30pm – 3:20pm	Executive Staff	Recorded in the Wellbeing Module in Sentral.
Restorative Justice Conversations	Ongoing	All staff	Recorded as a follow up action in the Wellbeing Module in Sentral.

Seclusion is the sole confinement of a child or young person in a setting from which they are physically unable to leave, or reasonably believe that they cannot leave, for any length of time and where there is no supervision.

Seclusion is not permitted, except in response to an emergency or crisis situation where there is an imminent risk of harm to a student, staff or other students. Vincentia High School is committed to ensuring that detentions, teacher directed time-outs and self-directed time-outs are used in line with the department's Restrictive Practices Framework and Restrictive Practices Reduction and Elimination Policy, to ensure these strategies are not used in a way that may be considered seclusion.

5. Partnership with parents/carers

Vincentia High School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by [insert strategies and/or systems]

Vincentia High School will communicate these expectations to parents/carers by the school's website, facebook page and newsletter.

6. Vincentia High School's Anti-Bullying Plan

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.

Vincentia 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.

At Vincentia High School we support targets and perpetrators through:

- Providing Counselling and Support
- Conducting bullying interviews
- Increased supervision of at-risk areas
- Social skills programs for targets and perpetrators
- Teaching students how to cooperate and “get on” with others
- Working out a behaviour plan or playground plan for some students, to keep everyone safe
- Teaching students about conflict and bullying
- Running programs that help students become more confident
- Running anti-bullying workshops
- Having restorative conversations to work things out with the involved students
- Having students complete classroom tasks about bullying in school subjects.
- Implementing the Continuum of Care which may result in detentions, suspensions or exclusions to students who bully others.

At Vincentia High School depending on the severity of the bullying or harassment any or all the following consequences might take place.

- No-blame discussion with teacher or DP / HT
- Signing of a formal contract
- Method of Shared Concern or Restorative Practices Parents contacted
- Family meetings
- Detentions
- Community service (referred by Admin)
- Suspension and recommendation for exclusion where bullying is so severe that no other form of consequence would be deemed adequate
- Contact with the Police Youth Liaison Officer where applicable

Not all cases of bullying will be easy to deal with but these cases will be dealt with through providing support for victims and their families and consequences for bullies.

In serious cases: mediation between parties will be encouraged and the unacceptability of the deed (not doer) will be emphasized. The effect the deed has had on all parties involved will be explored. Our aim at this stage is to help the perpetrator see that a change in behaviour is required, that the victim feels supported and that the problem is solved with arrangements for restitution to be made.

1.1 Student assemblies/communication

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

Dates	Communication topics
Ongoing	School values of Respect, Responsibility and Personal Best through regular Year Meetings and Assemblies
February Term 1 2023	Behaviour code for students
Ongoing	Year 7 and 8 Year Advisor Periods (YAP Lessons) and embedded in the PDHPE curriculum across Years 7-10 lessons that focus on anti-bullying
	VHS' Code of behaviour is in the student information handbook and utilised through various internal student/teacher interactions to reteach and reinforce positive behaviour

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.

Dates	Communication topics and Professional Learning
Ongoing	Teaching and reinforcing respectful relationships
2022/2023	Trauma-informed and responsive professional development to all staff

1.3 New and casual staff

New and casual staff will be informed about our school’s approaches and strategies to prevent and respond to student bullying behaviour in the following ways:

- information is provided in a handout to staff when they enter on duty at the school;
- an executive staff member speaks to new and casual staff when they enter on duty at the school;
- the principal speaks to new executive staff when they enter on duty at the school, as part of the induction process.

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:

- VHS' Anti-bullying Plan
- NSW Anti-bullying website
- VHS’ 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.

Dates	Communication method and topics
Ongoing	P&C
	Parent teacher nights and information nights
	Facebook page and newsletter – Bystander behaviour, positive relationships

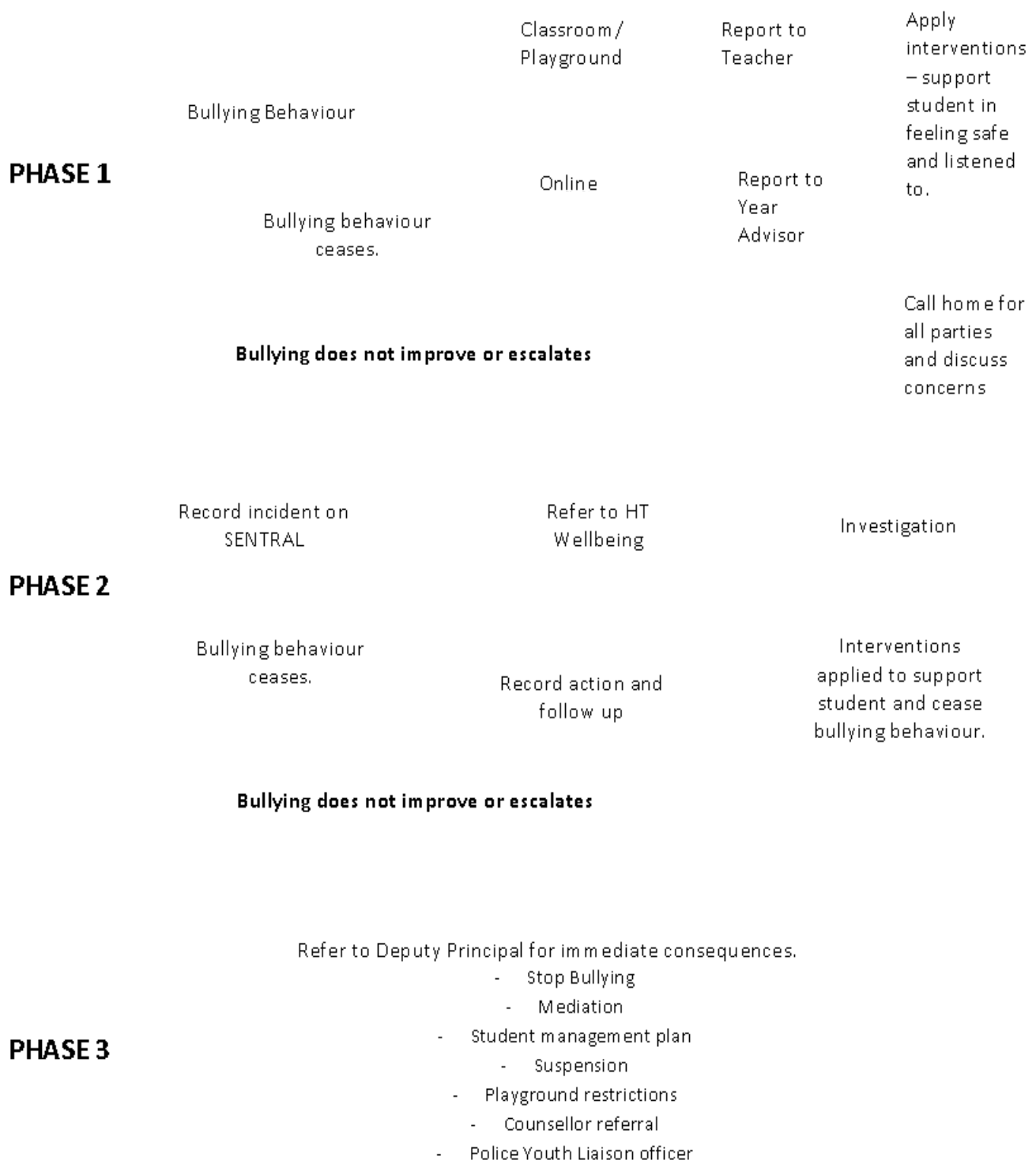
3 Support for wellbeing and positive behaviours

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) and through our Year Advisor lessons (YAP) with Year 7 and 8.

Examples of other ways our school will embed student wellbeing and positive behaviour approaches and strategies in practices include the following:

- Positive entries in Sentral
- Phone calls home to parents/carers
- Eagle Awards
- Honour Society
- Clubs and Teams

MANAGING BULLYING AND HARASSMENT.



7. Attendance Procedures

From January 2010, legislation requires all students in NSW to complete school to Year 10 and then continue with either education and training, full time employment, or a combination of education/training and employment, until at least the age of 17 years. It is most important that students attend school regularly and arrive punctually if they are to gain maximum benefit from their schooling.

PLEASE NOTE: All absences require a note of explanation written and signed by a parent/guardian, with the date and the student's name (where a parent/guardian is unable to write in English, notes may be written in a language other than English.) On the first day of return, a note of explanation is to be handed to the Front Office. If a note is not received within seven (7) school days, the absence will be recorded as 'unjustified' in accordance with Departmental procedures. Parents/guardians should notify the school where an absence is likely to exceed three days and must provide a note of explanation on the student's return to school. For extended or frequent absences, a Doctor's Certificate may be required by the school.

Leave

Families are expected to arrange holidays during school vacations. If parents believe they have a special case for leave, the Principal must be contacted at least ten school days in advance and permission sought by letter. Notes informing the school after the leave has been taken are not accepted as justified. In the case of unforeseen /emergency leave, the Principal needs to be contacted as soon as possible. Documentary validation (eg medical certificates or statements, invitations, proof of travel, court documents etc) is sought to support leave applications. Where an explanation is not accepted, the absence will be recorded as unjustified. All students are required to attend until the last day of school each term.

Early Leave

If a student must leave early on a school day, parents/guardians need to send a note with student's name, time, and date clearly marked. Notes are to be presented before period one to the front office, who will issue a special 'School Leave Pass for Partial Absence'. This pass is used by the student to indicate that they have been granted 'official early school leave'. Leave from school is only granted under exceptional circumstances. Where possible medical appointments should not be made in school time.

Lateness

All students late to school must report to the school office for a 'late slip'. A note must be presented if student is late signed by the parent/guardian. Late arrivals that are unjustified will result in a text message to the nominated parent/carer.

8. Mobile phones and Social Media

Mobile Phones: Mobile phones, along with smart watches and headphones are banned during the school day unless an exemption has been applied for and approved by a Deputy Principal. This policy aims to improve student wellbeing, reduce bullying and improve educational outcomes for all students. Phones and other digital accessories if brought to school are to be switched off and in bags. The school can accept no responsibility for the security or care of mobile phones and other digital accessories brought to school. These items are brought to school at the owner's risk.

Expectations: student phones and other devices are switched off and kept in school between the beginning and end of school whilst on school grounds (including when representing the school on camps, excursions, sporting events etc).

If a mobile phone is in use contrary to this policy, the student will be given a note to take their device to the front office where it will be placed in the 'School Phone Safe' until the end of the day. Multiple infringements will result in an after-school detention.

Communication regarding illness, messages, emergencies should be made via the Front Office.

Social Media: We work to create positive environments for students, staff and the entire school community that support student learning. The School community is expected to show respect to others. Members of the School community are also expected to give due respect to the reputation and good name of the School.

When using Social Media, our community is expected to ensure that they

- work in partnership to promote student learning
- treat each other with respect and fairness
- communicate in a positive and constructive manner

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All reports of cyber bullying and other social networking misuses will be fully investigated. It is important to note that some online activities are illegal and as such will be reported to the Police.

Reviewing dates

Last review date: Term 4 2022

Update to Mobile Phone section: Term 3 2023

Next review date: Term 4, 2023