

Armidale Secondary College Behaviour Support and Management Plan

Overview

ASC values creativity, collaboration and success for every student. We provide a personalised, relevant curriculum with state-of-the-art facilities.

Partnership with parents and carers

We acknowledge that parents and carers are integral to the success of our school community. The NSW School Community Charter ([School Community Charter](#)) outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.

The school will partner with parents/carers through the P & C and AECG. Expectations for parents' engagement in developing and implementing student behaviour management strategies, will be outlined at P & C and AECG meetings.

Expectations will be communicated to parents/carers through the newsletter, social media and the Student Behaviour Support Management Plan (SBSMP) through the school website. Ensuring community and student involvement proactively builds collaborative relationships to create a shared understanding of how to support student safety, learning, and wellbeing.

School-wide expectations and rules

Armidale Secondary College has the following school-wide expectations and rules:

To be respectful, responsible, resilient learners.

Respect	Responsibility	Resilience
In Learning Spaces:		
Follow teacher instructions	Right place, right time, every time	Always try your best
Use positive language	Bring all equipment, including computer	Attempt a task before asking for help
Focus on learning	Leave area clean and tidy	Finish incomplete work at home
Treat all property with care	Use technology when directed	Build and maintain positive relationships
Move between spaces with care	Wear uniform and appropriate school shoes	
In the playground:		
Put litter in the bin and recycle	Be in the correct playground area	Report bullying immediately
Use positive language and tone	Play fairly and follow rules	Be considerate and caring
Follow teacher instructions	Move to class quickly	Be accepting of others
Stay in bounds	Look after your area	Show sportsmanship

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

ASC is committed to explicitly teaching and modelling positive behaviour to support all students to be engaged with their learning. Our school promotes our core values of Respect, Responsibility, and Resilience, as well as trauma-informed practices, and the principles of inclusive practice.

Our 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.

Care Continuum	Strategy or Program	Details	Audience
Prevention/ Early / Targeted / & Individual intervention	<u>Restorative Practice</u> Verbal intervention training	Promotes positive proactive strategies to provide opportunities to develop, strengthen, repair and maintain healthy relationships. Includes circles and restorative conversations.	Staff, students 7-12, families
Prevention	Student Voice House-based competitions	Promotes feeling of belonging for students	Staff, students 7-12
Prevention	<u>PDHPE curriculum</u>	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	Students 7-10
Prevention	Safe on Social	The development of phone-management skills that enables students to take personal responsibility for their digital wellbeing.	Students 7-10

Prevention / Early Intervention / targeted / individual	<u>Australian eSafety Commissioner Toolkit for Schools</u>	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	Communication with parents + bilingual SLSO support where required to create interpreted resources	To increase parent's understanding of how our school addresses all forms of behaviour.	Staff, students 7-12, families
Prevention	Transition Year 6 into 7	Focusing on a safe and successful movement from primary to high school.	Incoming Year 7 students
Prevention	<u>Peer support program</u> Love Bites (7-10)	Builds resilience by helping students develop strong relationships and skills to manage life's ups and downs.	Students 7 and 10, and co-ordinators
Prevention	Aboriginal Education Team	BroSpeak, SistaSpeak, Junior Rangers, Me and My Mob SIP Identified strategies (SD1 – e.g. 8 Ways)	
Prevention	EAL/D	Cultural Awareness for both EAL/D and mainstream students Consultation for differentiated learning	
Prevention	IEC PD Program	Personal development program tailored to meet the needs of newly arrived students, including emotional wellbeing and regulation strategies	IEC students
Prevention	Sporting Linx	Program led by STARTTS developing resilience and leadership qualities through sport	IEC students
Prevention	Harmony Day	Promotes an inclusive school community	Students 7-12
Prevention/Individual intervention	<u>Student support officer</u> Wellbeing nurse Welfare Teacher HT Welfare Wellbeing Hub	Provide individualised wellbeing and behaviour support to students identified through the learning support team.	Students 7-12
Prevention / Early intervention	Aboriginal Education Officer, <u>Student support officer</u>	Supports the implementation of the school's approach to wellbeing.	Student 7 - 12
Targeted / individual intervention	<u>Learning and Support</u>	The LST works with teachers, students and families to support students who require personalised learning and support.	Staff, individual students 7-12, families
Targeted intervention	Leadership programs	These include Student Representative Council, house captains and school leadership team, Future Teachers Club	Students 7-12

Targeted intervention	Coffee Cart	Reengagement of students and opportunities to develop skills and build confidence.	Year 9 Students
Individual intervention	RAGE	RAGE is designed for young people who have difficulty controlling their emotions. This program helps students to identify feelings of anger, along with triggers, and explore alternate strategies to coping with frustration.	Selected students 7-12
Individual intervention	Managing the Bull	Managing the Bull focuses on understanding the dynamics and effects of bullying, and building resilience in those who may be experiencing bullying.	Selected students 7-12
Individual intervention	School counselling team	Identification and support of students requiring learning, behavioural or wellbeing support.	Students 7-12
Individual Intervention	Zones of regulation	Works with students to build self-regulation and emotional control.	Selected students
Individual Intervention	PCYC Grit	Focus on building resilience and growth mindset in young people.	Selected students
Individual Intervention	PCYC Fit for Home	Building healthy lifestyle choices and resilience	Selected students
Individual Intervention	MacLit, Quicksmart, literacy classes and STAR reading program	Support students to build basic literacy and numeracy skills to nurture a sense of growth and achievement, and remove frustrations associated with challenges around learning activities in class.	Selected students 7-9
Individual intervention	<u>Attendance monitoring</u>	Address barriers to improve attendance and set growth goals.	Students, Year Advisor SASS Attendance team
Individual intervention	<u>Individual behaviour support planning</u>	This may include developing, implementing monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Students, parent/carer, LaST, HT Wellbeing
Targeted prevention	Transition IEC into mainstream	Focusing on a safe and successful movement from IEC to mainstream	IEC students exiting to mainstream
Targeted prevention	Settling In program	STARTTS program aimed at easing the settlement of newly arrived students from a refugee background	Students from a refugee background

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

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour. See Appendix 1.

- **Teacher managed** – low level inappropriate behaviour is managed by teachers in the classroom and the playground.
- **Executive managed** – behaviour of concern is managed by school executive.
- **Senior Executive managed** – serious behaviour of concern as outlined in Student Behaviour Policy is managed by Senior Executive in consultation with DEL and Departmental Specialists (Delivery Support, Complex Case, Health and Safety Adviser etc)

Responses by teachers to address appropriate behaviour may include:

- Connection before correction
- Reminder of expectations
- re-direct, offer directed choice, take-up-time
- prompts
- reteach
- seat change/play or playground re-direction
- stay in at break to discuss/complete work/walk with teacher
- conference
- detention, reflection and restorative practices
- communication with parent/carer

Responses to behaviours of concern

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, where there is a **clear and close connection** between the school and students' conduct.

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on **Sentral's Wellbeing module**. These may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted

- refer/monitor the student through the school learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- detention, reflection and restorative practices (listed below)
- liaise with [Team Around a School](#) for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- formal caution to suspend, suspension or expulsion.
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The NSW Department of Education [Student Behaviour policy](#) and [Suspension and expulsion procedures](#) apply to all NSW public schools.

Armidale Secondary College uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour	Targeted/Individualised Responses to behaviours of concern
1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged and rewarded for meeting school-wide expectations and rules.	1. Refer to school-wide expectations, including Student Management Procedure (SMS)	1. Contact and seek assistance from the relevant executive staff member (HT/DP) as appropriate.
2. Praise students verbally and provide Wings/ house points to acknowledge expected behaviour	2. Use indirect responses e.g. Proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	2. CT/HT/DP 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/debrief and planning is scheduled for a later time, determined by the context and nature of the incident.
3. Tangible reinforcers include those that are: - free and frequent ('Wings', House Points) - moderate and intermittent (Merits/Commendations) - significant and infrequent (Major Awards/Celebration of Learning Awards) 'Working Well' letters home; positive email/phone call home	3. 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.	3. HT/DP collects information and reviews the incident from multiple perspectives to determine the next steps. CT/HT/DP to record incident on Sentral's Wellbeing module and contact parent/carer by email or phone. DP/P may consider further action for e.g., formal caution/suspension.

Intermittent and infrequent reinforcers are recorded on Sentral’s Wellbeing module		
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Wellbeing module Student awards for positive behaviour are given at regular 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/P to discuss any support and behaviour responses, including referral to the LST school counsellor, outside agencies or Team Around a School.

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

Toilet and food breaks are always included when students are withdrawn from the playground as a planned response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Alternate break plan (Detention) – 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 – individual or group (detention)	Next break	School executive Classroom teacher	Sentral’s Wellbeing module
Restorative practice –restorative conversations as necessary	Scheduled as soon as all involved are available	Classroom teachers/HT Wellbeing/school executive	Sentral’s Wellbeing module

Additional Resources

Additional resources to support the SBSMP can be found via the following link:

https://education.nsw.gov.au/policy-library/policies/pd-2006-0316-05#policy_heading_471927628

ASC Behaviour Procedures for Student Management (Staff-only document)

Procedural Fairness

<https://education.nsw.gov.au/rights-and-accountability/legal-issues-bulletins/procedural-fairness>

Behaviour Code for Students

CESE – What’s Works Best: Classroom Management

<https://education.nsw.gov.au/content/dam/main-education/about-us/educational-data/cese/2020-classroom-management-infographic.pdf>

Care Continuum

Disability Standards for Education

Aboriginal Education Policy

Review dates

Last review date: [10 May 2024: Week 2, Term 2, 2024]

Next review date: Week 7, Term 1, 2025

Review by Principal and comments completed 20 Jan 2025

