



# Narara Valley High School Behaviour Support and Management Plan

## Overview

*Narara Valley 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 safe, respectful learners in a caring learning community.

The principles of positive behaviour support, trauma-informed practice, inclusive practice, and social emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, 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 to support students to acknowledge harm and learn from their behaviour.

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

- Positive Behaviour for Learning (PBL)
- Wellbeing Programs

These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying.

PBL is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.

## Partnership with parents and carers

Narara Valley 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 Tell Them From Me Surveys, school surveys, consulting with the school's P & C Association and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Narara Valley 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

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

To be respectful and responsible learners that strive to achieve their personal best.

**RESPECT**

**RESPECT FOR MY TEACHERS**

- I follow the teacher's instructions the first time they are given.
- I listen respectfully. (No calling out or speaking whilst the teacher is giving instructions.)

**RESPECT FOR OTHERS**

- I Keep my hands to myself.
- I use appropriate language. (No swearing or vulgar language- directed or nondirected).
- I think before I say things to others and don't say it if it might be hurtful to them.

**RESPECT FOR MY SCHOOL ENVIRONMENT**

- I put my rubbish in the bin.
- I treat school property and equipment with care

**RESPONSIBILITY**

**UNIFORM RESPONSIBILITY**

- I wear my school uniform proudly

**CLASSROOM RESPONSIBILITY**

- I enter the classroom in a quiet and respectful manner.
- I sit and remain in the assigned seating plan.
- I have the correct equipment ready and use it appropriately.

**YONDR**

- I lock my phone in my YONDR pouch before roll call each day

**ATTENDANCE RESPONSIBILITY**

- I attend school each day.
- I am on time for class.
- I seek permission if I need to leave class

**PERSONAL BEST**

**PERSONAL BEST EACH DAY, EVERY DAY**

- I complete all my set work to the best of my ability.
- I participate in classroom discussion in a positive manner
- I complete all of my homework.
- I complete all of my assessment tasks and ensure I submit them by the due date.
- I participate in all school activities in a positive manner.

## 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.

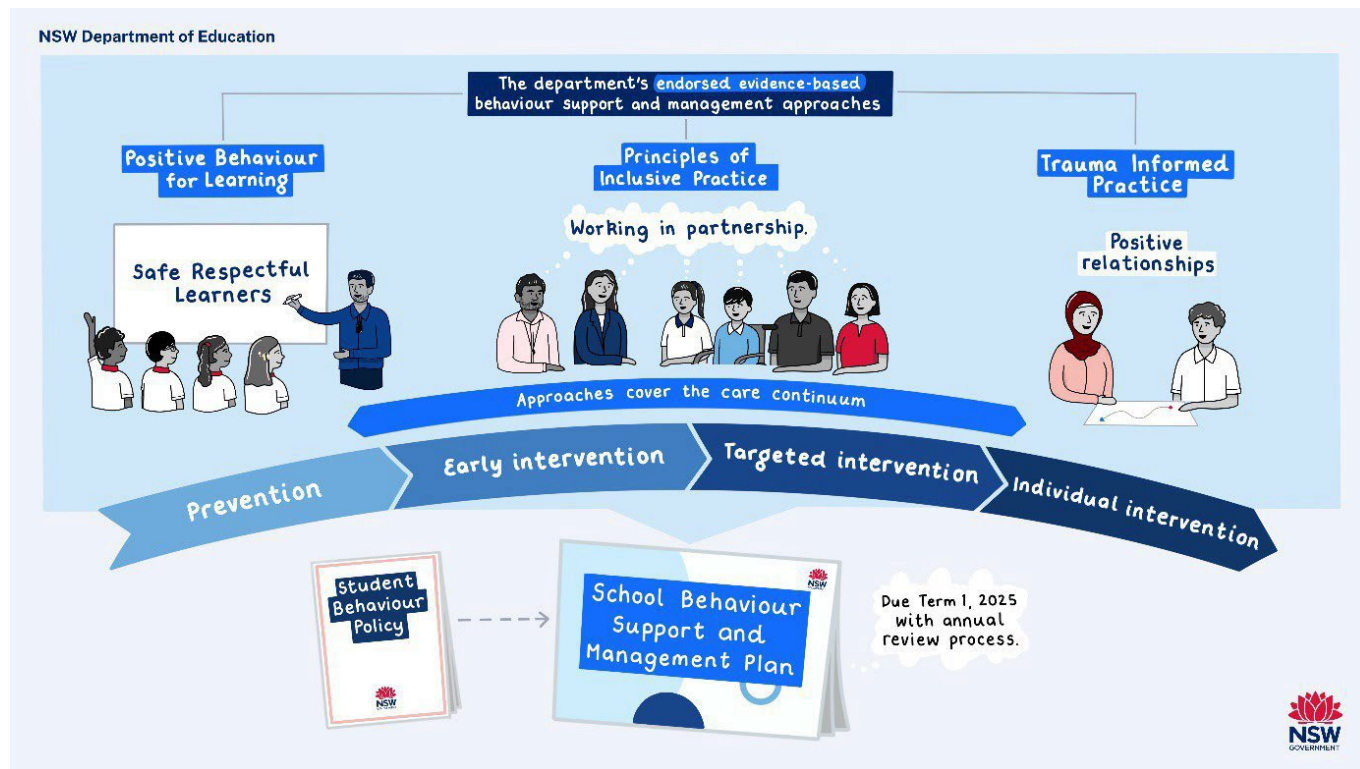
The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01>. This document translated into multiple languages is available here: [Behaviour code for students \(nsw.gov.au\)](#)

## Whole school approach across the care continuum

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 – Multi-tiered system of support

<p><b>Prevention</b></p>	<p>Whole-school proactive and prevention approaches aim to establish and maintain safe, respectful learning environments for all students. Proactive approaches include explicit teaching of the expected behaviours. These learning environments include classrooms, playgrounds, online and any other school endorsed events and should encourage prosocial behaviour. These interventions underpin effective teaching and will reduce minor behaviours of concern when applied consistently.</p>
<p><b>Early intervention</b></p>	<p>Some students require early intervention to deal with emerging, low-level behaviours of concern. Early interventions provide early support for students or groups of students who are identified as being at risk of developing behaviours of concern. Schools need to develop a range of initial responses and approaches to work with students displaying emerging, low-level behaviours of concern. Early responses to behaviours of concern include preventive strategies, explicit teaching of expected behaviours, logical consequences, and consultation.</p>
<p><b>Targeted intervention</b></p>	<p>Some students may require targeted support to encourage positive behaviours, particularly if they exhibit more complex and challenging behaviours, or where the frequency of the behaviour of concern may put students' learning and social success at risk if it is not addressed quickly. School staff should facilitate positive behavioural supports, including explicit teaching of expected behaviours as well as making targeted and reasonable adjustments in the classroom to support effective teaching and learning practices.</p>
<p><b>Individual intervention</b></p>	<p>Students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents, Team Within a school and Team Around a School. Strategies for these students require individual assessment, planning, implementation, monitoring and evaluation. Schools need to build capacity of school teams and teaching staff to be able to undertake functional behaviour assessments (FBA), develop individual student support plans and risk management plans for individual students.</p>

Care Continuum	Strategy or Program	Details	Audience
Prevention/ Early / Targeted / & Individual intervention	<a href="#">Restorative Practice</a>	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	Wellbeing Programs	Students engage in social and emotional wellbeing lessons, which are reinforced by staff regularly, including at year and whole-school assemblies.	Staff, Wellbeing team, students 7-12, families
Prevention	<a href="#">PDHPE curriculum</a>	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	Students 7-10
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	<a href="#">NIP it in the bud   headspace</a>	Four sets of assets to help you and your school's community learn and promote NIP it in the bud! the early intervention framework. With the aim is to promote and encourage help-seeking behaviour in young people.	Staff, students 7-12, families
Prevention	Communication with parents	To increase parent's understanding of how our school addresses all forms of behaviour.	Staff, students 7-12, families
Prevention	<a href="#">National Day of Action Against Bullying and Violence (NDA)</a>	Our school participates in the annual (NDA) – Term 3 each year.	Staff, students 7-12
Prevention	<a href="#">Transition Year 6 into 7</a>	Focusing on a safe and successful movement from primary to high school.	Incoming Year 7 students
Prevention	<a href="#">PBL</a>	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 / Early intervention	<a href="#">Student support officer</a>	Supports the implementation of the school's approach to wellbeing.	Student 7 - 12
Targeted / individual intervention	<a href="#">Learning and Support</a>	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	Whole School Monitoring	For students who exhibit continuous low level behaviours of concern.	Individual students 7-12,
Targeted intervention	Leadership programs	The school runs a strong leadership program involving students from years 7 through to 12	Students 7-12
Individual intervention	RYSS PATHWAYS – youth mentoring	A strengths-based intervention program with a focus on building self-awareness and emotional intelligence for students with challenging behaviours.	Individual students 7 - 12
Individual intervention	Daily achievement	PBL given via SENTRAL for students achieving behaviour goals.	Students 7-12
Individual intervention	<a href="#">Attendance monitoring</a>	Address barriers to improve attendance and set growth goals.	Students, Year Advisor, DP
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, HT Wellbeing

## **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. Corrective responses by teachers may include:
  - rule reminder
  - re-direct, offer choice or error correction
  - prompts
  - re-teach
  - 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 serious behaviours of concern**

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Sentral. 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.

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



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

<b>Prevention</b> Responses to recognise and reinforce positive, inclusive and safe behaviour	<b>Early Intervention</b> Responses to minor inappropriate behaviour are teacher-managed.	<b>Targeted/Individualised</b> Responses to behaviours of concern are executive managed
1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.	1. Refer to school-wide expectations.	1. Contact office 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 via sentral.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	2. Use indirect responses e.g. Proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	2. HT/DP/CT 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.
3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on SENTRAL.	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. HT/DP/CT to record incident on SENTRAL and contact parent/carer by email or phone. DP/P may consider further action for e.g. formal caution/suspension.
4. Targeted wellbeing sessions are held for different year groups each term.	4. Teacher records Wellbeing concerns on SENTRAL and notifies HT Wellbeing. 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 coordinator.	4. Refer to the school's Learning Support Team 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 automatically notified through the parent portal when intermittent and infrequent reinforcers are recorded on SENTRAL. Student awards for positive behaviour are given at weekly Roll Call	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.

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.

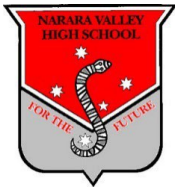
Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate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

### Reporting and recording behaviours of concern

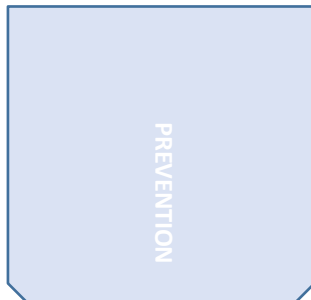
Staff will comply with reporting and responding processes outlined in the [Incident Notification and Response policy](#); [Incident Notification and Response Procedures](#); [Student Behaviour policy](#) and [Suspension and expulsion procedures](#)

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](#).

Early Intervention CRT	Targeted Intervention HT	Individual Intervention DP
<p>Minor Breaches of our core PBL Values that do not pose a risk to others.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Not attempting or completing work.</li> <li>• Talking at inappropriate times</li> <li>• Out of seat without permission</li> <li>• No equipment</li> <li>• Touching/taking others property</li> <li>• Non-compliance</li> <li>• Non-direct swearing</li> <li>• Partial truancy</li> <li>• Littering</li> <li>• Phone out</li> </ul>	<p>Multiple breaches of our core PBL Values. (3 Plus).</p> <p>Requires referral to HT</p> <p>OR</p> <ul style="list-style-type: none"> <li>• Minor damage to school property</li> <li>• Disrespect to classroom teacher</li> </ul>	<p>Persistent breaches of our core PBL Values. (3 plus at HT level)</p> <p>Requires referral to DP</p> <p>OR</p> <ul style="list-style-type: none"> <li>• Physical Violence</li> <li>• Threats of physical violence</li> <li>• Major damage to school property</li> <li>• Drug/alcohol/Vape/weapon possession</li> </ul>



## NVHS UNIFORM PROCEDURES



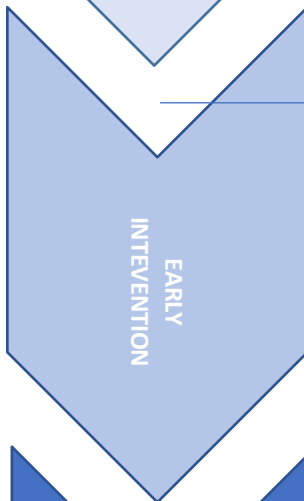
For all students in uniform all week, PBL ticket.

At end of term rewards for students (lolly pop/ice cream etc)

End of Year - no uniform negatives - higher level reward

Uniform items loaned to students out of uniform at roll call

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**1st uniform breach** Roll call teacher marks student as out of uniform, send to welfare for a second hand loan.

**2nd uniform breach** HT detention and parent text send to welfare for a loan.

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**3rd uniform breach** HT detention and parent text. send to welfare for a loan.

**4+ uniform breach** No note- after school detention, Phone call home DP Placed on restriction/targeted list.

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Continued uniform breach - Refusal to follow school policy

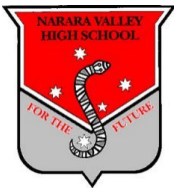
Student interviewed by senior executive - pass for day (indicates spoken to).

Welfare: provide uniform or laundry for students in need

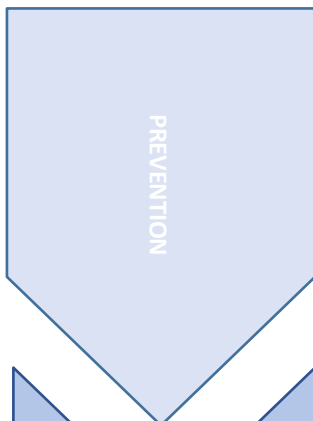
Referral to SSO or WHIN for case management

Referrals to relevant agencies





## NVHS YONDR PROCEDURES



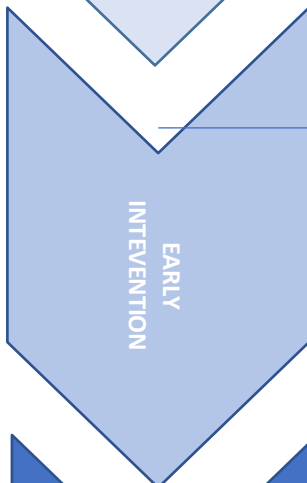
Letters, emails, social media and the NVHS school website.

Present educational material to students to increase understanding.

Signage, Meet and greet upon arrival

Reminders at RC, every lesson and at recess and lunch via school intercom

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Students using phones will be instructed by CRT to put phone away or in pouch.

If Student fails to comply or continues to have phone out CRT will document on Sentral as a phone policy breach.

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Snr Exec will place student on HT Detention if they have received a phone policy breach.  
Phone confiscated for the day.

3 breaches DP to issue after school Detention.  
Placed on restriction/targeted list, phone left with DP every day.

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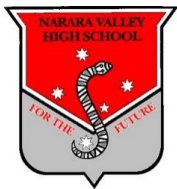
Refusal to follow school policy

Student interviewed by senior executive

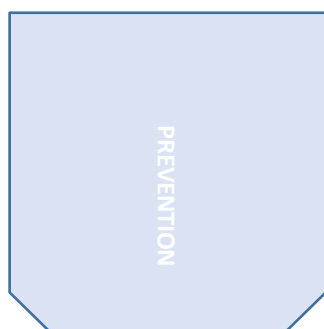
Formal Caution - Continued or persistent disobedience

Suspension

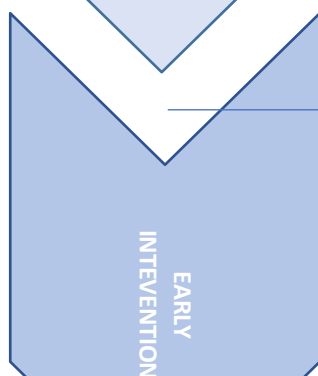
Suggested outside agency involvement for family e.g. appropriate use of Digital Devices courses



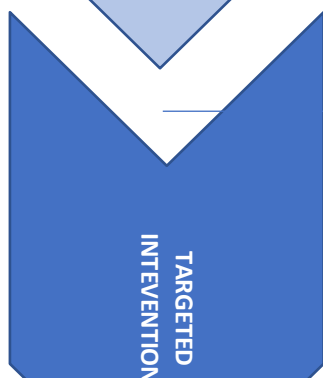
## NVHS TRUANCY PROCEDURES



For all students in classes all week, PBL ticket.  
CRT presence in the walkways between lessons.  
Movement bell - 2 x bells between classes.  
Align with attendance rewards for the end of term.  
End of year - no truancy negatives, students rewards



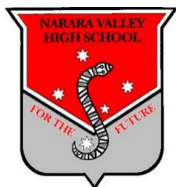
1st Breach (Single subject) - CRT level:  
Documentation on sentral  
CRT detention - next day where applicable  
Automatic emails to parent (via sentral)



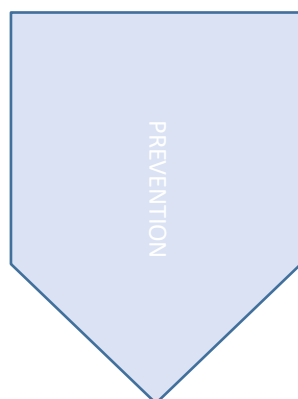
2nd Breach (Single Subject) or Truants Multiple subjects.  
  
HT Detention in Lab 1  
Truancy / attendance contract with HT during Detention



Continued Breaches - DP level. After-school detention and restriction/targeted list  
Refusal to follow school policy  
Student interview: Student interviewed by senior executive  
After school detention - Senior executive  
Suspension Caution  
Suspensions



## NVHS CLASSROOM PROCEDURES



Individual instruction on classroom expectations. Re-teach behaviour expectations.

Curriculum differentiation, visible learning intentions/success criteria.

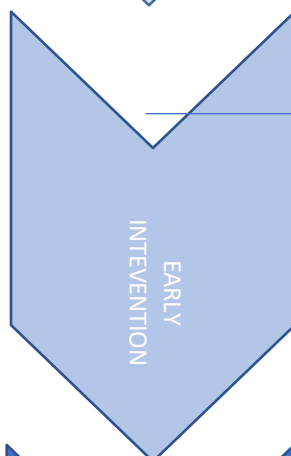
Class Seating plans.

Implement the school's reward system for positive behaviour.

Read and implement supportive strategies provided in IEPs, PLP's, BSP's.

Check communications by YA's & HT Wellbeing to stay informed of student wellbeing and support strategies.

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**1st Breach - CRT level:**

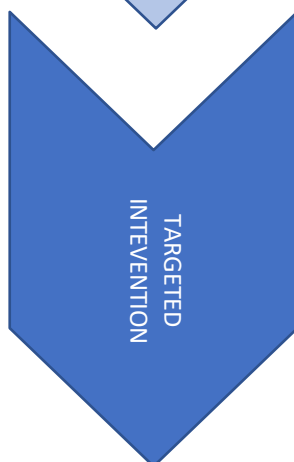
**Documentation on sentral CRT**

**detention**

Conference with student.

**Contact parents phone or email** (via sentral) to explain behaviour and consequence.

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**2nd Breach - CRT Level Documentation on**

**Sentral – Negative**

**CRT contact home** - Document phone call as Data Information

**Detention –** for negative behaviours

**3rd Breach - HT Level**

**CRT - Documentation on Sentral** - Negative Refer to HT

**HT place on HT Detention contact home-** Student completes Restorative

Reflection Sheet during HT Detention

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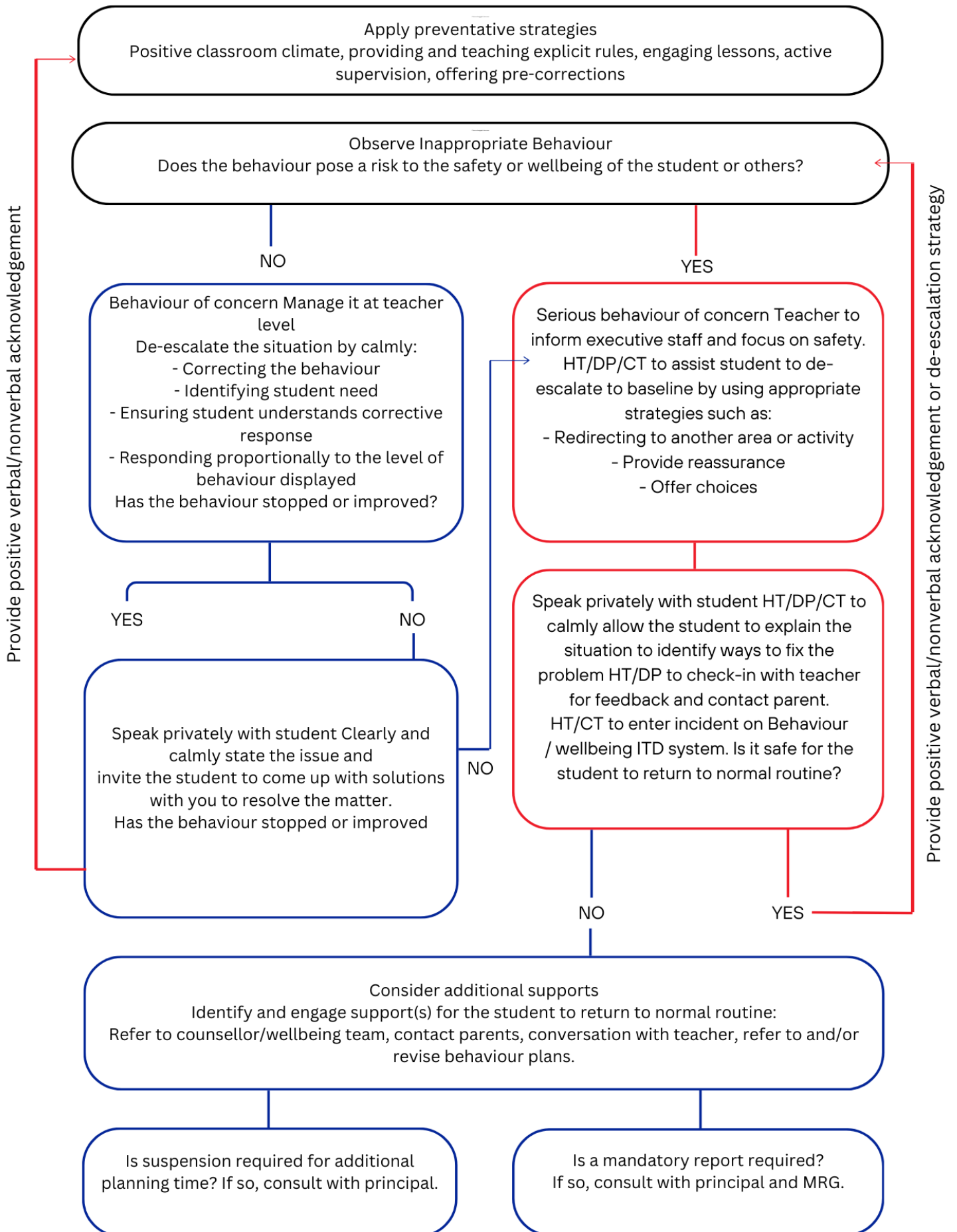
**Continued Breach - DP level**

Placed on Whole School Monitor.

**Student interview:** Student interviewed by senior executive

**After school detention** - Senior executive

Senior Class Placement, Suspension Caution, Suspension, Referral to Learning Support Team



## 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 CT Detention – withdrawal from playground during breaks and re-allocation to classroom for supervised breaktime following breach in behaviour by CT. 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	CRT	SENTRAL
Alternate break plan HT Detention – withdrawal from playground during breaks and re-allocation to classroom for supervised breaktime following Multiple breaches (3 plus) in behaviour by CT. 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)	Scheduled by HT for Recess in Lab 1 Day after CRT Notifies	HT	SENTRAL
AFTER School Detention – Multiple breaches (3 plus) in behaviour at HT Detention level or refusal to attend HT Detention. Student placed on DP Individual 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)	Scheduled by DP for afterschool	DP	SENTRAL

### 5 Week Cycle of Restorative Practice

Early Intervention CRT Level	Targeted Intervention HT level	Individual Intervention DP Level
For Students that are Failing to meet our PBL values of respect, responsibility and personal best	For students that have failed to meet our PBL values of respect, responsibility and personal best despite interventions from CRT (3 incidents recorded on Sentral)	For students who fail to meet our PBL values of respect responsibility and personal best despite interventions from CRT and HT (Multiple HT Detentions recorded on Sentral)
CRT organised Student Conference/Detention discusses ways to aid the student in meeting our core values in relation to any existing student plans.	HT organised detention allowing student to reflect on core values	DP organised afterschool detention allowing student to reflect on core values.  Restrictions placed on student for failing to display core values.  Review of Student Plans to support student in meeting core values
CRT notifies HT	Dp to follow up students who fail to attend.	DP to publish list at exec meetings.



# Narara Valley High School PBL Reflection



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

Circle the school core value(s) that I am not meeting:

**RESPECT**

**RESPONSIBILITY**

**PERSONAL BEST**

**What has caused me to behave poorly?**

EG: I do not understand the work, I was distracted by my peers, etc.

**How has my behaviour impacted the learning of myself and or other students?**

EG: I did not complete my class work / assessment task to my personal best, etc.

**How can I improve my behaviour in future lessons?**

EG: Follow Teacher instructions, ignore distractions in the classroom, etc.

**I may need the following support to improve my behaviour:**

- A seating plan where I am away from distractions
- A parent/guardian interview
- A task list each lesson
- To see my Year Adviser or HT Welfare
- A behaviour contract
- Level monitoring
- Additional support from a teacher or SLSO
- Other \_\_\_\_\_





## Suspension Checklist

Student:	Year:
Date of Incident:	Location:
Others Involved:	Deputy:

### Previous Suspensions

Number of Suspensions:	Total number of days:
DEL approval must be sought for any suspension and subsequent extensions beyond <b>45 days</b>	
Anticipated Return Date:	Actual Return Date If Different from Anticipated:

### Grounds for Suspension: *(Tick one)*

<input type="checkbox"/> continued persistent disobedience and/or disruptive behaviour <input type="checkbox"/> malicious damage to or theft of property verbal abuse <input type="checkbox"/> bullying and cyberbullying misuse of technology <input type="checkbox"/> discrimination, including that based on sex, race, religion, disability, sex orientation or gender identity <input type="checkbox"/> Other <input type="checkbox"/>	<input type="checkbox"/> seriously threatening or engaging in physically violent behaviour <input type="checkbox"/> using an implement as a weapon <input type="checkbox"/> serious criminal behaviour related to the school PHSB <input type="checkbox"/> Being in possession, use or supply of; <input type="checkbox"/> tobacco, vaping devices, alcohol <input type="checkbox"/> supplies a suspected illegal/restricted substance weapons including knives + firearms
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<h4>Check List</h4> <input type="checkbox"/> Sentral # _____ <input type="checkbox"/> <input type="checkbox"/> Statements and supporting documents from those involved or witnessed <input type="checkbox"/> Support person & right of student reply: - Support Person Declined <input type="checkbox"/> - Name of Sup Person _____ <input type="checkbox"/> Interventions during suspension recorded <input type="checkbox"/> Records of contact with parents # _____ <input type="checkbox"/> Copies of suspension letter <b>If applicable</b> <input type="checkbox"/> H&S Pink Flowchart commenced <input type="checkbox"/> IRSH (ph1800 881 589) – S-202_ - _____ <input type="checkbox"/> CWU and/or MRG # _____ <input type="checkbox"/> Counsellor Report <input type="checkbox"/> LST Agenda <input type="checkbox"/> Risk Assessment Drafted <b>Resolution</b> <input type="checkbox"/> Return from suspension interview notes <input type="checkbox"/> Resolution completed in Sentral Extension <input type="checkbox"/> Expulsion <input type="checkbox"/>	<h4>DEL</h4> <input type="checkbox"/> _____ day extensions in consultation with DEL _____ N/A _____  Beyond 45 days within a school year with DEL approval <input type="checkbox"/> _____ - N/A _____  <b>Monitoring and Mentoring post suspension return:</b> goals <input type="checkbox"/> planning to be updated: _____ <input type="checkbox"/>  <b>Behaviour Plan</b> <input type="checkbox"/> explicit strategies _____ <input type="checkbox"/> mentor: _____ <input type="checkbox"/> monitoring: No  <b>Completed:</b> Principal: _____ Date: _____
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**Narara Valley High School**

**RETURN FROM SUSPENSION MEETING**

<b>Student Name</b>			
<b>Year</b>		<b>Date of Meeting</b>	
<b>Date Resolved</b>		<b>Date Student Returns</b>	

<b>Attendees</b>	
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<b>Suspension Reason</b>	
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**Discussion:**

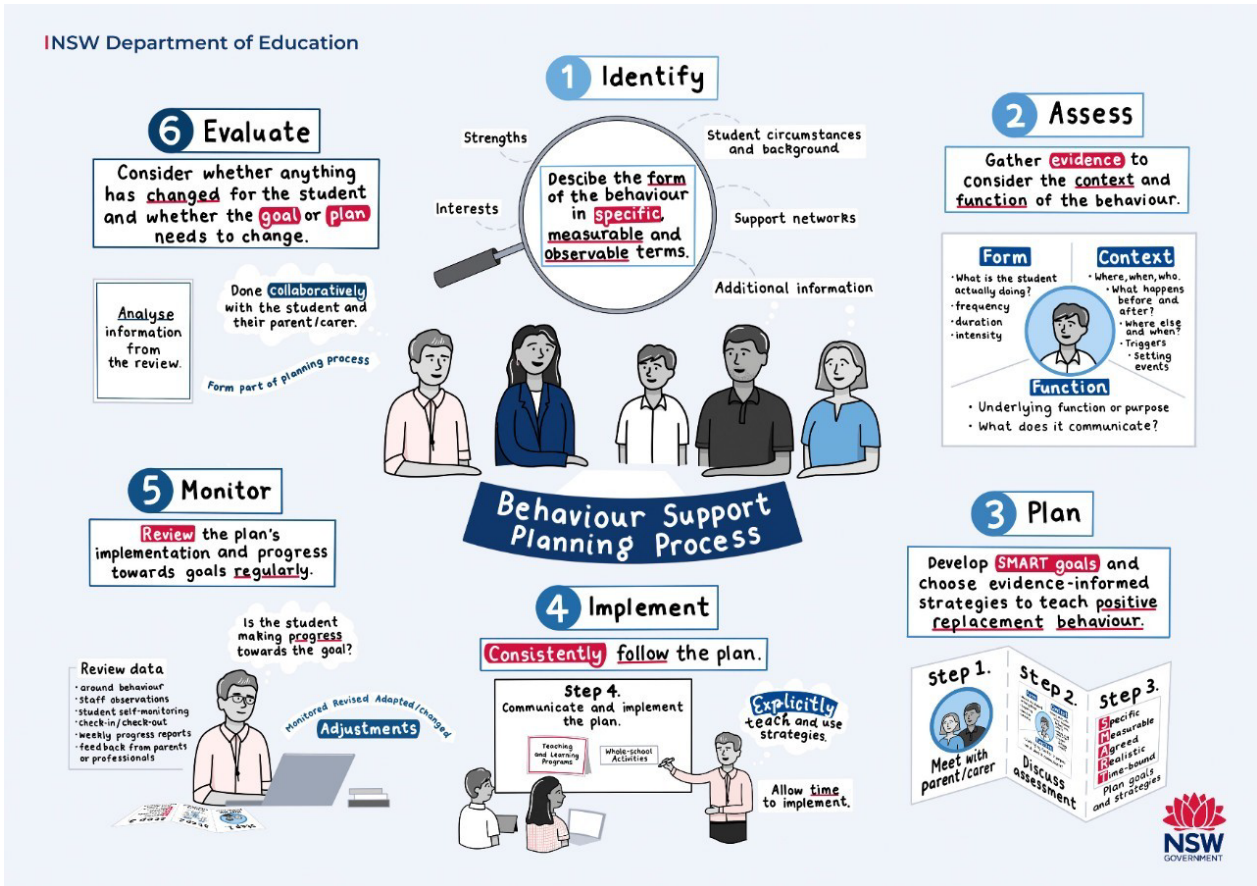
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## Suspension Suggestions and Summary Sheet

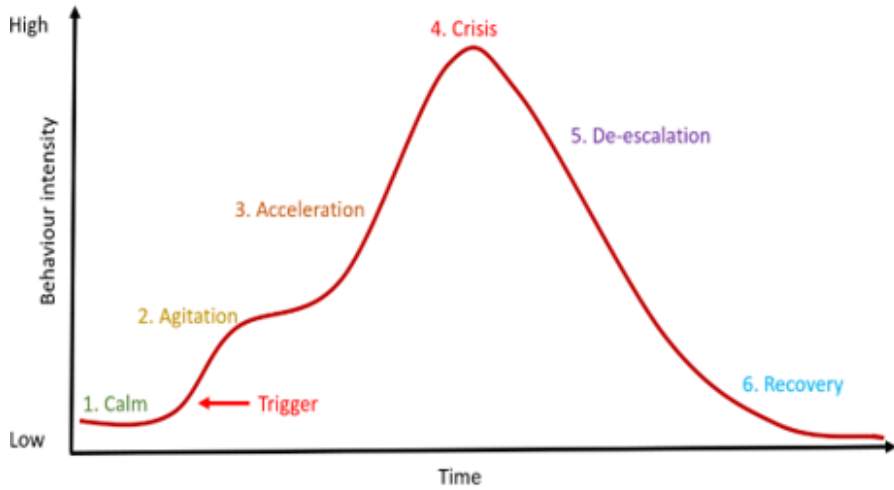
Strategy / Action	Done	Strategy / Action	Done
Student Mediation / restitution	<input type="checkbox"/>	Whole School Monitor	<input type="checkbox"/>
Teacher interview / restitution	<input type="checkbox"/>	Detentions	N/A
Mentor	<input type="checkbox"/>	Aboriginal Student Support	N/A
Counsellor Referral (Links to external services, testing for DCS / Access Requests, general counseling support)	<input type="checkbox"/>	Personalised Learning Plan	<input type="checkbox"/>
LAST Referral (Lit / Num testing)	<input type="checkbox"/>	update IEP	<input type="checkbox"/>
External Support Agencies	<input type="checkbox"/>	CATT Team Referral	<input type="checkbox"/>
Partial Attendance Plan	<input type="checkbox"/>	TAFE	<input type="checkbox"/>
Behaviour Support Plan	<input type="checkbox"/>	Adjust Curriculum pathway	<input type="checkbox"/>
Risk Assessment	<input type="checkbox"/>	Access Request for:	N/A
Health Care Plan	<input type="checkbox"/>	Police	<input type="checkbox"/>
Individual Education Plan Adjustments /Accommodations	<input type="checkbox"/>	DCJ	<input type="checkbox"/>
1 to 5 (self-regulation) card	<input type="checkbox"/>	GP referral	<input type="checkbox"/>
Learning Support Team Referral	<input type="checkbox"/>	Pediatrician Referral	<input type="checkbox"/>
HSLO Referral	<input type="checkbox"/>	Psychologist Referral	<input type="checkbox"/>
Out of Home Care Funding Support	<input type="checkbox"/>	Psychiatrists Referral	<input type="checkbox"/>
Global Skills Referral	<input type="checkbox"/>	SSO/SLSO Support	N/A
Girls Advisor Programs	<input type="checkbox"/>	Interrelate Referral	<input type="checkbox"/>

## Student Behaviour Plans

Narara Valley High School’s Behaviour support planning process is a student-centred continuous cycle of planning and supported growth. The behaviour support planning process has six stages or elements, which reflect the personalised learning and support process and the teaching and learning cycle. Using this process supports students needing targeted or individual intervention and leads to better outcomes for students with challenging and complex behavior.



Student voice scaffold:



I like/am good at:

- 
- 
- 

I dislike/need help with:

- 
- 
- 

Triggers:





- 
- 
- 

School would be easier/more enjoyable if:

- 
- 

Goals:

- 
- 
- 

 When I'm <b>CALM</b> I:	 When I'm <b>AGITATED</b> I:	 When I'm having a <b>CRISIS</b> I:	 When I'm <b>RECOVERING</b> I:
<b>I can help myself by:</b>	<b>I can help myself by:</b>	<b>I can help myself by:</b>	<b>I can help myself by:</b>
<b>Teachers can help me by:</b>	<b>Teachers can help me by:</b>	<b>Teachers can help me by:</b>	<b>Teachers can help me by:</b>

## **Bullying of Students – Prevention and Response Plan**

This plan outlines the processes for preventing and responding to student bullying in our school and reflects the Bullying of Students - Prevention and Response Policy and Student Behaviour Policy of the NSW Department of Education and Communities.

Narara Valley High School works to provide a safe, inclusive, and respectful learning community that promote student wellbeing. The school executive team, staff, students, wellbeing team and Parents & Citizens Association are actively involved in developing strategies to prevent and respond to bullying.

Narara Valley High School rejects bullying in any form. Our school does not condone inappropriate behaviour that disrupts teaching and learning or negatively impacts the wellbeing of staff or students. Every member of the school community has the right to participate, learn and teach in a respectful, positive and safe environment. We are committed to preventing and responding to bullying behaviour across the school. It is a shared responsibility of all staff, students, parents, caregivers and the wider school community. All members of the school community contribute to the prevention of bullying by modelling and promoting appropriate and respectful behaviour. At Narara Valley High School we encourage students to support one another, build positive connections and take a stand against bullying. This policy aims to educate the school community about bullying and provide support and procedures to respond to bullying. Narara Valley High School promotes the fundamental right to be safe at school. It is the school's responsibility to help ensure all staff and students feel safe and respected.

The school strives for an inclusive culture in which everyone can expect to feel safe and also be responsible for behaving in safe and respectful ways. students accept they have a right to report bullying and harassment to protect their own and other's safety.





## NVHS BULLYING/HARASSMENT PROCEDURES





## **Student bullying and harassment report**

Name of person making report:	Year group:
Other students involved:	Date:

Is this report about:  me  another student

### **Form of bullying:**

- Name calling (face to face)
- Spreading rumours or telling stories to others
- Put down comments or insults (face to face)
- Social Media
- Deliberate exclusion from group
- Physical threats
- Physical pushing/hitting etc
- Other: \_\_\_\_\_

Has this been a repeated or ongoing situation

- yes  no (first time)

How long has this been happening for?

- Days  Weeks  Months  Years

Provide a brief description of the bullying (when and how - Describe what has been happening).

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## **Student bullying and harassment report**

Names of the person/people who are responsible for this bullying.

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Names of the person/people who have witnessed this bullying.

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Before today who have you reported this to?

- Friends
- Parents/carers or other family members
- Teachers
- Other: \_\_\_\_\_

This bullying makes me feel: (circle all that apply)

uncomfortable    unhappy    excluded    unsafe    angry    stressed    lonely

Other: \_\_\_\_\_

What has been done about this so far (that you know of)?

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Student signature	Date:
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### **Follow up**

Teacher:

- Document on Sentral.
- Attach - Student Bullying and Harassment report to sentral incident.
- Parent contact if applicable.
- Escalate supports where applicable.



# Narara Valley High School

## Anti-Bullying Contract

Narara Valley High School rejects all forms of bullying behaviour and is committed to providing a safe, inclusive and respectful learning community that promotes wellbeing for all students and staff. Our core values of respect, responsibility and personal best form the foundation of our positive school culture.

*Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical or social behaviour that intends to cause physical, social or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over someone who feels unable to stop it from happening.*

Students must meet the following expectations, both in person and online platforms, including social media, messages and phone calls.

You must NOT:

- Bully, harass, intimidate or discriminate against anyone.
- Hurt someone physically or commit any acts of violence.
- Create or spread rumours or lies about another person, online or in person.
- Intimidate others through body language, facial expressions, gestures or proximity.
- Engage in dangerous behaviour or encourage others to behave

dangerously. At Narara Valley High School, all students are expected to:

- Negotiate and resolve conflict respectfully, calmly, fairly and with empathy.
- Develop positive and respectful relationships and think about the effect on relationships before acting.
- Respect others' race, gender, religion or ability.
- Take personal responsibility for behaviour and actions.
- Stand up for others and actively contribute to a culture of kindness and inclusion.
- Demonstrate respect for other students, staff and community members.

In addition to the above, you have been issued with the following specific expectations:

1
2
3

I, \_\_\_\_\_, will adhere to the expectations outlined above and understand there could be serious consequences if I disobey these. Consequences could include formal cautions, suspensions and Police involvement.

My nominated support person at school is: \_\_\_\_\_

Student signature \_\_\_\_\_

Date: \_\_\_\_\_

Principal/Deputy Principal \_\_\_\_\_

Date: \_\_\_\_\_

Parent/Caregiver \_\_\_\_\_

Date: \_\_\_\_\_

## Bullying Response Flowchart

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

