

NSW Department of Education

Evans High School Behaviour Support and Management Plan

Overview

Evans High School is committed to sustaining a culture of high expectations, high support, academic achievement and personal growth through developing respectful, trustworthy and motivated students in an inclusive and diverse school.

Our goal is to inspire every child to strive to thrive and to participate positively in the school community and in society as active and valued citizens. We focus on promoting excellence, opportunity and success for every student, every day. We strive to develop respectful, trustworthy and motivated learners in a caring learning community who value education and aspire to reach their personal best academically and in other aspects of school life.

Principles of positive behaviour support, inclusive practice, and social-emotional learning underpin our daily practice. We do not condone any form of corporal punishment or seclusion practices under any circumstances. High expectations for student behaviour are established through strong student/teacher relationships and maintained through effective role modelling, explicit teaching, targeted support and planned responses.

To achieve our mission, key approaches and programs prioritised and valued by the school community are in line with interventions across the care continuum including prevention, early intervention, targeting invention and individual intervention such as:

- Restorative Practice strategies
- Collaborative partnerships between families and the school
- Programs offered through community-based providers
- Cultural programs
- Whole school events
- Targeted wellbeing programs to support the diverse needs of our students

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

Evans High School maintains a commitment to provide a safe, inclusive, and respectful learning community that promotes student wellbeing and rejects all forms of bullying behaviours, including online (or cyber) bullying. Staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur. All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships.

Partnership with parents and carers

Evans High School will develop and implement culturally sensitive and inclusive student behaviour management strategies, including for bullying behaviour, through collaboration and partnership with families and community. This will be achieved by inviting family input through formal and informal means such as:

- Tell Them From Me surveys,
- School surveys
- Friends of Evans meetings
- Parent Teacher interviews
- PLP and IEP creation
- Communication via Sentral or email

Evans High School will communicate these expectations to parents/carers through:

- The School Newsletter
- Student handbooks
- School Website
- Social media platforms
- Sentral messaging
- Parent Portal
- Phone calls and emails
- Provide links to information and resources in the [Behaviour support toolkit](#).

School-wide expectations and rules

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

To be respectful, trustworthy, motivated learners.

Respectful	Trustworthy	Motivated
I show care for people, place and property.	I am honest, truthful and reliable	I am committed to success
I strive to be reliable	I complete my work to a high standard	I strive to achieve my goals
I strive to be a good listener	I make the right choices in my behaviour	I commit to my learning
I remain in my space	I strive to be reliable and helpful	I bring equipment to class
I keep my hands to myself	I look after my learning environment	I ask for help when I need it

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.

Evans 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. 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

Evans High School, in collaboration with parents and community, 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 align with the four tiers of the care continuum – prevention, early intervention, targeted intervention and individual intervention.

Setting high expectations for behaviour begins in the classroom. Our preventative and proactive approaches aim to establish and maintain safe, respectful learning environments for all students. These strategies 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 in a positive manner
- 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.
- All classrooms have posters of our core values/beliefs - Respectful, Trustworthy and Motivated
- Celebrating student achievement
- Routinely value, acknowledge and reward positive behaviour (awards, modelling and in class appreciation)

The Evans campus comprises of a mainstream high school, Intensive English Centre and Support Unit. It is an inclusive educational setting providing wrap around support. Targeted support is provided for specific groups if necessary. However, where appropriate, all students have access to the strategies and programs listed below.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Lunch Club	School community run a lunch club program that provides access to a free healthy lunch and builds strong student-teacher connections.	SSO, students 7-12
Prevention	PDHPE curriculum	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	Students 7-10
Prevention	Communication with parents	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	Transition IEC to High School	Focusing on a safe and successful movement from the IEC to high school.	IEC students
Prevention	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
Prevention	Whole School awareness days	Through days such as autism awareness day, Refugee awareness day etc we recognise and celebrate diversity	Staff, students 7-12
Prevention	IEC Bonding Days	Supports healthy competition and bonding through various activities held in the IEC	IEC students 7-10

Care Continuum	Strategy or Program	Details	Audience
Prevention / Early Intervention / targeted / individual	Anti Racism Contact Officer	Leads anti-racism education in the school and provides advice about the procedure for resolving reports about racism	Staff, students 7-12, families
Prevention / Early Intervention / targeted / individual	Aboriginal Education Officer	Supports Aboriginal cultural awareness, maintains effective relationships between Aboriginal students, Aboriginal parents, the Aboriginal community and school staff.	Staff, students 7-12, families
Prevention / Early Intervention / targeted / individual	International Student Coordinators	Assists students and families as they settle into life in Australia	International students 7-12,
Prevention / Early Intervention	Whole School wellbeing presentations	Presentations by external providers such as NSW Police, NAPCAN, and BACC on youth related issues such as respectful relationships, anti-bullying, consent etc	Students 7-12,
Prevention / Early intervention	Student support officer	Supports the implementation of the school's approach to wellbeing.	Student 7 - 12
Prevention / Early Intervention / targeted / individual	Counsellors	Supports the implementation of the school's approach to wellbeing	Students 7-12,
Prevention / Early Intervention / targeted / individual	Year Advisors	Provide daily support for student wellbeing, building relationships orientating students to the school and providing social / emotional support.	Students 7-12,
Prevention / Early Intervention / targeted	Liven Deadly	School run program to develop Aboriginal cultural awareness within the school and strengthen student connection to culture.	First nations students 7-12,
Prevention / Early Intervention / targeted / individual	Australian eSafety Commissioner Toolkit for Schools	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyber-bullying incidents.	Students 7-12, staff, families
Prevention / Early Intervention / targeted	Hakka Warriors	Program developed by the PCYC in conjunction with schools for Pacifika students. It aims to build strong relationships, teamwork and leadership skills and supports the settling in of newly arrived students in the IEC	Pacifika students 7-12,

Care Continuum	Strategy or Program	Details	Audience
Early intervention/ Targeted / individual intervention	Mentoring Programs	Develop teacher/student mentorship with individual students that prevent escalation if behaviour	Student 7 - 12
Targeted / individual intervention	Learning and Support	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	Check In Check Out (CICO)	For students who exhibit low level behaviours of concern.	Individual students 7-12,
Targeted intervention	Leadership programs	These include Student Representative Council, library and peer mentors.	Students 7-12
Targeted intervention	Boys and Girls Supervisors	Targeted intervention through programs focusing on conflict resolution, resilience.	Students 7-10
Individual intervention	Attendance monitoring	Address barriers to improve attendance and set growth goals.	Students, Year Advisor
Individual intervention	Individual behaviour support planning	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

Acknowledging behaviours that meet school expectations

Behaviours that meet school expectations are acknowledged through various means, including but not limited to:

- Direct praise
- Strive and Thrive awards
- Awarded House points
- Positive phone calls home
- Positive letters home

Identifying behaviour of concern, including bullying and cyberbullying

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. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm.

Evans High School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- directly observing a student's behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)

- a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
- concerns raised by a student, parent, community member or agency.

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.

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.

Preventing and responding to behaviours of concern

- 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.
- 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 reminders
- re-direct, offer choice or error correction
- prompts
- reteach
- seat change 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
- mediation

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Behaviour / wellbeing system. 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.
- Students may not be able to participate in reward-based activities such as Carnival Day

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

Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

- [Incident Notification and Response Policy](#) and [Incident Notification and Response Procedures](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).
- If a behaviour of concern is also a child protection matter use the [Mandatory Reporting Guideline Tool](#).

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](#).

Detention, reflection and restorative practices

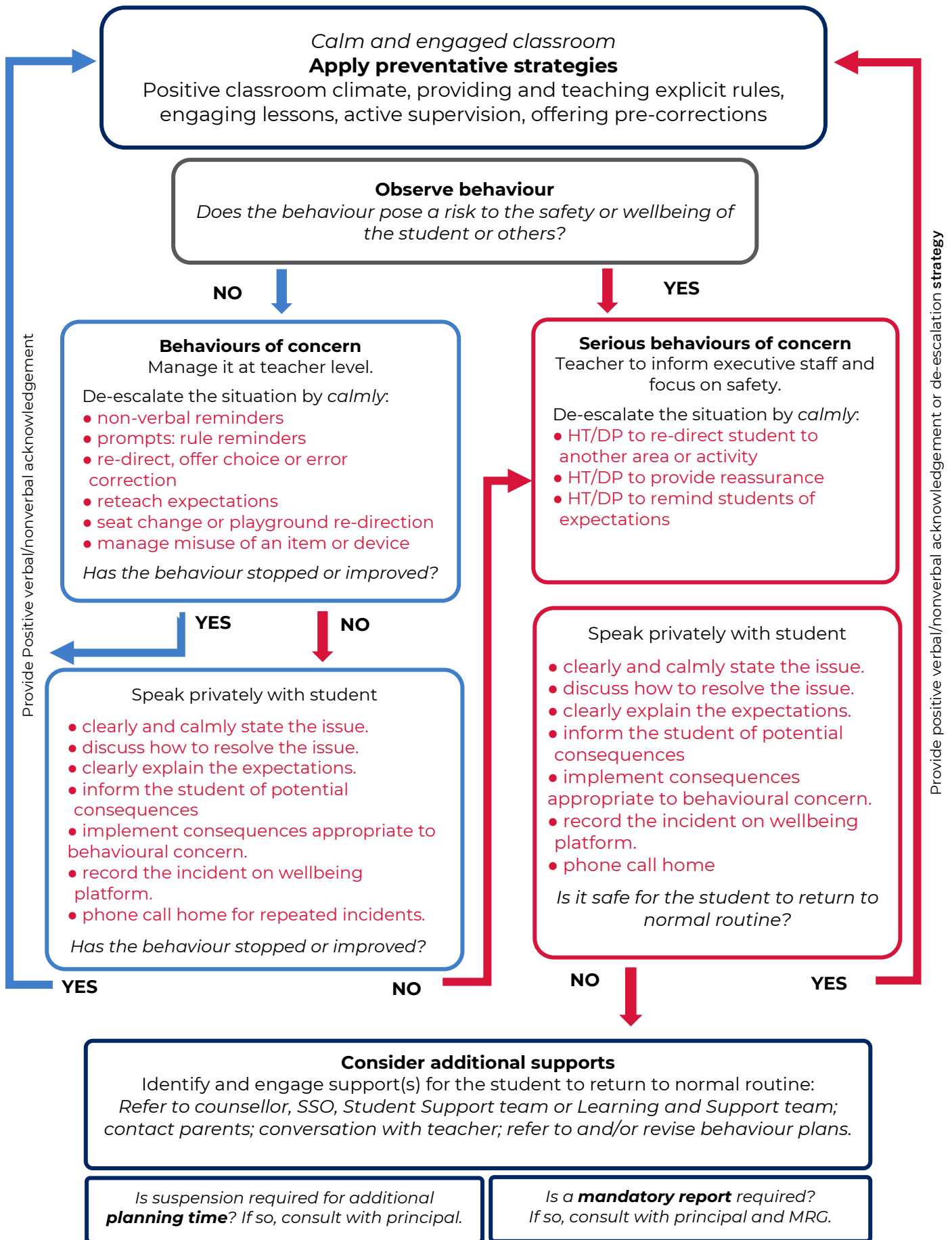
Strategy	When and how long?	Who coordinates?	How are these recorded?
Interview – withdrawal from playground during breaks and re-allocation to office or classroom for supervised breaktime following breach in behaviour. Interviews last of 50% of the allocated break time. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention)	Next break	Staff, School executive	Behaviour/ wellbeing system
Alternative break plan – withdrawal from playground during breaks and re-allocation to office or classroom for supervised breaktime following serious breaches in behaviour. Students are permitted to eat and go to the toilet as needed. The purpose is to ease tensions in the playground and 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	Behaviour/ wellbeing system
After school reflection sessions – students remain at school for supervised session following persistent breaches 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)	Wednesday after school	School executive	Behaviour/ wellbeing system
Restorative practice – peer mediation or circles in groups	Scheduled as soon as all involved are available	Year Advisor, SSO, School executive	Behaviour/ wellbeing system

Review dates

Last review date: [19/11/2024: Week 6, Term 4, 2024]

Next review date: [17/11/2024: Week 6, Term 4, 2025]

Behaviour management flowchart



ANTI-BULLYING PLAN 2025

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. Schools are encouraged to visit the website to support whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour.

Evans 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.

1.1 Student assemblies

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
Fortnightly	Behaviour in a respectful and trustworthy manner
Termly	Reminders about why bullying is not accepted and who students can turn to for help
As needed	Presentations from external providers such as our local School Liaison Police

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
Term 1	Staff Development Day
Term 1	Code of Conduct and Child Protection for all staff
Yearly	Staff Professional Learning on the Behaviour code for students
All Year	Ongoing updates to staff via email, muster, or meetings where matters are raised.
As needed	Staff notify any issues via Sentral and can refer matters to Student Support Team

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 to all new and casual staff in a handbook when they enter on duty at the school.
- The Head Teacher Administration speaks to casual staff when they enter on duty at the school.
- The principal speaks to new staff when they enter on duty at the school.
- The principal or their delegate runs the induction process for all new staff to the school.
- Beginner teachers attend an induction and Beginner teacher program.
- Preservice teachers are provided information in a handbook by the Practicum Coordinator and are supported by their Supervising teacher.

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.

- School Anti-bullying Plan NSW Anti-bullying website 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 Methods and Topic
Term 1	Meet the Teacher Afternoon & Open Night
Termly	Newsletter
Terms 1-4	School website with links to NSW DoE anti-bullying and wellbeing information
Yearly	Parent/Teacher Evenings
As required	Social Media platforms and emails

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. Our school motto is Strive to Thrive and we focus on promoting the values of being Respectful, Trustworthy and Motivated.

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).

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

- Provide students with specific and targeted Positive Behaviour for Learning examples that reinforce school-wide behavioural expectations of being respectful, trustworthy and motivated.
- Year 7 and 8 students attend a Backflips against Bullying performance in Term 1
- PDHPE 7-10 Units of work (Healthy Minds, Let's Get Along, Inclusion)
- Assemblies that recognise positive behaviour, effort and achievement
- Referral to our Student Support Team
- Student Programs (Love Bites, Rock and Water, Top Blokes, Thrive Girls)
- Utilise the School Counsellor, Student Support Officer and ARCO to support student wellbeing.

Completed by: Mrs J. Jones

Position: Deputy Principal

Signature: *J Jones* Date: 19/11/2024

Principal Name: Ms N. Pretlove

Signature: *N Pretlove* Date: 19/11/2024