

Moree Secondary College School Behaviour Support and Management Plan

Overview

Moree Secondary College delivers a rich and innovative curriculum where students are known, valued and cared for. The College creates strong connections with the school community to improve attendance, engagement and wellbeing in all aspects of school life to ensure a sense of belonging and achievement across the college community. Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. Moree Secondary College focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur. Restorative practice prioritises social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying.

Partnership with parents and carers

College staff are committed to achieving the best possible outcomes for all students by developing strong links with parents/families, community groups and organisations to enable the realisation of the aspirations of all students. Moree Secondary College 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 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.

Moree Secondary College 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

Expectation - Respect	Expectations - Safety	Expectation - Engagement
Treat each other with dignity.	Model and follow school and class rules and expectations around behaviour and conduct.	Arrive at school and class on time.
Communicate and behave courteously.	Negotiate and resolve conflict.	Be prepared for every lesson.
Act and work cooperatively with other students, teachers and school staff.	Be aware of and take responsibility for how their behaviour and actions impact others.	Actively participate in learning.
Develop positive and respectful relationships.	Care for self and others.	Aspire and strive to achieve the highest standards of learning.
Value the interests, ability and culture of others.	Be safe and help others to make safe choices that do not hurt themselves or others	
Respect the learning needs of other students.		

Dress appropriately by wearing the agreed school uniform or dress code.		
Take care with school property and the property of staff and other students.		

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.

Rights and responsibilities: students, staff, parents/carers

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

Moree Secondary College 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	Professional Learning - Staff	Wellbeing days that support student engagement and prosocial behaviours (Education Summit) Trauma Informed Practice	All staff
Prevention	PBL (Positive Behaviour for Learning)	Proactive approaches - explicit teaching of expected behaviours (PBL lessons). Explicitly teach the identified skills needed and/or increase enabling conditions for positive learning Assemblies, Roll Call weekly focus, classroom posters, social media	PBL Team
Prevention	Wellbeing Framework	Wellbeing Framework for Schools Strategies, interventions and programs Breakfast Club, Homework Club, Canteen vouchers, Reward system	Wellbeing Team AEOs Year Advisors, SSO, Clontarf, Girls Academy, Student Office Staff
Prevention	Student Voice	SRC and Junior AECG students offered	SRC/Junior AECG

		leadership conferences and Department of School Voice in Education and Schools (DOVES).	Coordinator
Early Intervention	Explicit Teaching	Strategies and interventions that reduce or remove triggers for replacement behaviors and/or address contributing factors Anti-bullying - Units of Work in PDHPE, STYMIE, Cyber Safety.	PDHPE All Staff
Early Intervention	Wellbeing Development	Strategies to support the implementation of the school's approach to wellbeing, including Stage Camps, Teambuilding and rewards.	Wellbeing Team HT Welfare Year Advisors Clontarf Girls Academy
Targeted Intervention	Wellbeing Team	Positive Behavioral Support Programs to help students develop strong relationships and skills to manage life's ups and downs (e.g. RAGE, Managing the Bull, Resilient Teens, LoveBites, Firm Essence, BroSpeak, SistaSpeak).	Wellbeing Team All Staff SSO, AEOs Girls Academy Clontarf
Targeted Intervention	LST Team	The LST works with teachers, students and families to support students who require personalized learning support, including student planning, processes and systems Smart GOALS Inclusive Education - Support unit plans, including NCCD student educational adjustments to mainstream programs Inclusive education principles	LST Team LaST Support Unit Staff
Individual Intervention	Targeted Strategies	Comprehensive system supports: Consultation with parents and carers Modification of individual student planning LaST Support: Risk Management, Behaviour Management Plans, Personal Learning Support Plans, OcHC plans, Functional Behaviour Assessments, Personal Learning Support Plans, Small group tuition	LST Team LaST
Individual Intervention	Attendance	Address barriers to improve attendance through Partial Attendance Plans, HSLO support, Targeted Attendance Program Access to school support - student pick	Attendance Team LaST, SSO. AEO, SLCE

		up and drop off	AEO's, SLSO's, Clontarf, Girls Academy
Individual Intervention	Behavioral Management	DP Check-ins Behavior monitoring cards. Restorative practices Time out cards Return from Suspension - support strategies	Executive Principal School Counsellor, SLCE, AEO, HSLO, AAO, DP's, HT's,
Individual Intervention	Student Support	Junior Learning Centre Senior Learning Centre	

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

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.

Moree Secondary College 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 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 reminder
- re-direct, offer choice or error correction
- 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

Moree 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
Trauma Informed Practice training for all staff	School counsellors	LaST support - Risk Management Plans, Behaviour Plans, Personal Learning Support Plans
Reward System	Attendance Team	Teams Around the School
Wellbeing Days and Programs (e.g. Anti-bullying, Stymie, Cybersafety)	Wellbeing team - Year Advisors, School Counsellors, AEO's, Clontarf, Girls Academy, SSO, SLCE	School Counsellors, AEO's, SSO, SLCE
Stage Camps	Teams Around the School (e.g. Wellbeing)	WHS Team - complex case management, Executive Principal, DP's
Explicit teaching	Individual student meetings to discuss corrective strategies - SSO, Year Advisors, HT, DP, Clontarf,	Complex Case Management meetings to discuss support strategies

	Girls Academy	
PBL (Positive Behavior for Learning)	Mediation	Junior Learning Centre
Student Voice (e.g. SRC, Junior AECG)	Police Liaison Officer - Cyber-safety. Safety Commission (Yrs 7-10)	Senior Learning Centre
Breakfast club, canteen vouchers		
Homework club		
WHS team Management Meetings		
Inclusive education, NCCD		
Teams Around the School (e.g. Wellbeing)		
Behavioural Support Programs (e.g. RAGE, Managing the Bull, Teen Mental Health First Aid, Love Bites, Firm Essence, BroSpeak, SistaSpeak).		

Strategies for disruptive student behaviours:	Flow chart attached
• Identify	Referral to LST/WBT. PBL strategies.
• Prevent	Learning Support Team /Wellbeing Team /Year Advisor /AEO/SSO
• Respond to	Learning Support Team/Wellbeing Team /School counsellor/ WHS/ Classroom Teacher
Strategies for bullying and cyberbullying:	Flow chart attached
• Identify	Referral to LST/WBT. PBL strategies.
• Prevent	Learning Support Team /Wellbeing Team /Year Advisor /AEO/SSO
• Respond to	Learning Support Team/Wellbeing Team /School counsellor/ WHS/ Classroom Teacher

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.

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
- 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](#).

Detention, reflection and restorative practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
Student Behaviour Code for Students	All year	All staff	Sentral
Positive and proactive behaviour management strategies eg PBL	All year, Roll Call, Whole School Assemblies,	All staff	Sentral
Goal setting – SMART Goals	Individual basis	LaST	Sentral
Team Around the School	Individual basis	Specialist team	Sentral
Complex case management	Individual basis	Specialist team	Sentral
Time out pass – student directed	Individual basis	DP	Sentral
Student directed request – teacher to assign an Out of class pass eg toilet, drink, first aid, other eg food, SSO support	Individual basis	Teachers	Sentral
Student Monitoring Card eg DP, HT, CT	Individual basis	DP, HT, CT	Sentral
Mediation	Groups of students	DP, SSO, AEO, HT Welfare, HT, Executive Principal, SLCE, Year Advisors	Sentral
Suspension resolution meeting	Individual basis	DP's, Executive Principal	Sentral

Review dates

Last review date: 18th December 2024

Next review date: Day 1, Term 1, 2025

MSC Bullying Response Flowchart

Department of Education definition of bullying: is an **ongoing** and **deliberate misuse of power** in relationships through **repeated** verbal, physical and /or social behaviour that intends to cause physical, social and/or psychological harm. Can involves individuals or group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

