

Francis Greenway High School Behaviour Support and Management Plan

Overview

Francis Greenway 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 learning and cultural opportunities and success for every student, every day. We value and strive to develop safe, respectful young people, who are responsible, committed, cooperative and successful learners in a supportive environment.

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 of Positive Behaviour for Learning, 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.

Students participate in a wide range of learning experiences focusing on reflective learning and feedback in the pursuit of academic improvement and excellence. Explicit teaching strategies support all learners. Our expertise in high potential and gifted education ensures students with high potential and giftedness are identified and opportunities provided to them to develop their potential.

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

- Restorative Practice
- Positive Behaviour for Learning (PBL)
- Wellio – a digital platform to proactively improve student wellbeing
- Team Time – dedicated class time with a focus on PBL, cultural development, wellbeing and behaviour expectations
- Peer Support program
- Student Support Officer (SSO) led programs for early intervention and support

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

Restorative practice 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

Francis Greenway 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.

Francis Greenway High School will communicate these expectations to parents/carers through the school newsletter, school website (<https://francisgre-h.schools.nsw.gov.au/>) and Facebook, and provide links to information and resources in the [Behaviour support toolkit](#).

School-wide expectations and rules

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

To be respectful, responsible, committed and cooperative learners.

Respect	Responsible	Commitment	Cooperation
Use positive language	Right place, right time, right way	Be prepared	Be considerate, caring and kind
Follow instructions	Use technology as directed by staff	Engage in learning, aim for excellence	Work collaboratively
Treat personal and school property with care	Own your own actions	Be positive and productive	Build and maintain positive relationships

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 school-wide PBL 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	Restorative Practice	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	Wellio	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	PDHPE curriculum	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 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	Communication with parents – School Newsletter and social media platforms	To increase parent's understanding of how our school addresses all forms of behaviour.	Staff, students 7-12, families
Prevention	National Week of Action Against Bullying and Violence (NWA)	Our school participates in the annual (NWA) – Term 3 each year.	Staff, students 7-12
Prevention	Transition Year 6 into 7	Focusing on a safe and successful movement from primary to high school. The Gateway Learning Community of schools has a dedicated Head Teacher Middle Years Transition	Incoming Year 7 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 / Early intervention	Student support officer	Supports the implementation of the school's approach to wellbeing, leads early intervention programs, supports students wellbeing, incident reporting and family support	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	For students who exhibit low level behaviours of concern, attendance concerns or those impacted by negative student interactions	Individual students 7-12,
Targeted intervention	Leadership programs	These include Student Voice Team, Peer Support, Junior AECG	Students 7-12
Individual intervention	Daily achievement	A period of time on a daily achievement card to change a pattern of behaviour.	Students 7-12
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

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.

See Appendix 1.

Francis Greenway 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 parent, community member or agency.

Students or parents can report alleged 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
- referral to executive staff for support

Francis Greenway High School 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 are teacher-managed.	Targeted/Individualised Responses to behaviours of concern are executive managed
1. Behaviour expectations are taught and referred to regularly including during Team Time and Learning and Wellbeing (LAW) lessons. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules through the PBL positive rewards strategy in Sentral.	1. Refer to PBL 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.
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 the Sentral administration system. Positive student behaviours are celebrated each term.	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 expectations 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 the Sentral system and contact parent/carer by phone, email or SMS. For significant or repeated behaviours, DP/P may consider further action for e.g. formal caution/suspension.
4. Social-emotional learning lessons using the Wellio resources are taught during Team Time and Learning and Wellbeing lessons (LAW)	4. Teacher records on the Sentral system by the end of the school day. Monitor and inform the family if repeated. For some incidents, a referral is made to the school's anti-racism contact officer (ARCO), Student Support Officers, Year Advisors or executive.	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 with a DP.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Parents are notified for high achievement of positive behaviour or negative behaviour concerns. Student awards for positive behaviour are given at termly 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.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Behaviour / wellbeing ITD 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 procedure](#); [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

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 – withdrawal from playground during breaks and re-allocation to the DP 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	Sentral administration system
Restorative practice – peer mediation , circles or restorative conversations in groups	Scheduled as soon as all involved are available	Year Advisor/HT Wellbeing/ Student Support Officers / DP's	Sentral administration system

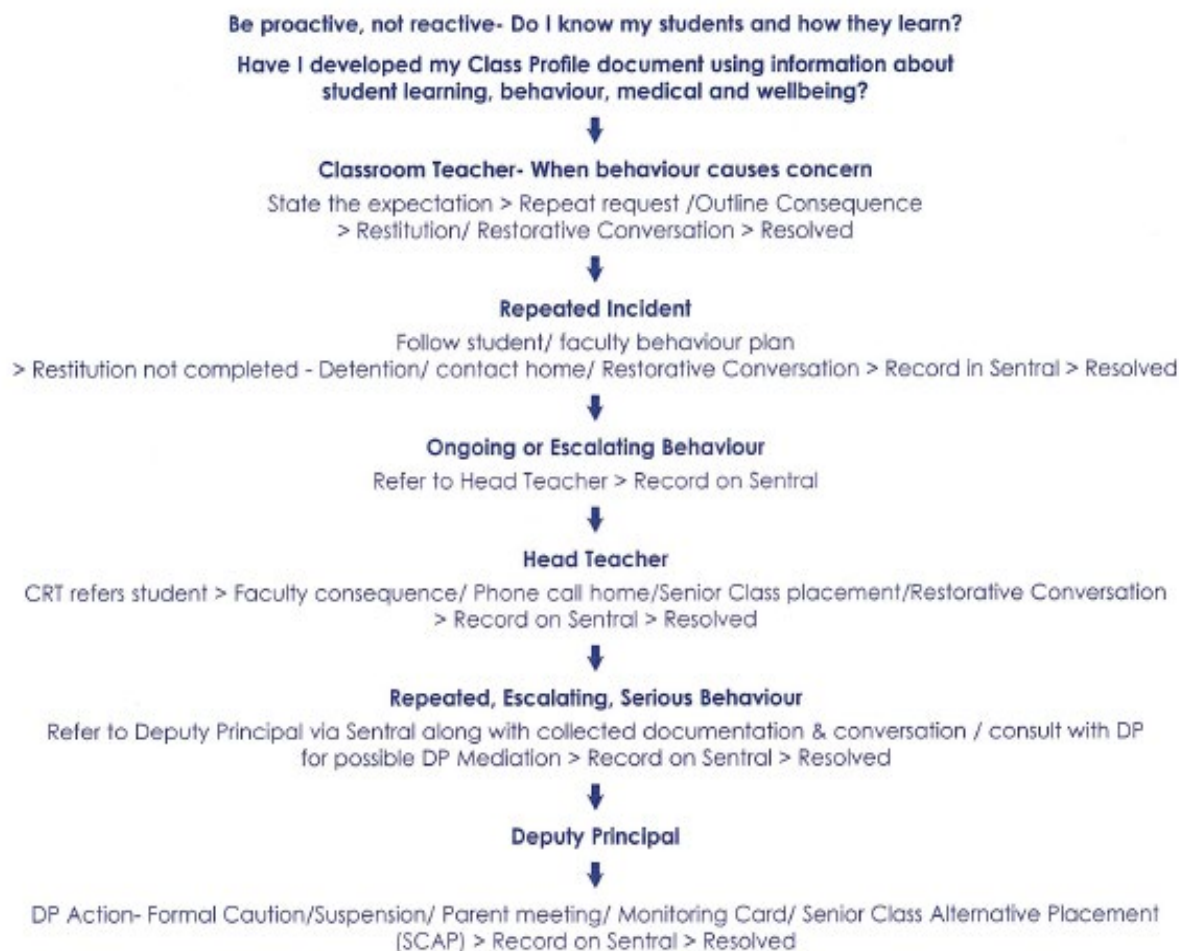
Review dates

Last review date: Week 4, Term 1, 2025

Next review date: Day 1, Term 1, 2026

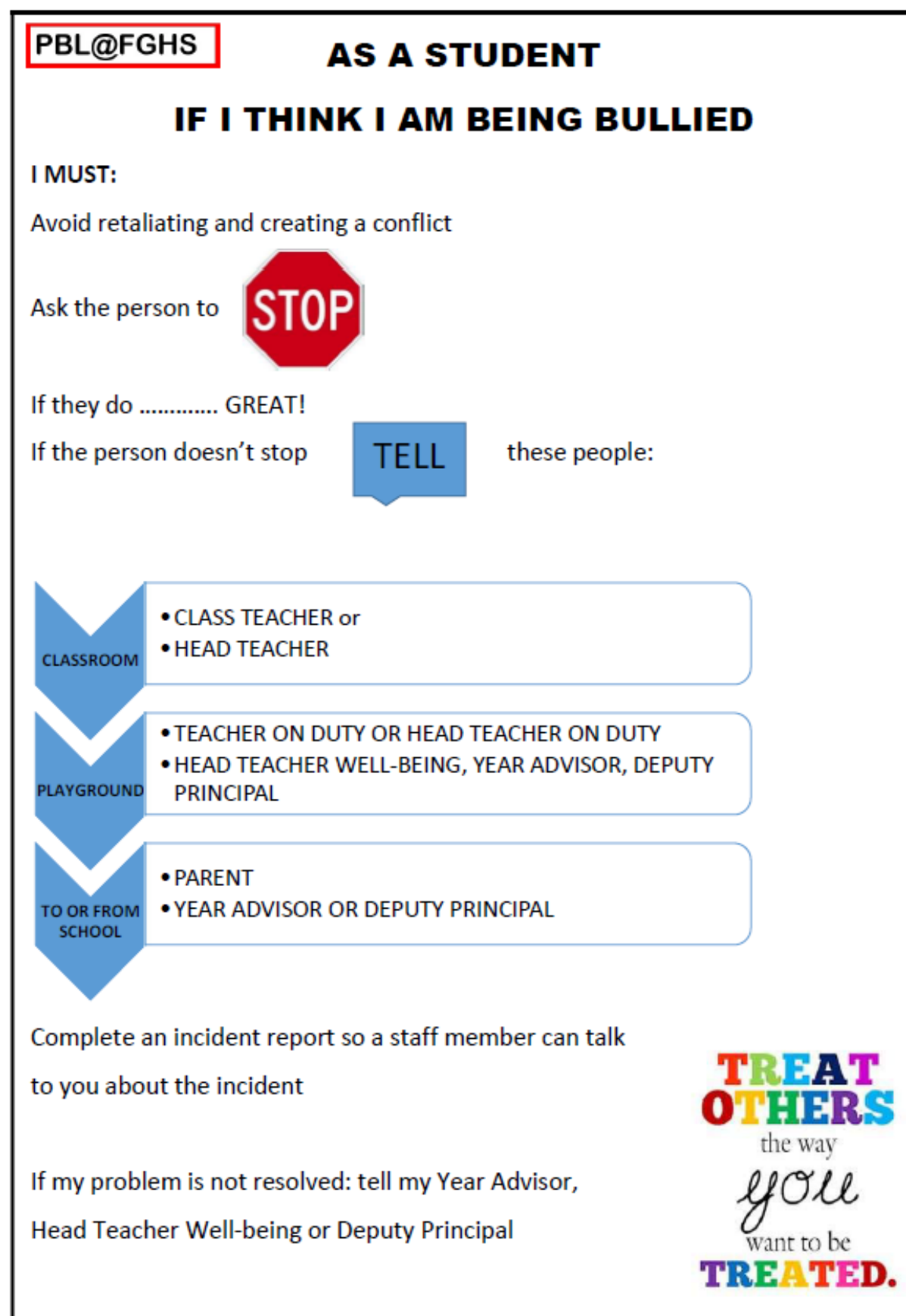
Strategies and Practices to Manage Inappropriate Behaviour

FGHS Behaviour Management Flowchart



	Incidents	Possible Actions
Minor (For CRT management)	<ul style="list-style-type: none"> Refusal to follow instructions Late to class/ truancy Lack of equipment Inappropriate language Inappropriate behaviour Disrespecting people and property Technology misuse / non-compliance with mobile phone policy 	<ul style="list-style-type: none"> Redirect Move seating/ have seating plan Detention Parent contact Refer to HT (repeated/escalating behaviour)
More serious and escalating behaviour (Head Teacher involved)	<ul style="list-style-type: none"> Continued misbehaviour Swearing Aggressive behaviour Misuse of school property Bullying/ harassment 	<ul style="list-style-type: none"> HT detention Parent contact Faculty monitoring card Referral to LST/DP BYOD and technology restrictions
Major and escalating behaviour (DP involvement)	<ul style="list-style-type: none"> Aggressive/violent actions Vandalism Swearing at staff Harassment/bullying/vilification Refusal to comply with instructions Repeated technology misuse after redirection 	<ul style="list-style-type: none"> Parent interview LST intervention Student Support Card Pre-Suspension warning Suspension/Expulsion Senior Class Alternative Placement (SCAP) Loss of privileges

Bullying Response Flowchart



AS A TEACHER, IF I OBSERVE BULLYING OR AN INCIDENT IS REPORTED TO ME, I WILL TAKE THE FOLLOWING POSITIVE ACTIONS

I WILL:

Investigate the situation by determining the nature of the problem; comfort and reassure the student/s involved

Reinforce that Francis Greenway HS is opposed to bullying

Remind students of the process for them to follow if they observe bullying or think they are a victim of bullying, and ask students to complete an incident form

Individually counsel ALL students involved and determine whether the incident is CONFLICT or BULLYING.

Record the incident for all ALL students on the School Management System, take reports to office and place a copy in each students file.
Refer to the Year Advisor or the Deputy Principal if additional support or actions are required.



@FGHS

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STOP
BULLYING
STAND UP. SPEAK OUT.

AS A STUDENT IF I OBSERVE BULLYING

TAKE A
STAND
AGAINST
CYBERBULLYING

*HELP OTHERS WHEN
THEY NEED IT

I MUST:

Ask the person to



Avoid engaging in conflict with the bully

Ask the person being bullied to **MOVE AWAY** with you to get help

TELL

someone who can help:

CLASSROOM

- CLASS TEACHER or
- HEAD TEACHER

PLAYGROUND

- TEACHER ON DUTY OR HEAD TEACHER ON DUTY
- HEAD TEACHER WELL-BEING, YEAR ADVISOR, DEPUTY PRINCIPAL

TO OR FROM
SCHOOL

- PARENT
- YEAR ADVISOR OR DEPUTY PRINCIPAL

Complete an incident form for the staff member

Comfort the person being bullied

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AS A STUDENT

I will adopt the following actions

I WILL:

Understand what bullying is and **BE ALERT** to indicators of possible bullying

IDENTIFY the areas of concern and **COMFORT** and **REASSURE** my child

ENCOURAGE my child to use the strategies developed at school to support students who believe they have been bullied

MONITOR the problem.

REPORT to someone who can help:
Year Advisor, Head Teacher Well-being, Deputy Principal



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