



# Coonabarabran High School

## Behaviour Management Policy 2023

Helping our Students Reach the Stars



Coonabarabran High School  
Behaviour Management Policy

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## **1. The Discipline Code**

### **1.1 Objective**

Coonabarabran High School *is committed to explicitly teaching and modelling positive behaviour and to developing accomplished, educated young adults with the skills required for life long learning. It is unacceptable for any person within a school environment to experience aggressive or intimidating actions, language, or behaviour, or to be treated with disrespect.*

Every student has the right to a learning environment free from bullying and intimidation, to feel safe and secure, and to be happy at School. They also have the right to be treated fairly and with respect. Similarly, all Coonabarabran High School staff have the right to a workplace where they are safe, treated with respect, and their welfare promoted.

Coonabarabran High School seeks to provide a safe, inclusive, supportive, and respectful teaching and learning environment that:

- Promotes student wellbeing and learning;
- Encourages students to value personal dignity and self-worth;
- Fosters student self-reliance and responsibility;
- Supports the physical, social, academic, and emotional development of our students; and
- Actively promotes a safe and secure environment for all students and staff.

Fostering a community of active and engaged learners requires a well-disciplined environment which encourages the development of positive relationships between students and staff through a system of rules, rewards, and consequences.

Parents and caregivers, School, and community have complimentary roles to play in setting and maintaining acceptable standards of student behaviour. By working together these aspects of our students' lives can provide a positive influence and encourage acceptance and observance of acceptable behaviour.

This Behaviour Management Policy is consistent with relevant NSW Department of Education Policies and, should any inconsistencies develop over time, the NSW Department of Education policies take precedence. The policies, as current at the time of writing, are attached in the appendices.

This policy should be reviewed at the end of each School year to ensure that it is in compliance, as far as practicable, with NSW Department policies.

### **1.2 Code of Conduct**

In addition to the NSW Department of Education "*Behaviour code for students*" (<https://education.nsw.gov.au/policy-library/policies/pd-2006-0316/pd-2006-0316-01>) Coonabarabran High School has, through collaboration with staff, students, and representatives of the School community, developed a code of conduct to promote the functioning of our School as a safe and supportive learning environment. This is embodied in the code of conduct for students.

At all times students are expected to take pride in attending Coonabarabran High School and comply with the high standards and expectations of students at our School.

All students at Coonabarabran High School are expected to:

- Attend School everyday unless they have requested and been granted leave or are absent due to illness;
- Be in class on time and prepared to learn with all necessary equipment;
- Allow peers to engage with learning without distraction;
- Complete all in class, assessment, and homework learning activities assigned to them;
- Comply with the School's uniform policy;
- Refrain from bringing illegal or prohibited items including gum, energy drinks, steel rulers, aerosol cans, liquid paper, correction tape, and mobile phones onto School premises; and
- Behave safely, considerately, and responsibly, including when travelling to and from School or during School organised extra-curricular activities.



In interactions between staff and students it is expected that:

- Students will be courteous and respectful to all staff at all times;
- Greet staff members by name, using their titles and names without abbreviations or nick-names;
- Follow staff directions both in and out of the classroom
- Observe School and class rules
- Speak courteously, cooperate with instructions, requests and learning activities, and be attentive in class; and
- Respect and care for property belonging to themselves, the School, and others.

In interaction with other students, it is expected that students will:

- Treat one another with dignity, care, and consideration
- Be courteous to each other, not speak in person or online in a rude, belittling, or disparaging way;
- Respect the property of other students; and
- Tell a teacher if they are worried about another student in any way.

Behaviour that infringes on the safety or wellbeing of others, including but not limited to harassment, bullying, threatening, disrespectful, or illegal or anti-social behaviour of any kind, will not be tolerated.

### 1.3 Rights and Responsibilities

All students and staff are expected to know, understand, comply with and enforce the Rights and Responsibilities of students.

Rights	Responsibilities
To be treated with respect	<ul style="list-style-type: none"> <li>To treat everyone with respect and to discourage others from acting disrespectfully</li> </ul>
To learn in a positive environment	<ul style="list-style-type: none"> <li>To be punctual to class</li> <li>To follow all directions of the teacher, to focus on learning while in the classroom, and not to <i>disrupt the learning of others</i></li> <li>To treat the School environment with respect and to not litter, deface, or damage the environment</li> <li>To avoid distracting others from their learning</li> </ul>
To feel safe and secure	<ul style="list-style-type: none"> <li>To not engage in risky or threatening behaviour</li> <li>To avoid physical violence and to discourage others from doing so</li> <li>To not bring weapons, drugs, cigarettes, alcohol, <i>or other prohibited items</i> on to the School premises or to School events</li> </ul>
To be treated fairly	<ul style="list-style-type: none"> <li>To treat others fairly and encourage other people to treat others fairly</li> </ul>
To be free from harassment and bullying	<ul style="list-style-type: none"> <li>To refrain from harassing, intimidating, or bullying others</li> <li>To report instances of ongoing or deliberate harassment, intimidation, or bullying of others</li> </ul>
To have one's property respected	<ul style="list-style-type: none"> <li>To not damage, destroy, steal, or interfere with the property of others or of the School</li> </ul>
To have one's privacy respected	<ul style="list-style-type: none"> <li>To respect the privacy of others</li> <li>To not disclose personal information about others</li> <li>To not gossip about others</li> <li>To not make false claims about others</li> </ul>
To seek help and appropriate support	<ul style="list-style-type: none"> <li>To inform responsible and appropriate staff when you need assistance with any matters</li> <li>To inform responsible and appropriate staff when you believe other may need assistance with any matters</li> </ul>

## **1.4 Playgrounds**

The rights and safety of other students must be respected. In addition to recreation areas, these spaces are integral teaching and learning areas and so students are expected to maintain the same level of interaction with their peers and staff. In addition to the expectations of students described in the Code of Conduct, students are expected to:

- Maintain the areas in a clean and tidy state;
- Take responsibility for the cleanliness of the School grounds;
- Use footpaths where possible;
- Refrain from removing clothing including shoes;
- Use the main quadrangle only for socialising and handball;
- Use the North Wall, Oval, and Covered Outdoor Learning Area for approved non-contact sports and activities at recess and lunchtime; and
- Refrain from taking bags or eating on the Oval or Covered Outdoor Learning Area.

The quadrangle east of the Science classrooms is for senior students only. No student is to engage in any sporting activity in this area unless specifically approved and supervised.

It is expected that all students will comply with all teacher directions.

## **1.5 Transport to and from School**

Students must travel safely and lawfully, demonstrating respect for other people's property and privacy.

For those students with an unsupervised driving licence who wish to drive themselves to School, each student must:

- Drive to School only after receiving the written permission of the Principal or Deputy Principal;
- Refrain from driving passengers without official permission;
- Park their vehicles in designated and approved areas;
- Refrain from going to their vehicle between lessons without first obtaining permission from the Deputy Principal or Principal; and
- Must not under any circumstances drive or take passengers on excursions or to and from sporting venues unless previously approved by the Principal.

Students who travel to School by public transport must:

- Obey all requirements of the bus driver;
- Remain inside the School grounds and only enter buses through the bollards on the northern side of the School bus bay; and
- Maintain the standard of behaviour in accordance with the Code of Conduct.



## 1.6 Procedural Fairness

Coonabarabran High School is committed to ensuring procedural fairness when disciplining a student. Students have a right to procedural fairness in dealing that involved their interests. This includes disciplinary decisions.

The principles of procedural fairness include the right of students to:

- Know what the rules are, and what behaviour is expected of them;
- Have decisions determined by a reasonable and unbiased person;
- Be informed of, and have the opportunity to respond to; any allegations made against them;
- Be heard before a decision is made; and
- Have a decision reviewed (but not to delay an immediate punishment).



## **2. Strategies and practices to promote student behaviour**

Coonabarabran High School acknowledges that promoting positive behaviour, is a positive tool for improving student school experience. At Coonabarabran High School prevention is fostered through the promotion of strong teacher/student relationships, communication with families, promoting positive behaviour, and celebrating student achievement.

### **2.1 Strategies to promote good behaviour**

The best method for promoting good behaviour is to foster positive relationships between students and between students and staff. To encourage good discipline and effective learning Coonabarabran High School will:

- **Clearly establish behaviour expectations based on rules which are fair, clear, and consistently applied and enforced.** This will include the Rights and Responsibilities of students being clearly displayed in all classrooms and will also be the subject of assemblies, year meetings, and tutor group activities;
- **Establishing specific teaching and learning programs** to ensure that expectations of students is regularly reinforced and revised;
- **Communicate expectations with the wider School community** by encouraging parents to take an active and informed role in promoting acceptable behaviour. Parents and families need to be included as key partners in promoting appropriate and acceptable behaviour and programs will be developed in conjunction with the School Parents & Citizens organisation as well as regular information provided through School newsletters, social media and School Stream;
- **Ensure that staff are engaged in appropriate training and professional development** that provide staff with evidence based programs to enhance the School's capacity to provide a safe, inclusive, supportive, and respectful teaching and learning environment. Such staff development will occur through external providers, whole of staff meeting, and 2LS meetings to maximise staff expertise; and
- **Provide appropriate support programs** which assist students identify and address issues which impact on their behaviour and/or engagement with learning. Access to a School counsellor, School psychologist, and/or student wellbeing officer will be provided to students on an as needed basis. The School will also provide programs to provide assistance with literacy, numeracy, and academic skills to further promote appropriate behaviour in classrooms. These programs will be guided by meeting of both the Learning and Support Team and the Wellbeing Team.

### **2.2 Resilience in our Teens**

Coonabarabran High School is committed to assisting students in managing anxiety through the promotion of a 'can do' approach to learning. In 2023 Coonabarabran High School has engaged with the Resilience in our Teens program to provide a

supportive framework through which staff, students, and their carers can assist students who are experiencing anxiety or stress. At Coonabarabran High School students are expected to:

- Self-check before seeking help including reflecting on initial thoughts and ‘thinking again’;
- Understand that feelings come and go and that not all feelings need to be acted on;
- Use accurate language to describe feelings and concerns;
- Use critical thinking skills and problem-solving strategies to work through difficulties;
- Use self-calming skills and relaxation techniques;
- Support each other to stay calm by reminding others of self-calming techniques; and
- Seek help when they cannot resolve problems using their own skills.

### **2.3 Pastoral Care:**

Coonabarabran High School commits to:

- Embracing and growing knowledge of and respect for the unique and rich nature of Indigenous Culture;
- Providing a caring community in which each student feels valued and able to make a worthwhile contribution;
- Encouraging and supporting the developing of each student;
- Encouraging a sense of belonging to the School community and pride in their School;
- Encouraging self-discipline and social responsibility;
- Preparing students for the challenges of society;
- Encouraging and understanding of oneself and others and an appreciation of individual differences;
- Fostering quality relationships between staff and students;
- Establishing strong, supporting relationships between parents and the School; and
- Providing a positive and safe learning environment recognising that all members of the School community have rights and responsibilities.

While all staff provide pastoral care, Year Advisors, School Counsellor, School Psychologist, Aboriginal Education Officer, Student Support Officer, and School Chaplain are primarily responsible.

### **3. Practices to Recognise and Reinforce Student Achievement**

Coonabarabran High School commits to taking active steps to promoting, recognising, and reinforcing the value of student achievement. At all times the School fosters a caring attitude towards students and emphasises that by providing appropriate, timely, and positive feedback positive relationships between staff and students can develop and appropriate behaviour encouraged.

#### **3.1 Promoting Engagement**

The School understands that disengaged students are more likely to behave in an inappropriate manner. To promote engaging learning activities the School encourages:

- A broad balanced curriculum compliant with relevant Department and NESA requirements that caters with the varied interests and abilities of our students;
- Broad variety of learning activities to reflect the different learning styles of our students;
- Learning activities designed to challenge and interest all students; and
- Enable all students to achieve success.

#### **3.2 Extra-curricular Activities and Extension Programs**

The School provides numerous opportunities for students to participate in extra-curricular activities and extension programs. Such programs are provided with the assistance of staff volunteers and the wider school community. The systemic provision of such programs:

- Provides students with opportunities to excel outside the classroom environment;
- Helps foster student self-worth and promotes wellbeing;
- Embrace opportunities to learn about Indigenous Culture;
- Ensure that these learning opportunities do not interfere with classroom work;
- Ensure a balance of activities which are accessible by interested students that are appropriate and relevant to their learning; and
- Are approved by the Principal.

Such programs may include school sporting competitions for teams and individuals, debating and public speaking competitions, North-West Equestrian Expo, School musicals, Concerts, Drama events including productions and the annual Shakespeare Festival, Stock showing and judging, Robotics, academic and creative competitions including Maths, Science, and Literary competitions, and school facilitated excursions.

Opportunities for extension programs will also be made available to students as and when they become available and which provide academic, cultural, or athletic benefit

to our students. Such activities have included writers' camps, debating camps, state, national, and international Science camps, Music camps, and Northern Inland and Far West Academy Sporting programs.

### **3.3 Celebrating Success**

A key part of fostering a safe, inclusive, supportive, and respectful teaching and learning environment and creating a culture of learning is by the acknowledgement of student and staff success. The School provides many avenues for the promotion of student success through:

- Morning whole school assemblies;
- Regular formal assemblies which provide a forum for the presentation of certificates, student presentations, musical and dramatic performances, and acknowledgement of student contributions to the whole school community;
- Social media with regular posts describing the success of students;
- Local print media, Newsletters, and School stream include articles praising the success of the School's students; and
- Orion, the annual School magazine, which provides a recap of all the success of students through the previous school year.

Celebrating the success of students in our classrooms is also necessary and requires an ongoing relationship between the School and families. Staff are encouraged to make contact with parents and caregivers to report to them the success of our students in the classroom and within the School environment.

### **3.4 Merit Awards**

A system of merit awards has been developed in conjunction with the school community to reward behaviour and academic engagement. These take a tiered approach to encourage appropriate behaviour and engagement in all aspects of learning, both inside and outside the classroom.

The merit system allows students to receive individual subject merits in both their practical and theory learning activities. The merit system has been designed to provide students with continual and ongoing recognition for their educational efforts. They are handed out at the discretion of the teacher in recognition of academic excellence, engagement with learning, and demonstrating positive behaviour.

Once a student has collected 5 of any subject coloured merit slips they can then present these to their year advisor and receive a Commendation certificate. Once a student has received 5 Commendation certificates they will then be eligible for a "Principles Award" which will be presented at a formal assembly. If a student receives 5 Principles Awards they are then eligible for a "Platinum Award" which will be presented at the end of year Awards Night. It is the student's responsibility to look after their own Merits and Commendations and to present them to the year advisor. Merit awards will be able to be accumulated across the six (6) years of secondary schooling.

#### **4. Strategies and practices to manage inappropriate student behaviour**

Coonabarabran High School's behaviour management policy and practices are based on the policies set by the NSW Department of Education and reflect restorative principles which respect the dignity and rights of individual students while at the same time focusing on promoting the effective running of the School for the benefit of all. The development of this policy is informed by the Care Continuum where interventions have been developed through a prevention-focused approach and aim to address student needs through prevention, early intervention, targeted intervention, and individual intervention.

When responding to inappropriate student behaviour, staff are encouraged to remember the dignity of the student(s) involved. When discouraging or correcting a student's behaviours, staff are encouraged to find the lowest-level possible intervention that works to encourage the student to return to more appropriate behaviours. It is important to consider the age, stage of development, and circumstances of students and the capacity of students to understand what is required of them. Coonabarabran High School commits to:

- Ensuring that teachers work to make students feel valued, respected, and welcomed while promoting a safe, inclusive, supportive, and respectful teaching and learning environment;
- Preparing documentation to describe the attempted behaviour management strategies prior to referring a student to the next stage of Behaviour management;
- Complying with the Anti-Bullying principles and procedures (referred to in section 2 below)
- Working with staff to reflect on appropriate processes to respond to individual student's negative behaviour
- Any form of corporal punishment is prohibited at law and is not permitted by any member of the School's staff, volunteers, and contractors.

##### **4.1 Responsibilities of Staff**

The primary responsibility for addressing inappropriate behaviour remains the Teacher who observed the incident. The relevant Faculty Head Teacher is expected to provide assistance to the Teacher and to take appropriate action where required. The Deputy Principal supports all staff in disciplinary matters, however, referring a student to the Deputy Principal must be considered as a last resort rather than a first option.

The role of Year Advisors at Coonabarabran High School is pastoral rather than disciplinary. As such it is inappropriate to refer any matter to a Year Advisor unless it is for the purpose of obtaining support for the individual student or in accordance with the Learning and Support Team referral process.

## **4.2 Early Intervention Strategies**

Inappropriate student behaviour should be seen as an opportunity for teaching appropriate behaviour either to the specific student or group. Early Intervention Strategies respond to emerging, low-level behaviours of concern. These suggested strategies provide assistance to staff in developing a range of initial responses and approaches to work with students displaying such behaviours.

Low-level behaviours of concern need to be addressed in the classroom and recorded, as far as possible, in Sentral. Such behaviours include:

- Inappropriate language in conversation with fellow students
- Disrespecting others (manners, achievements, appearance)
- Being in prohibited areas of the School grounds
- Disruption of the learning environment
- Common displays of affection (eg hugging, holding hands)
- Misuse of property
- Late to class
- Fiddling with equipment
- Inappropriate clothing

Suggested strategies include:

- Conversation/explicit teaching of expected and social appropriate behaviours;
- Repositioning the student within the classroom environment;
- Restorative practices as necessary;
- Time-out Cards (if prearranged);
- Adjustment of task expectations;
- Modifying task to suit the needs of the individual learning;
- Making use of SLSO, AEO, SSO and one-on-one teacher support;
- On-task praise using affirmations;
- Cross-praise using affirmations; and/or
- Proximity without eye contact.

Targetted school programs, including but not limited to Drumbeat, CHIC, Cultural Programs (eg Brospeak), AMS, and Music Mentoring, are facilitated by the school when required.

## **4.3 Targeted Intervention for Some Students**

Some students may demonstrate more challenging behaviours which require more targeted support strategies. Such behaviours may be demonstrated may include:

- Disrespecting other's privacy and property;
- Swearing at students;
- Rude behaviour including tone, body language, and word choice;
- Racist Language;
- Threatening behaviour (verbal and/or physical)

- Vandalism
- Truancy or regularly arriving late to class;
- Out of class without permission;
- Ongoing disruption of learning of the learning environment;
- Refusal to follow instructions;
- Excessive display of affection; and/or
- Unsafe or dangerous behaviour (eg pushing, shoving, riding scooters, not having correct safety equipment and/or clothing, playing chicken, running on the road, climbing).

Such behaviour is to be addressed by the teacher with appropriate support from the relevant Head Teacher. Suggested strategies include:

- Fostering an inclusive classroom through building, maintain, and restoring positive learning relationships;
- Conversation/explicit teaching of expected and social appropriate behaviours;
- Relocating the student within the classroom;
- Give choices;
- Set limits;
- Placement in alternative class;
- Exclusion of students from classroom for short periods;
- Individual or group detention (first half of lunch only);
- Conversation/explicit teaching of expected and social appropriate behaviours;
- Use of Level 1 or Level 2 behaviour management monitoring;
- Relocating the student within the classroom;
- Placement in alternative class;
- Subject withdrawal;
- Contact parents/caregivers (either by phone interview or meeting as appropriate);
- Exclusion from the classroom on ongoing basis of no more than five (5) lessons;
- Return to class contract (Appendix 4); and/or
- After class reflection (Appendix 5).

#### **4.4 Individual Intervention for students**

Students with highly complex and challenging behaviours may need comprehensive systems of support that require regular review. However, regardless of a student's individual needs it is necessary for behaviour that compromises student learning or safety needs to be appropriately addressed. Such behaviour is to be addressed by the teacher, appropriate Head Teacher, and Deputy Principal and may, if necessary, require immediate significant intervention to ensure the safety of other students and staff. Such behaviours include:

- Aggressive swearing at staff or students
- Discrimination (eg on basis of race, gender, or religion)



- Physical violence
- Intimidating/Threatening behaviour (physical and/or verbal) aimed at staff or students
- Stealing
- Refusal to follow Head Teacher instructions
- Criminal behaviour

Suggested responses include:

- Conversation/explicit teaching of expected and social appropriate behaviours;
- Working with the student to reflect on their behaviour and its impacts on others;
- Removal of student from the classroom;
- Use of Level 1, 2, or 3 behaviour management monitoring;
- Contact parents/caregivers (either by phone interview or meeting as appropriate);
- Exclusion from the classroom on ongoing basis of no more than five (5) lessons;
- Return to Class/School contract; and/or
- Consideration of Suspension

In all instances it is the responsibility of the Teacher, Head Teacher, and or Deputy Principal to *discuss the ongoing manner of intervention appropriate to the student and to consult with other relevant staff, students, and their families*. Ongoing inappropriate behaviour should also be referred to either or both of the Learning and Support Team or Wellbeing Team.

## **5. Behaviour Monitoring**

In circumstances where students are engaging in ongoing inappropriate behaviour students may be required to accept behaviour monitoring. At Coonabarabran High School formal behaviour monitoring takes a tiered approach:

- Level 1 – Classroom monitoring (Appendix) – where a student is engaging in Minor 2 or higher inappropriate behaviours, a student may be required to successfully complete six (6) lessons of ongoing behaviour monitoring;
- Level 2 – Head Teacher monitoring (Appendix) – where a student is engaging in Major 1 or higher inappropriate behaviours or where a student has failed to successfully complete a period of Level 1 Classroom monitoring, a student may be required to successfully complete ten (10) lessons of Head Teacher monitoring; and
- Level 3 (Appendix) – Whole School monitoring – where a student is engaging in Major 2 behaviours, is returning from suspension, or where a student has failed to successfully complete a period of Level 2 Classroom monitoring, a student may be required to successfully complete ten (10) days of lessons, across all subjects, of Whole School monitoring. Such monitoring sheets require the student to obtain their parent's signature each night and may, upon the Deputy Principals' discretion, require the student to provide their monitoring sheet to the Deputy Principal at recess and/or lunch each day.

Failure to complete a period of Whole School monitoring may result in further targeted intervention.

A student who is placed on any level of behaviour monitoring may, at the discretion of the Principal, be excluded from representing the school at Sporting, Academic, or Cultural events, or from extra-curricular activities and extension programs during the period of monitoring. A student who has been repeatedly placed on any level of behaviour monitoring may be similarly excluded from such school activities.

The decision to place a student on a level must reflect that student's age and level of development and accord with the principles of Procedural Fairness. Given the significance of placing a student on a level, the student's parent(s) or carer(s) must be contacted upon reaching the decision to place a student on such behaviour monitoring.

To place a student on monitoring the appropriate letter must be completed and provided to the student's parent(s) or carer(s) and the standard form must be used. Such forms and letters are available from the School's administrative staff. Teachers are encouraged to work closely with their Head Teacher, Deputy Principal, and/or Principal in the event that they are considering placing a student on Behaviour monitoring.

## **6. Dealing with Bullying**

### **6.1 Anti-Bullying Rationale**

Coonabarabran High School is committed to the provision of a safe environment. All members of the School community actively participate 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 acceptable, in both online and offline environments. Bullying in any form will not be tolerated.

Bullying is an ongoing pattern of behaviour by a person or group towards another which is designed to hurt, injure, embarrass, upset, discomfort, or denigrate that person. The behaviour is intentional, selective, and uninvited.

The effects of bullying can be particularly harmful for all people involved. For the victim of bullying it can result in constant fear; reluctance to attend School; anxiety attacks and nightmares; Loneliness and isolation; low self-esteem; stress, depression and unhappiness, poor concentration, School work suffering and grades slipping, anti-social behaviour, difficulties forming satisfactory interpersonal relationships, and self-harm or suicide. For the perpetrators of bullying behaviour it can lead to poor performance and little success in School, feeling bad about themselves, having trouble maintaining friendships resulting in having few friends, and developing a reputation for being mean.

At Coonabarabran High School our emphasis is on risk management, dispute resolution, conflict management, and the development of resilience as key principles when dealing with instances of bullying. *Reflecting the provisions of the NSW Department of Education's "Bullying of Students – Prevention and Response" (<https://education.nsw.gov.au/policy-library/policies/pd-2010-0415>) Coonabarabran High School will respond to allegations of Bullying in accordance with the following processes.*



## 6.2 Types of Bullying

Bullying may take many forms. It may include, but is not limited to:

Types of Bullying	
<b>Physical Bullying</b>	The use of physical violence including pushing or shoving (where hurt is intended), kicking, pinching, invasion of personal space, the destruction of property, tripping, punching, standing over someone, pushing books of property from someone's hands or harms, or throwing objects at someone.
<b>Verbal Bullying</b>	Any comment of an offensive nature that refers to ability, race, religion, gender, or sexuality; including name-calling, offensive language, spreading rumours, mocking, imitating, teasing, abusive phone calls, laughing at someone's mistakes, using unwelcome nicknames, making threats or using intimidation.
<b>Passive-Aggressive Non-verbal Bullying</b>	Including making gestures, including 'dirty looks', to intimidate or embarrass.
<b>Extortion Bullying</b>	The use of force or intimidation to obtain money, food, or personal belongings from other students, harassing others to do tasks eg buying lunch, carrying materials.
<b>Exclusion Bullying</b>	Including the deliberate isolation (both explicit or implicit) of an individual student from their peer group.
<b>Cyber Bullying</b>	The use of information, communication, and imaging technologies such as social media, mobile phone and text messages, instant messaging, and social networking sites to perform deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others.

## 6.3 Procedures for dealing with Bullying

What students should do:

- Be aware that no one has to put up with bullying;
- Know that every person has the right to tell an individual who is bullying that you find the behaviour unacceptable;
- Report the bullying to a trusted adult/teacher such as the Year Advisor, Deputy Principal, or member of the School's welfare team;
- Be confident that the matter will be dealt with appropriately and confidentially;
- Be aware that sometimes actions are labelled as bullying when they are not. If you are not sure talk to someone about this who might help you interpret the situation;
- Keep a record of any bullying;

- Understand all individuals involved in a bullying incident need support; and
- If your friend or a peer is being bullied, or you see an incident of bullying, you should encourage that person to tell a teacher or tell a teacher yourself. You could go with that person to support them if that would be helpful for them

What parents should do:

- Listen and try and provide an open, non-judgemental environment for your child to talk about the situation;
- Tell your child that you understand and give them support. Remind them that they have the right to feel safe;
- Contact the relevant teacher, Year Advisor, or Deputy Principal immediately if the problem seems to be serious or ongoing;
- Try to avoid an angry or emotional response;
- Assist your child to print out or hand in to the School any material from websites, emails, or social media; and
- Trust the School to carry through actions that will solve the problem.

What staff should do:

- Reassure students that their concerns are taken seriously and will be dealt with, as far as practicable, confidentially;
- Make a record of the incident in writing (either through SENTRAL or in contemporaneous written or typed notes) and forward these notes to the Deputy Principal and Year Advisor;
- Work with the Deputy Principal, as required, to investigate the allegations fairly and impartially; and
- Follow up with the students involved to check on their welfare after the alleged incident.

### **Process when investigating allegations of bullying**

Upon receipt of a written report of bullying the School will:

- Investigate the allegation which may include interviews with those who have been bullied, witnesses, and alleged instigators of the bullying behaviour; and
- Provide all students involved with the opportunity to describe and explain their own behaviours.

Upon completion of the investigation the School will, together with relevant members of the School community, decide upon an appropriate course of action which may include:

Making the student who bullied aware of the social and disciplinary consequences that may ensue;

- Resolving the matter ensuring that offending students are aware that they are expected to change their behaviour;
- Placing the student/s on a level 3 behaviour monitoring schedule; and
- Contact the parents of all students involved.

### **A Recurrence of Bullying Behaviour or Report of Severe Bullying Behaviour**

Written report is made by the relevant teacher and provided to the Deputy Principal and Year Advisor who:

- Investigates the report;
- Informs the parent(s) of the student shown to be bullied of the School's response; and
- Will organise a meeting with the student found to have bullied, along with their parent(s).

### **6.4 When Bullying is found to have occurred Coonabarabran High School will take appropriate action to:**

- Ensure the immediate safety and wellbeing of those involved;
- Provide opportunities for on-going support and counselling for the individual being bullied;
- Inform the individual/s who have been responsible for bullying that their behaviour is unacceptable;
- Counsel the individual/s to understand the implications of Bullying;
- Discipline the offender/s;
- Establish whether further support or counselling are required to rectify the behaviour;
- Advise individuals of the consequences of further bullying;
- Inform parents; and
- Follow up with the individuals to provide any additional and further support.



## **7. Suspension**

Coonabarabran High School acknowledges that the exclusion of students is considered as a last resort and should only be considered after careful consideration of the NSW Department of Education's 'Student Behaviour Procedures Kindergarten to Year 12' (<https://education.nsw.gov.au/content/dam/main-education/policy-library/associated-documents/pd-2006-0316-06.pdf>).

### **7.1 Suspension of School Students**

Coonabarabran High School will provide students and their parents or carers with a caution to suspend for a particular behaviour of concern before proceeding with a suspension unless it is determined that there are immediate and significant risks to health, safety and wellbeing for students or staff that cannot otherwise be mitigated.

Students issues with a formal caution to suspend will not automatically proceed to suspension; the Principal has the discretion to decide the appropriate response on a case-by-case basis.

### **7.2 Grounds for Suspension**

The school may use suspension as a behaviour management response. Principals must consider factors in part 4, including whether possible and appropriate alternative behaviour support measures have been implemented or attempted, and believe that a student's behaviour/s of concern:

- causes actual harm to any person; or
- poses an unacceptable risk to health and safety, learning, and/or the wellbeing of any person, including where such a risk is posed by
  - a student's continuing, consistent, unproductive and disruptive behaviour that results in a detrimental impact on the educational interests of other students and all possible interventions and supports to redirect or minimise this behaviour have already been attempted
  - a student's behaviour that causes damage to or the destruction or loss of property. Actual harm or unacceptable risk to health, safety, learning and/or the wellbeing of any person may include the student exhibiting the behaviour/s of concern.

Behaviours of concern could include physical violence, verbal abuse or psychological abuse. Other examples may include:

- bullying and cyber-bullying
- drugs in schools
- weapons and knives in schools
- assault
- racism or discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity
- misuse of technology.

When considering suspension, it is accepted that such a course is the last response for inappropriate student behaviour as it is the most intrusive on the student's

learning opportunities. All suspensions and expulsion are regulated by NSW Department of Education policy and where there is any inconsistency between this policy and the Department's, the Department's policy takes precedence.

### **7.3 Proceeding with a Suspension**

In making the decision to proceed with a suspension, Coonabarabran High School will ensure that:

- The relevant people are notified as quickly as practicable but not more than twenty four (24) hours of the decision;
- Support is provided to students and parents or carers including an opportunity to meet with the school, principal and/or relevant services to respond to the decision and discuss how to further support the student in their behaviour;
- The student and parent or carer has been advised of their right to a support person in any meeting with the school;
- The suspension is recorded in the Department's in-house data system;
- The approved suspension checklist is completed as soon as possible;
- It is considered that the suspension will be at home;
- Attendance is correctly marked for the student for the duration of the suspension;
- Individual student support plans are completed or revised to address the needs of the student reflecting input from the student, their family, school learning and support staff, and others who provide support to the student;
- A completed copy of individual student support planning documents are shared with the student and parent or carer; and
- All documentation is retained on file at the school and made available to the Director of Educational Leadership on request.

### **7.4 Expulsion of School Student procedures**

The decision to expel a student from school is of the utmost severity and should not be considered lightly. Once a student has been expelled from school, it affects their admission to other NSW public schools. The process to expel a student is initiated by the Principal and the decision to expel must be made by both the Principal and the Director, Educational Leadership.

The process for the expulsion of a student is regulated by the NSW Department of Education's 'Student Behaviour Procedures Kindergarten to Year 12' (<https://education.nsw.gov.au/content/dam/main-education/policy-library/associated-documents/pd-2006-0316-06.pdf>).



## **8. Restrictive Practices**

Coonabarabran High School is committed to providing a positive, inclusive, respectful, safe, and inclusive learning environment for all students and staff. At times it may become necessary for the use of restrictive practices to ensure this aim is met.

The use of restrictive practices is considered an absolute last resort and will not be implemented other than in accordance with the policies and directives of the Department of Education and other relevant professional bodies. In determining whether to use restrictive practices the school will ensure that such actions are centred on the best interests of students, are the least restrictive available option, are implemented for the shortest time, are monitored regularly with a view to their reduction, and will be the subject of ongoing revision.

At no time will restrictive practices be implemented without express consent from parents or carers in conjunction with consultation with students and relevant professionals including, but not limited to, medical practitioners, allied health professionals, and external behaviour support practitioners.

At all times, the use of restrictive practices will be in accordance with Department of Education policies 'Restrictive Practices Reduction and Elimination' (<https://education.nsw.gov.au/policy-library/policies/pd-2022-0478>) and the 'Restrictive Practices Framework' (<https://education.nsw.gov.au/content/dam/main-education/policy-library/related-documents/pd-2022-0478-framework.pdf>).

## **9. Consistency with NSW Department of Education Regulations**

The Department of Education regularly reviews and updates relevant behaviour management policies and procedures. Where there is any inconsistency between this policy and the Department's, the Department's policy takes precedence.

## **10. Review**

This policy will be regularly reviewed to reflect the views of Staff, Students, and the wider Coonabarabran High School Community.

## **10. Appendices**

Appendix One – Levels of Behaviour

Appendix Two – Return to class contract

Appendix Three – Student Reflection Form A

Appendix Four – Suspension Resolution Form

Appendix Five – Level 1 Classroom monitoring

Appendix Six – Level 2 Head Teacher monitoring

Appendix Seven – Level 3 Whole School monitoring



# Coonabarabran High School

## Levels of Behaviour

Major 2  
Major 1  
Minor 2  
Minor 1

Examples of Behaviour	Suggested Classroom Teacher Strategies	Head Teacher/Deputy Principal Strategies
Aggressive swearing at staff or students Discrimination (eg on basis of race, gender, religion) Physical violence Intimidating/Threatening Behaviour aimed at staff or students Stealing Refusal to follow Head Teacher instructions Criminal behaviour Repeated Level 3	Conversation/explicit teaching of expected behaviour Work with student to reflect on their behaviour and its impacts on others Removal of the student from the classroom Placement in alternative class Contact parents/caregivers	Use of Level 1, 2, or 3 Behaviour monitoring Placement in alternative class Subject withdrawal Contact parents/caregivers Exclusion from classroom on ongoing basis (no more than 5 lessons) Internal Suspension Return to class contract Suspension and/or Expulsion

Examples of Behaviour	Suggested Classroom Teacher Strategies	Head Teacher/Deputy Principal Strategies
Racist Language Disrespecting other's privacy or property Threatening behaviour (verbal and/or physical) Vandalism Truancy Consistent refusal to follow instructions over lessons Dangerous behaviour Repeated Minor 1/2	Conversation/explicit teaching of expected behaviour Relocating student within the classroom Placement in alternative class Individual or Group Detentions After class reflection Contact parents/caregivers	Use of Level 1 or Level 2 Behaviour monitoring Placement in alternative class Subject withdrawal Contact parents/caregivers Exclusion from classroom on ongoing basis (no more than 5 lessons) Return to class contract Suspension

Examples of Behaviour	Suggested Classroom Teacher Strategies	Head Teacher/Deputy Principal Strategies
Swearing at Students Rude Behaviour Regularly late to class Out of class without permission Ongoing disruption of the learning environment Refusal to follow instructions Excessive display of affection Unsafe behaviour	Conversation/Explicit teaching of expected behaviours Relocating the student within the classroom Give choices Set limits Placement in alternative class Exclusion of student from classroom for short periods Individual or Group Detentions	Repeated instances use Level 1, 2, or 3 Behaviour Monitoring Repeated instances and failure to comply with Level 1, 2, or 3 Behaviour Monitoring could result in Suspension

Examples of Behaviour	Suggested Classroom Teacher Strategies	Head Teacher/Deputy Principal Strategies
Inappropriate language in conversation Disrespecting others Being in prohibited areas of school Disruption of learning environment Common displays of affection Misuse of Property Late to Class Fiddling with Equipment Inappropriate Clothing	Conversation/explicit teaching of expected behaviour Reposition the student within the environment Restorative practices (as necessary) Time-out Cards (if prearranged) Adjustment of task expectations Modifying the task to suit the needs of the individual Make use of SLSO, AEO, and one-on-one teacher support On-task praise using affirmations Cross-praise using affirmations Proximity without eye contact	

**Coonabarabran High School  
Behaviour Management Policy**

**Return to Class Contract**

Name: \_\_\_\_\_ Year: 7 8 9 10 11 12

On \_\_\_\_\_ (date), \_\_\_\_\_ (Student Name) was excluded from \_\_\_\_\_  
because of behaviours including:

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So that \_\_\_\_\_ can return to class it has been agreed that the student,  
teacher, head teacher, school, and parent/caregiver shall:

Action	Who	Follow Up Date

**Upon returning to class the student shall complete Level 1 / Level 2 monitoring for five (5) days.**

\_\_\_\_\_

Student Name

Teacher Name

Head Teacher Name

**PARENT'S/ CARER VERIFICATION:**

**I confirm that I have discussed the behaviour of \_\_\_\_\_ and will support their return to the class.**

Signature: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

# Student Self-Reflection

<b>Student name:</b>	<b>Date:</b>	<b>Period:</b>
<b>Teacher:</b>	<b>Year group:</b>	<b>Subject:</b>

## Instructions

Take a moment to reflect on your behaviour in class. Some of your behaviour has been unacceptable this lesson and has prevented yourself and other students from learning and the teacher from teaching.

- Every student in this class has the right to learn without disruption.
- The teacher has the right to teach without disruption.

Please cooperate now and complete this form without further disruption to the lesson. You will need to attend an interview with the teacher during recess or lunch to discuss your behaviour. The teacher will advise you of the date, time and location when you have completed this form.

<b>Acceptable Classroom Behaviour</b>	<b>Student</b> Did you do this? Yes or no	<b>Teacher</b> Do you agree? Yes or no
1. I arrived to class on time		
2. I waited quietly and sensibly to enter the room and did not interfere with other students or their belongings		
3. I entered the room quietly and sensibly		
4. I went straight to my seat and sat down		
5. I was prepared for class (I brought all of my equipment, eg. pens, book, ruler, calculator, pencils)		
6. I waited quietly for the teacher's instructions		
7. I listened carefully to all instructions		
8. I followed all instructions		
9. I followed all safety rules (eg. no throwing objects, no eating, only moving around the classroom when told to do so by the teacher, no practical jokes/fooling around)		
10. I put my hand up when I wanted to speak and did not call out or interrupt		
11. I was immediately silent when the teacher asked for silence		
12. I spoke quietly and politely (eg. I did not use inappropriate or offensive language or participate in inappropriate conversations)		
13. My mobile phone remained in my bag or pocket		
14. I contributed positively to classroom activities		
15. I showed respect for the teacher and the other students (I did not interfere with anyone else, verbally or physically, I did not argue with the teacher)		
16. I was on-task and worked to the best of my ability on all class work and activities		

If you responded honestly, you should see that some of your behaviour this lesson was unacceptable. Please complete the following:

➤ My behaviour this lesson was unacceptable because

.....  
.....  
.....

➤ In order to improve my behaviour next lesson I am going to

.....  
.....  
.....

➤ If I repeat this unacceptable behaviour in the future, I expect the consequence to be

.....  
.....  
.....

➤ If you would like to apologise for disrupting the class you may use the space below to write an apology.

.....  
.....  
.....

Student signature:	Date:
Teacher's comment	
Teacher's signature:	Date:



# SUSPENSION RESOLUTION

**Present at meeting:**

– STUDENT

Mr D Graham – **DEPUTY PRINCIPAL**

– PARENT

Dear

is returning to school after a suspension for: . Coonabarabran High School regards the resolution process when returns to school from suspension as an important step to ensure that is not suspended again. I have the responsibility to ensure the safety and the right to learn of all students including .

Action	Who	Follow Up Date
will complete a Level 3 Monitoring Sheet (x 10 days)	D Graham	

Thank you for your assistance in resolving this matter. The school acknowledges the importance of support from parents in creating a successful future at our school for . Please feel free to contact the school if you have any further concerns during the Term.

**Ms M Doolan**  
**PRINCIPAL**

**Coonabarabran High School  
Behaviour Management Policy**

## LEVEL 1 (CLASSROOM) MONITORING SHEET

Name: \_\_\_\_\_ Year: 7 8 9 10 11 12

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

Class/Subject: \_\_\_\_\_ Class Teacher: \_\_\_\_\_

- 1 The student is on this monitoring sheet for at least FIVE periods in this subject.
- 2 If the student receives an Unsatisfactory he/she may complete extra days on Level 1 (Classroom) or be placed on Level 2 (Head Teacher).
- 3 To get a Satisfactory, the student must not disrupt the class in any way.

**NB: This card is retained by the Class Teacher.**

DATE	G	S	U/S	COMMENT
				Student signature
				Student signature
				Student signature
				Student signature
				Student signature

**Class Teacher's recommendation**

Return to Level 0: Inform Head Teacher

Continue on Level 1: Inform Head Teacher

Placement on Level 2: Refer to Head Teacher

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

Reason: \_\_\_\_\_

**HEAD TEACHER'S VERIFICATION:**

Signature: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_



**Coonabarabran High School  
Behaviour Management Policy**

**LEVEL 2 (HEAD TEACHER) MONITORING SHEET**

Name: \_\_\_\_\_ Year: 7 8 9 10 11 12

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

Class/Subject: \_\_\_\_\_ Head Teacher: \_\_\_\_\_

- 1 The student is on this monitoring sheet for at least FIVE periods in this subject.
- 2 If the student receives an Unsatisfactory he/she may complete extra days on Level 2 (Head Teacher) or be placed on Level 3 (Whole School).
- 3 To get a Satisfactory, the student must not disrupt the class in any way.

**NB: This card is retained by the Class Teacher.**

DATE	G	S	U/S	COMMENT
				Student signature
				Student signature
				Student signature
				Student signature
				Student signature

**Class Teacher's recommendation**

Return to Level 0: Inform Head Teacher

Continue on Level 2: Inform Head Teacher

Placement on Level 3: Refer to Deputy Principal

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

Reason: \_\_\_\_\_

**HEAD TEACHER'S VERIFICATION:**

Signature: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Coonabarabran High School  
Behaviour Management Policy**

**LEVEL 3 (WHOLE SCHOOL) MONITORING SHEET**

Name: \_\_\_\_\_ Year: 7 8 9 10 11 12

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_ Sheet: \_\_\_\_\_ of \_\_\_\_\_

- 1 The student is on this monitoring sheet for at least 10 days in all subjects.
- 2 If the student receives an Unsatisfactory he/she may complete extra days on Level 3 (Whole School) or be referred to the Deputy Principal for further disciplinary measures.

**NB: This sheet is to be presented to the class teacher at the beginning of the lesson.**

PERIOD	SUBJECT	G	S	U/S	COMMENT
1					
2					
3					
4					
5					
6					

- \* *You have been placed on this level as a result of: ongoing disruptive behaviour; a serious incident in the playground or classroom; or because you are returning from suspension.*
- \* **To progress each day** it is your responsibility to collect this sheet from the Deputy Principal **before assembly** each morning, present it to your teachers at the beginning of every lesson and have your parent/guardian sign it every night. You must return it to the Deputy Principal before assembly on the next day.
- \* *As a consequence of your behaviour, you will not be permitted to participate in non-compulsory activities while you are on this level.*

Report to DP at: Recess  Lunch

**PARENT'S/ CARER VERIFICATION:**

Signature: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_