Liverpool Boys High School Behaviour Support and Management Plan

Overview

In 1964 the school developed this vision: "This school is dedicated to the advancement of learning, the development of character and the betterment of mankind." Whilst the language is outdated the sentiment remains true. In 2014 extensive staff and community consultation resulted in an updated vision statement: "Learning is the pathway of self-discovery, making connections with a constantly changing world in order to grow a successful future." The recent 2023 consultation with staff, students and community have reinforced these vision statements and they continue to underpin all our work to support our boys to be successful students by promoting the intellectual, physical, social, emotional, moral, spiritual, and aesthetic development and wellbeing of all our students. Therefore, we want every student to participate positively to society.

The school is committed to a culture of innovation with high-level areas of improvement relating to numeracy, reading and writing, embedding innovative practices including the measurement of capabilities and improving attendance, engagement and student well-being. Additionally, high expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses. Student Choice is fundamental to both our curriculum and behaviour structures and thus reflects are school motto of, “We Choose our Success”.

Our processes are founded on the idea that students need to learn to take responsibility for their own actions and to ensure that staff respond to behaviours of concern consistently to support students to acknowledge harm and learn from their behaviour.

To achieve this, the key approaches and programs prioritised and valued by the school community include:

- Restorative Practice
- Community Group Cohort Specific Wellbeing Structures
- Reflection and Time Out
- Friendly Schools – Current Programs include:
    - STARTTS
    - Warwick Farm Core Communities
    - Stewart House
    - Souths Cares
    - Your Town
    - Smith Family
- Potential DoE Programs
    - Beyond Blue
    - Bite Back
    - Cool Kids Anxiety

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.

Reflection and Time out allows students the opportunity and time to reflect on their behaviour and consider how they could behaviour differently and make different choices in the future. Students are also guided in restorative practices as part of the reflection or time out process.

Partnership with parents and carers

Liverpool Boys High School will partner with families in establishing expectations for parent engagement in developing and implementing student behaviour management strategies, including 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 Parent Café Group, Presentations to Parents & Feedback Sessions
- using parent feedback and concerns to review school systems, data and practices.

Liverpool Boys High School will communicate these expectations to parents/carers through the school newsletter, website and social media and provide links to information and resources in the Behaviour support toolkit.

School-wide Expectations and Rules

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

To be respectful, responsible & resilient learners.

Respectful	Responsible	Resilient
Be kind and value others	Be safe	Seek help, accept advice
Use appropriate language	Be equipment ready	Recognise & restore harm
Work co-operatively	Be on time	Overcome challenges
Accept differences	Be ready to learn	Be aspirational, be your best

Behaviour code for students

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

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

Whole school approach across the care continuum

Our school embeds student wellbeing and positive behaviour approaches and strategies across the care continuum and responds to behaviours of concern, including bullying and cyberbullying behaviour. Behaviours that do not constitute bullying include mutual disagreements or isolated incidents.

These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships. These practices include:

- explicitly teaching classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- actively supervising students
- maximising opportunities for active engagement with learning
- providing carefully sequenced engaging lessons that provide options for student choice
- differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	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	PDHPE curriculum	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	Students 7-10
Prevention	Communication with parents	To increase parent's understanding of how our school addresses all forms of behaviour.	Staff, students 7-12, families
Prevention	Transition Year 6 into 7	Focusing on a safe and successful movement from primary to high school.	Incoming Year 7 students
Prevention / Early intervention	Student support officer	Supports the implementation of the school's approach to wellbeing.	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	Leadership programs	These include Student Representative Council, library and peer mentors.	Students 7-12
Individual intervention	Red Book Monitoring	Behaviour monitoring and reflection book to change behaviours of concern.	Students 7-12, Staff, Parent/Carer, DP's
Individual intervention	Attendance monitoring	Address barriers to improve attendance and set growth goals.	Students, Year Advisor, Attendance Officer
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, DP's
Prevention/ Individual intervention	Pathways Mentoring	Promote positive association with learning and an individualised pathway through school and post school. Goal setting.	Students 7 -12
Prevention/ Individual intervention	Transition Careers	SABTS, Work Experience, Work Readiness courses, TVETS, TAFE, School Leavers. EPP	Students 10 - 12
Prevention/ Individual intervention	Needs based support/Communication with parents	Specific Programs/Supporting students and parents in need.	Students, Parent/Carer CLO
Prevention	Community Groups	Wellbeing based programs being delivered across Community Groups focusing on YA identified socio-emotional focus areas.	Students 7 -12

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

Planned responses to positive appropriate behaviour are acknowledged through the Merit System (currently under review) and through positive behaviour reporting on Sentral.

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour. See Appendix 1.

- **Teacher managed –** low level inappropriate behaviour is managed by teachers in the classroom and the playground.
- **Executive managed –** behaviour of concern is managed by school executive.

Corrective responses by teachers may include:

- rule reminder
- re-direct, offer choice or error correction
- prompts
- reteach
- seat change or playground re-direction
- stay in at break to discuss/complete work/walk with teacher
- student Interview
- detention, reflection and restorative practices
- communication with parent/carer

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Behaviour / wellbeing ITD system (Sentral). These may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- detention, reflection and restorative practices (listed below)
- liaise with Team Around a School for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- formal caution to suspend, suspension or expulsion.

The NSW Department of Education Student Behaviour policy and Suspension and expulsion procedures apply to all NSW public schools.

Liverpool Boys 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. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.	1. Refer to school-wide expectations.	1. Contact office to seek help from HT/DP straight away if there is a risk. Otherwise notify executive ASAP and before the end of the school day.
2.Verbal and non-verbal specific positive feedback is paired with a positive, 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. Positive reinforcers include those that are: frequent, moderate, infrequent, intermittent, and significant. Significant positive reinforcers are recorded on Sentral.	3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before a low-level consequence is applied.	3. HT/DP collects information and reviews the incident from multiple perspectives to determine the next steps. HT/DP/CT to record incident on Behaviour / wellbeing system (Sentral) and contact parent/carer by email or phone. DP/P may consider further action for e.g. formal caution/suspension.
4. Social-emotional learning lessons are taught during Community Group lessons.	4. Teacher records on Behaviour / wellbeing system (Sentral) 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 Wellbeing Co-ordinator.	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.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Parents are notified when intermittent and infrequent reinforcers are recorded on Behaviour / wellbeing (Sentral) system via Letter of Concern. Student awards for positive behaviour are given at year group assemblies. (One per term).	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.	Parent/carer contact is made by HT/DP/P to discuss any support and behaviour responses, including referral to the LST school counsellor, outside agencies or Team Around a School.

Responses to all behaviours of concern apply to student behaviour that occurs:

- at school
- on the way to and from school
- on school-endorsed activities that are off-site
- outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
- when using social media, mobile devices and/or other technology involving another student or staff member, where there is a clear and close connection between the school and students' conduct.

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

Reporting and recording behaviours of concern

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

Students and/or parents/carers can report cyberbullying to the eSafety Commissioner and reporting links for most sites, games and apps can be found at the eSafety Guide.

Detention, Reflection and Restorative practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection Desk & Reflection Room - This is a time out space for the student to self-reflect on their behaviour, how they can fix any problems caused, to make a commitment to accept consequences and work to change their behaviour.	As determined by CRT/Head Teacher or DP	School executive	Behaviour / wellbeing system (Sentral) Reflection Room Log
Alternate break plan – withdrawal from playground during breaks and re-allocation to 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 or as determined by Head Teacher or DP	School executive	Behaviour / wellbeing system (Sentral)
Restorative practices or restorative conversations, Individually or in a group.	Scheduled as soon as all involved are available	Year Advisor/HT/ CRT	Behaviour / wellbeing system (Sentral)

Toilet and food breaks are always included when students are withdrawn from the playground or classroom as a planned response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.Review dates

Last review date: December 2024

Next review date: April 2025

Behaviour Management Strategies

Calm and engaged classroom
Apply preventative strategies
Positive classroom climate, providing and teaching explicit rules, active supervision, offering pre-corrections

Observe Inappropriate Behaviour
Does the behaviour pose a risk to the safety or wellbeing of the student or others?

NO

Behaviour of concern
Manage it at teacher level
De-escalate the situation by *calmly*:
- Correcting the behaviour
- Identifying student need
- Ensuring student understands corrective response
- Responding proportionally to the level of behaviour displayed

Has the behaviour stopped or improved?

YES

Provide positive verbal/nonverbal acknowledgement

NO

Speak privately with student
Clearly and calmly state the issue and invite the student to come up with solutions with you to resolve the matter.
Has the behaviour stopped or improved?

YES

Provide positive verbal/nonverbal acknowledgement

YES

Serious behaviour of concern
Teacher to inform executive staff and focus on safety.
HT/DP/CT to assist student to de-escalate to baseline by using appropriate strategies such as:
- Redirecting to another area or activity
- Provide reassurance
- Offer choices

NO

Speak privately with student
HT/DP/CT to *calmly* allow the student to explain the situation to identify ways to fix the problem.
HT/DP to check-in with teacher for feedback and contact parent.
HT/CT to enter incident on Sentral.
Is it safe for the student to return to normal routine?

NO

Provide positive verbal/nonverbal acknowledgement or de-escalation strategy

YES

Consider additional supports
Identify and engage support(s) for the student to return to normal routine:
Refer to counsellor/wellbeing team, Learning Support Team, contact parents, conversation with teacher, refer to and/or revise behaviour plans.

*Is a **mandatory report** required?*
If so, consult with principal and MRG.

LBHS Behaviour Support & Management Flowchart

In creating a respectful learning culture in your classroom teachers will:

Have quality lessons prepared and planned; reinforce positive behaviours; be consistent; use explicit instructions and expectations; know their students; know their content; use a variety of strategies including feedback, reflection, differentiation and support all students' needs.

Teacher Actions

Inappropriate Behaviours	Classroom teacher actions/ **Consequences**
Lesson disruption (affecting the learning of others) Not following instructions Lack of work and participation in class Lateness to class Out of uniform Truancy and or poor attendance Homework not attempted Lower-level physical contact Property misuse Technology misuse (laptop) Insolence Throwing objects Unsafe behaviour/WHS Teasing and/or bullying Lack of equipment Eating & drinking in class Not bringing device	Verbal Warning, Rule reminder, Prompt Re-direct, offer choice or error correction Re-teach rules and expectations Detention and student interview Seat change/Seating plan Reflection desk Class contract Phone or text home or other communication with parents/carers Record one single incident or ongoing incidents in Sentral Letter of concern

Unresolved matters/Ongoing negative student behaviours/Higher level incidents refer to HT

Head Teacher Referral

Behaviours of Concern	Head Teacher actions/ **Consequences**
Failure on a Monitoring (Red) Book Cheating/plagiarism & Exam malpractice Offensive language Threatening manner (verbal or physical) Extremely dangerous behaviour Vandalism Property Damage/Vandalism/Wasting resources Fighting Racial / sexualised / homophobic comments Continued acts of insolence and defiance Ongoing lateness Ongoing lack of attendance Ongoing truancy Ongoing out of uniform Ongoing BYOD issues	Verbal warning Phone home Detention Mediation Student/Parent interview Letter of concern Tuesday afternoon detentions (2pm-3:06pm) Reflection Room whole day or partial (Faculty based) Withdrawal from school representative sport and /or activities / excursions Formal referral to LST Initiate Progress Reports

Serious Incidents, Injury and Unresolved Faculty Matters refer to Senior Executive

(please see over)

DP Referral → Principal Referral

Serious Behaviours of Concern		DP & Principal actions / **Consequences**	
Smoking/vaping Continued disobedience Violence Staff harassment Chronic truancy Chronic absenteeism Chronic lateness Theft Sexual harassment Inciting violence Cyber bullying – distribution of inappropriate material	Student interview DP Letter of concern Parent interview Formal warning Red book monitoring Recommend Suspension SSO/School Counsellor/ FACs Withdrawal from school representative sport and/or activities/excursions. Confiscation of items and non-uniform articles of clothing.	Drugs Weapons Extreme Violence Extremist behaviour Mandatory reporting	Suspension Expulsion DEL Contact Safety and Response Evac and/or lockdown Emergency: Police/fire brigade Federal Police Child Wellbeing Report School Counsellor / FACs

Bullying Response Flowchart

The following flowchart explains the actions Liverpool Boys High School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.