



NSW Department of Education

Yanco Agricultural High School Behaviour Support and Management Plan

Overview

Yanco Agricultural High School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged in their learning, in a fully residential setting.

Our goal is to inspire every child to participate positively in society. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful learners in a caring learning community.

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, 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.

The Yanco Agricultural High School Strategic Improvement Plan focuses on the development of a planned approach to wellbeing as part of strategic direction two. This involves the review and development of the whole school, evidence-based practices to address the unique residential context of our school.

Partnerships between the school, parents, community, and other agencies will reinforce a collaborative approach to support the attendance, well-being and learning of students.

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

- Restorative Practice
- Supportive wellbeing team, led by the Head teachers Wellbeing, focussing on wholistic support
- A wellbeing hub for time out and reflective practice, led by a team of wellbeing staff
- A strong approach to anti-bullying and supports available
- Behaviour monitoring, focusing on positive behaviours
- A Positive Behaviour for Learning focus
- The Resilience Project

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

Yanco Agricultural High 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 the annual Principal survey, consulting with the school’s P & C Association and local AECG.
- using concerns raised through complaints procedures to review school systems, data and practices.

Yanco Agricultural High School will communicate these expectations and related resources to parents/carers through the school newsletter, website and parent information sessions.

School-wide expectations and rules

Yanco Agricultural High School has the following school-wide values, as specified in The Yanco Way: **Pride, Respect and Responsibility; for both the day and residential aspects of the school.**

Pride	Respect	Responsibility
Best Self	Allow Learning	Hands Off
On Time & Ready to Learn	Listen & Share the Air	Be Safe
Right Words, Right Place, Right Time	Inside Voice	Clean & Tidy
Be an Upstander	Others & Property	
	Be Inclusive	
	Follow Rules & Instructions	

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 is available here: [Behaviour code for students \(nsw.gov.au\)](https://www.nsw.gov.au/behaviour-code-for-students).

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 via ‘ The Yanco Way’ in both classrooms and the residential setting.
- Establishing predictable routines and procedures that are communicated clearly to students by explicitly teaching entry and exit routines.
- Encouraging expected behaviour with positive feedback and reinforcement through Sentral Merits and Fast & Frequents. Students are rewarded with school events and small prize draws.
- Discouraging inappropriate behaviour through the school’s Discipline Procedures.

YAHS Discipline Level	Person Responsible	Examples of behaviour	Suggested solutions	Suggested management of situation
Platinum Level	HTs Wellbeing PBS Coordinator	800 merits earned		Platinum Jacket/Jumper Eligibility for student prize at Presentation Day Ceremony
Gold Level	HTs Wellbeing PBS Coordinator	500 merits earned		Gold Level Event
Silver Level	HTs Wellbeing PBS Coordinator	200 merits earned		Silver Level Event
Bronze Level	HTs Wellbeing PBS Coordinator	100 merits earned		Rewards Morning Tea/Afternoon Tea hosted by staff
Green - Students demonstrating The Yanco Way; demonstrating the core values of pride, respect, and responsibility.	Classroom Teacher Duty Coordinator Duty Staff	Students consistently demonstrate pride, respect, and responsibility in their actions during the day, and after hours.	Provide praise, fast and frequents, merits and reward vouchers for this.	Students receive entry into periodic voucher draws for consistent levels of behaviour.

<p>Blue – Warning of Misbehaviour</p> <p>This is a first offence in class for behaviour which violates The Yanco Way</p> <p>Note, this level is not a punitive measure, it is an opportunity for students to rectify the issue and modify the behaviour. Teachers to use their professional judgement about the length of a blue level warning.</p>	<p>Classroom Teacher</p> <p>Duty Staff</p>	<ul style="list-style-type: none"> ● Disobedience. ● Disruptive behaviour. ● Refusal to work or comply with staff requests. ● Insolence ● Deliberately making a mess ● Non-directed swearing ● Not ready to learn – i.e. no pen, book, flat laptop etc ● Failure to wear correct uniform, without a uniform pass. Uniform passes to be given out before school only. ● Late to class ● Chewing Gum ● Mobile phone use - 1st offence 	<p>Redirection to the task (either verbal or non-verbal)</p> <p>Reminder of The Yanco Way</p> <p>A warning of consequence for repeated misbehaviour.</p> <p>Restorative conversation.</p> <p>Classroom teachers have the option to hold their own detention at this level.</p>	<p>Describe the offence.</p> <p>Provide a clear direction for the behaviour to cease.</p> <p>Reminder of The Yanco Way and core values.</p> <p>A warning of a consequence should the behaviour re-occur.</p> <p>What needs to be done next to fix the problem.</p> <p>Make a record of the incident in Sentral.</p>

<p>Yellow – disobedience and defiance.</p>	<p>Classroom Teacher in consultation with HT</p>	<ul style="list-style-type: none"> Continued disobedience after blue level warning. Continued swearing after the Blue Level warning or directed. Ongoing disruptive behaviour. Continued failure to wear the correct uniform. (2nd offence) 	<p>Make a record on Sentral</p> <p>Phone call to parents to notify of the behaviour and consequences.</p>	<p>Discussion with CT/HT surrounding the nature of the issue and a clear reminder of the core values of pride, respect, and responsibility.</p>
	<p>Duty Member in consultation with Duty Coordinator</p>	<ul style="list-style-type: none"> Frequently late to class Misuse of school property Misuse of food in the dining room, dormitories & playground Minor physical altercation (considering intent and injury) Disrespectful behaviour toward a staff member (minor breach) Fractional Truancy Out of Bounds Repeated failure to wear correct uniform, without a uniform pass. Uniform passes to be given out before school only. Careless behaviour which could result in injury Mobile phone use - 2nd offence. 	<p>(Classroom Teacher/ Duty Coordinator)</p> <p>For ongoing disruptive behaviour in the classroom, consider if there are Learning & Support needs and make a referral.</p> <p>For failure to wear their practical uniform - isolation from class during practical activities should also occur.</p>	<p>Referral to Reflection Room for 2 x 1-hour sessions</p> <p>Denial of rewards during the 2-day consequence period.</p> <p>School representation (other than educational excursions) is not permitted whilst in a reflection period unless in extenuating circumstances and at the Principal's discretion.</p> <p>No after-hours activities whilst in a reflection period. This includes, but is not limited to:</p> <ul style="list-style-type: none"> Shopping Leave Non-compulsory after-hours activities <p>Excluding weekends and at DP discretion.</p> <p>Record on Sentral (and in Duty Book, if required)</p>



<p>Orange – Major Behaviour</p> <p>This is continued disobedience and defiance.</p>	<p>Head Teacher in consultation with DP (Day)</p>	<ul style="list-style-type: none"> • Racist OR homophobic comments/actions • Sexualised comments/noises/gestures • Ongoing misbehaviour • Out of bounds (dangerous areas) 	<p>Make a record on Sentral</p>	<p>Formalised discussion surrounding the behaviour and the problems that have been happening. This is to be recorded in Sentral.</p>
	<p>DP (Residential)</p>	<ul style="list-style-type: none"> • Vandalism (low level or minor damage) • Acts of Animal Cruelty-Minor • Careless behaviour resulting in minor injury • Repeated truancy • Major physical altercation (considering intent and injury) • Disrespectful behaviour toward a staff member with intent of harassment. • Harassment of peers. • Mobile phone use - 3rd offence DP (Day) referral for Mobile Phones only. 	<p>Phone call to parents to describe the behaviour and consequences.</p> <p>Formal letter follows this.</p> <p>Referral to the Reflection Room for 4X1 hour sessions.</p> <p>For vandalism – a bill may be issued for the cost of repair, or to replace the item.</p> <p>For weekends, 1 hour reporting may be required.</p>	<p>Student to meet with HT/DP to discuss a positive way forward.</p> <p>Referral to Reflection Room for 4 x 1-hour sessions</p> <p>Denial of rewards during the reflection period.</p> <p>School representation (other than educational excursions) is not permitted whilst in a reflection period unless in extenuating circumstances and at the Principal's discretion.</p> <p>No after-hours activities whilst in a reflection period. This includes, but is not limited to:</p> <ul style="list-style-type: none"> · Shopping Leave · Non-compulsory after-hours activities <p>Excluding weekends and at DP discretion.</p> <p>Record on Sentral.</p>



<p>Red - Serious Misbehaviour</p> <p>This may include a formal caution of suspension.</p> <p>At times, some red level and black level behaviours may overlap. The decision is made by the Principal.</p>	<p>Deputy Principal Day</p>	<ul style="list-style-type: none"> • Behaviour which endangers the safety and/or wellbeing of others. • Repeated orange level behaviour • Major acts of vandalism. • Directed verbal abuse • Racist or homophobic comments or actions which cause harm to others. • Acts of Animal Cruelty-Major • Theft • Bullying • Serious misuse of electronic devices/social media. • Recording others without permission. • Serious physical altercation (considering intent and injury) • Careless behaviour resulting in major injury • Mobile phone use - 4th offence • Intimidating and disrespectful behaviour toward a staff member with a perceived threat of violence. 	<p>Make an entry on Sentral</p>	<p>Conversation with DP/HTW about the behaviour and the impacts that it has on students and the school. This is to be recorded in Sentral.</p>
	<p>Deputy Principal Residential</p>		<p>Formal letter to follow this.</p> <p>Referral to the Reflection Room for 2 weeks.</p> <p>No rewards for the two-week consequence period.</p> <p>Reflection worksheet to be sent to parents, at their request.</p> <p>In the case of pre-suspension warning, provide parents/carers the opportunity to meet with appropriate staff and a key contact to discuss behaviour support strategies moving forward.</p>	<p>An Official Caution if it is in line with current DET policies.</p> <p>Denial of rewards during the reflection period.</p> <p>Referral to Reflection Room for 6 x 1-hour sessions</p> <p>School representation (other than educational excursions) is not permitted whilst in a reflection period unless in extenuating circumstances and at the Principal's discretion.</p> <p>No after-hours activities whilst in a reflection period. This includes, but is not limited to:</p> <ul style="list-style-type: none"> • Shopping Leave • Non-compulsory after-hours activities <p>Excluding weekends and at DP discretion.</p> <p>Record on Sentral.</p> <p>At the end of the two weeks of restrictions, the student and DP & HTs Welfare meet to discuss a positive way forward.</p> <p>Where necessary, referral to the relevant</p>

				authorities. Police involvement, if required.



<p>Black - Severe Misbehaviour</p>	<p>Principal</p>	<p>Principals can suspend a student engaging in behaviour or behaviours of concern on grounds that could include but are not limited to:</p> <ul style="list-style-type: none"> ● continued/persistent disobedience and/or disruptive behaviour ● malicious damage to or theft of property ● verbal abuse ● bullying and cyberbullying ● misuse of technology ● discrimination, including that based on sex, race, religion, disability, sexual orientation, or gender identity. <p>Due to the immediate and/or significant risk of harm to students or staff, it is important principals consider issuing an immediate suspension to any student who engages in serious behaviour or behaviours of concern that could include but are not limited to:</p> <ul style="list-style-type: none"> ● being in possession of, uses or supplies tobacco, vaping devices, alcohol, and e-cigarettes ● being in possession of, uses or supplies a suspected illegal/restricted substance ● being in possession of, or using weapons including knives (excluding Kirpans, in line with guidance set out in Legal Issues Bulletin 22 – Knives in schools) and firearms ● using an implement as a weapon ● seriously threatening or engaging in physically violent behaviour ● engaging in serious criminal behaviour related to the school ● engaging in sexual harassment, sexual assault or other sexualised behaviour that may pose a risk of or has caused physical, psychological, or emotional harm to others. <p>Mobile phone use - 5th offence</p>	<p>Phone call to parents to notify of behaviour and consequences.</p> <p>Formal communication of suspension, in writing, to parents.</p> <p>Referral to the Reflection Room for up to 2 weeks after return from suspension has taken place. This is at the Principal's discretion.</p> <p>Police involvement, if necessitated.</p> <p>Depending on the nature of the suspension, a Risk Management Plan, De-escalation Plan may be required upon return.</p> <p>Referral to School Counsellor.</p>	<p>A formalised conversation with Principal (resolution meeting) about the behaviour and the impacts that it has on students and the school. Discussion about supports and a positive way forward. This is to be recorded in Sentral.</p> <p>Upon return to school referral to the Reflection Room, the duration of which is determined by the Principal.</p> <p>Denial of rewards during the reflection period.</p> <p>School representation (other than educational excursions) is not permitted whilst in a reflection period unless in extenuating circumstances and at the Principal's discretion.</p>
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- Actively supervising students in both the school day and residential time. Staff are timetabled on lessons, playground duty and rostered on the after-hours supervision of students.
- Maximising opportunities for active engagement with learning through a range of activities both within and outside of the classroom.
- Providing carefully sequenced engaging lessons that provide options for student choice and support learning.
- Differentiating learning content and tasks to meet the needs of all learners, and providing support via the Learning and Support Team and Student Learning Support Officers.

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 / 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	Positive Behaviour for Success, previously Positive Behaviour for Learning.	The school engages in Positive Behaviour for Success (PBS) and explicitly teaches students about the school's core values of Pride, Respect and Responsibility, in both the day and residential aspects of the school. Students are rewarded for displaying the school's core values with 'Fast and Frequent', and via the Sentral Wellbeing system. Regular small prize draws and rewards events are held to recognise students who frequently demonstrate our core values.	Staff, Students 7-12
Prevention	Wellbeing Lessons	Wellbeing lessons occur once per fortnight for years 7, 9, and 10 and once per week for year 8 (B). Lessons relate specifically to each year group around both school and boarding.	Years 7-10
Prevention	Communication with parents	To increase parents' understanding of how our school addresses all forms of behaviour. This is communicated via parent sessions at the commencement of the year.	Staff, students 7-12, families
Prevention	National Week of Action Against Bullying and Violence (NWA) R U OK day	Our school participates in the annual (NWA) – Term 3 each year. Our school participates in the annual R U OK day – 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. Incoming students come for a three day program including two nights in the residence	Incoming Year 7 students
Prevention	Transition of new students into Years 8, 9 and 10	Focusing on a safe and successful movement changing high schools and assimilating into a residential high school. Incoming students come for a three day program including two nights in the residence	Incoming Year 8, 9 and 10 students
Prevention	Transition Year 10 into 11	Focusing on a safe and successful movement changing high schools and assimilating into a residential high school as a senior student. Incoming students come for a residential leadership and senior student program	Incoming Year 11 students
Prevention	The Resilience Project	In small groups students participate in emotionally engaging programs that provide evidence-based, practical wellbeing strategies to build resilience.	Years 7-12
Prevention	CREW	Creating Relationships, Empowering Wellbeing (CREW) sessions are timetabled for all students. Small groups of no more than 15 students are allocated and meet together four days a week. These sessions are used to engage in activities to support student wellbeing (The Resilience Project) and learning via PBS activities. It also provides opportunities for students to build positive working relationships with their peers and staff.	Students 7-12, selected staff
Prevention	<u>Peer support program</u>	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	<u>Cohort Specific Preventive Programs</u>	Love Bites, Tomorrow Man/Woman, Youth Aware of Mental Health, Police talks, and Careers days.	Specific Cohorts
Prevention / Early intervention	<u>Student support officer</u>	Supports the implementation of the school's approach to wellbeing and works in conjunction with the Head Teachers Welfare and the School Counsellor.	Student 7 - 12
Targeted / individual intervention	<u>Learning and Support</u>	The Learning and Support Teacher works with teachers, students and families to support students who require personalised learning and support.	Staff, individual students 7-12, families
Targeted intervention	Check In Check Out (CICO)	For students who exhibit low level behaviours of concern.	Individual students 7-12,
Targeted intervention	STYMIE	Stymie is an online platform where students can make a report about themselves or other students that are experiencing harm. It is completely anonymous and allows specific staff to follow up. This is available to students 24 hours, weekends and is monitored during holidays. It empowers students to stand up for themselves, their friends and the entire school community. It has given students the courage to overcome the fears and social pressures that	Individual/group student 7-12

		prevent them from speaking up. It also relieves feelings of helplessness for students who want to help themselves or their peers but don't quite know how.	
Targeted intervention	Leadership programs	These include Student Representative Council and Peer Mentors.	Students 7-12
Targeted intervention	Respect Attitude Teamwork Program (R.A.T)	Small groups of boys face challenges of both a physical and academic nature in an outdoor setting. The focus is to build the boys' sense of responsibility, accountability, and provide instruction in the basics of leadership. to help develop their individual and collective good character. To build their resilience, and to hold them to the highest ethical standards through self-discipline and personal accountability.	Boys 7-10
Targeted intervention	Girls Connect	Small groups of girls engage in a variety of activities focused on Caring for Others (thoughtfulness), Emotional Intelligence, Kindness, Friendships, Mental Health and Wellbeing, with community partnerships.	Girls 7-10
Individual intervention	Year 12 Mentoring Program	A program which matches Year 12 students with school staff, to provide ongoing support, advice and mentoring throughout their senior year.	Staff and Individual students in year 12
Individual intervention	Attendance monitoring	This includes addressing barriers to improve attendance and set growth goals. These plans are developed collaboratively with students, parents/caregivers and the school to address barriers to school attendance and support student academic engagement and achievement.	Students, Parents, Year Advisor, Deputy Principal (Day)
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, Deputy Principal
Individual intervention	School to Work Transition Plans	These plans support students with identified learning and support needs to successfully transition from secondary school into the workplace. By working collaboratively with support staff both within the school and external providers, we can support students to engage meaningfully in the workplace and promote success.	Students, parent/carer, Careers Adviser, external providers.

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.

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

- Staff 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 via Teachers, Stymie, the Head Teachers Welfare, or Student Support Officer
- concerns raised by a parent, community member or agency.

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

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

- at school, both the day and residential aspects of the school
- on the way to and from school
- on school-endorsed activities that are off-site, including overnight excursions
- 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, in accordance with the Yanco Agricultural High School Behaviour Procedures.. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student and/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, including Head Teachers, Deputy Principals and the Principal.

Corrective responses by teachers may include:

- rule reminder
- re-direct, offer choice or error correction, prompts
- remind student about demonstrating The Yanco Way and the school's core values
- seat change/play or playground redirection
- stay in at break to discuss/complete work. Students can be kept in for less than 5 minutes at recess, and for no more than 20 minutes at Lunch 2.
- conference between student, teacher and other staff, as required
- Blue Level caution
- detention held by classroom teacher, reflection and restorative practices including restorative conversations
- communication with parent/carer

- Formal detention in The Reflection Room
- Placement on Yellow, Orange, Red or Black Levels

Yanco Agricultural 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
<p>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.</p>	<p>1. Refer to The Yanco Way</p>	<p>1. Seek help from HT straight away if there is a risk. Otherwise notify the executive ASAP and before the end of the school day.</p>
<p>2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.</p>	<p>2. Use indirect responses e.g. Proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p>	<p>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.</p>
<p>3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent Reinforcers are recorded on Sentral.</p>	<p>3. Use direct responses e.g. rule reminder, re-teach, provide choice, blue level cautions, restorative conversations. Students have an opportunity to meet the classroom/playground behaviour expectation before a low-level consequence is applied.</p>	<p>3. HT/DP investigates the incident from multiple perspectives to determine the next steps. HT/DP/CT to record the incident on Sentral and contact parent/carer by email or phone. DP/P may consider further action for e.g. formal caution/suspension.</p>
<p>4. Social-emotional learning lessons are taught during fortnightly wellbeing lessons.</p>	<p>4. Teacher records on 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 anti-racism contact officer (ARCO) or anti-bullying coordinator.</p>	<p>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.</p>
<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>
<p>Parents are notified for level placements from Yellow or above. Incidents are recorded on Sentral. Student awards for positive behaviour are given at weekly assemblies.</p>	<p>Teachers contact 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.</p>	<p>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.</p>

Responses to serious behaviours of concern

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

- review and document incident in Sentral

- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team, if appropriate
- 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)
- Level placement and Reflection Room sessions
- formal caution to suspend, suspension or expulsion.

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

Reporting and recording behaviours of concern

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

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

Detention, reflection and restorative practices

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 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	Via Sentral
Restorative practice – Restorative Conversations, Community Conferencing	Scheduled as soon as all involved are available	Year Advisor/HT Wellbeing	Via Sentral
Detention	No more than 5 minutes at Recess or 20 minutes at Lunch 2	Classroom Teacher, HT	Via Sentral
Blue Level Caution	Ongoing, as required, until the issue is resolved	Classroom Teacher/ Duty Coordinator	Via Sentral
Yellow Level Placement	Two 1-hour Reflection	Classroom Teacher, HT,	Via Sentral

	Room Sessions 4-5pm	DP, Duty Coordinator,	
Orange Level Placement	Four 1-hour Reflection Room Sessions 4-5pm	HT, DP	Via Sentral
Red Level Placement and/or Pre-Suspension Warning	Six 1-hour Reflection Room Sessions 4-5pm	DP	Via Sentral
Black Level Placement	Suspension and Reflection Room sessions at the discretion of the Principal	Principal	Via Sentral

Review dates

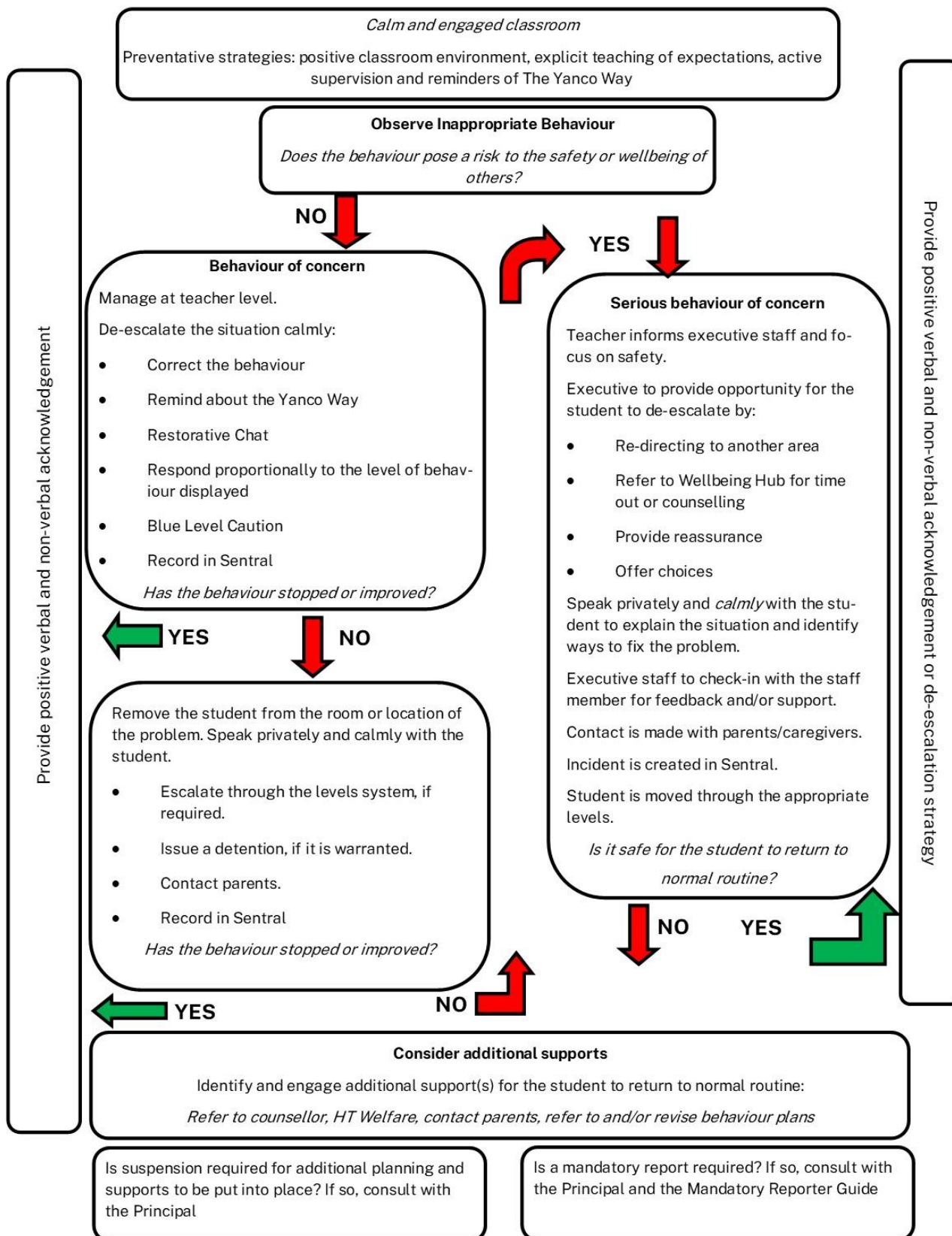
Creation Date: 22/8/2024

Last review date: [INSERT DATE: Day 1, Term 1, 202X]

Implementation Date:

Next review date: 31 January: Day 1, Term 1, 2025

Appendix 1: Behaviour Management Flowchart



Bullying Response Flowchart

The following flowchart explains the actions Yanco Agricultural 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 time and nature of the report, professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.

