

Leumeah High School Behaviour Support and Management Plan

Overview

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone.

At Leumeah High School (LHS), we aim to foster a learning environment where students feel happy, engaged, and successful. Our objective is to motivate each child to contribute positively to society. We are dedicated to encouraging excellence, opportunity, and success for every student, every day.

Our Behaviour Support and Management Plan is informed by the Alice Springs (Mparntwe) Education Declaration (2019), the Plan for Public Education (2024), the NSW Wellbeing Framework for School (2017), and the Federal (Australian Student Wellbeing Framework 2018) social and emotional learning frameworks that integrate evidence-informed practices including Positive Behaviour for Learning, trauma-informed practices and the principles of inclusive practice.

Partnership with parents and carers

The [DoE School Community Charter](#) informs parents and caregivers on how to engage with NSW public schools. It focuses on collaborative, respectful communication.

Leumeah High School acknowledges the essential role that parents/caregivers play in supporting student behaviour. We collaborate with parents/caregivers to set clear expectations and offer resources that promote positive behaviour both at home and in the community.

LHS strategies include:

- Using existing communication channels with the school community; for example, P&C Meetings and the local Aboriginal Education Consultative Group (AECG) to support broader engagement and feedback.
- Using concerns raised through complaints procedures to review school systems, data and practices.
- Parent/Caregiver, Teacher and Student surveys.
- Communication: keeping parents/caregivers informed through newsletters, social media, the school website and the Student Success Planners.

Leumeah High School communicates this plan to parents/caregivers at enrolment. A copy can also be found on the school's website.

School-wide expectations and rules

PREPARATION	RESPECT	AIM	COOPERATION
Be prepared for the day.	Respect yourself, each other and our school.	Aim to always do your best.	Cooperate with all staff.
<p>Complete homework from the previous lesson.</p> <p>Bring all necessary equipment including your iPad.</p> <p>Wear the correct uniform and appropriate footwear every lesson.</p>	<p>Respect others' right to learn.</p> <p>Value our school's resources.</p> <p>Be safe with equipment.</p> <p>Keep noise to a minimum.</p> <p>Participate in appropriate conversations.</p> <p>Eat and drink during breaks only.</p>	<p>Stay on task.</p> <p>Be an active listener.</p> <p>Take pride in all you do.</p> <p>Participate in the learning experience.</p> <p>Work to the best of your ability.</p>	<p>Line up quietly.</p> <p>Enter the lesson calmly and safely.</p> <p>Leave bags in designated areas.</p> <p>Take your hat off.</p> <p>Stay in your seat unless directed.</p> <p>Put your hand up to speak.</p>
P	R	A	C

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](#).

Whole school approach across the care continuum

This section outlines LHS’s strategies to support positive behaviour, using a multi-tiered approach across prevention, early intervention, targeted intervention, and individual intervention aligned to the Care Continuum.

LHS practices include:

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Behaviour for Learning Framework (PB4L)	Our school community collaborates to define expected behaviours and educate students about them. This is accomplished through targeted lessons on the PRAC values that reinforce positive behaviour.	All students and Staff
	Connect 2 Succeed Program	Daily lesson in which students have an opportunity to connect with other students in their year group as well as their teachers to build relationships and a sense of belonging. Lessons include activity-based pastoral care/wellbeing lessons, personalised literacy and numeracy activities based on students' individual ability, and year meetings or assemblies.	All students and Staff
	Social and Emotional Learning (SEL)	Stage 4 students participate in a weekly scheduled lesson focusing on essential social and emotional learning (SEL) skills which promote self-confidence and explore skills related to the HPGE domains.	Stage 4 students
	Wellbeing – Celebration of Success Assemblies	Assemblies focus on a wellbeing message and celebration of students’ success across all areas. Students access a range of presentations from internal and external presenters building their understanding of how to support themselves and others. Examples include: Police Youth Engagement Officer, R U Ok? Day, NRL speakers on violence, local elders and ex-students.	All students and Staff
	Communication with families	Open communication with families with an aim to increase families’ understanding of how our school addresses behaviour.	All families
	Transition at Key points	Transition Adviser employed to support students’ transition, focusing on a safe and successful progression from primary to high school and high school to the workforce or further education.	Students in Years 7 and 10,11 or 12.
	Aboriginal Education Officer	Offers Aboriginal and Torres Strait Island students culturally relevant guidance and encouragement. Fostering a sense of belonging and facilitate communication with families.	Aboriginal and Torres Strait Island students, staff and families

Care Continuum	Strategy or Program	Details	Audience
Early and Targeted intervention	Wellbeing Hub	The Wellbeing Hub is a safe space for students to seek support when feeling vulnerable, heightened or overwhelmed. It offers access to trained staff, calming activities, and workshops focused on mental health and emotional resilience, helping students develop coping strategies and a sense of belonging.	All students
	Student Support Officer		
	School Chaplain		
	Circle of Strength Program	Program focuses on combining life skills and values with Polynesian culture to help our Pasifika students develop resilience and social skills. This enables them to positively influence society and their families.	Pasifika students
	Aboriginal Education Officer	Providing timely support both in the classroom and through conversations with elders helps address student needs, making them feel valued and supported in their educational journey.	Aboriginal and Torres Strait Islander students
Individual intervention	Creating Chances, RAGE, Pacific Waves Programs	Tailored modules that focus on creating self-coping mechanisms, positive relationships and social responsibility for a variety of students with social/emotional and self-regulation needs.	Students identified as needing additional support
	Learning Support	Students participate in learning programs identified by the Learning and Support teacher aligned to need.	
Individual intervention	Individual behaviour support planning	Individual behaviour support planning. Includes: Personalised Learning and Support Plans (PlaSP), Personalised Learning Pathways PLPs, Health Care Planning.	Students requiring personalised support
	Functional Behavioural Assessment	Comprehensive assessments to identify the function of challenging behaviours, followed by developing and implementing tailored intervention strategies. This includes the design of Risk Management Plans (RMPs).	Students with significant behavioural challenges
	School Counselling	Mental health support and counselling services for students facing academic, social, emotional, or family issues, helping them manage their challenges and improve their wellbeing.	Students requiring support
	Referral to External Agencies	Access to additional support beyond what the school can provide, ensuring a comprehensive support network	Students requiring multidisciplinary support

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

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.

Refer to Appendix 1 – Classroom Management Flowchart. This flowchart is also communicated to students in the Student Success Planner.

Refer to Appendix 2 for an Anti-Bullying response flowchart

Responses to serious behaviours of concern

LHS priority is the safety and wellbeing of students and staff.

The school has a structured, proactive approach to managing serious behaviours of concern, including students who display bullying behaviour, includes the following:

i. Incident Assessment and Management

- De-escalation of behaviour by staff who are trained in trauma informed practice and a range of de-escalation strategies.
- Assess situation, this may involve removing student/s from situation
- provide students with support and calming techniques

ii. Communication

- Provide students with the opportunity to describe the events
- Identify students' needs
- Inform parents/caregivers and teachers (if necessary)
- Staff debrief to review incident and plan for future actions and support.

iii. Intervention and support

- Opportunity for Student Reflection Day
- Support student if on suspension by Year Adviser, teachers and Student Support Officer
- Develop Behaviour Management Plan, Function Behaviour Assessment or Risk Management Plan
- Identify restorative practices
- Seek additional support from Complex Case Unit and/or Team Around the School

iv. Monitor and evaluate

- Monitor student's return to school and progress via a Monitoring Card.
- Engage with family for support and ongoing monitoring
- Evaluate how incident could be prevented or managed in future.

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

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.

Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

[Incident Notification and Response procedure](#)

[Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

Detention, reflection and restorative practices

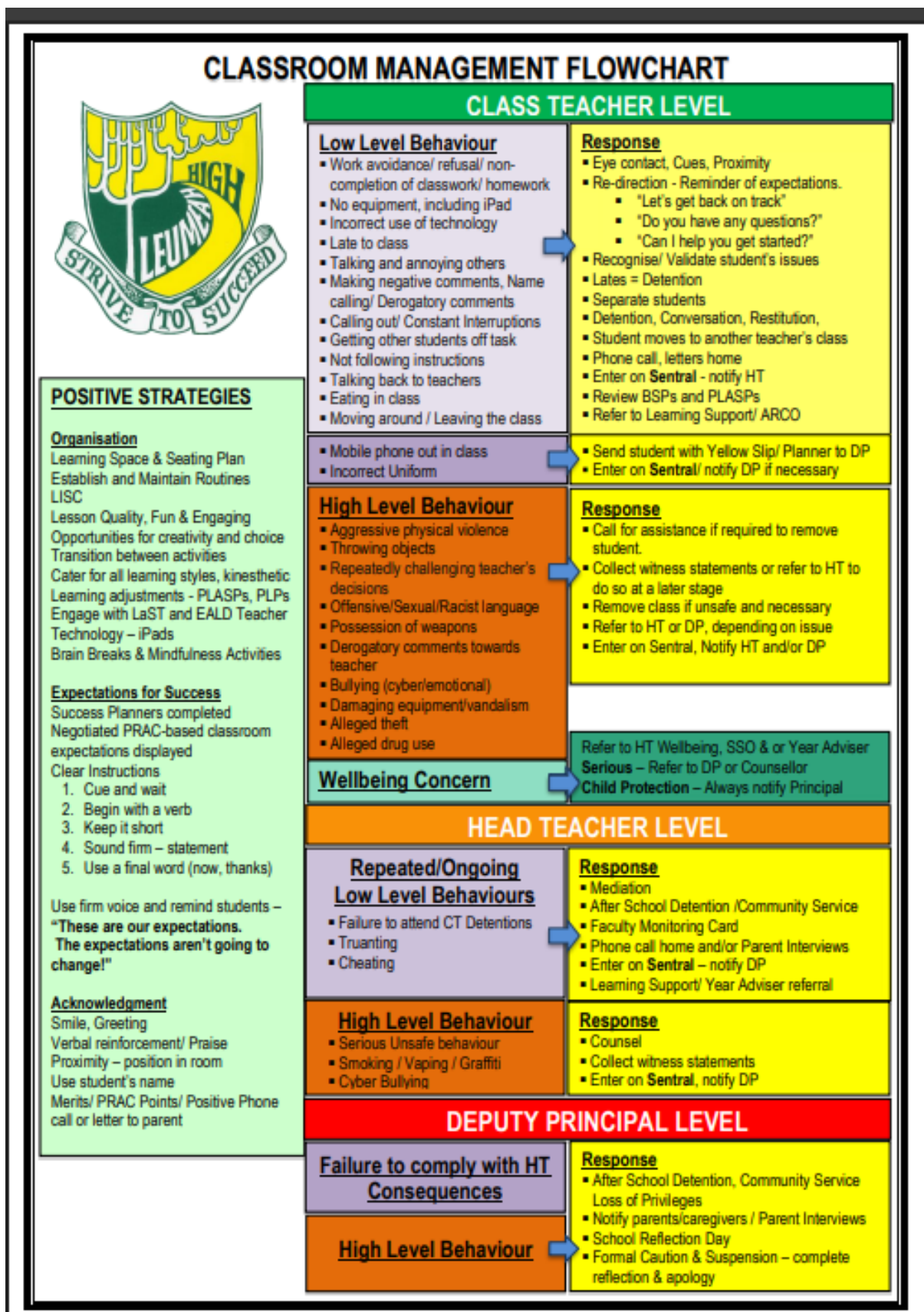
Strategy	When and how long?	Who coordinates?	How are these recorded?
Part Recess or part Lunch Detention- Restorative practices include behaviour reflection, peer mediation, catching up on work, making better choices	Not longer than 15 minutes	Classroom teacher	On Sentral
Reflection Day - to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices Families informed via phone or letter.	Half or Full Day attending HT senior classes	Deputy Principal	On Sentral and in student's PRC
Alternate break – withdrawal from playground during breaks and re-allocation to office/classroom for supervised breaktime following breach in behaviour.	No longer than a couple of days	Deputy Principal	On Sentral
After school detention – for repeated breaches of expected 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). Families informed via a letter home.	1 hour at the conclusion of school on Tuesdays during early finish or Fridays after school	School Executive or Senior Executive	On Sentral

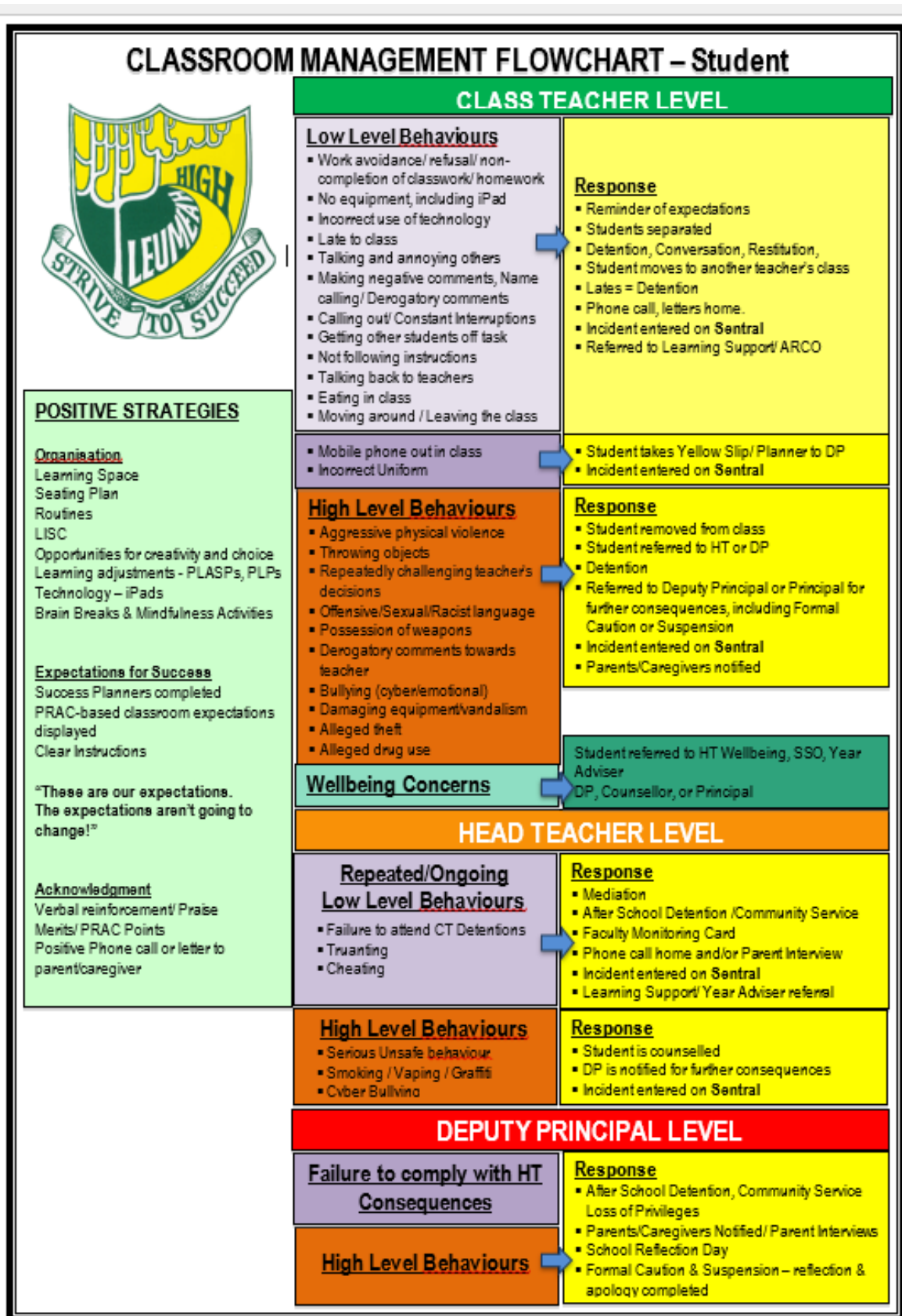
Review dates

Last review date: [30 January, 2025 Day 1, Term 1, 2025]

Next review date: [29 January, 2026: Day 1, Term 1, 2026]

Appendix 1: Behaviour management flowchart Staff and Student Copy





Appendix 2: Bullying Response Flowchart

The flowchart below outlines the actions LHS staff will take when they receive a report about student bullying, including bullying which may have occurred online. The timeframes will vary depending on the professional judgment of staff who receive the alleged bullying complaint and their assessment of immediate risk to student/s.

