Glenwood
High School

School Behaviour Support and Management Plan

Contents

Contents ***2***

Statement of purpose *3*

Consultation and formation process *3*

Roles and responsibilities *3*

Promoting and reinforcing positive student behaviour and school-wide expectations *4*

PBL Overview 4

Implementation of PBL 4

The Care Continuum 5

PBL Continuum 5

Core Values 6

School expectations for behaviour 6

Condensed PBL Matrix 7

Behaviour code for students 7

Whole school approach *8*

Preventative actions and strategies to support or manage behaviours 8

Teacher Professional Learning 11

Targeted group and individual support for students 11

Responsive strategies and practices to manage behaviours of concern *17*

Minor and Major behaviours 17

Behaviour management flowchart 19

Reflection and restorative practices 20

Formal Caution to Suspend 20

Suspension 21

Expulsion 22

Partnership with Parents/Carers *22*

School Anti-Bullying Plan *23*

Reviewing the SBSMP *23*

Appendix *24*

Green Card (Classroom Teacher) 24

Yellow Card (Head Teacher) 25

Red Card (Deputy Principal) 26

Detailed PBL Matrix 27

Statement of purpose

Through the creation of a safe and happy environment, every student at Glenwood High School will learn and grow in confidence. It is our aim to foster the development of personal responsibility, self-discipline and positive social interactions. We will do this through teaching and recognising positive behaviours that support learning and by the consistent implementation of strategies and practices to manage student behaviour.

Consultation and formation process

This plan was developed in collaboration with our school community as part of an extensive review in 2021/2022 to address goals within the Glenwood High School Strategic Improvement Plan. A review of school data relating to attendance, behaviour incidents and academic engagement, and the Department of Education's Inclusive, Engaging and Respectful Schools reform has assisted in guiding the development process.

The Behaviour and Engagement Team, created in 2021 under Strategic Direction 3 within the Strategic Improvement Plan, meets regularly to oversee and manage the plan's implementation, evaluation and review. The school's Positive Behaviour for Learning (PBL) Team will work in tandem with the Behaviour and Engagement Team to support them in this.

Roles and responsibilities

To provide a safe, respectful and supportive learning environment at Glenwood High School, it is important that students, parents and staff understand their roles and responsibilities in the development, implementation, evaluation and review of this document.

Students:

- Provide input and feedback to staff about the plan as required and as part its review process.
- Understand the plan on a foundational level upon enrolling in the school.
- Follow the plan to promote their own positive behaviour and learning to foster a more positive school experience.

Staff:

- Provide input and feedback to the school executive, Behaviour and Engagement Team and PBL Team about the plan as part of its review process.
- Understand the plan on a detailed level upon commencing work in the school.
- Teach elements of the plan to students on a regular basis.
- Follow the plan in promoting positive behaviour and managing inappropriate behaviour.
- Seek guidance and supervision from colleagues regarding queries about the plan.

Parents:

- Provide feedback to staff about the plan as required and as part of its review process.
- Understand the plan on a foundational level upon enrolling their child in the school.
- Seek clarification from staff regarding any queries about the plan.

Promoting and reinforcing positive student behaviour and school-wide expectations

PBL Overview

Positive Behaviour for Learning (PBL) is a *whole school approach to support the learning and wellbeing needs and outcomes of all students.* PBL:

- develops a positive, safe and supportive school climate in which students can learn and develop
- involves the school community working together
- empowers student voice through active participation
- is an evidence and strengths-based framework
- provides a continuum of evidence-based interventions
- integrates academic and behaviour initiatives
- decreases reactive behaviour management
- improves support for all students, particularly those with emotional and behavioural difficulties
- is for all students, staff and community involved in school activities.

The PBL framework helps schools identify and implement evidenced-based, whole-school practices to enhance learning outcomes for students. PBL can be used to strengthen existing systems, structures and processes within the school. For example, PBL encourages the use of school-wide data to identify patterns of problem behaviour, monitor student progress, reflect on teaching effectiveness and inform decisions that strengthen the learning environment.

When PBL is implemented well, teachers and students have more time to focus on relationships and classroom instruction. Students and staff benefit from:

- reduced inappropriate behaviour
- increased time focused on instruction
- improved social-emotional wellbeing
- positive and respectful relationships among students and staff
- support for teachers to teach, model and respond effectively to student need
- a predictable learning environment where staff and students know what is expected to deliver effective practices that can be sustained over time

PBL brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.

https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/positive-behaviour-for-learning/what-is-positive-behaviour-for-learning-pbl

Implementation of PBL

Implementation of PBL requires the commitment of the whole school community and support of the principal and executive teachers to lead the process within the school.

Specific attention to *what needs to be done, how it is done and why it is being done* across the school is critical to create positive, safe and supportive learning environments.

These aspects include:

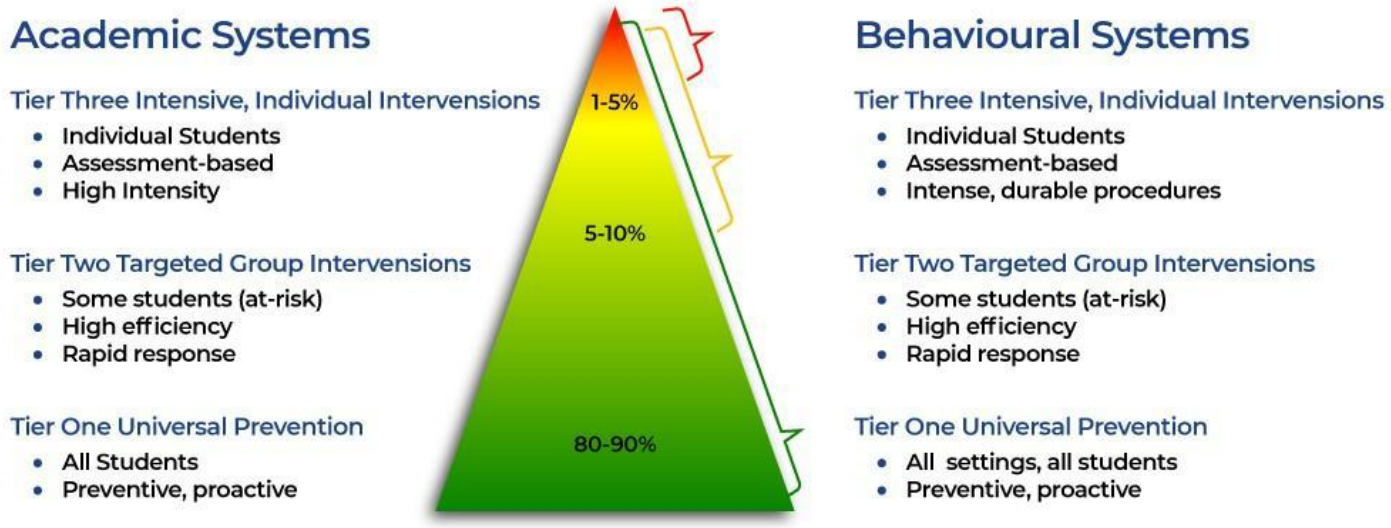
- developing and using a common vision, language and experience to support PBL implementation
- establishing and maintaining a PBL Team including student voice, with regular meetings
- collaborating with and leading staff to plan and implement PBL
- having staff support in the use of PBL
- creating, reviewing and revising a plan of action
- collecting and using data for decision making

The Care Continuum

Students may require different types of intervention delivered in different ways along a continuum of care – from prevention to intensive individual support to best meet their needs. This notion is addressed in the same way through the PBL Continuum. For more information on the Care Continuum, head here: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-teachers/the-care-continuum

PBL Continuum

Positive behaviour for learning includes a multi-tiered system of support. This is known as the **PBL continuum of behaviour, wellbeing and academic support**. Preventative, proactive whole-school systems are developed for all students in all settings. Some students will need to access additional targeted groups supports, with a few students needing intensive individualised supports. This is similarly reflected in the Care Continuum.



Tier One – Universal prevention

Universal prevention is the most important and powerful aspects of a whole-school systems approach. Universal prevention focuses on preventing problems and enabling an environment that supports student learning and wellbeing.

Tier Two – Targeted interventions (including Early and Targeted Interventions)

Some students, approximately 10-15 per cent, will respond to Tier 1 supports but will still need some additional targeted support. Tier 2 targeted support is designed to enhance and build upon what has been taught to students at the universal level.

Tier Three – Individual intervention

A smaller group of students, approximately 1-5 per cent, may need more individualised and intensive supports, as well as the Tier 1 and Tier 2 supports. In many cases, the problem has become "chronic" as these students have experienced academic and behavioural difficulties over an extended period of time.

Core Values

Our school community has identified the following school values to teach and promote our high standards of positive behaviours:

At Glenwood High School, our core values influence the way the school community works together, communicates and makes decisions. These values are taught explicitly in the classroom and through the activities and relationships of the school and the community. They guide student wellbeing and behaviour and are embedded in everything we do, both in and out of the classroom.

School expectations for behaviour

These values can be broken down to reflect the following expectations:

- **Ready to actively participate in learning.**

Learning is a two-way process. It is important that there is active participation from the students and teachers for true learning to occur.

- **Demonstrate respect to other students, teachers, school staff and community members.**

We have a school community where members feel safe and welcomed knowing that they will be treated with respect.

- **Develop positive relationships with other members of the school and think about the effect on relationships before acting.**

We acknowledge that positive relationships make us stronger and better as individuals and as a community, hence, everything we do is to nurture and protect these relationships.

- **Take personal responsibility for behaviours and actions.**

While we take credit for what we do well, we also take responsibility when we do not, and actively seek to reflect and improve in the future.

- **Resolve conflict respectfully, calmly and fairly.**

Our school acknowledges mistakes and conflicts as part of the learning process. We will work together to resolve conflicts respectfully.

Condensed PBL Matrix

Glenwood High School
POSITIVE BEHAVIOUR FOR LEARNING

GHS VALUES	Using learning spaces	In the school grounds	Out in the community	When using ICT	All areas
READY	Have all your equipment Be organised Participate positively	Take part in school events Contribute to a clean and tidy environment	Be safe and mindful of others Be polite	Use the internet as a learning resource Follow the GHS BYOD policy	Use good manners Encourage and support others Follow staff instructions Respect personal space, privacy and property Ask for help Wear school uniform correctly Report misuse and damage Maintain appropriate noise levels Demonstrate GHS values
RESPECT	Listen to others Let others learn	Put rubbish in the bin Look after our equipment and facilities Share the space	Be considerate of the public Represent the school with pride	Make positive contributions Obtain informed consent before sharing or posting	
RESPONSIBLE	Enter and exit in an orderly manner Work cooperatively	Stay within designated areas	Abide by road rules Use public transport with care	Protect personal information Take care with my digital footprint Report cyberbullying	

See page 27 for detailed matrix.

Behaviour code for students

The Behaviour Code for Students can be found at https://education.nsw.gov.au/policy-library/policies/pd-2006-0316/pd-2006-0316-01. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

Whole school approach

Preventative actions and strategies to support or manage behaviours

A range of actions and strategies are implemented across the school in order to support or manage behaviour. Our school strategy is embedded in being proactive and supporting a safe learning environment for all students. In addition to this, any unique or specific circumstances that may require targeted or intensive and individualised intervention will be supported by systems of support designed to implement these strategies. Working closely with all stakeholders, both internal and external, the school will be able to assist all students' learning needs.

At Glenwood High School, we recognise that the best approach in managing student behaviour is to prevent inappropriate behaviour from occurring through the promotion of positive student behaviour. Establishing strong systems of **universal prevention** for all students helps to reduce the number of students who need additional support, which in turn supports the school to work more intensively with students who have additional learning and support needs. We have established numerous universal whole-school systems and practices to promote positive student behaviour. These apply to all students and are strongly grounded in our school's values and expectations. These strategies and practices used at Glenwood High School reinforce the methods identified in the CESE Literature Review *'Classroom Management: Creating and maintaining positive learning environments'* (2020).

Develop positive relationships with students through restorative practices

Both in and outside of the classroom, positive relationships are evident for teachers and students. By having positive interactions with students, showing care and concern for their wellbeing and learning, students develop a sense of belonging and engagement in their learning and broader school community. Glenwood High School has a continuum of reinforcements to encourage and strengthen positive behaviour in our students, further fostering positive relationships.

Positive classroom climate

Building connections between teacher and students is made possible by ensuring a safe and engaging classroom climate. By ensuring classroom climates are characterised by warm, respectful and sensitive interactions, students can feel safe and ensure a culture of learning. Some methods to help enhance the classroom climate, along with others to avoid, are outlined below:

✓	✗
- Modelling respectful and polite behaviour with students - Provide specific, informative feedback genuinely and frequently for positive student behaviour improvements - Setting high but reasonable and attainable expectations - Use effective listening skills - Celebrate student success and achievement - Using positive, caring talk when speaking to others about students	- Using sarcasm or humour at a student's expense - Using reinforcers that are not meaningful for students - Warning students to 'calm down' - Lecturing students about behaviour - Being inconsistent with enforcement - Having no social interaction with students - Talking negatively about students

Structured instruction

At Glenwood High School, students are provided with clear communication of learning expectations within the classroom, and how to meet them. Providing details on what the lesson will cover, task directions, along with providing timely task-focused feedback ensure students can understand and appreciate what they're learning and how to achieve. This further supports students to maintain positive behaviours in the classroom as they are able to successfully engage in their learning.

Rules and routines

Our school values align with our three key behavioural expectations that support the implementation of PBL across the school. The **PBL Matrix** helps to showcase how students can model these expectations in a variety of contexts across the school community.

Throughout the year, students engage in activities and lessons to reinforce the PBL values in Connect. These lessons focus on data-informed areas of behaviour which identify a need for re-teaching and reinforcement. Staff are supported to provide these lessons by the PBL Team and Connect Team. PBL signage within classrooms and around the school help to continually reinforce the expectations for students and assist as tools for teachers in supporting student's behaviour.

Pre-corrections

Providing positively stated reminders of expectations that are used proactively to help support students to engage in appropriate behaviours are useful tools both within and outside of the classroom. These can be brief verbal reminders of expectations, or can be an instructional activity, for example a teacher reminding students in the class about respectful interactions when beginning a group task. Similarly, these can be used to support individual students who demonstrate difficulties regulating their behaviour. A method to support positive pre-corrections is outlined below, along with some to avoid. The importance of pre-corrections lies in *supporting students to identify their behaviour concern and being given the opportunity to make a choice to correct it.*

	✓	✗
1. Say something positive	*Let's remember how we can act to get the most out of today.*	*How many times am I going to have to tell you to work quietly?*
2. Briefly describe the problem behaviour	*I can see you're not quite on task since you're quite distracted by your laptop.*	*Why are you talking when I'm talking?*
3. Describe the desired alternative behaviour	*Why don't we put the laptop away?*	*You need to learn to be quiet when I'm speaking.*
4. State why new behaviour is more desirable	*We don't need the laptop for this activity so you'll be more focused if it's away.*	*You'll be sent to the head teacher otherwise, and I'll call your mum.*
5. Practice the desired behaviour	*Let's put it into our bags for now.*	*Since you can't be quiet you can sit outside.*
6. Provide positive feedback	*Well done on getting back on track.*	*You should behave like this all the time.*

Active supervision

This is a key method both within and outside the classroom, and as such forms part of an effective classroom climate. Moving about the classroom, scanning for signs of on-task or off-task behaviour, predicting when inappropriate behaviour is likely, redirecting students to on-task behaviour and acknowledging appropriate behaviours, are key as part of active supervision. This also sits between both preventative and responsive classroom management, as it can both address a concern before a negative behaviour occurs, as well as reinforce positive expectations to alleviate behaviour concerns. Active supervision in the classroom improves the quality of the learning environment, as it is also an opportunity to identify students who need assistance or extension with lesson content.

Setting up classrooms for success

Effective classroom managers are known not only by what they do when misbehaviour occurs, but by what they do to set their classrooms up for academic success and to prevent problems from occurring (Brophy, 1998; Evertson & Emmer, 1982; Kounin, 1970). The following practices have been shown to increase the likelihood of appropriate behaviour and decrease problem behaviour while increasing academic learning time.

Effective Classroom Practices	**Practices to effectively promote positive behaviour and de-escalate inappropriate behaviours**
Classroom physical environment	Well-organised learning space with easy to access resources Well-lit, ventilated, and a comfortable temperature Well-considered seating plan with ease of movement around the room
Teacher-student relationships	Warm and welcoming greeting to start the lesson Awareness of student's feelings and emotions in class – checking-in where appropriate. Relating to students in a calm, supportive, firm and fair manner
Rules and expectations	Rules are clearly displayed in the classroom Provide a reminder of the classroom rules at the start of the lesson *("Before we start, just a reminder of how we can get the most out of today…")* Ensure students understand the classroom rules *("Does anyone have any questions about our rules?")* Offer pre-corrections to remind students of expectations *("We'll need our materials for this task, who needs help with their materials?")*
Encouraging positive behaviours	Frequent and immediate positive specific feedback for positive behaviours *("Thank you for getting started right away, Sarah",* *"Tom, appreciate how you helped Matt just now")* Ratio of 4:1 of positive to negative feedback Consistently role modelling positive and expected behaviours
Responding to inappropriate behaviours	Remain calm and respectful Correct inappropriate behaviours *("Sally, remember we want to be on-task at this time…")* Ensure students understand corrective responses *("Hailey, do you understand why I asked you to put your phone away?")* Identify the student need or function of the behaviour *("Jake, I noticed you haven't started your work, is something wrong?")* Respond proportionally to the level of behaviour displayed
Active supervision	Roam around the room to provide support for students Using a variety of verbal and non-verbal prompts to help students stay on-task
Lesson design	Clear learning intentions at the start of the lesson Relevant and meaningful rationale provided for the lesson Seek student input and perspectives throughout the lesson Differentiate lesson instruction/tasks to meet various student needs Accessible scaffolding for the lesson Provide students with meaningful choices throughout the lesson Clear and explicit instructions for lesson tasks A focus on valuing student effort and learning process, rather than just student outcomes Plenty of opportunities and strategies for students to respond and engage with the lesson materials

Teacher Professional Learning

Staff continuously engage in professional learning and development to address the needs of all students at Glenwood High School. As lifelong learners, staff participate regularly in identified courses through staff meetings, team meeting, staff development days and independent learning.

At Glenwood High School, we value professional learning that supports the implementation of positive behaviour support approaches to build the capacity of all staff members. Professional learning courses are selected to be contextually relevant to Glenwood High School, as well as collaborative, meaningful and evidence-based, to ensure student's behaviour and wellbeing outcomes are being met.

Glenwood High School staff are committed to including evidenced-based practices within their teaching and learning programs. Staff participating in professional learning activities that address whole-school culture as well as targeted and individual.

The following professional learning activities are examples of the programs staff at Glenwood High School engage in.

Program	Details	Audience
Real Schools - Shifting School Culture	Provides whole-school informative sessions about restorative practices to shift school culture. Introducing and implementing new teaching and learning practices, focusing on the use of language and building rapport with students.	Whole school and targeted groups
Introduction to Functional Behaviour Assessment	Provides the foundations to understanding behaviour and that all behaviour is functionally related to the environment. By understanding why and when behaviours occur educators can develop, implement and evaluate their interactions that better meets the needs of the student.	Whole school and targeted groups
Positive Behaviour for Learning (PBL)	Provides an introduction to the PBL model, along with support for targeting students and whole-school systems across all Tiers.	Whole school and targeted groups

Targeted group and individual support for students

To ensure that all students can access and participate in education, Glenwood High School offers additional support for those students that may need targeted interventions to address their learning needs and behaviours. We are committed to guiding these students to provide opportunities to succeed in building relationships, making social connections, and regulate their emotions and behaviours in order to succeed within the classroom environment.

The Learning and Support Team at Glenwood High School support students and staff in identifying students with additional learning and behavioural needs, prioritising and allocating the appropriate resources and support, and evaluating the success of the interventions and programs being implemented.

The Learning and Support Team consists of:

- School executive members
- Head Teacher of Specialised Learning Hub
- Learning and Support Teacher (LaST)
- School Counsellor
- English as an Additional Language or Dialect (EAL/D) Teacher
- Instructional Leaders of Literacy
- Numeracy Team Leader

The Learning and Support Team work alongside the Wellbeing Team to focus on student's social and

emotional wellbeing to allow students to actively engage in the academic and wellbeing curriculum. The Wellbeing Team oversees programs across the school such as camps, peer days, anti-bullying initiatives and seminars.

The Wellbeing Team consists of:

- School executive members
- Head Teacher Wellbeing
- Year Advisors
- School Counsellor
- School Chaplain
- Student Support Officer (SSO)

Both teams, along with other teams and executive staff members, meet regularly within the school term to discuss and evaluate the current programs and initiatives being implemented to address student learning and wellbeing. A list of such programs and initiatives is listed below.

Care continuum	*Strategy/program*	*Details*	*Audience*	*Contact*
Prevention	PBL Matrix and associated programs, including Connect lessons	The PBL values display how Glenwood High School students should behave and interact with one another, as well as their school environment. The values are reinforced through the PBL reward system, lessons conducted in Connect, reminders in Assembly, displays around the school and within the classroom setting, and PBL language used by students and staff.	School wide	PBL Coordinator
Prevention	PBL Acknowledgement System	Acknowledges all students for positive behaviour demonstrated across a many aspects of school life. House points are also awarded for students' academic achievements, participation in sporting carnivals, and active involvement in extracurricular experiences.	School wide	PBL Coordinator
Prevention	House system	Builds school spirit, competitiveness, and cooperation within the school's four House groups during a range of sporting events and extracurricular activities.	School wide	House Captain coordinator
Prevention	Student Leadership	Several programs (incl. SRC, House Captains, Student Advocacy, Prefects) that give students opportunities to develop their leadership skills and represent the wider student body and in the local community	School wide	SRC Coordinator, Prefect Coordinator, Student Advocacy Team
Prevention	Whole School and Year Assemblies	Provides opportunities for the school population, as a whole or in year groups, to review and be reminded of school expectations, and address any relevant issues in ensuring these can be fulfilled.	School wide	Year Advisors
Prevention	Creative ensembles	Provide opportunities for extra-curricular activities and participation in groups to develop social cohesion, reinforce positive	School wide	CAPA Faculty

		connections with peers, while demonstrating and acknowledging students' strengths, with the ability to showcase this to a wider audience. These ensembles include but are not limited to musical, dance, debating, choir, and band.		
Prevention	Academic supports	Promote academic improvement and success through programs such as sick sentences, knacky numbers and literacy/numeracy posters. This leads to greater success and engagement in student learning, which results in less behaviour concerns.	School wide	Literacy and Numeracy Team chairs
Prevention	Celebratory Days	Promote inclusivity and reinforcing positive connections with peers through days such as Harmony Day, peer days, NAIDOC, Wear It Purple, Presentation Assembly, High Achievers Assembly, Glenwood Alumni Pathways Expo (GAPE), etc.	School wide	Student Advocacy Team
Prevention	Sporting opportunities	Out of school sporting opportunities with days that allow students to also support their peers and engage with their connect houses. Days such as the Athletics Carnival and the Swimming Carnival	School wide	PDHPE Faculty
Prevention	Incursions and Excursions	Provides opportunities for students to relate to their peers and broader school community which fosters greater inclusion (e.g., peer days, camps), as well as engage in their broader local community to enhance their learning and knowledge (e.g., KLA-related excursions).	School wide	In/Excursion-specific staff
Prevention	Extra-curricular school clubs and programs	Offering clubs and activities that run before, during and after school which allow students to engage in a variety of interests e.g., Minecraft club, Art Club, Duke of Edinburgh, or access subject from e.g., Science Help and English Help.	School wide	Club/program specific staff
Prevention	Mid-year reflections	Provides an opportunity for students to be guided in addressing their strengths and areas for improvement following their first semester report. Staff and student leaders will then guide students in targeting specific goals to work on as they move into the second semester.	School wide	PBL Coordinator
Prevention	Strategic Improvement Plan (SIP) Teams including Connect, Connect/Succeed/Thrive, Behaviour and Engagement, and Student Advocacy	These SIP teams work to address relevant data-informed concerns from the student body with relevant programs, while also providing an opportunity for student voice, engagement and involvement in broader school initiatives.	School wide, wider community	School Improvement Team
Prevention	Stymie	The use of this resource, along with	School wide	Deputy

		the presentation launch where it is outlined with the students, provides a mechanism for students to identify and inform of any concerns, allowing for a response by relevant staff to alleviate concern before it impacts on student learning or wellbeing.		Principal
Prevention	**GL**enwood **O**rientation **W**eek (GLOW)	GLOW is focused on establishing expectations for students at the start of every academic year, along with opportunities for year groups to connect and focus on wellbeing.	School wide	GLOW Team
Prevention	Parent/Teacher evenings	Opportunity for collaboration with parents in addressing and supporting student academic and wellbeing needs.	School wide	Head Teacher Admin
Prevention	Academic reports	Opportunity to provide parents with information regarding their child's academic progress, including areas of improvement in regard to skills, application, engagement, etc.	School wide	Head Teacher Secondary Studies – Attendance and Reports
Prevention	School uniform policies	Establishes a routine and expectation for students, which aligns with the school PBL values, particularly a sense of respect and responsibility.	School wide	Head Teacher Secondary Studies – Academic Review Process and Uniform
Early intervention	Year-based welfare teams including year advisor, school chaplain and student support officer	Wellbeing Team designed to support students in a variety of issues arising throughout their high school life impacting their mental health.	Year group	Year Advisors
Early intervention	Community Mentoring Program	Opportunity for students to build connections with broader community groups and individuals to support sustained engagement in school along with future prospects.	Groups/ individual students	Wellbeing Team
Early intervention	Aboriginal Education Advisory Group	Support the continued engagement and success of Aboriginal and Torres Strait Islander students.	School wide	AEAG Team
Early/Targeted intervention	School counsellor interventions	Address specific needs of students to ensure their wellbeing, leading to greater engagement and success in their learning. Similarly, they work to support the Wellbeing Team in providing information and support to targeted groups and/or cohorts.	School wide/groups/ individual students	School counsellor
Targeted intervention	Welfare initiatives - RAISE, Numeracy Connect, Chill Chat and Colour, Get Set, etc.	Provide opportunities for both wellbeing and academic supports	School wide/ identified students	Wellbeing Team
Targeted intervention	Learning Hub	Resource for students to access and utilise for support in their learning, with support of the Learning and Support Teacher (LaST).	School wide/ identified students	Head Teacher Support
Targeted	English As a second	Support for students with additional	Identified	EAL/D

intervention	Language or Dialect (EAL/D) support	language needs to ensure their engagement and success in learning.	students	Teacher
Targeted intervention	Career's Advisor interventions	Support for whole cohort groups in looking at career paths, post-school options, etc. Career's Advisor also works with identified groups to address specific needs (e.g., workplace requirements including White Card), along with individual students in developing future career plans.	School wide /stage/ identified students	Careers Advisor
Targeted intervention	Transition team's targeted small group transitions	Provide support for students in their transition to high school with additional programs and events based on identified need, led by the Transition Coordinator	Identified students	Transition Coordinator
Targeted intervention	MATES and peer mediation programs	Peer support program utilising Year 10 students designed to support Year 7 students on Orientation Day and in their first year of high school by facilitating Connect activities and programs which target bullying and friendships	Year 10 and 7 students	MATES coordinator
Targeted intervention	Anti-Racism Contact Officer (ARCO)	Provide support to students and the executive in addressing related concerns, provide education opportunities to address identified needs.	Identified students	ARCO staff member, Head Teacher Wellbeing
Targeted/Individual intervention	Police Youth Liaison Officer	To implement strategies to reduce juvenile crime, including crime prevention and safety talks at school, juvenile crime reduction programs and networking with other agencies.	Small group/ individual	Deputy Principal
Individual intervention	Classroom Teacher Card (Green)	A student who has demonstrated a pattern of behaviours in a particular subject. The card will operate for 6 lessons. The behaviours will be discussed by the teacher and student in a restorative conversation. An evaluation will take place by the classroom teacher.	Individual students	Behaviour and Engagement Team
Individual intervention	Head Teacher Card (Yellow)	This is an escalation of the Classroom Teacher (Green) Card. It is designed for students who have not met their goals with the Classroom Teacher or who have demonstrated escalating behaviours whilst on the Classroom Teacher Card. Students are on this card for 6 lessons. An evaluation will take place with the Classroom Teacher and Faculty Head Teacher.	Individual students	Behaviour and Engagement Team
Individual intervention	Deputy Principal Card (Red)	This is an escalation of the Head Teacher (yellow) Card. It is designed for students who have displayed persistent problems across several subjects and/or persistent disobedience on a Yellow Card or due to returning	Individual students	Behaviour and Engagement Team, Deputy Principal

		from suspension. Students who have received a formal caution of suspension may also be placed on this card. Students are on this card for one week. An evaluation will take place by the Deputy Principal.		
Individual intervention	Learning Support Team (LST)	Allocation of learning and support resources to personalise the learning for the individual needs of students.	Student, staff	Learning Support Team chair
Individual intervention	Senior Review	Students engage in formal supports for academic improvement.	Student	Head Teacher Secondary Studies – Academic Review Process and Uniform
Individual intervention	Individual Learning Plans (ILPs) and Personalised Learning Pathways (PLPs)	Learning programs designed to access student strengths to engage them in their learning in order to address specific learning and support needs.	Individual	Learning and Support Teacher, Head Teacher Support
Individual intervention	Individualised behaviour programs, e.g., Check-In Check-Out (CICO)	Tailored strategies to meet the individual needs of select students.	Individual	Head Teacher Wellbeing
Individual intervention	Attendance Support Officer (ASO)	Attendance support officers create the connect between students, parents, school and agencies so that students have the best possible opportunity to engage with their learning.	Individual/ parent	Head Teacher Secondary Studies – Attendance and Reports
Individual intervention	Intra-agency supports, e.g., Family Connect, Barnardo's	Provides collaboration with welfare agencies to improve outcomes for students with complex needs.	Individual	Head Teacher Wellbeing
Individual intervention	Suspension Resolution Meetings	Restorative, reflective meeting between the school, student and parent/carer to ensure school remains a safe learning environment and address behaviour and emotional needs of students.	Individual	Deputy Principal
Individual intervention	SSO and Chaplain Workers	Specialised resource to address individual wellbeing needs of students, operate to support the Wellbeing Team in working on broader cohort and school initiatives.	Individual	Head Teacher Wellbeing
Individual intervention	School Based Apprenticeships and Traineeships (SBATs)	Supported by the Careers Advisor, this gives students the opportunity to engage in work opportunities and learning while still completing school, aiding greater engagement.	Individual Students	Careers Advisor

Responsive strategies and practices to manage behaviours of concern

At Glenwood High School, building positive, respectful relationships to promote wellbeing in order to foster optimal conditions for student learning is a key focus area in line with the School Excellence Framework (Learning; Wellbeing). We recognise that the best approach in managing student behaviour is to embed expectations by teaching and reinforcing expected behaviours through universal prevention methods on an ongoing basis. Instilling values and practices associated with the Positive Behaviour for Learning model, along with a well-embedded, consistent, whole-school approach towards behaviour management by staff both within and outside of the classroom (SEF: Teaching; Effective Classroom Practice), allow for the support of students to be a key focus area throughout the school.

When students exhibit inappropriate behaviour, there are pre-determined and logical consequences designed to remind students why the behaviour is not acceptable and reinforce the school expectation. Glenwood High School seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. The processes for dealing with unacceptable behaviour are outlined in the Behaviour Management Flowchart.

Minor and Major behaviours

When responding to problem behaviour, the staff member first determines if the problem behaviour is minor or major, with the following agreed upon understanding:

- **Minor** problem behaviours are those that require a *reminder and reinforcement* of school expectations and are *handled at the time of the incident*.
- **Major** problem behaviours are those that pose as a *serious risk of harm* to the student or others and is referred *directly to the school executive*.

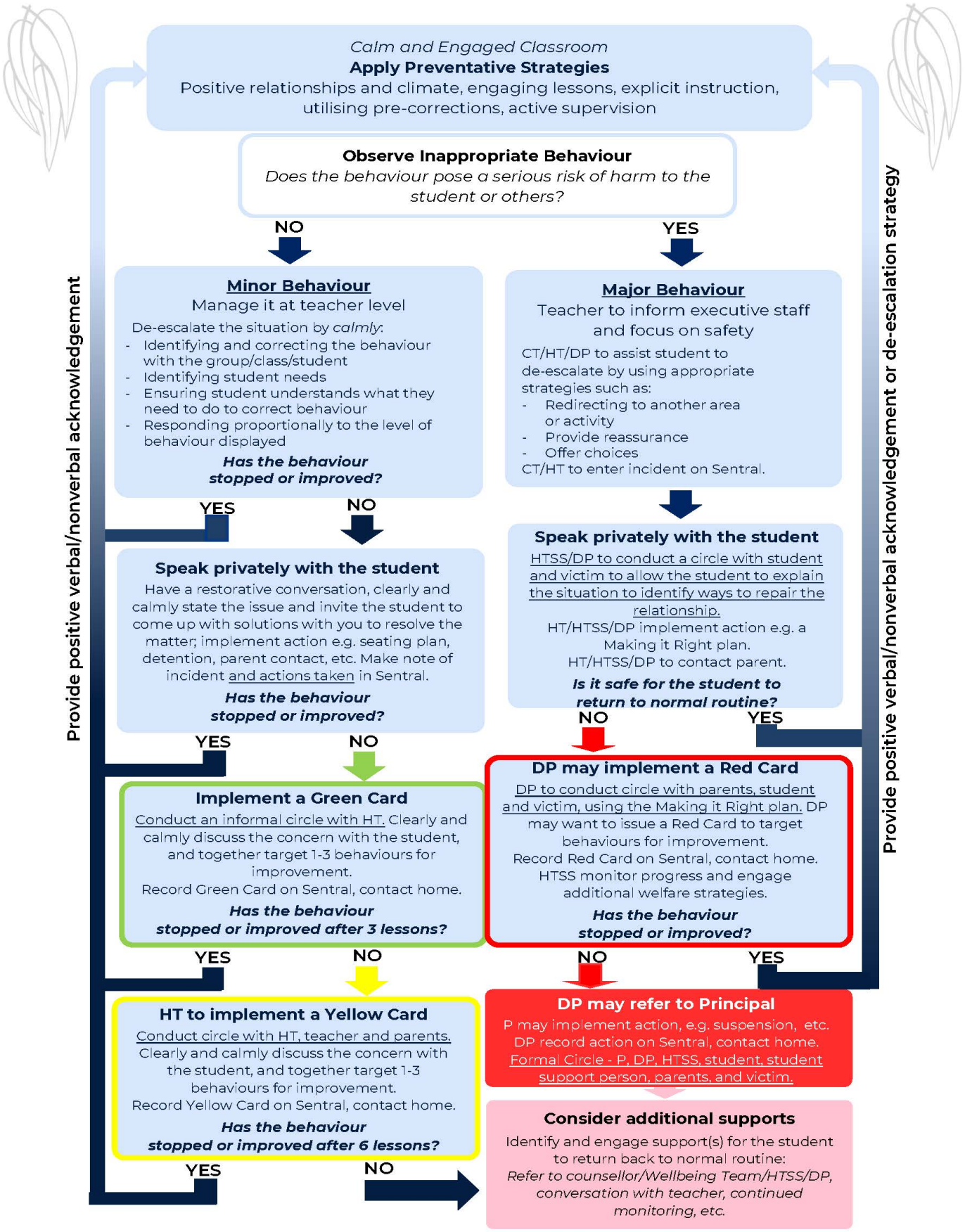
Minor	***Major***
Minor behaviours are those that **require a reminder and reinforcement of school expectations**. These behaviours: • are minor breaches of the school PBL values and expectations • do not seriously harm others or cause you to suspect the student may be harmed • do not violate the rights of others in any serious way • are not part of a pattern of problem behaviours • do not require involvement of a specialist support or executive Minor behaviours are handled by the present staff member, using the school's behaviour flowchart. Consequences of minor behaviours may include: • verbal warning • redirect, reteach • individual conference • movement of seat, seating plan, etc. • Recess Reflection • parent contact • Green Card • escalation to HT if no response	Major behaviours are those that **pose a serious risk of harm to the student or others**. These behaviours: • significantly impede the rights of others • put others/self at significant risk of physical/emotional harm • require the involvement of school executive Major behaviours result in an immediate referral to the executive team because of their seriousness. Staff are to follow the school's behaviour flowchart to appropriately refer the behaviour, which may include the faculty head teacher, head teacher on duty, deputy principal, etc. Consequences of major behaviours may include: • Informal warning • Red Card • withdrawal • Formal Caution • Suspension

Below is a list of the minor and major behaviours at Glenwood High School:

MINOR – behaviours which require a reminder and reinforcement of school expectation e.g., students forgetting their device, not responding to staff direction, coming late to class, etc.			
	Behaviour	*Additional classifications for staff to choose from*	*Strategies/actions that could be used*
	Fractional truancy	Arrive late; Left early; Extended absence during the lesson	Recess Reflection, verbal warning, parent contact
	Disrupting learning environments	Voice/noises; Out of seat	Seating plan, Recess Reflection, Green Card, parent contact
	Not having equipment for class	BYOD; Uniform; Learning equipment	Verbal warning, contact home, loss of privileges (e.g., practical subject), Green Card, parent contact
	Inappropriate social interaction	Verbal/Non-verbal/Written language; teasing	Verbal warning, seating plan, parent contact
	Physical contact	Over-affectionate; Non-serious aggressive	Verbal warning, seating plan, Green Card, parent contact
	Non-compliance	Failure to respond	Verbal warning, Recess Reflection, Green Card, parent contact
	Minor banned item	Chewing gum; Permanent markers; Ring pull cans; Liquid paper; Aerosol cans; Skateboard; Scooter; Metal ruler; Inappropriate or offensive material; Highly caffeinated beverages; Other (distracts from learning/interferes with safety of others)	Verbal warning, confiscation, Green Card, parent contact
	Non-adherence to policy	Uniform; Technology	Verbal warning, Recess Reflection, parent contact
	Property misuse	Student; School; Staff	Verbal warning, Recess Reflection, parent contact

MAJOR – behaviours which pose a serious risk of harm to the student or others e.g., aggressive behaviour towards a teacher, etc.	
Behaviour	*Additional classifications for staff to choose from*
Absconding	Left school grounds; Hide on site; Attempted to run away
Continued disobedience after interventions	
Forgery or theft	Property theft; Identity theft; Forging signature
Serious misbehaviour	Credible threats; Inappropriate contact; Criminal damage
Dangerous behaviour	Endangering themselves; Endangering others; Resulting in property damage
Aggressive behaviour	With object; Without object; Verbal/Non-verbal/Written; Results in injury; Interferes with safety/wellbeing of others; Online behaviour; Bullying
Major banned item	Illegal items (weapons, drugs); Laser lights; Cigarettes/Electronic Cigarettes; Lighters; Matches; Imitation guns or weapons
Discrimination	Race; Gender; Sexuality; Religion

Behaviour management flowchart



Reflection and restorative practices

Reflection rooms are used to assist students in identifying alternative acceptable behaviours through the use of Glenwood High School's *PBL R's (Respect, Ready, Responsible).* Students are given the opportunity to reflect on their actions, identify which of the PBL R's they should focus their attention on to improve, and learn and practice new appropriate behaviours.

Action	When and how long?	Details	Who coordinates?	How are these recorded?
Executive Recess Reflection	Recess for 20 minutes	Staff can implement reflection sessions for students that are out of uniform. Head Teachers Secondary Studies can implement reflection sessions for students that have persistent attendance issues. Students are provided with reflection activities that address the school's PBL expectations and allow student's the opportunities to identify strategies that promote positive behaviour choices	Staff and Executive staff	Sentral, reflection sheets stored.
Recess/Lunch Reflection	Recess/Lunch for 20 minutes	Staff can implement reflection sessions for students that need to reflect on behaviours that may be interfering with their or their peer's learning. Restorative conversations and effective statements are used to redirect students to appropriate behaviour choices.	Classroom teachers	Sentral
After School Reflection	Tuesday afternoons for 1 hour	Staff can implement after school reflections for students that have attendance concerns e.g., truanting, or for behaviours that greatly impact their or their peer's learning or safety. Students are provided with reflection activities that address the school's PBL expectations and allow student's the opportunities to identify strategies that promote positive behaviour choices.	Executive staff	Sentral, reflection sheets stored in student file.

Formal Caution to Suspend

Principals should provide a student and their parents or carers with a formal caution to suspend for a particular behaviour of concern before proceeding with a suspension. In certain circumstances, the principal may determine that a student should be suspended without issuing a formal caution to suspend because there are immediate and significant risks to health, safety and wellbeing for students or staff that cannot be otherwise mitigated.

The purpose of the formal caution to suspend is to provide a circuit breaker for the student to understand the impact of their behaviour/s of concern and engage them with positive behaviour supports. It is critical that this time is used by the school to implement any further supports or reasonable adjustments needed by the student. This may involve seeking assistance from external specialists or Delivery Support to provide further adjustments and tailor positive behaviour supports to engage the student with their learning.

A formal caution is valid for up to 50 school days from the date the caution is issued. This timeframe allows the principal, school learning and support team, student, parents and carers, and any other support persons and services to:

- meet to discuss the behaviour/s of concern, the interventions already in place and further actions to support the student. Principals must document any formal meetings and any agreed actions
- put in place further strategies and access supports where appropriate
- review or co-develop individual student support planning. Guidance on behaviour support planning and optional templates are available on the Behaviour Support Toolkit
- support the student to take steps to resolve their behaviour.

A formal caution is only valid within the same calendar year and cannot be carried over into the next calendar year, unless agreed with a Director, Educational Leadership. Principals may only issue one formal caution to a student at a time. However, if a student displays a new or different behaviour/s of concern during the 50 school days, the original caution should be replaced and a new caution issued. The new caution can include all of the behaviour/s of concern or just the new behaviour/s of concern at the principal's discretion.

Suspension

Suspension is not intended to serve as a punishment for inappropriate behaviour, but rather it is a preventative measure to provide the school with time to plan for strategies and practices to better support the student upon their return to school. If a student is suspended, it means they are required to stay away from school for a set period of time, allowing time to implement measures to assist with a successful re-entry. All students and staff at Glenwood High School have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination. The principal may suspend students when their behaviour violates this right, and when other efforts to address it within the school have been unsuccessful.

The principal will determine the appropriate number of days for a suspension. The maximum number of consecutive school days for a suspension is 10 days. If the maximum number of days are insufficient to implement appropriate supports for the student, the principal can seek an extension of 5 additional days. The maximum number of school days in total for a calendar year, for any number of suspensions and extensions, is 45 days.

Decision Process

The decision to suspend is held solely by the principal, or in the principal's absence, the person performing the principal's role (relieving principal). The principal will hold a meeting to inform the student the precise grounds on which the suspension is being considered. The student is given the opportunity to consider and respond to this information, with the student response being considered before a decision to suspend is made.

Notification Process

When a decision has been made to suspend a student, parents will be notified via a phone call and a notification of suspension will be provided in writing within 24 hours. Glenwood High School will ensure that this information will be accessible for all parents who may have difficulty reading or understanding English due to cultural factors and/or disability.

The written notification will include:

- the ground/s and any specific reasons for the suspension
- the timeframe of the suspension, including the duration, start and end dates, or any other details

- a learning program
- the clear expectation that the student will continue a learning program while suspended
- contact details for a nominated person from the school
- information for students and parents and carers on accessing support services, where relevant
- the importance of parents' and carers' involvement with the student and school in resolving the suspension
- parent and carer information, which includes information concerning appeal rights and process and an appeal template
- the clear expectation that the student should not be on school grounds without the principal's prior permission
- the school will not have a duty of care for the student as the suspension is occurring at home, the parent or carer will be responsible for their child's care and safety.

The principal cannot release the student from school before the end of the school day, without having notified the parents and/or carers and reached an agreement about arrangements for collecting the student from school. While the student remains on site, adequate supervision will be provided for that student until those arrangements are made.

Resolution Process

To ensure that the transition back into school after a suspension is successful, a return to school planning meeting will be arranged to minimise any further disruption to a student's learning and the learning of others. In order for a student to return on or before the concluding date of the suspension, the meeting may be held face-to-face, online, over the phone or via alternative communication. Relevant attendees such as the principal or delegate, student, parent/carer, support person for the student and parents/carer, school counsellor, learning and support staff and any other relevant stakeholders will be invited to support the holistic approach to the student's wellbeing and academic achievement upon their return to school.

Expulsion

Every child and young person has the right to receive an education of the highest quality. However, there may be some serious circumstances where risk management strategies and interventions, including suspensions, have not been successful in managing significant behaviours of concern. In these circumstances, a principal may consider expelling a student from their school.

Principals may also consider expelling a student who is 17 years and older for unsatisfactory participation in learning. This process is for students who have received 'N' determination from the principal for not satisfactorily completing a number of courses or when unsatisfactory participation in learning is impacting on the good order of the school and learning of others.

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.

Partnership with Parents/Carers

Glenwood High School partners with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by working with the Parents and Carers (P&C) body. As well as this, student voice is utilised in the development of such strategies through involvement in the PBL Team, along with other student body groups such as the Student Representative Council (SRC) and Student Advocacy Team. Similarly, strategies developed also stem from feedback provided by parents and students in the yearly Glenwood From Me surveys.

Glenwood High School will communicate these expectations to parents/carers through P&C meetings, information evenings, GLOW organisation, newsletters and any other relevant communication channels such as email, as needed.

School Anti-Bullying Plan

The Glenwood High School Anti-Bullying Plan here.

Reviewing the SBSMP

The SBSMP will be reviewed and evaluated by both the Behaviour and Engagement Team and the PBL Team, alongside the support of the senior executive.

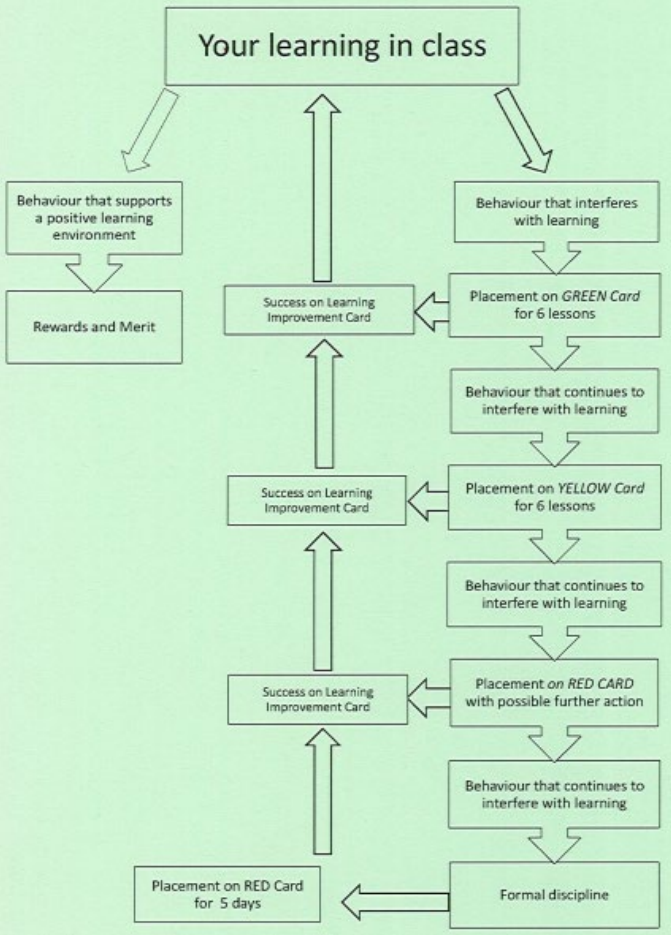
For any feedback on the Plan, please contact the relevant team chairs.

Last review date: December 2023

Next review date: December 2024

Appendix

Green Card (Classroom Teacher)



GREEN LEARNING IMPROVEMENT CARD
(CLASSROOM TEACHER)

NAME: .....

DATE: ..... CLASS: .....

TEACHER: .....

The expectations of Glenwood High School students are:

- **READY** for learning
- **RESPECT** yourself, others and property
- **RESPONSIBLE** for your actions

The GREEN card (Class learning improvement) is to help monitor and modify your behaviour. It will operate for **6 Lessons.**

INSTRUCTIONS:

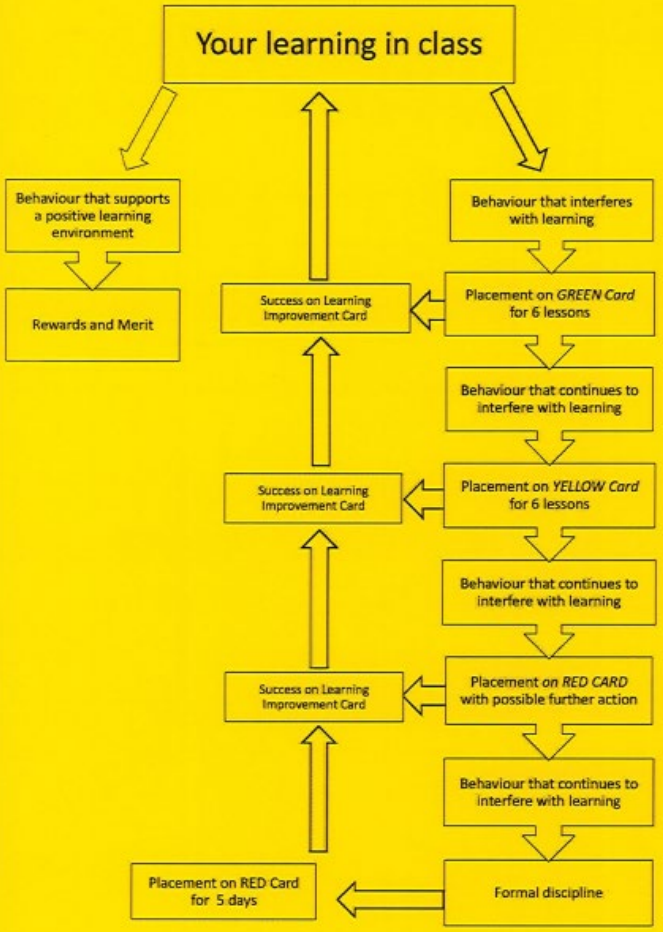
1. You will negotiate your targeted goals with your teacher.
2. Your teacher will keep the card.
3. After each lesson you will discuss your progress with your teacher and indicate how well you have achieved your goals.
4. After 6 lessons your teacher will evaluate your progress.
5. If you have not satisfactorily achieved your goals you will be referred to the Head Teacher.

	✓	Behaviours to support learning	Lesson 1 Subject:		Lesson 2 Subject:		Lesson 3 Subject:		Lesson 4 Subject:		Lesson 5 Subject:		Lesson 6 Subject:	
			Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher
		READY												
		I bring all equipment required for learning.												
		I arrive to class on time.												
		RESPECT												
		I respect others and allow them to learn.												
		I respect teachers by following instructions.												
		I respect property.												
		RESPONSIBLE												
		I am responsible for completing all set tasks.												
		I am responsible for following classroom rules.												

Always - 4 Usually - 3 Sometimes - 2 Never - 1

Comments:	**Student Reflection:**

Yellow Card (Head Teacher)



YELLOW LEARNING IMPROVEMENT CARD
(HEAD TEACHER)

NAME: .....

DATE: ..... CLASS: .....

TEACHER: .....

HEAD TEACHER: .....

The expectations of Glenwood High School students are:

- **READY** for learning
- **RESPECT** yourself, others and property
- **RESPONSIBLE** for your actions

The YELLOW card (Faculty learning improvement) is to help monitor and modify your behaviour. It will operate for **6 Lessons**.

INSTRUCTIONS

1. You will negotiate your targeted goals with the Head Teacher.
2. The Head Teacher will discuss your behaviour with your parents/caregivers.
3. After each lesson you will discuss your progress with your teacher and both of you will indicate how well you have achieved each goal.
4. After 6 lessons the Head Teacher will evaluate your progress.
5. If you have not satisfactorily achieved your goals you will be referred to the Deputy Principal.

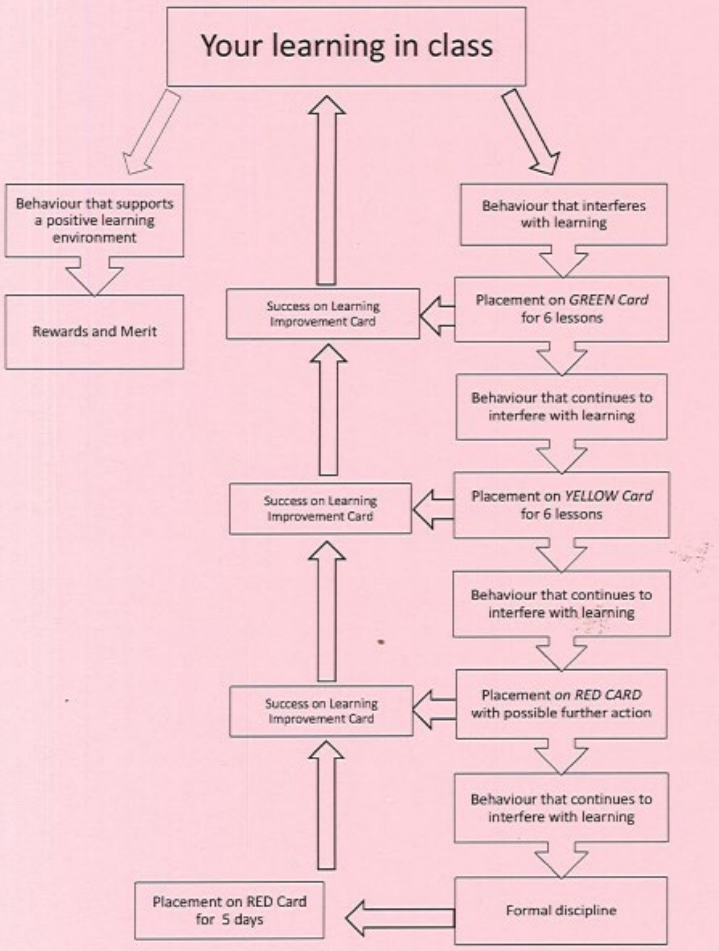
T/office/school station/Learning Improvement/_Completed Cards/Yellow Card

	✓	Behaviours to support learning	Lesson 1 Subject:		Lesson 2 Subject:		Lesson 3 Subject:		Lesson 4 Subject:		Lesson 5 Subject:		Lesson 6 Subject:	
			Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher
		READY												
		I bring all equipment required for learning.												
		I arrive to class on time.												
		RESPECT												
		I respect others and allow them to learn.												
		I respect teachers by following instructions.												
		I respect property.												
		RESPONSIBLE												
		I am responsible for completing all set tasks.												
		I am responsible for following classroom rules.												

Always - 4 Usually - 3 Sometimes - 2 Never - 1

Comments:	**Student Reflection:**

Red Card (Deputy Principal)



RED LEARNING IMPROVEMENT CARD
(DEPUTY PRINCIPAL)

NAME: .....

DATE: ..... CLASS: .....

DEPUTY PRINCIPAL: .....

The expectations of Glenwood High School students are:

- **READY** for learning
- **RESPECT** yourself, others and property
- **RESPONSIBLE** for your actions

The **RED** card (DP learning improvement) is to help monitor and modify your behaviour. It will operate for **5 days**.

INSTRUCTIONS:

1. You will negotiate your targeted goals with the Deputy Principal.
2. The Deputy Principal will discuss your behaviour with your parents/caregivers.
3. After each lesson you will discuss your progress with your teacher and both of you will indicate how well you have achieved each goal.
4. The card must be presented to the **Deputy Principal** at an agreed time each day.
5. After 5 days the **Deputy Principal** will evaluate your progress.

T/office/school station/Learning Improvement/_Completed Cards/Red Card

	✓	Behaviours to support learning	Lesson 1 Subject:		Lesson 2 Subject:		Lesson 3 Subject:		Lesson 4 Subject:		Lesson 5 Subject:		Lesson 6 Subject:	
			Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher
		READY												
		I bring all equipment required for learning.												
		I arrive to class on time.												
		RESPECT												
		I respect others and allow them to learn.												
		I respect teachers by following instructions.												
		I respect property.												
		RESPONSIBLE												
		I am responsible for completing all set tasks.												
		I am responsible for following classroom rules.												

Always - 4 Usually - 3 Sometimes - 2 Never - 1

Comments:	**Student Reflection:**

Detailed PBL Matrix

Glenwood High School
POSITIVE BEHAVIOUR FOR LEARNING
EXPECTATIONS MATRIX

READY	RESPECT	RESPONSIBLE
✓ *Bring all equipment* ✓ *Give your full effort* ✓ *Be an active participant and listener* ✓ *Follow adult directions* ✓ *Be on time*	✓ *For yourself, others and property* ✓ *Wear school uniform with pride* ✓ *Be truthful and honest* ✓ *Use good manners* ✓ *Look after our environment* ✓ *Ask to borrow property*	✓ *Make sensible choices* ✓ *Report any problems* ✓ *Appreciate our cultural diversity* ✓ *Be a team player* ✓ *Think before you act* ✓ *Use common sense*

	Ready	*Respect*	*Responsible*
Classroom	Be equipped for learning Make good choices Complete homework	Follow teacher's instructions at all times Keep classroom and workspace clean Listen, respect the opinion of others	Enter/exit blocks and classrooms calmly Complete all tasks to the best of your ability Strive for excellence Bring all required equipment
Moving between lessons	Arrive at class on time Line up quietly Know your timetable	Walk safely to each lesson Remember to keep to yourself Place rubbish in bins	Walk quietly so others can learn Follow school rules Stay to the left and move efficiently
Playground	Have positive interactions with others Raise issues with a teacher Leave for class on time	Stay in appropriate areas Invite others who want to join in Put rubbish in bins	Be a role model Appreciate the space of others Play games in appropriate areas Be responsible for your own actions
Canteen/Front Office	Line up correctly Ensure payments are made by the deadline	Be polite to everyone Wait your turn Stand behind the line	Buy only for yourself Don't be distracted by your phone Purchase then move out of the area
Toilets/Change rooms	Be organised and visit at correct times Report any misuse	Wash hands Keep water in the sink to avoid making a mess Allow for privacy by waiting outside	Keep environment free from graffiti Dispose of rubbish appropriately Use facilities and move on Report any issues to teacher on duty
Assemblies	Line up promptly in alphabetical order Remain quiet as soon as you arrive	Enter/exit calmly Follow teacher's instructions Listen carefully to all speakers Put earphones/earbuds away	Recognise achievement and success Follow instructions and procedures Stay with class Applaud appropriately
Bus Bay	Have your Opal card ready Look out for others	Behave in a calm manner Listen to instructions Be polite to everyone	Wait in the quad until directed Walk calmly onto buses
Entry and exit from school	Arrive to school before the bell Be calm and settled Look out for others	Observe rules and directions Follow laws if riding to school Be mindful of community members	Go directly home Wear helmets if riding Be a role model in the community Use appropriate exit gates to leave the site
Sport and Excursions	Stay with your group Listen and pay attention Label your property	Appreciate what others do for you Be aware of others using the venue Use equipment properly	Show good sportsmanship Be sun safe and bring your water bottle Accept referee/umpire decisions Represent the school with dignity
Library	Put books and other equipment away Have your student ID card Return books on time	Handle books and other equipment with care Listen to librarian instructions Use inside voices	Move and behave sensibly Wait quietly at the door for class Attend the library during designated hours
Fitness Centre	Have your towel and water Move off to class promptly	Care for equipment Behave safely and appropriately Follow trainer instructions	Cleaning and sanitising your area Have water and a towel Put away equipment in the correct spot
ICT/Devices	Have your device charged and commissioned Phones off and out of sight Keep work organised	Behave appropriately online Be cybersafe Use school WiFi when on site	Keep devices secure and safe Report any online concerns Follow DoE and GHS policies