



Lurnea High School - School Behaviour Support Management Plan

Overview

At Lurnea High School, we are dedicated to creating a safe, inclusive, and supportive learning environment where every student can thrive. By explicitly teaching and modelling positive behaviours, we foster engagement, respect, and collaboration among all members of our school community. Our approach integrates evidence-based practices to encourage academic achievement, social-emotional development, and lifelong learning.

School vision

The provision of rich, accessible, flexible and creative learning experiences lies at the heart of the ways students and staff thrive and learn at Lurnea High School through a growth mindset of increasing educational attainment for every student every year.

We are an inclusive school united by a shared aim for our young people to be active, engaged learners, creative, critical and innovative thinkers and resilient, who are respectful, responsible, fair, tolerant and understanding citizens.

We work in partnership with parents, families and the wider community to extend learning beyond the school gates to ensure that our students are connected to resources and opportunities that promote resilience and inspire lifelong learning.

Partnership with parents and carers

Lurnea 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:

- Utilising recent community feedback on school behavioural expectations and processes undertaken by the Department in consultation with the school in Term 4 2024.
- using concerns raised through complaints procedures to review school systems, data and practices.

Lurnea High School will communicate these expectations to parents/carers through the school newsletter, website and provide links to information and resources in the [Behaviour support toolkit](#).

School-wide expectations and rules

At Lurnea High School, we seek to promote the following:

1. **Show Respect:** "We treat everyone with kindness and fairness, valuing their ideas, feelings, and space, while taking pride in our school community."
2. **Stay Connected:** "We build strong relationships by listening, collaborating, and supporting each other, fostering a sense of belonging for all."
3. **Ensure Safety:** "We create a safe environment by making thoughtful choices, following guidance, and ensuring the wellbeing of ourselves and others."

Respected	Connected	Safe
Be in the right place at the right time.	Engage in learning by actively participating and collaborating with peers and teachers.	Follow all instructions to keep everyone safe in classrooms, hallways, and outdoor areas.
Use kind words and actions that support a positive learning environment.	Listen with our whole bodies, showing attentiveness and understanding during discussions.	Make choices that promote physical and emotional well-being for yourself and others.
Take care of school property and others' belongings.	Support each other to build a strong, inclusive community.	Report any concerns to a trusted adult immediately.

These expectations are aligned with the NSW Department of Education's Behaviour Code for Students.

Roles and responsibilities

Principal:

- Leads the school community in developing, implementing, and monitoring the School Behaviour Support and Management Plan (SBSMP)
- Facilitates the annual review of the SBSMP
- Ensures alignment with the Strategic Excellence Plan (SEP).

Deputy Principals and Head Teachers:

- Contribute to the development, monitoring and review of the SBSMP, as appropriate.
- Action the strategies and interventions aligned with their role in the SBSMP consistently.
- Lead staff in the promoting the implementation, support and monitoring of the SBSMP.

Classroom teachers and school support staff (Learning Support, Wellbeing & Community Engagement teams):

- Contribute to the development, monitoring and review of the SBSMP, as appropriate.
- Action the strategies and interventions aligned with their role in the SBSMP consistently.
- Collaborate with colleagues to promote the implementation, support and monitoring of the SBSMP.

Public Schools, including Directors, Educational Leadership and Delivery Support Team Around a School:

- Provide proactive and responsive specialist advice and support for schools in the development, implementation and monitoring of the SBSMP.

Parents or carers:

- The best education happens when parents and schools work together. The [School Community Charter](#) outlines the responsibilities of parents, carers and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.
- Work in partnership with the school to implement the SBSMP, supporting their child to abide by the [Behaviour Code for Students](#), resolving issues about their child's behaviour, and communicating with school staff and the school community respectfully and collaboratively consistent with the [School Community Charter](#).
- Be involved in consultation with the school during the development, monitoring and review of the SBSMP, as appropriate.

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 [Behaviour Code for Students](#). This document translated into multiple languages is available here: [Behaviour code for students](#).

Whole school approach across the care continuum

A whole school approach across the care continuum sits at the centre of our commitment to caring for students.

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 will be 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
- routines and procedures are communicated clearly to students
- encourage expected behaviour with positive feedback and reinforcement
- maximise opportunities for active engagement with learning
- differentiate learning content and tasks to meet the needs of all learners.

At Lurnea High School, our approach to behaviour is guided by our core values of **Respected, Connected** and **Safe**. We are dedicated to fostering a positive and inclusive school culture that supports the holistic wellbeing of all students. Through a structured care continuum- spanning **prevention, early interventions, targeted and individualised support**- We ensure every student has the opportunity to thrive academically, socially, and emotionally.

We are committed to creating quality learning opportunities for children and young people. These opportunities support wellbeing through positive and respectful relationships and fostering a sense of belonging to the school and community.

Lurnea High School has a Complex Case Team (CCT) that meet weekly. Our team consists of the Principal, Deputy Principals, Year Advisors, Learning & Support teachers and the Student Support Officer. This experienced and dedicated team collects information and gives recommendations for the teachers of students who need adjustments to access the curriculum and meet their educational goals. Students are referred to the CCT by the school Learning Support Team which also meets weekly.

In addition to following the department's operational policies, we have created a set of frameworks for our students that reflect our school's values and commitments. These values are integrated into classroom teaching to help students:

In addition to the department's operational policies, we have created the Lurnea High School Pillars of Success for our students that reflect our school's values and commitments. The Pillars of Success are integrated into classroom teaching to promote quality learning environments where positive relationships are developed between teachers and students and students with peers.

At Lurnea High School, teachers have the ***right to teach*** and students have ***the responsibility to learn***.

LHS PILLARS OF SUCCESS

Student Observable Behaviours of Concern

Observable behaviours of concern:

- Truancy including whole lesson, late to class, and leaving class without permission or approved explanation
- Inappropriate language, such as swearing, insulting comments
- Disrupting the learning environment, such as calling out of turn, low level talking, distracting others
- Inappropriate use of technology devices and school property/equipment
- Disengagement, such as not attempting/completing class work to their level of ability
- Uniform breaches

Serious Behaviour Concern, immediate referral to HT- DP:

- Leaving school grounds without permission
- Verbal aggression, including swearing directly at and/or towards staff
- Destruction of devices and school property
- Bullying, harassment and intimidation
- Physical aggression
- Possession of illicit or illegal substances
- Continued disobedience/repeats of the same behaviour concern
- Discrimination based on race, religion, gender and sexuality

For repeated concerns OR a significant change in observable behaviours, it may be recommended families seek additional supports and referral, with the assistance and collaboration of staff.

Classroom Teacher & Head Teacher Interventions

- Seating arrangement students may be asked to sit in a pre-determined space to optimise their focus on learning
- Alternate classroom/ learning space, students may be required to complete work in a 'buddy classroom' or a supervised alternate learning space
- Reflection/ out of class conversation, students may be required to participate in a conversation to reflect and discuss any concerns that have happened during the lesson and their learning progress
- One-on-one Interview with student and/or parents
- Restorative and reflection conversation
- Completing classwork under HT supervision for a series of lessons according to student participation
- Faculty monitoring 5 lessons with parent informed of the process and follow up on progress.
- After 2 HT interventions - Refer to Deputy
- Restorative Conference involving CT, HT, DP and Student, prior to re-integration into class

Deputy/Principal

- Restorative conversation Deputy, HT, CT & student, prior to re-integration into classroom setting
- Parent Contact/Meeting - may include HT, CT & student.
- Issue Monitoring Book (pre suspension- Formal Caution/Warning)
- Risk Assessment - as necessary, review or create. Including, collating information, implementing plan and communicating to all staff
- Behaviour Support Plan - as necessary create and review, including collating information, implementing and communicating to all staff
- Referral to Principal, as needed
- Suspension, Principal decision based on circumstances and all details provided.

Student Observable Positive Behaviours

- Show respect to other students, their teachers and school staff and community members by speaking and acting politely.
- Follow school rules, class rules and instructions from all staff.
- Strive for the highest standards in learning
- Consistently making positive efforts in all learning environments.
- Act in a courteous and respectful way that makes all members of the school community feel valued, included and supported.
- Resolve conflict respectfully, calmly and fairly.
- Consistently wearing the appropriate school uniform and dress code.
- Consistently on time and on task in class
- Respect all property.
- Be safe and not be aggressive, violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools.
- Consistently promote safe learning environments - Not bully, harass, intimidate, or discriminate against anyone in our schools or school community.
- Using technology devices appropriately for academic purposes

Our classrooms are quality learning environment where positive relationships are developed between teachers and students and students with their peers. At Lurnea High School - Teachers have the right to teach and students have the responsibility to learn.

The Merit Award System at LHS promotes positive behaviour and achievement. Linked to the Diamond points system, students can be issued points for being respectful and responsible, acting safely valuing learning or excellence.

Classroom Teacher & Head Teacher Acknowledgement

- Diamond League points
- Parent contact: letter/ phone call/ email
- Faculty rewards based on regular discussion at faculty meetings or between HT/CRT
- Scheduling positive notes/postcard home - eg. Week 5 and Week 10 of each term.

Deputy/Principal

- Weekly assembly- stage based rotation for award acknowledgement
- Principal's award as achieved
- Presentation Day Awards based on accumulation of the awards

The table below explicitly demonstrates the different whole school strategies and initiatives Lurnea High School puts into practice across the care continuum:

Programs and Strategies	Description	Prevention	Early Int.	Targeted	Individual	Audience
Pillars of success	The merit award system promotes positive behaviour and achievement. Linked to the Diamond League points system, students can be issued points for being respectful and responsible, acting safely valuing learning or excellence.	x	x			7-12
Restorative Circles	Restorative circles is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. Students returning from suspension participate in restorative circles with DPs, parent/carers, Principals, CLOs, supporting agencies		x	x	x	7-12
Restorative and reflective conversations	Students may be required to participate in a conversation to reflect and discuss any concerns that may have happened during the lesson and their learning progress. DP, HT, CT to use for the re-integration into the classroom setting.			x	x	7-12
Restorative practices facilitator training for students	Students can earn good behaviour rewards and work towards becoming a facilitator and mentor.			x		7-12

Programs and Strategies	Description	Prevention	Early Int.	Targeted	Individual	Audience
Rising stars-Souths Cares	Goal setting, building resilience for the future.			x		7-10
Love bites	Exploring respectful relationships through education programs and interactive workshops.	x	x	x		11
Souths cares	Held once a week with 3 staff members from South Sydney for Aboriginal and Torres Strait Islander students. Based on healthy living, cooking, sport and practical skills.			x		7-12
South cares- Anti-bullying workshop	Wellbeing workshop with all of year 7. Raising awareness about cyber bullying.	x		x		7
Creating chances	Whole school approach around career pathways, life skills accessible for students.	x				7-10
Pacific waves	Program aimed at promoting student wellbeing, leadership skills, cultural identity within pacific islander student. Nominated students can progress to mentors.			x		7-10
Thrive League	Program aims to assist student develop social skills with peers in structured settings and situations.		x	x	x	8
RAGE (Renavigating anger and guilty and emotions)	Program is aimed at helping students their manage and control their anger.		x	x	x	7-12
Optus Digital Thumbprint	Program focuses on online safety and awareness, including social media, cyber bullying and legal responsibilities.	x	x			7, 9, 10
Big Fish, Little Fish	Program is aimed at transitioning students from primary school to high school. The focus is on student self-awareness of their own role in their identity and healthy relationships.	x		x		7
Transition to Senior studies	Program aimed at transition students from junior school into Stage 6 studies. The focus is on developing positive study habits, utilising evidence-based strategies.	x		x		10
Youth Wellbeing Summit	Leadership conference for our student leaders. This allows opportunity for our student leadership team to develop skills and experience working across different schools.			x		
R U OK? Activities and program	Activities and events all focusing on raising awareness about mental health and where to access support and information.	x				7-12
HPE Day	Health and physical education. Raising awareness prevention and promotion of the importance of throughout PE lessons	x		x		7-12

Programs and Strategies	Description	Prevention	Early Int.	Targeted	Individual	Audience
	consolidated with competitions and activities during recess and lunch times,					
Premiers Sporting Challenge (PLC)	10-week challenge getting students up and active and promoting students engaged in sport	x		x		7-12
Perfect Presence Creating Chances Champions Program	Program focuses on students with 70-90 % attendance and with 1- 4 suspensions. The aim is to re-integrate students successfully to the classroom by setting weekly goals.			x	x	8, 9
Getting Your Head Right for the HSC	Program focuses on assisting students to develop time management and wellbeing skills during their HSC year.	x		x		11
Understanding Bullying	Program helps understanding the definition of bullying, the different types of bullying and how it impacts individuals. Students learn to recognise and handle bullying.	x	x			7
Bully Zero Thrive	Resilience program helping students take ownership of their actions by developing key emotional intelligence skills.	x		x		8
New Beginnings	Specifically for Year 6 (into Year 7), students moving from primary to high school. Helps build consistency as students navigate issues such as bullying.	x		x		6 into 7
My Strengths	The workshop gives student an opportunity to discover their top 5 strengths and how these inform identify, esteem and future choices.	x		x		7, 9, 11
Headspace: Girls Wellbeing group	Developing an understanding of mental health in a variety of situations and experiences.			x	x	9
West Tigers: TEACH program	Focus is on resilience and establishing and maintaining positive relationships. Making positive choices and adapt to cohesive ways of living.			x	x	8
EDG mentoring – Creative Springs	Focus on wellbeing through mentors and physical activity.		x	x		8-10

These programs are scheduled at specific times across the school calendar, [Wellbeing calendar](#).

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

At Lurnea High School, our planned responses to student behaviour are aligned with our values of **Respected, Connected, and Safe**, ensuring that behaviour is addressed consistently and effectively across the school. Responses are designed to support positive behaviour, manage inappropriate behaviour, and address behaviours of concern, including bullying and cyberbullying, in a proactive and restorative manner.


Positive and Appropriate Behaviour

Recognition and Reinforcement:

Positive behaviour is acknowledged and celebrated to encourage students to meet and exceed expectations. Recognition strategies may include:

- Verbal praise and encouragement.
- Diamond League Points for **being respectful** and **responsible, acting safely valuing learning or excellence**.
- Stage based assemblies for award acknowledgement
- Principals award as achieved
- Presentation Day Awards based on accumulation of the awards
- Scheduling positive notes /postcard /letter, email or phone call home
- Inclusion in school reward programs and events.

These practices aim to reinforce our values and create a culture where students feel valued and motivated to demonstrate respect, responsibility, and success. This area of school practice is a priority for review and enhancement early 2025.



STRATEGIES TO RESPOND TO POSITIVE BEHAVIOUR

Our classrooms are **quality learning environment** where **positive relationships** are developed between teachers and students and students with their peers. *At Lurnea High School - Teachers have the right to teach and students have the responsibility to learn.*

Student Observable Behaviours

- Show respect to other students, their teachers and school staff and community members by speaking and acting politely.
- Follow school rules, class rules and instructions from all staff.
- Strive for the highest standards in learning
- Consistently making positive efforts in all learning environments.
- Act in a courteous and respectful way that makes all members of the school community feel valued, included and supported.
- Resolve conflict respectfully, calmly and fairly.
- Consistently wearing the appropriate school uniform and dress code.
- Consistently on time and on task in class
- Respect all property.
- Be safe and not be aggressive, violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools.
- Consistently promote safe learning environments - Not bully, harass, intimidate, or discriminate against anyone in our schools or school community.
- Using technology devices appropriately for academic purposes

Teacher Initiative

Acknowledging student achievement with genuine, descriptive feedback that highlights their effort in committing to their learning, actively participate in all learning experiences provided in class and how they treat themselves and others around them. This includes giving students:

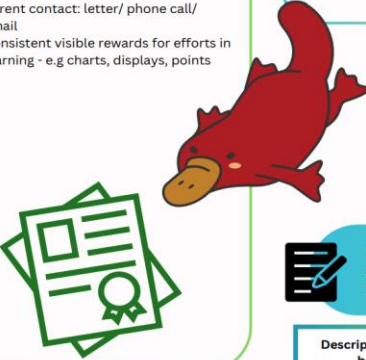
- Verbal praise
- Merits / Rewards
- Diamond League points
- 'Gamify' learning experiences
- Parent contact: letter/ phone call/ email
- Consistent visible rewards for efforts in learning - e.g charts, displays, points

Head Teacher Initiative

- Diamond League points
- Parent contact: letter/ phone call/ email
- Faculty rewards based on regular discussion at faculty meetings or between HT/CRT
- Scheduling positive notes/postcard home - eg. Week 5 and Week 10 of each term.

Deputy/Principal

- Weekly assembly- stage based rotation for award acknowledgement
- Principal's award as achieved
- Presentation Day Awards based on accumulation of the awards



Recording Positive Behaviour Incidents

Sentral entries are a data record of interactions between staff, students and, where appropriate, communication with families. For any recorded behaviours of concern, incident details should be clearly and factually stated and include the following:

Description of explicit behaviour
Be specific and genuine on which positive behaviour students have shown.

Focus on their efforts and decisions

Reward
How did you inform parents/carer of students' achievement?

Inappropriate Behaviour

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.

Teacher-Managed Responses: (Refer to Appendix 1: Lurnea High School Behaviour response flowchart)

Low-level inappropriate behaviour, such as minor disruptions or not following instructions, is managed by teachers using corrective strategies within the classroom or playground. Teachers exercise professional judgment to determine the most effective response. Examples of corrective responses include universal interventions:

- Universal interventions
- Establish routines and rules
- Issue consequences

Behaviours of Concern

Executive-Managed Responses: (Refer to Appendix 1: Lurnea High School Behaviour response flowchart)

Behaviours of concern are challenging, complex, or unsafe behaviours requiring more persistent and intensive interventions. These behaviours may pose a risk to the safety or wellbeing of the student or others and are managed by the school executive team. Examples include repeated defiance, aggression, or significant breaches of the school's behavioural expectations.

Responses to Behaviours of Concern:

- One-on-one interview with student and/or parents
- Restorative and reflection conversation
- Completing classwork under Head Teacher (HT) supervision for a series of lessons according to student participation
- Faculty monitoring 5 lessons with parent informed of the process and follow up on progress
- After 2 HT Interventions - Refer to Deputy
- Restorative Conference involving Class Teacher (CT), HT, Deputy Principal (DP) and Student, prior to re-integration into class
- Parent Contact/Meeting - may include HT, CT and student.
- Issue Monitoring Book (Formal Caution or Suspension)

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Sentral. These may include:

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

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

STRATEGIES TO RESPOND TO BEHAVIOUR CONCERN

Create a learning environment that is calm with applications of preventative strategies for a positive classroom climate:

- creating/building positive relationships
- providing and teaching explicit structures/ routines
- engaging lessons
- active supervision, offering verbal and non verbal prompts

De-escalate the situation by calmly:

- Using *effective* statements
- Explicit description of the positive behaviour desired
- Identifying and catering to student needs (purpose of behaviour)
- Responding proportionally to the level of behaviour displayed
- Be familiar with any individual/ class risk management and/or behaviour support plans

Student Observable Behaviours

Observable behaviours of concern:

- Truancy including whole lesson, late to class, and leaving class without permission or approved explanation
- Inappropriate language, such as swearing, insulting comments
- Disrupting the learning environment, such as calling out of turn, low level talking, distracting others
- Inappropriate use of technology devices and school property/equipment
- Disengagement, such as not attempting/completing class work to their level of ability,
- Uniform breaches

Serious Behaviour Concern, immediate referral to HT-DP:

- Leaving school grounds without permission
- Verbal aggression, including swearing directly at and/or towards staff
- Destruction of devices and school property
- Bullying, harassment and intimidation
- Physical aggression
- Possession of illicit or illegal substances
- Continued disobedience/repeats of the same behaviour concern
- Discrimination based on race, religion, gender and sexuality

Incidents of concern on playground, refer to HT Duty or for Serious Behaviour Concern, senior executive immediately

Teacher Initiative

Universal interventions:

- Model ideal behaviour
- Use non-verbal reminders
- Position yourself around the class
- Structured, prepared, engaging lessons at student level of ability
- Explicit teaching

Establish routines and rules:

- Line up class
- Get all equipment out
- Seating plan
- Hands up, don't speak over others
- Consistent consequences

Issue consequences:

- Reminders: class, individual, give verbal and visual prompts
- Choices: offer two options, give take up time.
- No devices in class: hand in to front office, without consequence. Token should be received and shown to CRT
- Time out to reset – max. 5 minutes outside, or to get a drink and noted in diary
- Seating arrangement- give a verbal prompt/ reminder if student learning is disrupted, making it clear a change in seat will be issued if learning is disrupted again.
- Reflection (Detention) , max. 15 minutes, use behaviour reflection / classroom agreement sheets
- Buddy class/ learning space, if required and with reminders.

Give take up time -following simple re-direction instructions (e.g. seating plans) speak to student on-on-one after class if needed, rather than with audience in front of class

Any student issued with 3 classroom teacher intervention in a cycle, refer to HT

After 3 incidents --> make parent contact

Head Teacher Initiative

- **One-on-one interview** with student and/or parents
- **Restorative and reflection conversation**
- **Completing classwork under HT supervision** for a series of lessons according to student participation
- **Faculty monitoring** 5 lessons with parent informed of the process and follow up on progress.
- **After 2 HT Interventions - Refer to Deputy**
- **Restorative Conference** involving CT, HT, DP and Student. prior to re-integration into class

For repeated concerns OR a significant change in observable behaviours, consider additional supports and referrals:

- Identify and engage support(s) for the student to return back to normal routine
- Refer to counsellor/wellbeing team, contact parents, conversation with DP, CLO, SSO, YA

Deputy/Principal

- **Restorative conversation** Deputy, HT, CT & student, prior to re-integration into classroom setting
- **Parent Contact/Meeting** - may include HT, CT & student.
- **Issue Monitoring Book** (pre suspension- Formal Caution/Warning)
- **Risk Assessment** - as necessary, review or create, including, collating information, implementing plan and communicating to all staff
- **Behaviour Support Plan** - as necessary create and review, including collating information, implementing and communicating to all staff
- **Referral to Principal**, as needed
- **Suspension**, Principal decision based on circumstances and all details provided.

Recording Behaviour Incidents

Sentral entries are a data record of interactions between staff, students and, where appropriate, communication with families. For any recorded behaviours of concern, incident details should be clearly and factually stated and include the following:

Antecedent
What was happening before the behaviour occurred?

Behaviour
Describe the behaviour concern

Consequence
How did you respond? What was the outcome?

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 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.

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](#).

Professional learning for staff

At Lurnea High School, our staff are dedicated to fostering a positive and inclusive learning environment by continuously updating their skills in behaviour management and student wellbeing. Through ongoing professional development, staff engage with evidence-based practices that support proactive classroom management, restorative approaches, and inclusive strategies tailored to the diverse needs of our students. This commitment ensures that our team remains at the forefront of best practices, empowering them to create safe, respectful, and engaging spaces where every student can thrive academically, socially, and emotionally.

Training Topic	Focus Area	Key Content	Care Continuum Stage
Trauma-Informed Practices	Supporting students impacted by trauma	Identifying signs of trauma; creating safe environments; de-escalation and restorative strategies	Prevention/Early Intervention
Restorative Practices	Relationship-focused responses to behaviour	Facilitating restorative conversations and circles; repairing harm; embedding principles school-wide	Prevention/Early Intervention & Targeted
Explicit Teaching of Expectations	Strengthening staff capacity and consistency in the application of clearly established behavioural expectations	Establishing routines, classroom tone and structure, addressing non-compliance and redirection, establishing expectations in non-classroom spaces	Prevention & Early Intervention

Lurnea 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 school-wide expectations. 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 co-ordinator.</p>	<p>1. Contact office to seek help from HT/DP straight away if there is a risk. Otherwise notify executive ASAP and before the end of the school day. 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>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:</p> <ul style="list-style-type: none"> • free and frequent • moderate and intermittent • significant and infrequent <p>Intermittent and infrequent reinforcers are recorded on Behaviour / wellbeing ITD system.</p>	<p>3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before a low-level consequence is applied.</p>	<p>3. HT/DP collects information and reviews the incident from multiple perspectives to determine the next steps. HT/DP/CT to record incident on Behaviour / wellbeing ITD system and contact parent/carer by email or phone. DP/P may consider further action for e.g. formal caution/suspension.</p>
<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>
<p>Community are aware of expectations and procedures annually and/or upon enrolment. Relevant documents are available on the school website and specific elements are replicated in the student diary.</p>	<p>Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.</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>

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	HT/DP	Sentral
Restorative practice – peer mediations, restorative circles, individual restorative conversations (student/student, student/teacher).	Scheduled as soon as all involved are available	DP, Restorative Coaches	Sentral

Review dates

Last review date: [INSERT DATE: Day 1, Term 1, 2025]

Next review date: [INSERT DATE: Day 1, Term 3, 2025]

Bullying Response Flowchart

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



Appendix 1: Lurnea High School Behaviour response flowchart

Observe inappropriate behaviour

Behaviour of Concern Teacher Response

Behaviour of Concern Head Teacher Response

Serious Behaviour of Concern Deputy Principal Response

Behaviour Categories:

- Harassment
 - Disrespectful language
 - Non-compliance
 - Unsafe behaviour
 - Banned items
- Proactive Responses:**
- Redirect student away from unwanted behaviour (verbal or non-verbal)
 - Remind student of classroom expectations.
 - Prompt student with school values/school policies.

Behaviour Categories:

- Using prohibited items
- Property Damage
- Verbal abuse/threats to staff and students
- Racist/sexist/homophobic inappropriate comments
- Dangerous/aggressive behaviour
- Unresolved persistent minor behaviours

Behaviour Categories

- Persistent non-compliance
- Theft/Vandalism
- Verbal abuse/threats to staff
- Harassment/bullying
- Continued disobedience
- Actual harm or unacceptable risk to health and safety

If the behaviour stops

If the behaviour continues

If the behaviour stops

If the behaviour continues

No Further Action - Positive Verbal Acknowledgement

Apply Behaviour Action (Individual & appropriate)

- Universal interventions
- Establish routines and rules
- Reminders
- Choices
- No devices in class
- Time out to reset
- Seating arrangement
- Reflection (detention) max 15 min
- Phone call home (CLO Interpreting only if required)

Apply Behaviour Action (Individual & appropriate)

- Mediation/apology
- Completing class work under HT supervision for a series of lessons
- One- on- one interview with student and /or parents
- Faculty monitoring -5 lessons
- Restorative and reflective conversation

Apply Behaviour Action (Individual & appropriate)

- **Parent contact/meeting- may include HT, CT & student**
- Issue monitoring book (pre-suspension- Formal Caution/Warning
- Restorative conversation with Deputy, HT, CT & student prior to re-integration into classroom setting
- Risk assessment
- Behaviour Support Plan

After 2 HT interventions- refer to Deputy

Restorative Conference involving CT, HT, DP and student prior to re-integration into class

If behaviour : Refer to Principal, as needed

Suspension, Principal, decision based on circumstances and all details provided.

Give take up time- simple re-direction instructions, one-on-one after class if needed

Any student issues with 3 classroom teacher interventions in a cycle, refer to HT. After 3 incidents, make parent contact

Consider additional supports

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