

School Behaviour Support and Management Plan: Tumut High School 2025

Overview

At Tumut High School we are committed to fostering resilient and responsible learners who are independent, creative and critical thinkers. Our inclusive environment caters for the needs of all students while equipping them to be informed, active and responsible community members. Our school values are underpinned by Positive Behaviour Interventions and Supports (PBIS). We aim to create a safe, respectful learning environment where every student can thrive academically, socially, and emotionally.

Tumut High School rejects all forms of bullying, including cyberbullying, and is committed to creating a safe and respectful learning community. We aim to build confident, capable leaders who can positively engage with society.

Partnership with parents and carers

Tumut High School recognises the vital role of parents and carers in supporting student behaviour. We partner with parents/carers to establish clear expectations and provide resources to reinforce positive behaviour at home and within our community.

Our strategies include:

- Surveys and Feedback: Gathering input through formal and informal surveys, including the 'Tell Them From Me' survey.
- Communication: Keeping parents informed through social media, emails, the central parent portal and the school website.

We use our website, parent portal, and enrolment meetings to communicate these expectations and provide ongoing support to parents and carers.

School-wide expectations and rules

Tumut High School has established the following expectations:

Respect	Responsibility	Safety
Be Polite	Allow others to learn	Care for others.
Care for people and property	Be prepared	Follow procedures
Follow instructions	Actively participate	Be careful
Be tolerant	Right place right time	Be hygienic

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. Tumut High School aligns with this code by fostering a learning environment which prioritises respect, responsibility and safety.

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

Whole school approach across the care continuum

This section outlines Tumut High School's strategies to support positive behaviour, using a multi-tiered approach across prevention, early intervention, targeted intervention, and individual intervention. .

Care Continuum	Strategy or Program	Details	Audience
Prevention	Social and Emotional Learning (SEL) Programs	SEL programs provide explicit instruction in social and emotional skills that promote positive behaviours and mental health.	All students
	PBIS (Positive Behaviour Interventions and Supports)	A proactive whole school approach to behaviour management that involves teaching and modelling positive behaviours, setting clear expectations and providing support to students. A PBL Team includes a representative from each KLA in the school. Regular meetings are held to analyse data and develop explicit teaching strategies to address areas of deficit. Expected Behaviour posters in each classroom provide visual cues to students and staff for discussion and action.	All students
	Whole School breakfast club	Initiatives overall wellbeing through the school programs ensuring students are set up for a positive day of learning. The program also provides opportunities to build connections with staff and students in a positive setting.	All students
	Outdoor Education/Activity Program ie. PAIN TEN TREK	Engaging students in physical activities of hiking, camping, and adventure-based learning to foster resilience, teamwork, and mental wellbeing	Years 9 & 10
	Positive Reinforcement	Utilises praise, rewards, and incentives, such as recognition certificates, badges, and extra privileges, to encourage and reinforce positive behaviour.	All students
	Interest Groups; Chess, Art, Podcasting	Clubs and activities based on student interests to help them build friendships, develop hobbies, and engage positively during break times.	All students
Early intervention	Response to Intervention (RTI)	A multi-tiered framework identifying students struggling academically or behaviourally and providing targeted interventions, including small group instruction and progress monitoring.	Students identified as needing additional support
	Brain Breaks	Short, intentional breaks during classroom time to reduce stress and mental fatigue, supporting students in maintaining focus and positive behaviour.	Students showing early signs of dysregulation or stress
	Ready to Learn Plans	Individualised plans that outline specific learning goals, strategies, and accommodations to help students regulate, re-engage, and succeed academically.	Students who need additional behavioural and learning support

Care Continuum	Strategy or Program	Details	Audience
	Family Engagement	Regular communication with parents/carers, providing resources to support behaviour management at home and collaborating on individualised behaviour plans.	Students needing additional support, in partnership with their families
	Response to Intervention (RTI)	A multi-tiered framework identifying students struggling academically or behaviourally and providing targeted interventions, including small group instruction and progress monitoring.	Students identified as needing additional support
Targeted intervention	Shine	Small group program for for female student focusing on self-worth, value, strength and confidence.	Female students identified as needing social-emotional support
	Big Brother Big Sister	Maintaining strong connection to external program via mentorship referrals	Students requiring support
	Peer Support	Year 10 students leading pre-prepared activities with Year 7 students with a particular focus on strengthening connections, building connections and bullying prevention	Year 7 &10
	Transition Programs	Programs designed around particular milestones of student and academic development including social/ emotional and study skills development.	Year 6-7 Year 10-11
	School to Work Transition Program	Provides disengaged students with work-related skills through different work-experience settings, preparing them for life after school and aiding their transition into the workforce.	Students preparing for the transition from school to work
Individual intervention	Functional Behavioural Assessment (FBA) and Behaviour Intervention Support Plans (BISP)	Comprehensive assessments to identify the function of challenging behaviours, followed by developing and implementing tailored intervention strategies.	Students with significant behavioural challenges
	Individual Social and Emotional Learning Programs	One-on-one support focusing on teaching students skills to navigate their social and emotional environments effectively, including self-regulation, building positive relationships, and making responsible decisions.	Students requiring intensive support to develop social and emotional competencies
	Access to School Counselling/Chaplain	Provides mental health support and counselling services for students facing academic, social, emotional, or family issues, helping them manage their challenges and improve their wellbeing.	Students requiring support

Care Continuum	Strategy or Program	Details	Audience
	Referral to External Agencies	Refers students and their families to external resources for additional support beyond what the school can provide, ensuring a comprehensive support network.	Students and families needing specialised support beyond the school's resources
	Modified Enrolment Programs	Provides flexible enrolment options, including part-time or adjusted schedules for students struggling with full-time attendance. This program supports students in reintegrating into school gradually and offers ongoing behavioural and academic interventions during the transition.	Students needing modified attendance due to behavioural or wellbeing issues

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

Tumut High School adopts a tiered approach in support students to adopt appropriate behaviours through interventions implemented by classroom teachers, executive staff and the wellbeing team. Tumut High School utilises a range of strategies that are tailored to recognise and reinforce positive, inclusive and safe behaviour, address minor inappropriate behaviour and respond to more serious behaviours of concern.

- Teachers identify and record disruptive or persistent behaviours via Sentral Portal
- Bullying including Cyber bullying behaviours are communicated explicitly to Executive Staff
- Positive Behaviour for Learning (PBL) team meet to identify patterns in behaviour
- Wellbeing Team including Year Advisors meet regularly to identify patterns and behaviours of concern

We use our parent meetings, phone calls and SMS to communicate with parents and carers regarding student behaviour and to collaboratively implement interventions to support improvement and celebrate student success.

The following table outlines our school's approach across the continuum of prevention, early intervention, and targeted/individualised responses:

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour	Targeted/Individualised Responses to behaviours of concern
Caring relationships and Interactions: Building positive relationships with all students. Model and expect respect.	Staff interventions- restorative discussions, explicit teaching of positive behaviour for learning expectations	Functional Behavioural Assessments (FBA): Conduct assessments to identify the function of challenging behaviours and develop appropriate intervention strategies.
Restorative Practices: Conduct classroom circles and peer mediation to build relationships and create a supportive school climate.	Brain Breaks: Use short breaks to help students manage stress and refocus during lessons.	Behaviour Intervention Support Plans (BISP): Implement individualised plans tailored to address specific behaviours of concern.
Appreciate and acknowledge positive interactions- Positive phone calls and SMS to parents and carers	Stepped care model – Wellbeing Team including Year Advisors supported with strategies to assist students in regulating recurring behaviours via Monitoring, progress reports and parent conferences	Restorative Conferences: Facilitate conferences to address serious incidents, repair harm, and develop strategies for future positive behaviour.
PBIS (Positive Behaviour Interventions and Supports): Set	Student Plans: Develop individualised plans to support	School Counselling and External Referrals: Provide access to

and model clear behavioural expectations throughout the school.	students in managing their behaviour and re-engaging with their learning.	school counselling services and refer students to external agencies for additional support if needed.
Positive rewards year group excursions – Setting explicit behavioural targets that are periodically rewarded by Year Level Excursions	Family Engagement: Communicate with parents/carers to collaborate on strategies for addressing minor inappropriate behaviours at home and school.	Anti-bullying Plan – the school employs a tiered approach with the support of the Wellbeing Team and teaching staff in early intervention and response approaches to bullying behaviours.

Responses to serious behaviours of concern

Tumut High School adopts a structured and proactive approach to managing serious behaviours of concern, prioritising the safety and wellbeing of all students and staff. Our response process includes the following steps:

1. Incident Management:

- **Immediate De-escalation:** student who are identified as requiring support, with their families and Executive staff develop escalated behaviour response plans, which equips them with skills to de-escalate situations safely and effectively. Staff immediately use these strategies to ensure the safety of all individuals involved.
- **Assessment and Support:** Assess the student's needs and provide support to help them regain control. This may involve removing the student from the situation to a safe, supervised area for reflection and calming.
- **Involve Executive Staff:** If the behaviour poses a significant risk, executive staff are informed to assist in managing the incident.

2. Communication:

- **Document the Incident:** All serious incidents are documented in SENTRAL, including details of the behaviour, interventions used, and outcomes.
- **Inform Parents/Carers:** Parents/carers are promptly informed of the incident and the school's response.
- **Team Debrief:** Staff involved will participate in a debriefing session to review the incident, identify triggers, and plan for future support.

3. Intervention:

- **Functional Behavioural Assessment (FBA):** Conduct an FBA to understand the underlying causes of the behaviour and inform the development of an individualised Behaviour Intervention Support Plan (BISP).
- **Behaviour Intervention Support Plan (BISP):** Develop and implement a BISP tailored to the student's needs, outlining strategies to prevent recurrence.
- **Restorative Practices:** Conduct restorative conferences to address the impact of the behaviour, repair harm, and develop strategies for future positive behaviour.

4. External Support and Referral:

- **School Counselling and External Agencies:** Provide access to school counselling services and refer to external agencies if necessary for additional support.
- **Modified Enrolment or Learning Environment:** In some cases, adjust the student's school day or learning environment to support their needs.

5. Compliance: Follow the **NSW Department of Education Student Behaviour Policy** and **Suspension and Expulsion Procedures** in all responses.

6. Review and Follow-up:

- **Monitor Progress:** Regularly review the student's progress and adjust the BISP as needed.

- **Family Engagement:** Engage with the student's family to ensure a consistent approach to behaviour support at school and home.

- The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) apply to all NSW public schools.
- Responses to all behaviours of concern apply to student behaviour that occurs:
 - at school
 - on the way to and from school
 - on school-endorsed activities that are off-site
 - outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
 - when using social media, mobile devices and/or other technology involving another student or staff member.

Reporting and recording behaviours of concern

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

- [Incident Notification and Response Policy](#)
- [Incident Notification and Response Procedures](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

Detention, reflection and restorative practices

Tumut High School uses a variety of strategies to support students in reflecting on their behaviour and repairing relationships. These practices are designed to be age-appropriate and ensure the wellbeing of the student, including regular food and toilet breaks as needed.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Positive Behaviour for Learning – Explicit Re-teaching – conversations that occur with class teacher to promote student accountability.	Will occur for no longer than 15mins to allow time for students to have a toilet break and eat.	Classroom teacher and/ or Executive Staff	Recorded in SENTRAL, noting discussion topics and outcomes.
Senior class placement - students may be placed in Senior classes during regular lesson time to assist in regulating disruptive and consistent behaviours.	Class time	Executive Staff	Recorded in SENTRAL
Playground withdrawal – to reduce and regulate persistent playground behaviour students may be withdrawn from the playground. Teachers will ensure students have food and students will have access to toilets including those in the front office.	Recess and/or Lunch	Executive Staff	Recorded in SENTRAL

Strategy	When and how long?	Who coordinates?	How are these recorded?
Head teacher removal - students may be withdrawn by Executive staff during regular lesson time to assist in regulating disruptive and consistent behaviours.	Class time	Executive Staff	Recorded in SENTRAL

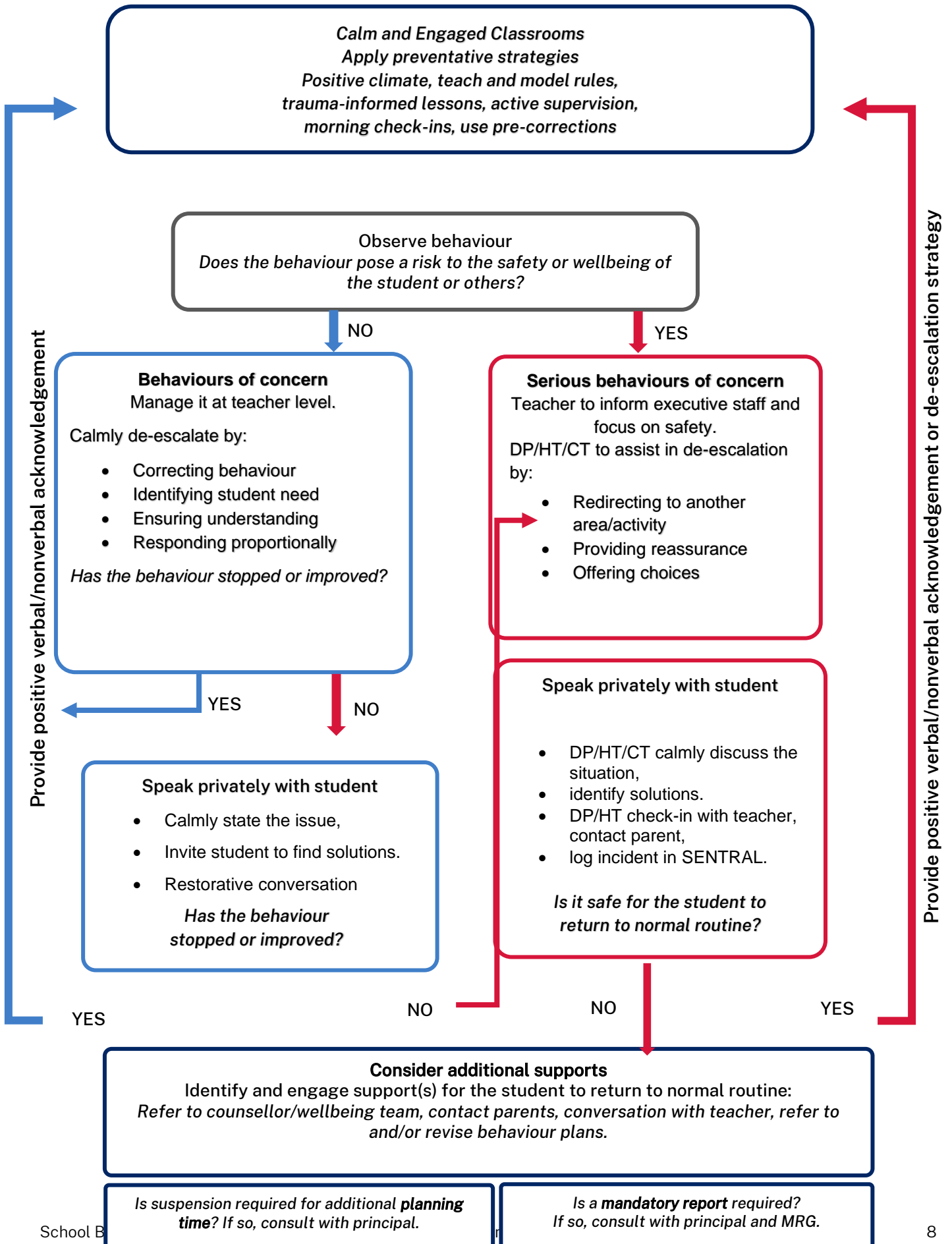
Note: All reflection and restorative sessions include regular food and toilet breaks to ensure student wellbeing. The duration of these practices is tailored to the student's age and developmental level.

Review dates

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026

Appendix 1: Behaviour management flowchart:



Appendix 2: Bullying Response Flowchart

The following flowchart outlines the actions Tumut High School staff will take when they receive a report of student bullying, including incidents that may have occurred online or outside of school. Timeframes may vary based on staff professional judgment and the assessment of any immediate risk to students.

