

ENDEAVOUR SPORTS HIGH SCHOOL Behaviour Support and Management Plan

Overview

Endeavour Sports High School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged in their learning.

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

The principles of positive behaviour support, trauma-informed practice, inclusive practice, and social emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

Our processes are founded on the concept that students must learn to take responsibility for their own actions and that staff respond to these challenges consistently to support students to acknowledge harm and learn from their behaviour.

Strategic Improvement Plan priorities (2021-2024)

Strategic Direction 2: Strong student wellbeing

PURPOSE - To continue to build upon a strong foundation of student wellbeing and community engagement through the implementation of supportive procedures and practices for each of our students, as well as ensuring strong communication and relationships with members of our community.

INITIATIVES

- High Expectations Program - relates to a student's attendance, application and attitude in the classroom and their behaviour throughout the school year.
- Wellbeing Program - aims to support the entire school community to connect, succeed and thrive.

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

- High Expectations program
 - Professional development for all staff on the implementation of the High Expectations Policy (HEP).
 - Wellbeing reviews conducted in weeks 5 and 10 of each term.
 - Regular communication and feedback to parents/carers about student progress.
 - Support provided for students to improve attendance, engagement, and application.
 - Case management meetings and support for students not meeting High Expectations.
 - Monitoring of attendance

- Wellbeing Program

- Mentoring of identified students for advice, support and assistance.
- Surveying of staff, parents and students to monitor wellbeing across the school.
- Regular communication with parents through High Expectation Reviews, reporting, parent and teacher interviews, social media, as well as through the P&C
- Case management of students with special needs, indigenous students and students with individualised learning programs
- Mentoring for elite athletes, including additional training sessions and homework support
- Professional development to support wellbeing policies for consistent implementation and monitoring of student wellbeing
- Delivery of student wellbeing programs focused on cyberbullying, positive relations, mental health, individual learning and study/organisational skills.

These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying.

The programs encourage behaviour that is supportive and respectful, focusing on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.

Partnership with parents and carers

Endeavour Sports High School will partner with families in establishing expectations for parent engagement in developing and implementing student behaviour management strategies, including for bullying behaviour by:

- inviting families and student feedback through formal and informal means. For example, through Tell Them from Me Surveys, school surveys, consulting with the school’s P & C Association and the local AECG.
- using concerns raised through complaints procedures to review school systems, data and practices.

Endeavour Sports High School will communicate these expectations to parents/carers through the school website and social media platforms (where appropriate) and provide links to information and resources in the [Behaviour support toolkit](#).


School-wide expectations and rules

Endeavour Sports High School has the following school-wide expectations:

RESPECT	COMMITMENT	PERSONAL BEST
<ul style="list-style-type: none"> • Follow teacher instructions • Use polite and appropriate language • Listen attentively • Treat others as you would like to be treated • Keep phones off and in pouches. 	<ul style="list-style-type: none"> • Attend all lessons • Arrive to class on time • Bring all the required equipment • Use your diary to manage your learning • Actively participate in all learning activities and complete set tasks • Wear full school uniform 	<ul style="list-style-type: none"> • Celebrate success • Seek and accept advice to improve learning • Strive to be a better learner • Complete all assigned work to quality standards

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.



NSW Department of Education

Behaviour code for students

Information for students and parents or carers

NSW public schools are committed to providing safe, supportive, and responsive learning environments for everyone across a range of settings. We teach and model the inclusive and safe behaviours we value in our students.

In NSW public schools students are expected, to the best of their ability, to:

- show respect to other students, their teachers and school staff and community members
- follow school and class rules and follow the directions of their teachers
- strive for the highest standards in learning
- 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
- meet the school's agreed uniform policy or dress code
- attend school every day (unless legally excused)
- respect all property
- be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools
- not bully, harass, intimidate, or discriminate against anyone in our schools.

Schools take action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning.

All students have a right to:

- safety at school
- access and fully participate in their learning
- be treated with respect by other students, teachers and school staff
- express their views, set goals and self-advocate.

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments and apply an appropriate action when students are not meeting these expectations. The department is responsible for the provision of a policy framework and resources such as legal issues bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context, the NSW

Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

Behaviour code for students: Student actions

Promoting the inclusion, learning, wellbeing, and safety of all students in NSW public schools is a high priority for the Department of Education.

We implement teaching and learning approaches across a range of settings to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

To meet the expectations set out above, students in NSW public schools, to the best of their ability, should adhere to the following principles.

Respect

- Treat one another with dignity.
- Communicate and behave courteously.
- Act and work cooperatively with other students, teachers, and school staff.
- Develop positive and respectful relationships.
- Value the interests, ability and culture of others.
- Respect the learning needs of other students.
- Dress appropriately by wearing the agreed school uniform or dress code.
- Take care with school property and the property of staff and other students.

Safety

- Model and follow school and class rules and expectations around behaviour and conduct.
- Negotiate and resolve conflict.
- Be aware of and take responsibility for how their behaviour and actions impact others.
- Care for self and others.
- Be safe and help others to make safe choices that do not hurt themselves or others.

Engagement

- Arrive at school and class on time.
- Be prepared for every lesson.
- Actively participate in learning.
- Aspire and strive to achieve the highest standards of learning.

The Behaviour Code for Students can also 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 \(nsw.gov.au\)](#)

Whole school approach across the care continuum

Our school embeds student wellbeing and positive behaviour approaches and strategies across the care continuum and responds to behaviours of concern, including bullying and cyberbullying behaviour. Behaviours that do not constitute bullying include mutual disagreements or isolated incidents.

These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships. These practices include:

- explicitly teaching classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students.
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- actively supervising students
- maximising opportunities for active engagement with learning
- providing carefully sequenced engaging lessons that provide options for student choice.
- differentiating learning content and tasks to meet the needs of all learners.
- assessing classroom outcomes in terms of lesson expectations and learning goals

Care Continuum	Strategy or Program	Details	Audience
Prevention/ Early / Targeted / & Individual intervention	Restorative Practice	Promotes positive proactive strategies to provide opportunities to develop, strengthen, repair and maintain healthy relationships. Includes circles and restorative conversations.	Staff, students 7-12, families
Prevention	PDHPE curriculum	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	Students 7-10
Prevention / Early Intervention / targeted / individual	Australian eSafety Commissioner Toolkit for Schools	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyber-bullying incidents.	Students 7-12, staff, families
Prevention	Communication with parents	To increase parent's understanding of how our school addresses all forms of behaviour.	Staff, students 7-12, families
Prevention	National Day of Action Against Bullying and Violence (NDA)	Our school participates in the annual (NDA) – Term 3 each year.	Staff, students 7-12
Prevention	Transition Year 6 into 7	Focusing on a safe and successful movement from primary to high school.	Incoming Year 7 students
Prevention	Peer support program	Builds resilience by helping students develop strong relationships and skills to manage life's ups and downs.	Students 7 and 10, and co-ordinators
Prevention / Early intervention	Student support officer	Supports the implementation of the school's approach to wellbeing.	Student 7 - 12
Targeted / individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	Staff, individual students 7-12, families
Targeted intervention	Check In Check Out (CICO)	For students who exhibit low level behaviours of concern.	Individual students 7-12,
Targeted intervention	Leadership programs	These include Student Representative Council, library and peer mentors.	Students 7-12
Individual intervention	GRIT PATHWAYS – one of one youth mentoring	A strengths-based intervention program with a focus on building self-awareness and emotional intelligence for students with challenging behaviours.	Individual students 7 - 12
Individual intervention	Daily achievement	A period of time on a daily achievement card to change a pattern of behaviour.	Students 7-12
Individual intervention	Attendance monitoring	Address barriers to improve attendance and set growth goals.	Students, Year Advisor
Individual intervention	Individual behaviour support planning	This may include developing, implementing monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Students, parent/carer, LaST, HT Wellbeing
High Expectations program	Whole school program	Supports the implementation of the school's approach to wellbeing	Staff, students 7-12, families

Prevention/ Early / Targeted / & Individual intervention	Top Blokes	Based around personal resilience and encouraging better informed decisions for young men. Also enhances self-esteem.	Selected students (Years 9-10)
Prevention/ Early / Targeted / & Individual intervention	Faave	A program culturally specific to Islander families and students to learn cultural aspects	Selected students (Years 9-11)
Prevention/ Early / Targeted / & Individual intervention	Headspace	The program is aimed to assist students in the following areas: <ul style="list-style-type: none"> - social skills development - communicating with confidence - interpersonal skills - self-esteem and self-respect building - managing change and transitions in life - strength and resilience building 	Selected students as issues arise (Years 7-12)
Prevention / Early intervention	St George PARTY Program	A harm minimisation program that educates students on making better choices around drugs, alcohol and safe life experiences	Selected student groups (Year 10/11))
Prevention/ Early / Targeted / intervention	LOVE Bites	Provides young people with a safe environment to examine, discuss and explore respectful relationships. All Love Bites programming takes a strength-based approach and views young people as active participants who are able to make choices for themselves and their relationships when supported with information and opportunity for skill development.	Selected Students (Year 10)
Prevention/ Early / Targeted / intervention	Stand Tall	One day presentation to highlight mental health and to teach resilience and to stand up to bullying	Year 9
Prevention/ Early / Targeted / intervention	Mental Health Batyr	Young, relatable presenters engage students with their stories of hope, resilience and courage in their experiences with mental ill-health. Trained facilitators educate students on support networks and services available and aim to empower students to reach out for help.	Years 9-12
Prevention/ Early / Targeted / intervention	Digital Thumbprint	A presentation talking to students regarding the dangers and risks of internet usage and how to stay safe online	Years 7-8
Prevention/ Early / Targeted / intervention	U Turn the Wheel	A one day in school road safety program delivered to all Year 11 students in Sutherland Shire	Year 11
Prevention/ Early / Targeted / intervention	Cybersafety	A presentation delivered by Police Liaison officer around the laws of online usage, cybersafety and how to stay safe online	
Prevention/ Early / Targeted / intervention	White Ribbon	Program to eliminate gendered violence	All students
Prevention/ Early / Targeted / intervention	Shine	Personal growth program developing self-worth, resilience, self-esteem and confidence of girls to motivate and achieve goals	Selected students (girls) – Years 7-10

Prevention/ Early / Targeted / intervention	Strength	Personal growth program building confidence, self awareness, courage, decision-making and problem solving skills	Selected students (boys) – Years 7-10
Early / Targeted / intervention	Breakfast program	Free breakfast provided	All students
Prevention/ Early / Targeted / intervention	OGRES	Social board games group	All students
Prevention/ Early / Targeted / intervention	Wear it Purple Day	Strives to foster supportive, safe, empowering and inclusive environments for rainbow people. <ul style="list-style-type: none"> - Advocate for and empower - Celebrate and promote the value of diversity and inclusion - Raise awareness about sexuality, sex and gender identity and challenge harmful social cultures - Champion rainbow role models 	All students
Prevention/ Early / Targeted / intervention	Kick Start – Project youth initiative	Mentoring program created to continue empowering and supporting children	Boys – Thurs mornings (Years 7-8)
Prevention/ Early / Targeted / intervention	Brainstorm productions	Anti bullying drama productions	Selected Year groups
Prevention/ Early / Targeted / intervention	Presentations	Cybersafety, vaping, antibullying, police presentations	Selected Year groups
Prevention/ Early / Targeted / intervention	Tomorrow man/Tomorrow woman	Gotcha4Life presentations re the concept of prevention through connection to end suicide through delivering programs that create meaningful mateship, build emotional muscle, resilience and social connection in individuals, families and local communities.	Years 9-10
Prevention/ Early / Targeted / intervention	In her Shoes	In Her Shoes is an interactive program designed to allow women and men the opportunity to walk “in the shoes” of women experiencing violence.	Year 10-11 boys
Prevention/ Early / Targeted / intervention	My Strengths	Program for students to recognise, explore their strengths	Year 11 students
Prevention/ Early / Targeted / intervention	Future Proofing – Black dog institute	The Future Proofing Study advances knowledge about the risk and protective factors associated with the onset and development of adolescent depression, anxiety, and other mental health conditions.	Selected Year 10 students
Prevention/ Early / Targeted / intervention	Connection Code	Workshop prepares Year 9 students for their Tomorrow Woman & Tomorrow Man journeys. Aims to improve empathy, strengthen the connection of the cohort, teaching the participants the skills of emotional maturity and giving them the confidence in connecting with others.	Year 9

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

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour.

- **Teacher managed** – low level inappropriate behaviour is managed by teachers in the classroom and the playground.
- **Executive managed** – behaviour of concern is managed by school executive/senior executive.

Corrective responses by teachers may include:

- rule reminder/expectations reminder
- re-direct, offer choice or error correction
- prompts
- reteach
- seat change/play or playground re-direction
- stay in at break to discuss/complete work/walk with teacher
- conference
- detention, student reflection
- teacher monitoring plan / Head teacher monitoring plan
- communication with parent/carer

Responses to serious behaviours of concern

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

- review and document incident, evidence gathering
- 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
- liaise with [Team Around a School](#) for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- formal caution to suspend, suspension or expulsion.

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

Endeavour Sports 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
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.	1. Refer to school-wide expectations – Personal Best, Respect, Commitment	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.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	2. Use indirect responses e.g. Proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	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.
3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on Behaviour / wellbeing Sentral system.	3. Use direct responses e.g. rule/expectation reminder, re-teach, provide choice, scripted interventions, student conference, Teacher Monitoring plan. Students have an opportunity to meet the classroom/playground behaviour expectation before a low-level consequence is applied.	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 Sentral system and contact parent/carer by email or phone. DP/P may consider further action for e.g. formal caution/suspension.
4. Social-emotional learning lessons are addressed through Targeted programs, PDHPE lessons, year group presentations	4. Teacher records on behaviour / wellbeing system (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.	4. Refer to the school's Wellbeing and/or 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.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Parents are notified through the parent portal when reinforcers are recorded on Sentral. Student awards for positive behaviour/achievement are given in class, at assemblies.	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.	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.

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, where there is a clear and close connection between the school and students' conduct.

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.

Reporting and recording behaviours of concern.

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

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

Detention, reflection and restorative practices

Toilet and food breaks are always included when students are withdrawn from the playground as a planned response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Alternate break plan – withdrawal from playground during breaks and re-allocation to office/classroom for supervised breaktime following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention)	Next break	School executive	Sentral system
Restorative practices – student reflection, logical consequences, collaborative problem solving, peer mediation , restorative conversations in groups	Scheduled as soon as all involved are available	CT/Year Advisor/HT Wellbeing/DP	Sentral system

Review dates:

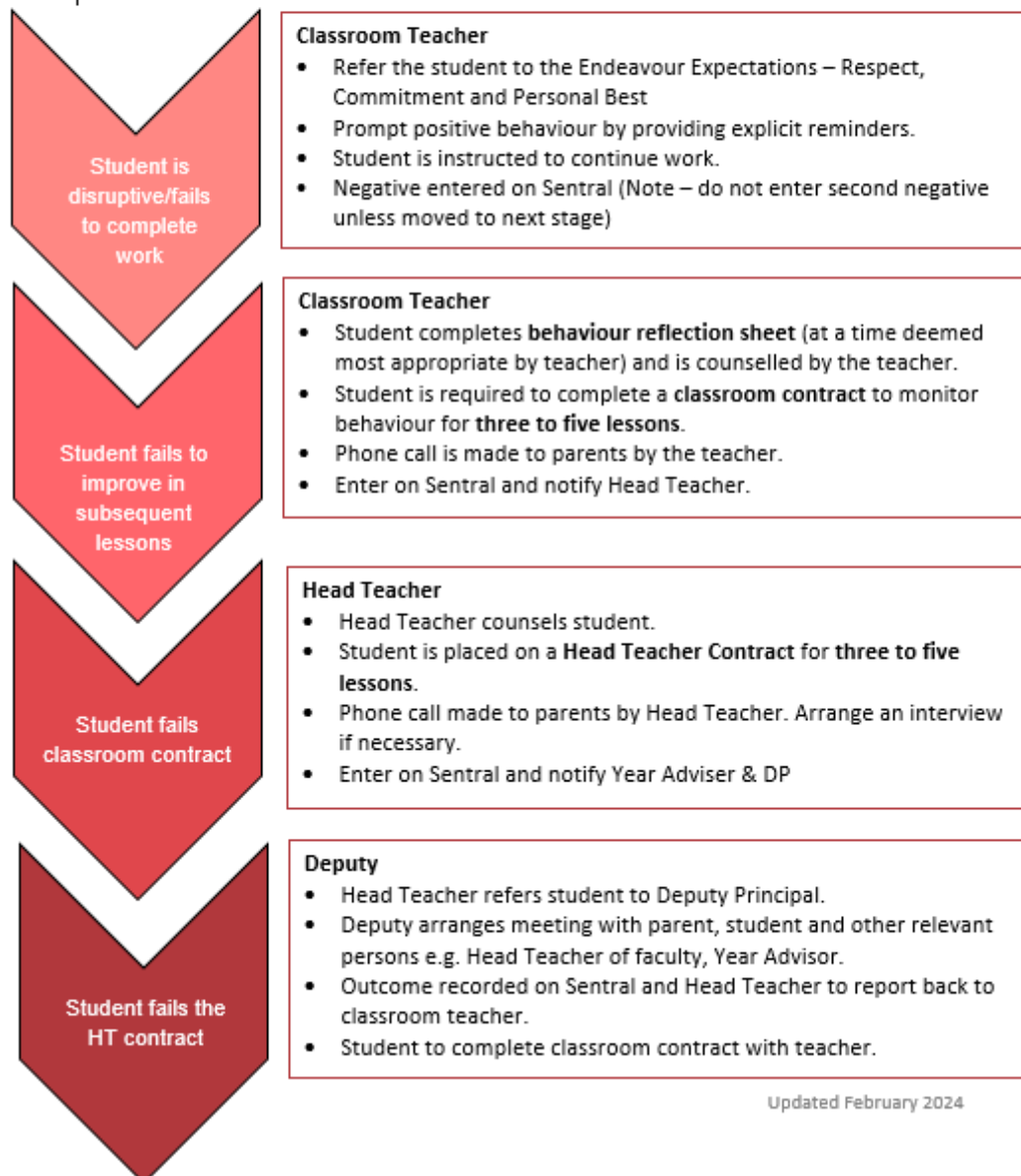
Last review date: 11 June 2024

Next review date: Term 2, 2025

(Note – reviewed annually)

Student Behaviour Management Flowchart

Students who do not follow the Endeavour Expectations of Respect, Commitment and Personal Best will be provided with the opportunity to reflect on their behaviour and make a plan for change.



Updated February 2024

Bullying Response Flowchart

The following flowchart explains the actions Endeavour Sports 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.

