

Murrumbidgee Regional High School – Wade Behaviour Support and Management Plan

Overview

Murrumbidgee Regional High School – Wade is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged in their learning.

Our goal is a vibrant, inclusive, and dynamic learning environment where every student is empowered to reach their full potential every day. We value and strive to develop student behaviours that are respectful, responsible, and resilient reflecting the qualities of effective learners.

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 idea that students must learn to take responsibility for their own actions and to ensure all staff respond to these challenges consistently to support students to acknowledge harm and learn from their behaviour.

Murrumbidgee Regional High School – Wade embraces the ethos of the Positive Behaviour for Learning model. The values of the PBL model are embedded in the student rewards system and revisited daily in our communications.

Restorative Practice is being implemented across the school. This proactive-to-reactive hierarchical approach, places emphasis on accountability, the repair of harm, and the building and restoration of positive relationships. By prioritising these practices, the school will cultivate a more supportive and respectful behaviour culture, leading to decreased behavioural incidents and a strengthened school community.

The school has partnered with Be You – Beyond Blue to empower teachers and school leaders by supporting them to develop their mental health skills and knowledge, while also providing guidance on how to implement whole-service and school approaches.

Burn Bright's Wellbeing program is accessed at the school to help students to understand the importance of building healthy strong relationships, enable student voice and identifying how strong intentional relationships attribute to one's journey and sense of belonging in and out of school.

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

Partnership with parents and carers

Murrumbidgee Regional High School - Wade 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 local AECG

- using concerns raised through complaints procedures to review school systems, data and practices.

Murrumbidgee Regional High School - Wade will communicate these expectations to parents/carers through the school website and direct emails and provide links to information and resources in the [Behaviour support toolkit](#).

School-wide expectations and rules

Murrumbidgee Regional High School – Wade has the following school-wide expectations and rules:

To be respectful, responsible and resilient learners.

Respectful	Responsible	Resilient	Learners
Be kind and value others	Right place	Develop positive relationships	Seek help, accept advice
Use appropriate language	Right time	Persevere with Challenges	Recognise and restore mistakes
Be co-operative	Be safe	Seek support	Be your best
Accept differences	Be ready to learn		

Behaviour code for students

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

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

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.

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 restorative conversations.	Staff, students 7-12
Prevention	Breakfast Club	Students are greeted by 5 x per week and offered breakfast by SLSOs.	Students 7-12
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 Week of Action Against Bullying and Violence (NWA)	Our school participates in the annual (NWA) – 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	School Gym	School gym engages students in worthwhile activity. Allows students to focus on learning	Students 11-12, teacher coordinators
Prevention	Harmony Day	School wide celebration of diversity and tolerance	Students 7-12
Prevention	Life Ready	Staff able to discuss appropriate social behaviours inside Life Ready framework	Students 10 into 11
Prevention / Early intervention	Student support officer	Supports the implementation of the school's approach to wellbeing.	Student 11
Prevention / Early intervention / 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	Leadership programs	These include Student Representative Council, and peer mentors.	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 7-12, 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

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

All MRHS – Wade students are expected to be Respectful Responsible Resilient Learners. If a student’s behaviour is not safe for themselves or others, or prevents the teacher from teaching, or other students from learning, then teachers are asked to apply the responses below, which reflect the principles of the Care Continuum.

Murrumbidgee Regional High School - Wade Response and Referral Pathway

	Teacher	Head Teacher	Deputy
QUALITY TEACHING PRACTICES	TEACHER	Head Teacher	Deputy Principal
<ul style="list-style-type: none"> Culturally responsive environment Active Supervision Consistency Calm immediate responses Specific brief responses Quiet Respectful contact Refocus class if needed Positive feedback: Corrective feedback Classroom expectations displayed Encourage expected behaviour Discourage inappropriate behaviour Provide opportunities to respond Differentiated curriculum High expectations for all students 	<ul style="list-style-type: none"> Culturally responsive approach Attempt to resolve conflict Consider: buddy class or Faculty Head Teacher support If Buddy Class is the chosen option - Direct student to Buddy Class with a request to complete work and return to you prior to end of period Staff member to actively seek resolution using restorative questions Implement student mobile phone procedures Contact parents/carers - Resolution to be discussed 	<ul style="list-style-type: none"> Meet with student and/or teacher to discuss and implement resolution. Support student to complete unfinished work Assist teacher to develop student behaviour plans in consultation with student and parent/carer Referral to Learning Support Team (if applicable) Implement Restorative Practice Faculty Behaviour monitoring card (prepared with teacher) Parent/carer contact to speak with/arrange a meeting with Refer second mobile phone out to Deputy Principal Engage cultural support staff as appropriate. Update existing or record first time behaviour report including action in Sentral 	<ul style="list-style-type: none"> Respond to referrals from Head Teachers related to persistent disobedience which is unable to be resolved Respond to serious major misbehaviours and critical incidents and where needed offer recommendations to the Principal such as a Formal Caution (Warning of Suspension) or Suspension Develop student risk assessments Whole School Behaviour monitoring card Application for the Re-engagement Centre Meet with student and parent/carer to discuss resolution Engage Cultural Support Staff as appropriate
INDIRECT TEACHING/LEARNING STRATEGIES			
<ul style="list-style-type: none"> Proximity Control Strategic placement/movement Signal/non-verbal Planned Ignore 	<ul style="list-style-type: none"> Referral to Learning Support Team (if applicable) Verbal/non-verbal warning Restate expectations 		
DIRECT TEACHING/LEARNING STRATEGIES			
<ul style="list-style-type: none"> Re-Teach (Tell, Show, Practice, Feedback) Redirect Reteach Provide choice 	<ul style="list-style-type: none"> Explain choices Modify class environment Adjustment of learning Parent/carer contacted (preferably spoken) Complete behaviour report in Sentral 		

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. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm.

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.

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.

Preventing and responding to behaviours of concern

- 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.
- **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.

Corrective responses by teachers may include:

- rule 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, reflection and restorative practices
- communication with parent/carer

Murrumbidgee Regional High School - Wade 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>Behaviour expectations are taught and referred to regularly.</p> <p>PBL language is consistently used by staff addressing individual students and groups.</p> <p>Visual displays are mounted around the school illustrating how to be Respectful Responsible Resilient Learners in specific environments.</p> <p>Teachers model behaviours and provide opportunities for practice.</p> <p>Students are acknowledged for meeting school-wide expectations and rules.</p>	<p>Refer to school-wide expectations.</p>	<p>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.</p>
<p>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>Use indirect responses e.g. Proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p>	<p>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>Tangible reinforcers include those that are:</p> <ul style="list-style-type: none"> • free and frequent (PBL reward points - LiveSchool), • moderate and intermittent (Merit Awards) • significant and infrequent (Awards Ceremony) • Intermittent and infrequent reinforcers (Sentral Positives) are recorded. 	<p>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>HT/DP collects information and reviews the incident from multiple perspectives to determine the next steps. HT/DP/CT to record incident on Sentral system and contact parent/carer by SMS, email or phone. DP/P may consider further action for e.g. formal caution/suspension.</p>
<p>Social-emotional learning lessons are designed by the PBL team and taught across the year groups. SSO works with the individuals and small groups to deliver targeted social and emotional learning to students with identified needs.</p>	<p>Teacher records on Sentral – wellbeing 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).</p>	<p>Refer to the school’s Learning Support Team and DP considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.</p>
<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>

Parents are automatically notified through the parent portal when intermittent and infrequent reinforcers are recorded on Behaviour / wellbeing Sentral system. Student awards for positive behaviour are given daily award points and recognition at whole school and year group meetings/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 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
- 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)
- 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.

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?
Time out strategies Helps with de-escalation and self-regulation	Pre-arranged room or area with agreed length of time	Classroom teacher or executive staff. Student is to be always monitored	SENTRAL Wellbeing – data record
Self-Directed Time Out Self-directed time-out enables students to leave a stressful situation for time alone and is often used to prevent an escalation of behaviour. It is designed to provide			

opportunities to regulate emotions and behaviour. Student individual Timeout/Break card	Shortest possible time. 5 – 15 mins		
Teacher Directed Time out Space within the classroom or nearby where the student can be supported			
Movement Break Student maybe encouraged to get a drink, run an errand	Shortest possible time. Up to 5 mins	Classroom teacher	Anecdotal notes
Home Contact			
Catch up: Support the student to reflect on their behaviour and make positive choices. Students that have demonstrated repeated inappropriate behaviours and/or have incomplete work are directed to chosen area during lunch time to complete unfinished work, participate in a restorative conversation and encourage them to make positive choices.	When: Recess/lunch or planned next day or held back at the end of class Length: Depends on the severity and frequency of the incident. Between 15 – 20 minutes.	Classroom teacher, Head Teacher if needed. Student(s) are always supervised in the room by at least one adult and never left alone at any time	SENTRAL Wellbeing – negative incident
Monitoring Card Faculty Card	When: Repeated misbehaviour. Length: 5 good lessons, otherwise it is escalated.	Classroom teacher and Head teacher	SENTRAL Wellbeing – negative incident
Restorative practise discussions. Affective questioning. Proactive engagement with students and families. Check in/check out strategy Student reflection on behaviour	When: After an incident has occurred Length: Depends on the severity and frequency of the incident.	Classroom teacher. Sometimes executive staff	SENTRAL Wellbeing – data record
Social and Emotional Learning: Individual intervention strategies and approaches (e.g., Tutorial Centre, school counselling)	As required based on student need	HT Wellbeing Learning & Support Team Year Advisor Girls Advisor	SENTRAL Wellbeing – data record LST referrals
Suspension resolution meetings Risk assessment created/updated. All staff notified before student return.	Between 1-10 days as required	Principal	SENTRAL, ERN and parent letters

Review date

Next review date: Monday 9 February 2026 - Day 1, Term 1

Bullying Response Flowchart

The following flowchart explains the actions Murrumbidgee Regional High School - Wade 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.

