



## Henry Kendall High School Behaviour Support and Management Plan

### Overview

Henry Kendall High is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are the Student Services Hub, student leadership model, student rewards, HKHS Stage 4 wellbeing curriculum, wellbeing workshops, and Cooinda cultural programs.

### Promoting and reinforcing positive student behaviour and school-wide expectations

Henry Kendall High School has the following school-wide rules and expectations:

- Understand and uphold the core school rules of:
  - Respect Yourself, School Staff And Your Classmates
  - Respect Your Property And The Property Of Others
  - Respect People's Rights To Be Safe At School
  - Respect Your School and the Learning Opportunities you are given
- To follow the NSW Department of Education Student Behaviour Code
- To comply with the Henry Kendall High School Discipline and Learning Policy and Procedures
- To comply with Henry Kendall High School's Values Statement
- To comply with Henry Kendall High School's Student Mobile Phone Policy
- To comply with Henry Kendall High School Anti-Bullying Policy
- To comply with Henry Kendall High School Anti-Racism Policy
- Detailed list of Henry Kendall High School procedures can be found on our website.

Henry Kendall High School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- Explicit Teaching of the NSW Department of Education Behaviour Code and Henry Kendall High School Core Rules
- Stage 4 Wellbeing curriculum
- Explicit teaching of Henry Kendall High School's Values Statement
- Explicit teaching of behaviour consequences
- Explicit teaching of attendance requirements
- Explicit teaching of inclusive practices that promote positive student behaviour
- Active implementation of the School Rewards System to promote belonging
- Consistent promotion of school Celebration Assemblies to recognise and promote positive school culture

## Behaviour Code for Students

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

## Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention	School Policies	<ul style="list-style-type: none"> <li>• Discipline and Effective Learning Policy</li> <li>• Mobile Phone Policy</li> <li>• Uniform Policy</li> <li>• Attendance monitoring</li> <li>• Peer Conflict Policy</li> <li>• Anti-Bullying Policy</li> <li>• Anti-Racism Policy</li> </ul>	Whole School
Prevention	Positive Rewards System	Henry's Hero's, Sentral Points System, Rewards Excursion, Commendation Letters, Celebration Assemblies.	Whole School
Prevention	Wellbeing Curriculum	Explicit teaching of social, emotional and interpersonal skills within the Stage 4 curriculum to enhance resilience and self-esteem. All students engage in a strength-based approach to build their capacity to make informed decisions, cope with change and the address the unpredictability's of life.	Students Years 7-8
Prevention	Holistic Wellbeing Program	<ul style="list-style-type: none"> <li>• Year group wellbeing days</li> <li>• Raise Mentoring Program</li> <li>• Safe on Social</li> <li>• Love Bites Program</li> <li>• Stage 6 Preparation Program</li> <li>• Year group camps</li> <li>• Year group assemblies</li> <li>• Boys mentoring program</li> <li>• Girls group</li> <li>• Substance abuse seminars</li> <li>• Financial mentoring program</li> <li>• RAGE program</li> <li>• Life skills cooking program</li> <li>• Wellbeing Wednesday roll call</li> <li>• Drumbeat</li> <li>• Art Therapy group</li> <li>• Handwriting development program</li> <li>• Collaboration with Headspace and RYSS</li> <li>• Top Blokes Program</li> </ul>	Whole School
Prevention	Cooinda Cultural	<ul style="list-style-type: none"> <li>• Aboriginal Heritage Room</li> <li>• Cooinda Roll Call</li> <li>• Aboriginal Studies curriculum – Year 7</li> </ul>	Whole School

Care Continuum	Strategy or Program	Details	Audience
	Program	<ul style="list-style-type: none"> <li>• Yarning Circle</li> <li>• NAIDOC Day</li> <li>• Cooina Boys Group</li> <li>• Cooina Girls Group</li> </ul>	
Prevention	Wellbeing Inclusive initiatives	<ul style="list-style-type: none"> <li>• White Ribbon Day</li> <li>• R U OK Day</li> <li>• Fierce group</li> <li>• EALD support</li> <li>• International student support</li> <li>• Wear it Purple Day</li> <li>• Harmony Day</li> </ul>	Whole School
Prevention	Student Voice and Leadership	<ul style="list-style-type: none"> <li>• Senior Leadership Team</li> <li>• SRC</li> <li>• Student Leadership Action Teams</li> <li>• House Captains</li> <li>• Leadership Training</li> </ul>	Whole School
Prevention	Holistic Support and Planning Structures	<ul style="list-style-type: none"> <li>• Student Services Hub</li> <li>• Learning Support Team</li> <li>• Welfare Team</li> <li>• Year Advisers</li> <li>• Deputy Principal monitoring and management</li> <li>• Student Support Officer</li> <li>• Learning and Support Teachers</li> <li>• Student Learning Support Officers</li> <li>• Counsellor Team</li> <li>• Weekly communication meetings</li> <li>• Fortnightly welfare meetings</li> <li>• Weekly Learning Support Team meetings</li> </ul>	Whole School
Prevention	Quality classroom environments and teaching and learning practices	<ul style="list-style-type: none"> <li>• Well planned and structured lessons appropriate to student abilities</li> <li>• Class profiling</li> <li>• NCCD Processes</li> <li>• Special Provisions</li> <li>• Awareness of individual plans</li> <li>• Accommodations and adjustments</li> <li>• Formative assessment practices</li> <li>• Proactive management strategies</li> <li>• Classroom layout, cleanliness and aesthetic</li> </ul>	Whole School
Early Intervention	Team around the School	<ul style="list-style-type: none"> <li>• Learning and Wellbeing Officer</li> <li>• APLAS</li> <li>• HSLO</li> <li>• Network Facilitator Specialist</li> <li>• Behaviour Specialist/s</li> </ul>	Individual students, families & staff

Care Continuum	Strategy or Program	Details	Audience
Early Intervention	Learning Support Team	Weekly meeting involving Head Teacher Student Services, Deputy Principals, LaST's, Counsellor, Careers Adviser, EAL/D and International Student Coordinator, and Student Support Officer to identify and plan support strategies for students with learning and behavioural needs.	Whole School
Early Intervention	Social Skills Programs	<ul style="list-style-type: none"> <li>• Top Blokes Program</li> <li>• Individualised alternate learning programs (day with the GA, farm support)</li> <li>• Reverse integration with Special Education</li> </ul>	Identified students
Early Intervention	Playground zoning	Implementation of playground limitations to manage potential conflicts	Identified students
Early Intervention	Vape Detectors	Management of student vaping within the school toilets	Whole School
Early Intervention	Detention / Playground withdrawal	Consequence for failing to uphold school rules and expectations.	Whole School
Early Intervention	Student Reset	Reset pass for individual students to assist with self-management of mental health, anxiety, anger or emotional dysregulation.	Identified students
Targeted Intervention	Mediation	Mediation between Students / Staff to resolve social conflicts directed by DP	Individual Students & Staff
Targeted Intervention	Raise Mentoring Program	1-1 school based mentoring targeting Year 8 and 9 students requiring specific support mental health, wellbeing and engagement	Individual Students & External Mentors
Targeted Intervention	LaST	LaST work with teachers, students and families to support students requiring personalised learning support, including: <ul style="list-style-type: none"> <li>• Disability provisions (11-12)</li> <li>• Special provisions (7-10)</li> <li>• YARC testing</li> <li>• Classroom observations</li> <li>• Strategic planning and adjustments.</li> </ul>	Individual Students, families & staff
Targeted Intervention	Mentoring	Students demonstrating specific challenges in appropriate behaviour negotiate a staff mentor to provide additional guidance.	Individual students & staff
Targeted Transition	627 Transition Program	Early collaboration with Primary Schools to identify the needs of all students transitioning to high school.	Individual students and staff

Care Continuum	Strategy or Program	Details	Audience
		<ul style="list-style-type: none"> <li>Collection of information, observations and parent meetings prior to transition.</li> <li>627 transition book.</li> </ul>	
Targeted Intervention	STAR Program	Early transition program for Year 6 students with identified needs that may present as challenges in transitioning to high school.	Individual Students & Staff
Individual Intervention	External Programs	Placement with alternate programs external to the school to promote engagement, purpose and relevance.	Individual Students
Individual Intervention	SLSO Support	Students provided with 1:1 SLSO support in class or playground to provide specific learning assistance and behavioural guidance.	Individual Students
Individual Intervention	Part Day Exemptions	Student placed on a part day exemption for a specific timeframe to manage short term behavioural and engagement challenges	Individual Students
Individual Intervention	Attendance Planning	Individual Students as identified by YA, DP, HTSS or HSLO Attendance Improvement Planning	Individual students & families
Individual Intervention	Specialised class placement	Individual Students as identified through Access Request Process & LST <ul style="list-style-type: none"> <li>Supported Class Placements</li> <li>Funding Supported Student</li> <li>Individual Educational Planning</li> </ul>	Individual students & families
Individual Intervention	Behaviour Support Plans	Individual behaviour support plans developed to ensure a planned response to behaviour support strategies and interventions. <ul style="list-style-type: none"> <li>Mental Health</li> <li>Identified risk behaviour.</li> </ul>	DP, HT SS, Individual students & families
Individual Intervention	Police School Liaison Officer	Intervention of the PSLO in cases where criminal, violent or significant anti-social behaviour has occurred.	Individual students & families
Individual Intervention	Distance Ed + RYSS	Alternate educational pathways in the short to medium term for students unable to manage mainstream schooling over a particular timeframe (2.8 / 2.9 pathways).	Individual students & families

## Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Incident Report Student Statement Form	At time of Behaviour of Concern	Classroom Teacher, Head Teacher, Deputy Principal	Paper Form, Sentral > Wellbeing > Negative Incident
Monitoring cards –green and red, and attendance	Up to 2 weeks	Classroom Teacher, Head Teacher, Deputy Principal	
Classroom Teacher Detention	Break time determined by the teacher for up to 20 minutes	Classroom Teacher	Sentral
Head Teacher / Faculty Detention	Break time determined by the Head Teacher for up to 20 minutes	Head Teacher	Sentral
Deputy Principal / Principal Detention	Break time determined by the Deputy Principal / Principal for up to 20 minutes	Classroom Teacher	Sentral
Uniform Detention	Break time on the day of infringement for up to 20 minutes	Executive staff on a roster	Sentral
Formal Caution	Ongoing	Principal / Deputy Principal	Sentral
Planning <ul style="list-style-type: none"> <li>• Risk Management Plan</li> <li>• Student Behaviour Support Plan</li> </ul>	Ongoing	Principal / Deputy Principal / LST / Wellbeing	Sentral > Wellbeing > Negative Incident
Restorative Practices	Negotiated and monitored by Deputy Principals to be proportionate and appropriate to Behaviour of Concern. Examples may include; <ul style="list-style-type: none"> <li>• Written apology</li> <li>• School community service</li> <li>• Cleaning and repair of damage</li> </ul>	Principal / Deputy Principal	Sentral > Plans & Sentral > Wellbeing– Negative record

## **Partnership with parents/carers**

Henry Kendall High School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by consulting with the School Parents & Citizens Committee and Cooina AECG.

Henry Kendall High School will communicate these expectations to parents/carers by placing on school website and via emails.

## **School Anti-bullying Policy**

Henry Kendall High School Anti-Bullying Policy [https://henrykenda-h.schools.nsw.gov.au/content/dam/doi/sws/schools/h/henrykenda-h/permission-notes/2023/term-1/HKHS\\_Anti-Bullying\\_Policy.pdf](https://henrykenda-h.schools.nsw.gov.au/content/dam/doi/sws/schools/h/henrykenda-h/permission-notes/2023/term-1/HKHS_Anti-Bullying_Policy.pdf)

Department of Education [Bullying of Students – Prevention and Response Policy](#) and [Anti-bullying Plan](#).

## **Reviewing dates**

Last review date: 15 May 2024

Next review date: 15 May 2025