NSW Department of Education

Nowra High School

School Behaviour Support and Management Plan 2025

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Overview

At Nowra High School we value partnerships that inspire learning, creativity, confidence and resilience by caring for ourselves, each other, our school and our community. We are 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, every 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 learning and 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.

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

- Preventative Programs
- Wellbeing Referrals (Aboriginal Education Officer, School Counsellor, Student Support Officer, Defence Mentor, ARCO)
- Restorative Practice
- Berry Street Educational Model
- Community Partnerships

Mentoring Programs (We Are Warriors, Waminda, PCYC, Back in the Game)
These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying.

Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.

Partnership with parents and carers

Nowra High School partners with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by:

- Behaviour management systems and processes and inviting families and student feedback through formal and informal means, for example, through school surveys, consulting with and local AECG
- Using concerns raised through complaints procedures to review school systems, data and practices.

Nowra High School will communicate these expectations to parents/carers through the school website, school newsletter, Sentral Parent portal, Open Night, parent meetings and provide links to information and resources in the Behaviour support toolkit.

School-wide expectations and rules

At Nowra High School we value partnerships that inspire learning, creativity, confidence and resilience by caring for ourselves, each other, our school and our community. Our school values are:

- LEARNING
- RESPECT
- RESPONSIBILITY
- SAFETY

We embed the Nowra High School Best Practice expectations of Care for Self, Care for Others and Care for our School through a clear and common language that is communicated across the school.

NOWRA HIGH SCHOOL

BEST PRACTICE EXPECTATIONS

	CARE FOR SELF	CARE FOR OTHERS	CARE FOR OUR SCHOOL
ALL SETTINGS	I wear full school uniform I am in the right place at the right time I attend school every day and come prepared to learn I follow adult instructions the first time I take responsibility for my actions	We support each other and celebrate diversity We value positive relationships We respect each other's personal space We seek assistance as required We use appropriate verbal and non-verbal language	We use school resources appropriately We allow everyone to do their job We put rubbish in the bin
LEARNING ENVIRONMENTS	I line up, enter and exit rooms appropriately I stay on task and work to the best of my ability I leave only with written permission I follow and take responsibility for my timetables I have my hat and phone off and away unless directed by the teacher	We ask permission to use others' belongings We contribute appropriately to class discussion We value feedback	We care for the classroom environment We leave our surroundings better than we found them
PLAYGROUND	I keep myself safe I use equipment appropriately	We report unsafe behaviour We play approved games We are upstanders	We enter and exit through the gates & doors We sit on seating provided We protect the trees and gardens
TOILETS	I move in and out of the toilets promptly I am hygienic	We respect others' privacy We report issues to a staff member	We use the facilities appropriately We keep our toilets clean and tidy
CORRIDORS AND WALKWAYS	I walk quickly and quietly to my destination	We behave safely We keep to the left We sit quietly in wet weather	We follow safety signs
CANTEEN	I use my own money I know what I want to buy I leave directly after my purchase	We wait our turn in the line	We leave the area clean and tidy
ADMINISTRATION BLOCK AND STAFFROOMS	I utilise break times effectively in the office I knock and wait for teachers at staffrooms I remove my hat before entering the office	We line up quietly and wait our turn	We respect staff workspaces
HALL/ASSEMBLY	I sit quietly in my allocated area I face the front I stand to sing the National Anthem I remove my hat and put my phone away	We demonstrate appropriate behaviour at all times We line up, enter and exit the hall appropriately We listen to the speaker	We keep chairs as found
EXCURSIONS AND OFF SITE ACTIVITIES	I hand my note and money in on time I take responsibility for my belongings I remain seated on bus until directed I represent Nowra High School with pride	We interact responsibly and respectfully with the community	We respect the venue and the property of others

LEARNING RESPECT RESPONSIBILITY SAFETY

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)

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.

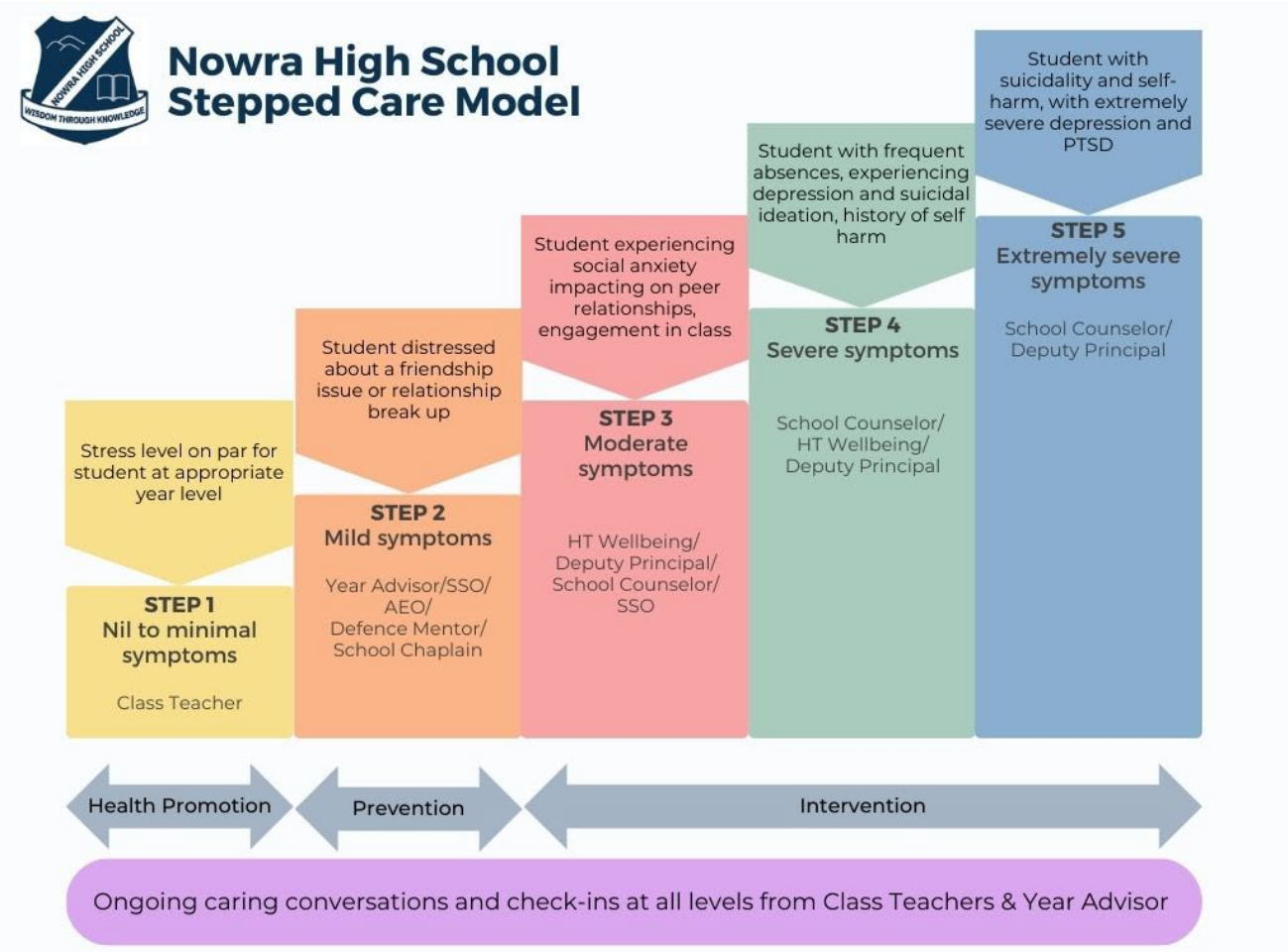
NSW Department of Education | PD-2006-0316-01-V02.0.0
If this is a printed document, refer to the department's Policy Library for the most recent version.

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 circles and restorative conversations.	Staff, students 7-12, families
Prevention / Early intervention	Student support officer	Supports the implementation of the school's approach to wellbeing.	Student 7 - 12
Prevention	School camps (Year 7, 9, 11)	Creates opportunities for students to develop connections within their year group and with staff, participate in fun, challenging activities that promote expanding students comfort zones.	Students 7, 9, 11
Prevention	Life Ready Program https://education.nsw.gov.au/teaching-and-learning/curriculum/pdhpe/planning-programming-and-assessing-pdhpe-k-12/planning-programming-and-assessing-pdhpe-11-12/about-life-ready	Designed to prepare and support senior students as they encounter situations related to health and safety – as they become more independent and gain more responsibilities.	Students 11
Prevention	YAP (Year Advisor Period) Program	Delivers key wellbeing components, builds relationship between Year Advisor and the Year Group, be an opportunity to address any issues that come up in the Year Group and deliver key information.	Students 7-8
Prevention	Health workshops	These include presentations from Independent Drug Education Australia, Headspace, Smashed Australia	Students 7-12
Prevention	Personal Safety workshops	These include Police Youth Liaison Officer talks, Optus Digital Thumbprint talk	Students 7-11
Prevention	Physical health programs	These include School Immunisations, vision-screening, Dental Health Van	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	Breakfast Club	Providing a nutritious start to the day, helping students improve concentration and attendance, while also fostering a sense of community.	Students 7-12
Prevention	Fit 4 Life	Promotes physical well-being and encourages students to adopt healthier lifestyles	Students 7-12
Prevention	Pride Group	Headspace led group that supports and advocates for LGBTQ+ (lesbian, gay, bisexual, transgender, queer, and others) students and allies, by creating a safe and inclusive space for discussions, education, and social events, while promoting acceptance, diversity, and	Students 7-12

		equality within the school community	
Prevention	NDIS Connection Desk	Assists individuals with disabilities and their families connect to NDIS support and services, by providing guidance on how to access funding, navigate the application process, and find appropriate resources or providers to meet the needs of participants.	Students 7-12, families
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			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
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
Targeted intervention	Peer Mediation	Program is a mediation process that helps students resolve conflicts with the help of trained peers.	Students 7-12
Targeted intervention	Perfect Presence https://education.nsw.gov.au/schooling/school-community/attendance-behaviour-and-engagement/perfect-presence-program	Aims to support students who are disengaged with school so that they feel stronger connections to school and learning and are supported to build on personal and social capabilities.	Students 8-10
Targeted intervention	Lives Lived Well	Provides psychoeducational groups which focuses on educating and assisting young people about the risks of alcohol and other drug use. The program aims to provide support, raise awareness, and help students make informed decisions regarding substance use.	Students 7-12

Targeted /Individual intervention	Youth in Search	Youth-led initiative that focuses on helping young people develop leadership skills, gain personal growth, and build positive relationships through peer support and community involvement.	Students 7-12
Targeted / individual intervention	Back In The Game	Provides professional support and mentoring for young people aged 15-19 who are not engaged with their education. The initiative is designed to help students overcome any barriers to their learning and then either re-engage with school or transition successfully to training or employment.	Students 9-12
Individual intervention	PCYC Youth Mentoring	Provides guidance and practical support to help young people overcome personal and academic challenges, connecting them with positive role models to build life skills, confidence, and make informed decisions about their future	Students 7-12
Individual intervention	External service providers (such as headspace, Anglicare Family Mental Health Support Service (FMHSS) and Shoalhaven Youth & Family Services (SYFS)	Offer individual support to students and their families who are going through difficult times, providing guidance, resources, and assistance to help them cope with challenges and improve their wellbeing.	Students 7-12, families
Individual intervention	GRIT PATHWAYS – one on 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

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

Positive Behaviour

We pride ourselves at Nowra High School on recognising and rewarding positive behaviours of our students. The expectation that all students uphold the values of being respectful, responsible and safe learners who care for themselves, each other and the school.

The Nowra High Way Award System

Students in the Nowra High Way merit system will be acknowledged by their class teachers when they uphold the school values (or the 'Nowra High Way'). This will be by verbal recognition and receiving an electronic 'Class Merit' via Sentral. Students will also be acknowledged for exemplary attendance and wearing school uniform.

Nowra High Way Award

Once students have received 10 merits they will then be awarded a Nowra High Way Award. This will result in an email being sent home to acknowledge their success and will also give them an opportunity to redeem a prize. Students will have the option to redeem a small prize with their Nowra High Way Award, or alternatively they may choose to save it until they have achieved multiple Nowra High Way Awards and then redeem a prize of greater value. Students and parents/carers will be able to track their progress via the Sentral Portal.

Reward Excursions

We have two reward excursions across the year at Nowra High School. At the end of Term 2 there will be an excursion to the Roxy Cinema, this will require students to have achieved 2 Nowra High Way Awards (equivalent to 20 merits) across the semester, along with not having been placed onto a Red Monitoring Level, in order to be invited to attend. Our Jamberoo Reward Excursion is held at the end of Term 4. Students will need to achieve 2 Nowra High Way Awards (equivalent to 20 merits) in that semester, along with not having been placed onto a Red Monitoring Level in that semester, in order to be invited to attend the Reward Excursion.

Nowra High Way Award System

Class Merit (Value of 1)

Class teachers award to students for upholding school values:
Care for Self
Care for Others
Care for our School

Attendance Merit (Value of 3)

Given every term to students with 95% or above attendance.

Uniform Merit (Value of 3)

Given every term to students without an infringement

10 Merits collected

Nowra High Way Award

A 'Nowra High Way Reward' will be handed out to students via Roll Call folders each Monday.
*An email will be sent to parents

10 Nowra High Way Awards collected

Students will be able to use collect their awards and use them to obtain prizes from the Nowra High Rewards Shop.

Nowra High Way Awards will also be linked to end of semester reward excursions.

Identifying behaviour of concern, including bullying and cyberbullying

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.

Nowra High School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- directly observing a student's behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
- a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
- A stymie notification (please see page 15)
- concerns raised by a parent, community member or agency.

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.

Bullying Response Flowchart

The following flowchart explains the actions Nowra 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.

Stymie and Nowra High School

stymie.com.au encourages students to support their peers by making anonymous notifications through their site. These notifications will be about other students who are seen being bullied/cyber bullied or experiencing any kind of harm at Nowra High. Students can also make notifications about **illegal activity and any other kind of harm to your school community**. The notifications can include evidence such as screenshots of social media conversations or messages and are automatically forwarded to the appropriate adult including a Deputy Principal and Head Teacher Wellbeing at Nowra High School. The first confidential conversation that they have will be with the student who is experiencing harm - they will know they are not alone.

Nowra High is committed to supporting all of our students in being able to make positive choices about bullying and harm in our community. Please use it. Use it responsibly and thoughtfully and know that you can make a difference.

HOW DOES SOMEONE MAKE A NOTIFICATION?

1. Go to stymie.com.au
2. Make a **detailed** notification, with at least **50 characters** of information in the 'what happened' box. You can also include a screenshot of any evidence of online harm.
3. Click 'send'.

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

Managing Behaviours

At Nowra High School we utilise behaviour management approaches and practices aimed at building positive behaviours and learning environments, while reducing the occurrence of challenging and unsafe behaviours through proactive and preventive approaches and providing better options for managing challenging behaviours when they do occur.

When students are unable to self-regulate their behaviour, staff are able to follow the behaviour management plan to ensure they are able to deliver quality educational programs across the school. The following pages outline some key behaviours along with the strategies agreed upon by staff at Nowra High School.

Green Level Behaviours

	Behaviour	**Teacher Action**
Bullying behaviours	Student delivers isolated disrespectful message* (verbal, written or gestural) to another student *Disrespectful messages include teasing and put downs	**Step 1:** **Behaviour Management** Prompt, redirect, provide choice, remind of consequences If behaviour does not improve: **Step 2:** **Apply consequences** ● Reinforce Expectations ● Airport student ● Reflection ● Parent contact
Damage to property	Student participates in an activity that results in minor damage to property eg. minor graffiti or mess that can be cleaned by student	
Electronic device misconduct	Student uses an electronic device for purposes other than learning including playing games, accessing social media, listening to music	
Failure to follow instructions	Failure to respond to adult requests in relation to school rules and routines. Student refusal to follow directions, or	

	talks back and/or uses non-directed swearing when given direction by a staff member or adult	● Document on Sentral If behaviour does not improve: **Step 3:** **Green Monitoring** ● Head Teacher discussion ● 2 week cycle ● Parent contact ● Document on Sentral If behaviour does not improve: Refer to Head Teacher
Inappropriate physical conduct	Student engages in actions involving physical contact where unintentional injury may occur (e.g. play fighting, horseplay, running, rough play etc.). Student engages in actions which are offensive and inappropriate	
Inappropriate verbal conduct	Student delivers inappropriate verbal messages or swears aloud (not directed at a specific person) and usually singular and not very disruptive (eg. reaction to pain etc)	
Non-completion of work	Student fails to complete set classwork and refuses to accept offers of assistance from teacher and other adults in the classroom	
Plagiarism	Student uses information from published source for non-assessment tasks without crediting the source Student copies from another student	
Truancy	Student is late to class or the start of the school day after roll marking has taken place. Student leaves the classroom during the lesson. Student is absent from class without explanation.	
Uniform	Student wears clothing or accessories not included in the dress code guidelines defined by the school without a note of explanation	Follow uniform procedures flowchart
Vaping/Smoking	Student is found in possession of a vape and/or is found in the act of vaping by a staff member	Refer directly to Deputy Principal

Amber Level Behaviours

	Behaviour	**Teacher Action**
Continued bullying	Student delivers ongoing disrespectful messages* (verbal, written or gestural) to another student including threats, intimidation, obscene gestures, pictures or written notes Delivers verbal or physical threat, including use of proximity to a staff member or adult * *Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin;* sustained or intense verbal *attacks based on ethnic origin, disabilities or other personal matters*.	**Step 1:** Review Incident ● Discussion with Teacher ● Discussion with Student ● Reinforce expectations/ consequences **If behaviour does not improve:** **Step 2:** Head Teacher Actions ● Issue with reflection ● Resolution with Classroom Teacher and Student ● Notify Parent/carer ● Document on Sentral ● Amber Monitoring issued for two week cycle If behaviour does not improve: Refer to Deputy Principal
Continued failure to follow instructions	Student continually refuses to participate in an activity that forms part of the school curriculum when the activity is at an appropriate level and support has been provided. Student engages in repeated failure to respond to adult requests in relation to school rules and routines. Repeated or serious defiance. Continued refusal to participate.	
Continued non-completion of work	Continued failure to complete set class work and refuses to accept offers of assistance from teacher and other adults in the classroom	
Damage to property	Student participates in an activity that results in damage to property eg. graffiti, or damage to student or school property.	
Inappropriate physical conduct	Student engages in actions involving physical contact where unintentional or deliberate injury may occur (e.g. play fighting, horseplay, running, rough play etc.). Student engages in actions which are offensive and inappropriate.	
Inappropriate verbal conduct	Student delivers loud, disruptive verbal messages, that include swearing or use of words in an inappropriate way which may disrupt the class or insult persons within the class.	

Ongoing electronic device misconduct	IT equipment damage or repeated minor offences or not working at a designated activity. Accessing inappropriate content and websites.	
Ongoing uniform non-compliance	Student continues to wear clothing or accessories not included in the dress code guidelines defined by the school after home contact & support offered.	
Ongoing truancy	Student is consistently late to class or the start of the school day after roll marking has taken place. Student leaves the classroom during the lesson. Student is consistently absent from class without explanation	
Plagiarism	Student intentionally copies content from another person or an already published source without crediting the source in assessment tasks.	

Red Level Behaviours

	Behaviour	**Teacher Action**
Damage to property	Student participates in an activity that results in persistent or major damage to property	Step 1: **Review Incident** ● Discussion with Teacher ● Discussion with Student ● Reinforce expectations/ consequences **If behaviour does not improve:** Step 2: Consultation ● Discuss issue with senior executive and appropriate stakeholders Step 3: Action/consequence ● Notify Parent/carer ● Document on Sentral ● Red Monitoring issued for two week cycle **If behaviour does not improve:** Proceed to Formal Caution
Persistent bullying behaviour	Student delivers ongoing disrespectful messages* (verbal, written or gestural) to another student including threats, intimidation, obscene gestures, pictures or written notes Student delivers verbal or physical threat, including use of proximity to a staff member or adult * *Disrespectful messages include negative comments based on race, religion,gender, age, and/or national origin;* sustained or intense verbal *attacks based on ethnic origin, disabilities or other personal matters*	
Persistent electronic device misuse	Refusing to follow school device procedures. Accessing inappropriate content and websites. IT equipment damage or repeated offences or not working at a designated activity.	
Persistent failure to follow instructions	Student persistently refuses to participate in an activity that forms part of the school curriculum when the activity is at an appropriate level and support has been provided. Student engages in repeated failure to respond to adult requests in relation to school rules and routines. Repeated or serious defiance	
Persistent non-completion of work	Persistent failure to complete set class work and refuses to accept offers of assistance from teacher and other adults in the classroom	
Physical aggression	Unacceptable risk to health, safety, learning and/or the wellbeing of any person	

Plagiarism	Student intentionally copies content from another person or an already published source without crediting the source.	
Persistent truancy	Student is persistently late to class or the start of the school day after roll marking has taken place. Student leaves the classroom during the lesson. Student is persistently absent from class without explanation.	
Persistent uniform non-compliance	Student continues to wear clothing or accessories not included in the dress code guidelines defined by the school after home contact & support offered.	
Verbal aggression	Student delivers loud, aggressive verbal messages, that include swearing or use of words in an inappropriate way which may disrupt the class or insult persons within the class.	

Responses to serious behaviours of concern

Responses for serious behaviours of concern 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)
- 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.

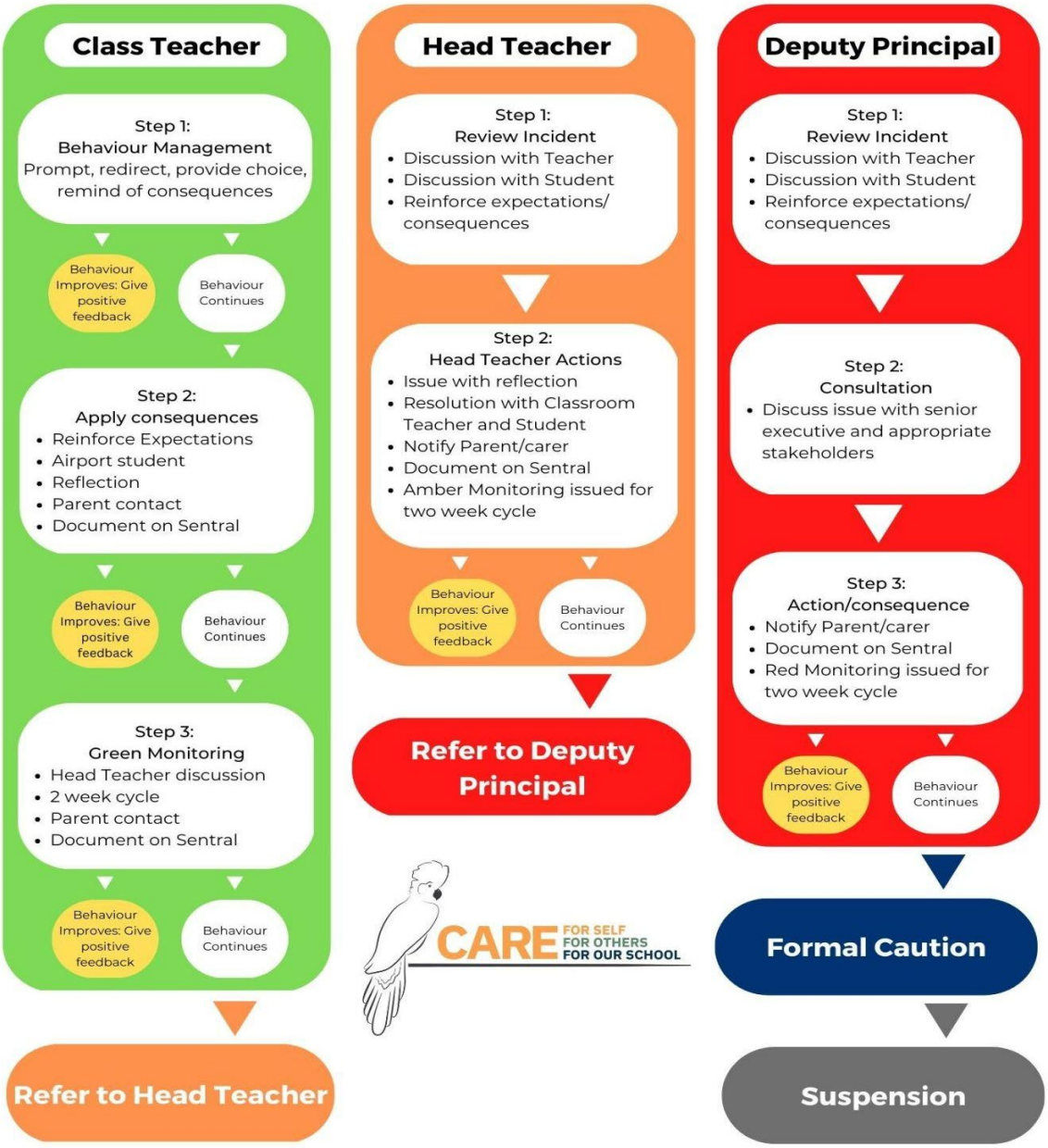
Navy Level Behaviours- Formal Caution

Behaviour	Deputy Principal Action
Behaviours of Concern or ongoing failure to comply with school Behaviour Management Plan.	Formal Caution issued 50 day period Formal meeting with student and parent/caregivers Behaviour Management Plan created for targeted behaviours.

Grey Level Behaviours

Behaviour	Deputy Principal Action
Behaviours of Concern or of Serious Concern for failure to comply with school Behaviour Management Plan.	Suspension 15 day maximum 45 days maximum per year Formal meeting with student and parent/caregivers before return to school Behaviour Management Plan created for targeted behaviours.

Behaviour Incident Flowchart



Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the Incident notification and response procedure, Student Behaviour policy and Suspension and expulsion procedures

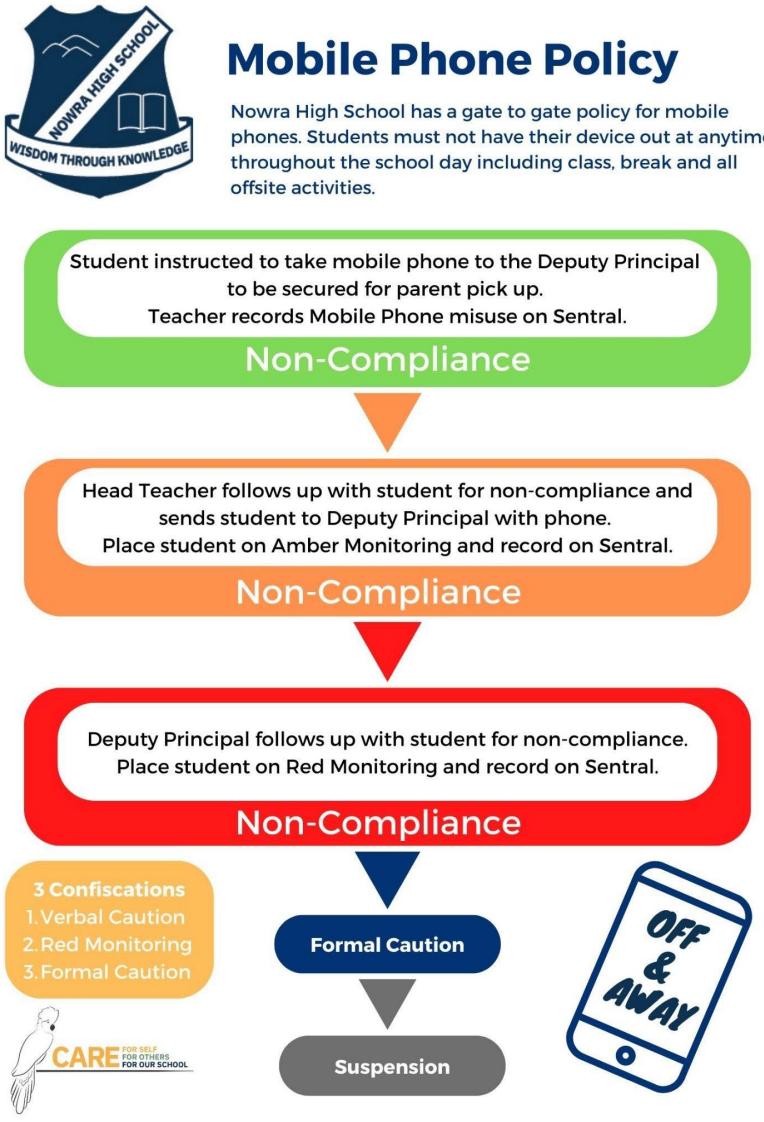
Students and/or parents/carers can report cyberbullying to the eSafety Commissioner and reporting links for most sites, games and apps can be found at the eSafety Guide.

Mobile Phone Policy

At Nowra High School mobile phones cannot be used during school hours. Students will need to switch their phone off and place it in their bag from the time they enter the school gate and until final bell of the day at 3:15pm. This also includes breaks.

Students will be required to use either cash or keycard for purchases at the school canteen.

If a student does not follow the Mobile Phone Policy, they will be asked to report to a Deputy Principal or Principal to have their phone confiscated, of which it will be placed in a labelled envelope and placed in a safe. The Deputy Principal or Principal will contact you to request that you come and pick it up. For the first confiscation, students will be given a Verbal Caution. On their second confiscation, students will be placed on Red Deputy Principal Monitoring. For their third confiscation, students will be placed on a Formal Caution. Parents/Carers will be required to pick up and sign for their child's phone on each occasion.



Detention, reflection and restorative practices

To ensure the safety and wellbeing of all students and staff, as well as provide an educational environment where all students can achieve and succeed, it is essential that behaviour is managed appropriately. Where students do not respond positively to the standards and expectations of the school, it may be necessary to apply a fair, reasonable and proportionate action.

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	Teachers	Sentral
Restorative practice – peer mediation, circles or restorative conversations in groups	Scheduled as soon as all involved are available	Year Advisor/HT Wellbeing	Sentral

What is detention/reflection?

• A student has demonstrated repeated inappropriate behaviours that have been addressed at both the classroom and executive level. The student has been directed to the reflection room (classroom decided by teacher/faculty) at lunch time to participate in a restorative conversation and encourage them to make positive choices.
• A student did not complete homework from the night before. The teacher directs the student to spend half of lunch the following day completing the homework under the supervision of a teacher.

Teacher-directed time-out

Teacher-directed time-out is a planned behaviour intervention that is implemented as part of a behaviour support plan based on an assessment of the behaviour. It is used to prevent an escalation of behaviour and support the teaching of appropriate behaviour and skills, such as self-regulation. For example:

- After using a range of de-escalation strategies, a student is directed by a teacher to go to a buddy class and complete their work to minimise the escalation of minor inappropriate behaviour. This is a planned strategy that is part of their individual student planning.

Time-outs at Nowra High School are to:
• to use a space within the classroom or nearby where the student can be supported
• the student is monitored by the teacher
• it is for the shortest possible time.