

# Centre of Excellence in Agricultural Education Behaviour Support and Management Plan

## Overview

*The Centre of Excellence in Agricultural Education* 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 young person 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 behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

Our processes are founded on the idea that we explicitly ensure our structures and procedures are:

- empowering young people to identify risks and concerns, and giving them the tools and capacity to reframe, problem solve, and establish a targeted/priority driven approach to address these;
- developing student autonomy and independence;
- identifying that risks and concerns help develop a person's capacity to grow and develop strategies to address issues faced throughout life. They focus on empowering students, with teachers supporting the development of tools for resilience and encouraging growth mindsets within our learners.

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

- the AgSTEM TRELLIS
- AgSTEM Mentor

These programs prioritise social and emotional learning which supports good mental health, positive relationships, supports prevention of bullying and promote personal and collective engagement in the learning, growth and wellbeing of those in our community.

The TRELLIS is whole school teaching and learning approach that encourages behaviour that is supportive and respectful.

## Partnership with parents and carers

The Centre 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 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.

The Centre will communicate these expectations to parents/carers through the school newsletter, website and provide links to information and resources in the [Behaviour support toolkit](#).

## School-wide expectations and rules

The Centre has the following school-wide expectations and rules:

### To be respectful, responsible, resilient learners.

Respectful	Responsible	Resilient
Be kind and value others	Be safe	Seek help, accept advice
Use appropriate language	Be equipment ready	Restore harm, recognise
Work co-operatively	Be on time	Overcome challenges
Accept differences	Be ready to learn	Be aspirational, be your best

## 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	TRELLIS	Promotes positive proactive strategies to provide opportunities to develop, strengthen, repair and maintain healthy relationships and personal growth.	Staff, students 7-12, families
Prevention	MENTOR/ETHICS	Students engage in social and emotional wellbeing lessons, which are reinforced by staff regularly, including at muster and whole-school assemblies.	Staff, Class Mentors students 7-12, families
Prevention / Early Intervention / targeted / individual	Australian eSafety Commissioner <a href="#">Toolkit for Schools</a>	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	Naming Conventions	First name basis within the school and partnered; learning experiences to promote student confidence and ability to engage with adults.	Students, Staff, Community. Industry and academia
Prevention	CLUBS and Community Service work	Student led clubs on a weekly basis, under clear guidelines and guidance of staff. Community service projects led by student leaders in classes and constellations each term.	Student and staff
Prevention	Transition Year 6 into 7	Focusing on a safe and successful movement from primary to high school.	Incoming Year 7 students and families
Prevention	<a href="#">Peer support program</a>	Builds resilience by helping students develop strong relationships and skills to manage life's ups and downs.	Students 7, 8, 9 and 10, and co-ordinators
Prevention	Partnered Learning	Student engagement with industry, community and academic partners each term within their learning programs, modelling and explicitly teaching community expectations, norms of behaviour and a sense of connectivity and life planning	All students, staff, industry, academic partners and community
Prevention	Constellation Days and Cultural Celebrations	Each term all students and staff participate in Constellation Days and Cultural and community events to focus on a sense of belonging and collective responsibility and efficacy. Parents are included in events each semester.	Students, staff and parents.
Targeted / individual intervention	<a href="#">Learning and Support</a>	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	Personal TRELLIS	For students who exhibit low level behaviours of concern.	Individual students 7-12
Targeted intervention	Leadership programs	These include Student Representative Council, Prefects, Constellation Leaders, Ambassadors and peer mentors.	Students 7-12

Prevention	Celebration of Learning	Parent, student and teacher shared learning experience, connected to student work samples and achievements in learning	Students 7-12, parents, staff.
Individual intervention	Personal TRELIS and one on one mentoring	A strengths-based intervention program with a focus on building self-awareness and emotional intelligence for students with challenging behaviours. Connects students to a trusted adult and with strategies to trial.	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	Award Structures and Course Reflections	Each semester students self manage, with teacher guidance, their award applications and course based capability and growth reflections.	Students 7-12
Individual intervention	<a href="#">Attendance monitoring</a>	Address barriers to improve attendance and set growth goals.	Students, Class Mentor
Individual intervention	<a href="#">Individual behaviour support planning</a>	This may include developing, implementing monitoring and reviewing behaviour support, behaviour response and risk management plans.	Students, parent/carer, LaST, DP

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

### 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. See Appendix 1.

The Centre's 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
- 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 Mentor Teacher 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
- work completion time, reflection and restorative practices
- communication with parent/carer

The Centre uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

<b>Prevention</b> Responses to recognise and reinforce positive, inclusive and safe behaviour	<b>Early Intervention</b> Responses to minor inappropriate behaviour are teacher-managed.	<b>Targeted/Individualised</b> Responses to behaviours of concern are executive managed
<p>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.</p>	<p>1. Refer to school-wide expectations.</p>	<p>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.</p>
<p>2. 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>2. Use indirect responses e.g. Proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p>	<p>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.</p>
<p>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 ITD system.</p>	<p>3. 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>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 ITD system and contact parent/carer by email or phone. DP/P may consider further action for e.g. formal caution/suspension.</p>
<p>4. Social-emotional learning lessons are taught in Home Room and Ethics and re-inforced in school meetings/muster and classrooms.</p>	<p>4. Teacher records on Behaviour / wellbeing ITD system 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.</p>	<p>4. Refer to the school's 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.</p>
<p><b>Teacher/parent contact</b></p>	<p><b>Teacher/parent contact</b></p>	<p><b>Teacher/parent contact</b></p>
<p>Parents are notified through the telephone and/or email communication when intermittent and infrequent reinforcers are recorded on behaviour / wellbeing ITD system.</p>	<p>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.</p>	<p>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.</p>

## 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.

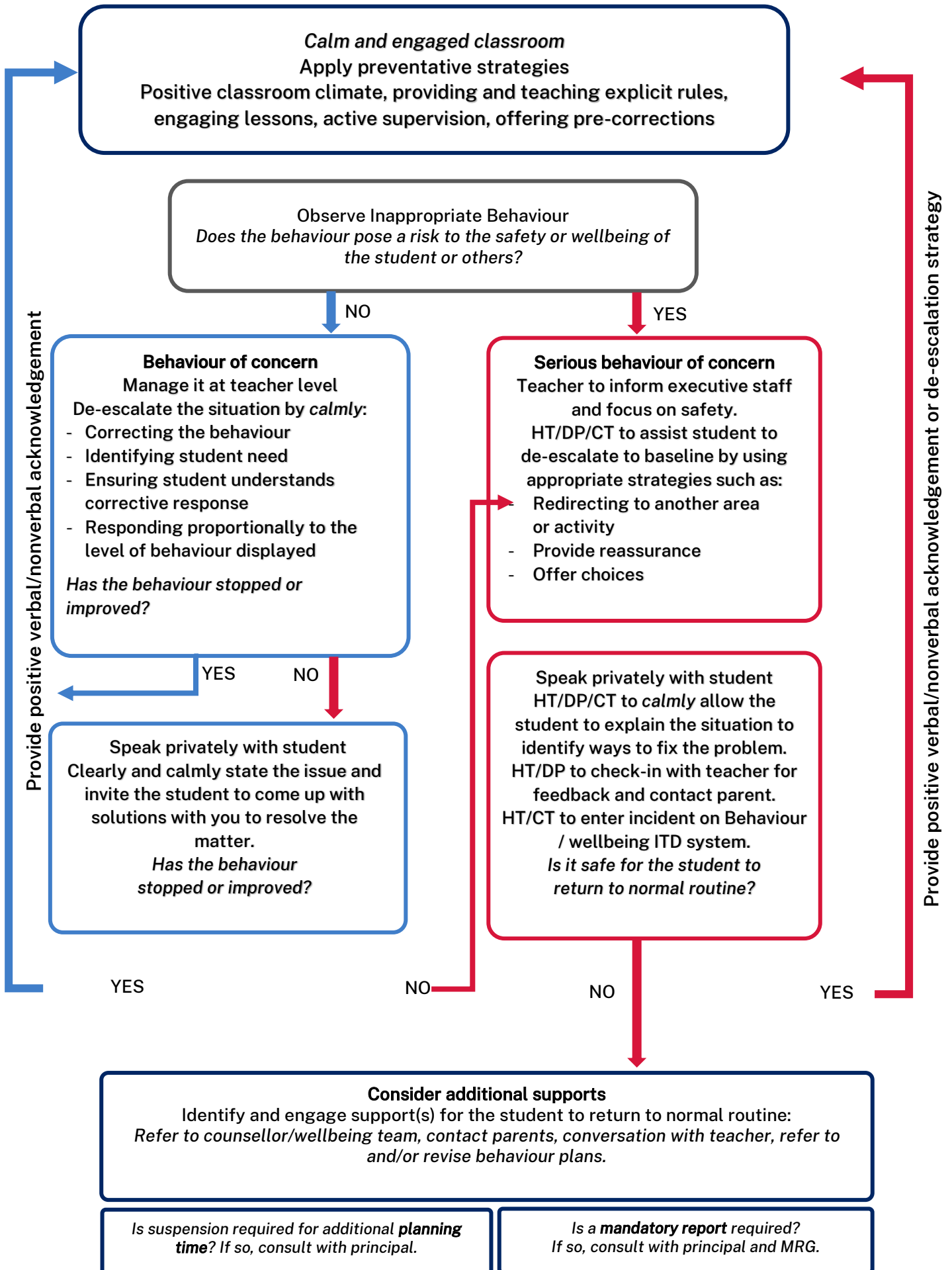
Strategy	When and how long?	Who coordinates?	How are these recorded?
<b>Alternate break plan</b> – withdrawal from playground during breaks and re-allocation to office/classroom for supervised breaktime following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention).	Next break	School executive	Behaviour / wellbeing ITD system
<b>Restorative practice</b> – <a href="#">peer mediation</a> , <a href="#">circles</a> or restorative conversations in groups, community services	Scheduled as soon as all involved are available	Executive	Behaviour / wellbeing ITD system wellbeing module

## Review dates

Last review date: [INSERT DATE: Day 1, Term 1, 202X]

Next review date: [INSERT DATE: Day 1, Term 1, 202X]

**Appendix 1: Behaviour management flowchart**





## Bullying Response Flowchart

The following flowchart explains the actions the Centre 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.





# TRELLIS

*Supporting AgSTEM students to grow.*



## Thrive

As a community our goal is for all to thrive.

To thrive we challenge ourselves in a supported environment.



## Resilient

We all are willing to take risks with our learning.

We are all active learners and are developing a suite of techniques that will allow us to develop the capabilities, attributes and knowledge that will support us to manage a variety of situations.



## Expectations

We have high expectations that all members of our community are engaged learners.

We expect that as a community of learners we will work collectively to support learning in all aspects of our day.

We expect that all in our community will respectfully take positive steps to establish personal goals and contribute to the collective supports that enable us all to grow.



## Learning

Learning is the focus of our community.

All in our community our learners. We support each other as learners.

Learning is about developing our capabilities and new knowledge.

Learning enables us to develop the capacity to apply our knowledge and capabilities to new situations.

Our focus is to develop opportunities to engage in authentic and meaningful learning experiences



## Live It

We learn and grow in all aspects of our school life- the classroom, the grounds, the paddocks, in extra curricula programs and in our connections with community.

We acknowledge we have a responsibility to use our capabilities and knowledge for personal growth and to support the growth of others in our circles.

We will access the opportunities made available to us in our learning community



## Individual

We all have individual goals regarding our personal growth.

We all identify and utilise our strengths and are willing to identify areas for future growth and challenge ourselves in these areas.

We all have support people to assist us in our personal growth.



## Society

We learn and function as a community.

We acknowledge we all belong to many community circles. At the Centre our circles of focus are our families/culture, our AgSTEM students/teachers and our connection to our partnered communities.

