

NSW Department of Education

School Behaviour Support and Management Plan: Orange High School 2025

Overview

Orange High School is committed to fostering a supportive and inclusive environment by explicitly teaching and modelling positive behaviour. Our school values are underpinned by the principles of positive behaviour for learning (PBL) and restorative justice practices. We aim to create a safe, respectful learning environment where every student can thrive academically, socially, and emotionally.

Our key programs include:

- An evidence-based framework (PBL) that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture.
- Teaching students self-awareness and strategies to manage their behaviour and emotions effectively, supported by in-class learning and programs delivered by our Year Advisors in Wellbeing lessons and also our Student Support Officer.
- Implementing proactive behaviour management to promote a positive school climate.
- Providing explicit instruction in social and emotional skills to support student wellbeing.
- Encouraging responsibility, repairing harm, and building positive relationships supported by our wellbeing team and school counselling staff.

Orange High School rejects all forms of bullying, including cyberbullying, and is committed to creating a safe and respectful learning community. We aim to build confident, capable leaders who can positively engage with society.

Partnership with parents and carers

Orange High School recognises the vital role of parents and carers in supporting student behaviour. We partner with parents/carers to establish clear expectations and provide resources to reinforce positive behaviour at home and within our community.

Our strategies include:

- Collaboration and consultation with the P&C monthly, reviewing key policies and seeking feedback.
- Surveys and Feedback: Gathering input through formal and informal surveys, including the 'Tell Them From Me' survey.
- Communication: Keeping parents informed through our school social media channels, newsletters, emails, phone calls and the school website.

We use email, our website, social media, newsletters, and enrolment and review meetings to communicate these expectations and provide ongoing support to parents and carers.

School-wide expectations and rules

Orange High School has established the following expectations:

Safe	Respectful	Learner
Follow safety instructions.	Treat others with kindness.	Attend school regularly and on time.
Respect personal space.	Use polite language.	Be prepared for learning.
Report hazards to staff.	Respect differences in others.	Participate in class and activities.
Move safely around the school.	Care for school and personal property.	Complete tasks with integrity.
Use technology responsibly.	Listen actively to others.	Ask for help when needed.
Maintain a safe and orderly environment.	Show pride in wearing the school uniform.	Strive for your personal best.

Behaviour Code for Students

The NSW Department of Education's Behaviour Code for Students sets the standard for behaviour in all public schools. 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. Orange High School aligns with this code by fostering a learning environment that prioritises safety, respect, and active learning.

At Orange High School, we teach and model the behaviours outlined in the Behaviour Code for Students, mirroring these principles in our school-wide expectations of being safe, respectful, and active learners. We are dedicated to creating a community where every student feels supported and is encouraged to engage positively in their learning.

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](#).

Whole school approach across the care continuum

This section outlines Orange High School's strategies to support positive behaviour. It uses a multi-tiered approach that includes prevention, early intervention, targeted intervention, and individual intervention.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Social and Emotional Learning Programs	These programs provide explicit instruction in social and emotional skills that promote positive behaviours and mental health. They include the resilience project, Wellio, RAGE, Love Bites and Fit for Life.	All students
Prevention	PBL (Positive Behaviour for Learning)	A proactive approach to behaviour management that involves teaching and modelling positive behaviours, setting clear expectations, and providing support to students.	All students
Prevention	Whole School food/wellbeing Program	Initiatives focusing on meeting nutrition needs and overall wellbeing through toastie programs, breakfast club, and nutrition lessons. Joint initiative with Foodbank and local IGA.	All students

Care Continuum	Strategy or Program	Details	Audience
Prevention	Interest Groups: Gaming, Chess, Art, Fishing, Book club	Clubs and activities based on student interests to help them build friendships, develop hobbies, and engage positively during break times.	All students
Targeted intervention	Student Support Officer (SSO)	A targeted staff member who works within the school community to enhance the learning and wellbeing outcomes of students, in partnership with the wellbeing team and the School Counselling Service.	Students identified as needing additional support.
Prevention	Positive Reinforcement	Utilises praise, rewards, and incentives, such as PBL reward tickets, to encourage and reinforce positive behaviour.	All students
Targeted intervention	Restorative Practices	Restorative discussions between staff and students to build relationships, repair harm, and create a supportive school climate, such as Back on Track.	All students
Prevention	Early intervention	A multi-tiered framework identifies students struggling academically or behaviourally and provides targeted interventions through a tiered approach. Learning and Support and Behaviour Support Teams facilitate this process.	Students identified as needing additional support.
Individual intervention	Planning	Individualised plans (IEPs and PLPs) which outline specific learning goals, strategies, and accommodations to help students regulate, re-engage, and succeed academically.	Students who need additional behavioural and learning support
Prevention	Family Engagement	Regularly communicate with parents/carers, provide resources to support behaviour management at home, and collaborate on individualised behaviour plans.	Students needing additional support, in partnership with their families
Targeted intervention	RAGE, Seasons for Change, Fit For Change, OAMS Fitness Program	Small group programs for students focusing on resilience, empathy, and respect. The program mentors students and builds their capabilities to succeed and thrive at school.	Students identified as needing social-emotional support.
Individual intervention	Functional Behavioural Assessment (FBA) and Behaviour Intervention Support Plans (BISP)	Comprehensive assessments to identify the function of challenging behaviours, followed by developing and implementing tailored intervention strategies.	Students with significant behavioural challenges.
Individual intervention	Individual Social and Emotional Learning Programs	One-on-one support focusing on teaching student's skills to navigate their social and emotional environments effectively, including self-regulation, building positive relationships, and making responsible decisions.	Students requiring intensive support to develop social and emotional competencies.

Care Continuum	Strategy or Program	Details	Audience
Individual intervention	WHIN Nurse	Connection to and navigating Health services relevant to students and their families.	Students referred to LST or BST requiring health interventions.
Individual intervention	Access to School Counselling	Provides mental health support and counselling services for students facing academic, social, emotional, or family issues, helping them manage their challenges and improve their wellbeing.	Students requiring support.
Individual intervention	Referral to External Agencies	Refers students and their families to external resources for additional support beyond what the school can provide, ensuring a comprehensive support network.	Students and families needing specialised support beyond the school's resources.

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

To effectively support student behaviour, Orange High School employs a range of strategies tailored to recognise and reinforce positive, inclusive, and safe behaviour, address minor inappropriate behaviour, and respond to more serious behaviours of concern. The following table outlines our school's approach across the continuum of prevention, early intervention, and targeted/individualised responses:

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour	Targeted/Individualised Responses to behaviours of concern
Positive Reinforcement: Use specific praise, recognition certificates, PBL reward tickets, and extra privileges to encourage and reinforce positive behaviour.	Restorative Chats: Engage in brief restorative conversations with students to address minor behavioural issues before they escalate.	Functional Behavioural Assessments (FBA): Conduct assessments to identify the function of challenging behaviours and develop appropriate intervention strategies.
SEL Programs: Teach social and emotional skills to promote self-awareness, empathy, and positive interactions.	Wellbeing lessons: Run by Year Advisors for Years 7-10.	Specialists: SSO and WHIN coordinator targeted support
PBL: Set and model clear behavioural expectations throughout the school.	Plans: Develop individualised plans to support students in managing their behaviour and re-engaging with their learning.	School Counselling and External Referrals: Provide access to school counselling services and refer students to external agencies for additional support if needed.

Responses to serious behaviours of concern

Orange High School adopts a structured and proactive approach to managing serious behaviours of concern, prioritising the safety and wellbeing of all students and staff. Our response process includes the following steps:

1. Incident Management:

- **Immediate De-escalation:** All staff aim to de-escalate situations safely and effectively. Staff immediately use strategies to ensure the safety of all individuals involved.
- **Involve Executive Staff:** If the behaviour poses a significant risk, executive staff are informed to assist in managing the incident.

- **Assessment and Support:** Assess the student's needs and provide support to help them regain control. This may involve removing the student from the situation to a safe, supervised area for reflection and calming.
2. **Communication:**
 - **Document the Incident:** All behavioural incidents are documented in SENTRAL, including details of the behaviour, interventions used, and outcomes.
 - **Inform Parents/Carers:** Parents/carers are promptly informed of the incident and the school's response.
 - **Team Debrief:** Staff involved will participate in a debriefing session to review the incident, identify triggers, and plan for future support.
 3. **Intervention:**
 - **Behaviour Support Plan (BSP):** Develop and implement a BSP tailored to the student's needs, outlining strategies to prevent recurrence.
 - **Restorative Practices:** Conduct restorative conferences to address the impact of the behaviour, repair harm, and develop strategies for future positive behaviour.
 4. **External Support and Referral:**
 - **School Counselling and External Agencies:** Provide access to school counselling services and refer to external agencies if necessary for additional support.
 - **Modified Enrolment or Learning Environment:** In some cases, adjust the student's school day or learning environment to support their needs.
 5. **Compliance:** Follow the **NSW Department of Education Student Behaviour Policy and Suspension and Expulsion Procedures** in all responses.
 6. **Review and Follow-up:**
 - **Monitor Progress:** Regularly review the student's progress and adjust the BSP as needed.
 - **Family Engagement:** Engage with the student's family to ensure a consistent approach to behaviour support at school and home.

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

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](#).

Detention, reflection and restorative practices

Orange High School uses a variety of strategies to support students in reflecting on their behaviour and repairing relationships. These practices are designed to be age-appropriate and ensure the wellbeing of the student, including regular food and toilet breaks as needed.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Back on Track	Weekly, 10-20 minutes per session.	DP	Recorded in SENTRAL, noting discussion topics and outcomes.
Faculty Contract	As required	HT	On SENTRAL and the contract itself
Suspension Resolution Meetings	After the suspension period ends, typically 10-30 minutes.	Executive staff or facilitators.	Documented in Sentral and/or the Suspension Resolution Meeting Document.

Note: All reflection and restorative sessions include regular food and toilet breaks to ensure student wellbeing. The duration of these practices is tailored to the student's age and developmental level.

Review dates

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026

Appendix 1: Positive Expectations at OHS

 <h1 style="text-align: center;">POSITIVE EXPECTATIONS</h1>						
	Always be in the right place at the right time.	Attend all classes and engage with work to the best of your ability.	Engage in positive relationships with students and with staff.	Safely follow all teacher instructions to maximise learning.	Care for school equipment and property.	
Respect	<i>Ensure that you ask for permission to be out of class.</i>	<i>Quietly focus on your learning intentions.</i>	<i>Use polite and appropriate language.</i>	<i>Quickly follow all teacher instructions.</i>	<i>Treat all equipment and property with care.</i>	
Safety	Always be in a supervised part of the school	Ensure you are on time and your attendance has been recorded.	Report potential conflicts to teachers.	Follow Work Health and Safety requirements.	Report broken and damaged property and equipment.	
Learning	Be on time for class	Be prepared with your equipment and appropriate devices.	Focus on work related discussions in class.	Complete all of the requirements of your learning activity.	Return all equipment for the learning of others.	

Appendix 2: Bullying Response Flowchart

The following flowchart outlines the actions Orange High School staff will take when they receive a report of student bullying, including incidents that may have occurred online or outside of school. Timeframes may vary based on staff professional judgment and the assessment of any immediate risk to students.



