

# Murrumbidgee Regional High School - Griffith Behaviour Support and Management Plan

## Overview

Murrumbidgee Regional High School - Griffith strives for excellence in academic, sporting and cultural endeavours. Staff are committed to ensuring success for students in and out of the classroom by setting high expectations for behaviour and participation. The school leadership and executive team provide opportunities for staff to grow their skills in an inclusive and collaborative environment with a focus on student achievement.

Murrumbidgee Regional High School – Griffith, 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 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 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 includes restorative practice. These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying.

Positive relationships is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful.

## Partnership with parents and carers

Murrumbidgee Regional High School - Griffith partners with families in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by:

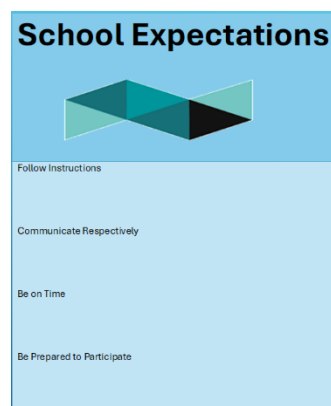
- inviting families and student feedback through formal and informal means, for example, through Tell Them From Me Surveys, school surveys, consulting with the school's P & C Association and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Murrumbidgee Regional High School – Griffith, will communicate these expectations to parents/carers through the school website and social media pages and provide links to information and resources in the [Behaviour support toolkit](#).

## School-wide expectations and rules

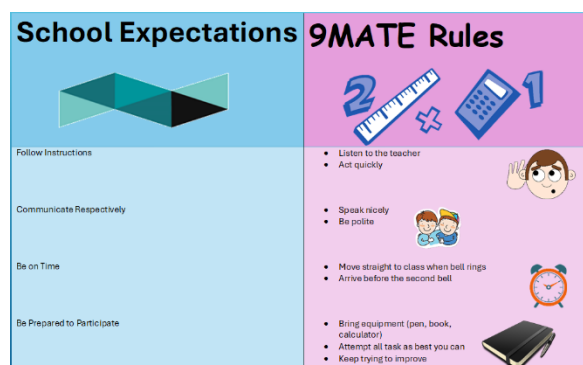
Murrumbidgee Regional High School - Griffith has the following school-wide expectations, rules and routines:

The school wide expectations within each classroom:



1. Communicate respectfully
2. Follow instructions the first time they are given
3. Be on time
4. Be prepared for learning and participate in activities to the best of your ability

Rules set by individual teachers at the beginning of each semester. For example:



The following routines are common to every class, in every classroom:

1. Classes will only enter the classroom under the direction of the teacher.
2. All classes Year 7 – 10 have a seating plan.
3. Classes will be dismissed on the direction of the classroom teacher after the end of period bell has sounded.

## 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

## Murrumbidgee Regional High School – Griffith Whole School Approach

At Murrumbidgee Regional High School - Griffith we strive to create a safe and respectful learning environment. Providing student wellbeing and positive behaviour approaches and strategies across the care continuum. The below table outlines some of our programs to address the full spectrum of student needs at Murrumbidgee Regional High School - Griffith.

Prevention	
Homework Centre	School Library open 3:30 - 5:00 pm from weeks 3 to 9 of each term on Wednesday afternoons. Staff provide devices, support and printing facilities for students to complete homework and assessment tasks. <b>OUTCOME:</b> supported student engagement in learning and assessment activities in a group setting.
Mandatory Stage 4 and 5 PDHPE Curriculum	Mandatory curriculum delivered during timetabled lessons provides opportunities for students to develop self-management, interpersonal and movement skills to help students become empowered, self-confident and socially responsible citizens. <b>OUTCOMES:</b> students develop the knowledge, understanding, skills and attitudes needed to take action to protect and enhance their own and others' health, safety and wellbeing in varied and changing contexts.
Harmony Day	Schoolwide celebration of cultural diversity, including food stalls, Harmony Concert and sporting competition. Community services and support networks attend to share information with students and visitors to our school. <b>OUTCOMES:</b> Increased student connectedness (belonging, inclusion, participation), increased intercultural understanding, active involvement in activities.
End of School Year Celebrations	Year Groups visit a local swimming pool for the day, enjoy lunch together and return to school. <b>OUTCOMES:</b> Improved sense of belonging within the Year group and connectedness with the school

Berry Street Education Model	Elements of the Berry Street Education Model embedded in Inclusive Education support classes to support trauma-informed practices. OUTCOMES: Increase student engagement and academic achievement through improved students' self-regulation, relationships and wellbeing.
Year Excursions	Year group goes away together for an excursion lasting 3 to 4 days. OUTCOMES: cohesion within the year group, improved relationships within the school
School Wide Wellbeing Referral Procedure	Utilising Sentral as a referral pathway for students who appear to have wellbeing-related concerns. OUTCOMES: Students are provided with the appropriate level of wellbeing support that matches their level of need.
Sports Equipment During Breaks	Students have access to sporting and play equipment during recess and lunch breaks. OUTCOMES: Improved physical wellbeing through active play during school breaks.
<b>Early Intervention</b>	
Breakfast Club	Provides food and drinks to those who come to school without having eaten in the morning. OUTCOME: all students have the opportunity to begin the school day without being hungry.
Student Representative Council (SRC)	Student-based civic organisation designed to help promote school spirit and leadership among students. OUTCOMES: positive attitudes and good citizenship; harmonious relations throughout the entire school; improved student voice; special events in operation.
Pasifika Program	Fundraising events to support the participation of students from Pasifika and Maori backgrounds in school-related activities by reducing the financial burden on their families. OUTCOMES: student participation in costly school-related activities
Aboriginal Learning & Engagement Centre	Focused and intentional support to improve the educational outcomes and wellbeing of Aboriginal and/or Torres Strait Islander students so that they excel and achieve in every aspect of their schooling. OUTCOMES: Improved Aboriginal and/or Torres Strait secondary student engagement, attendance, retention, HSC attainment and support for secondary students at key transition points.
Lunchtime Games Room	Supervised safe location where any student may go during lunch breaks to engage in quieter social activities. OUTCOMES: Improved school connectedness and support for students during less structured school breaks.
Special Purpose Aboriginal Learning & Engagement Centre Projects	A variety of programs for Aboriginal and/or Torres Strait Islander students to engage in culturally appropriate activities that strengthen their connections with community and Country. Current projects include Deadly STEMers (technology), painting and craft focus groups, specialist male and female engagement programs and other cultural connection initiatives. OUTCOMES: Improved sense of community and belonging.
Clontarf Academy	Two full-time, locally based Clontarf staff mentor and counsel male Aboriginal and/or Torres Strait Islander students on a range of behavioural and lifestyle issues while the school caters for their education needs. Students participate in a range of planned activities that focus on education, leadership, employment, wellbeing, life skills and sport. OUTCOMES: Improve the education, discipline, life skills, self-esteem, and employment prospects of young Aboriginal and Torres Strait Islander men and equip them to participate more meaningfully in society.

Targeted Intervention	
Rock & Water	A series of exercises and games are practised to develop confidence and self-reflection. The games are diverse and many have a martial arts origin. The program has a strong appeal to students who enjoy the active nature of the many games and drills. Students learn to stand strong, negotiate using “rock” or “water” verbal approaches, walk away from trouble, consider alternatives to aggression, and develop an understanding of who they are, their intuitive feelings and their personal direction. OUTCOMES: Improved self-awareness, self-confidence and social functioning.
Sista Speak	Program for young Aboriginal and/or Torres Strait Islander women developed in collaboration between the facilitators, students, their schools, parents and the community. It changes each time the program is delivered. OUTCOMES: girls develop positive relationships, respect themselves and others around them, and are proud of their Aboriginal identity.
Yirra Miya Dance Group	School-based Aboriginal and Torres Strait Islander dance troupe that performs around the local area for NSW Education and external events. OUTCOMES: Deeper understanding of cultural heritage, stronger connections between participants, improved physical fitness.
Youth Aware of Mental Health	Participants (all of Year 10) complete 6 x 2-hour sessions involving group discussions and role-plays. In these sessions, they learn about and discuss everyday mental health issues and explore different strategies to improve their problem-solving skills, emotional functioning, and help-seeking behaviours when facing challenging real-life situations. OUTCOMES: reduce the presence of suicidal ideation, reduce severe depression symptoms, and increase the likelihood of seeking help for a personal or emotional problem.
Gym Morning Sessions	Ten to twelve students are able to attend the gym in the morning, free of charge. Boys on Thursday and Girls on Friday. Students are interested, competent sportspeople. OUTCOMES: Increased physical fitness and confidence during personal training sessions.
Teen Mental Health First Aid	Age-appropriate training course for secondary school students empowering young people with the knowledge, skills, and confidence to provide support to their peers. OUTCOMES: equip young people with the knowledge and skills to deliver peer-to-peer support; promote self-awareness around mental health topics, and encourage self-care and help-seeking
Life Ready	Mandatory 25-hour course 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. OUTCOMES: Students can confidently and successfully transition to post-school employment and opportunities and work towards leading healthy, safe and meaningful lives that promote respect, responsibility, enjoyment, inclusion and social justice for self and others.
Flourish Lessons	Allocated time for Year Advisers (Years 7 to 9) and Careers Adviser (Year 10) to complete wellbeing and related activities relevant to students. OUTCOMES: Improved relationships between students and their Year Adviser and Careers Adviser and ensure students know where and from whom they can access support.
Year 12 / SRC Fundraising Initiatives	Year 12/SRC conduct a series of fundraising activities and make one or more donations to causes they have identified earlier in the school year. OUTCOMES: Positive contribution and feeling connected to the local and wider community.

Attendance Support and Intervention	NIPS and PIPS one-to-one interviews (face-to-face or via phone) are wellbeing-focused interviews to identify motivators for attending school and barriers to student attendance. Interviews are check-ins and information is passed on to other staff. OUTCOMES: better understanding of the issues surrounding the attendance of individual students.
<b>Individual Intervention</b>	
Personalised Learning Pathways for Aboriginal and/or Torres Strait Islander students	Students work with staff, parents, carers and other supportive people to develop short and/or long-term goals. The process is continuous and active: monitoring, reviewing, celebrating goals achieved, and setting new ones. OUTCOMES: Students achieve their educational and cultural goals with support from parents, carers and staff.
Re-Engagement Centre (REC) - suspension program	Suspension Centre. Students (Years 5 to 10) from NSW Government schools suspended for over five days are eligible for a spot at the REC. Placement requires the school to believe that a structured intervention could assist the student in successfully returning to school following a suspension. OUTCOMES: Increased capacity of schools to respond successfully to disruptive and challenging student behaviour and assist students to make a successful re-entry to their schools after suspension.
Re-Engagement Centre (REC) - non suspension program	Students (Years 7 to 10) from Murrumbidgee Regional High School - Griffith or Murrumbidgee Regional High School - Wade who demonstrate repeated difficulty managing their own behaviour may be placed at the REC for up to one school. OUTCOMES: Re-engagement with mainstream education; collection of data and implementation of evidence-based teaching and learning strategies to inform personalised learning and support planning.
Tutorial Centre (based at Murrumbidgee Regional High School - Wade)	Age-appropriate short-term intervention (up to one school term) for students who demonstrate difficulty self-managing behaviour in mainstream classrooms. Intensive, significant intervention provided outside of the mainstream educational setting. OUTCOMES: Improved classroom behaviour, literacy and numeracy skills.
Learning and Support Team	Utilising functional behaviour assessment and other planning tools to develop individual behaviour support plans and student-centred risk management plans. OUTCOMES: quality, personalised behaviour support to improve student engagement at school
Sensory Room	Controlled and intentionally created space that provides multi-sensory resources to support a student's sensory needs to enable them to engage in learning. OUTCOMES: Catering to the sensory needs, personalised learning and wellbeing needs of identified
School Counsellor / Psychologist	Provides targeted wellbeing and mental health support for students. OUTCOMES: Positive student mental health
Year Adviser Check-Ins	Frequent check-ins with students who have additional wellbeing needs. Some are short, others are longer sessions. OUTCOMES: Students are supported by their Year Adviser



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

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 and consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

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. See Appendix 1.

- **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
- communication with parent/carer

## Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, 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.

Murrumbidgee Regional High School - Griffith 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
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.	Refer to school-wide expectations.	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.
Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	Use indirect responses e.g. Proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	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.
The MRHS Griffith token system provides Tangible reinforcers that are: free and frequent moderate and intermittent significant and infrequent It does this by providing immediate recognition of positive behaviour	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.	HT/DP collects information and reviews the incident from multiple perspectives to determine the next steps. HT/DP/CT to record incident on SENTRAL Behaviour / wellbeing ITD system and contact parent/carer by email or phone. DP/P may consider further action for e.g. formal caution/suspension.
Using the Berry Street model social-emotional learning lessons are taught during fortnightly wellbeing lessons.	Teacher records on SENTRAL 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) and Deputy Principal.	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.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Parents are notified when intermittent and infrequent reinforcers occur. Student awards for positive behaviour are given at year group 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 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.

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.

### 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 Review dates.

Action	When and how long?	Who coordinates?	How are these recorded?
<b>Student reflection on behaviour</b>	Break time or immediately after an incident. No more than 20 minutes.	Classroom teacher Executive staff	
<b>Teacher reflection on behaviour</b> Student individual monitoring card	Faculty card – up to 5 days Whole school card – up to 5 days	Head Teacher Deputy Principal	SENTRAL Wellbeing – negative incident
<b>Teacher Directed Time Out</b> Space within the classroom or nearby where the student can be supported	Shortest possible time. 5 – 15 mins	Classroom teacher. Student is to be always monitored.	SENTRAL Wellbeing – negative incident
<b>Self-Directed Time Out</b> 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	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
<b>Student Behaviour Planning:</b> identify form, nature and function of behaviour and context.	Student is displaying behaviour is highly complex and challenging.	Deputy Principal – may refer and collaborate with School Learning and	SENTRAL Documents/Plans

Individual assessment, implementation, monitoring and review		Support Team and/or Team Around a School.	
<b>Informal restorative Practices:</b> Affective questioning Proactive engagement with students and families Check in/check out strategy	Continued	All staff	Whole school event details Individual student plans
<b>Social and Emotional Learning:</b> Individual intervention strategies and approaches (e.g., Tutorial Centre, school counselling)	As required based on student need	Learning and Support Team	SENTRAL learning and support referrals
<b>Suspension resolution meetings</b>	Between 1-10 days as required	Deputy Principal	SENTRAL, ERN and parent letters
<b>Peer Mediation</b> Approved staff invite students take responsibility for their actions by working together to find solutions to any non-violent conflict	Negotiated time. Between 10 – 60 minutes	Year Advisor and/or school counsellor	Staff informal note taking

## Review date

Last review date: Term 1 Week 3 2025

Next review date: December 2025

## Bullying Response Flowchart

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

