



WHANGANUI HIGH SCHOOL

Whanganui High School Behaviour Intervention Plan

Vision:	"Our vision is to create a school where our students and staff members feel physically, culturally and emotionally safe. An environment where hauora/wellbeing is prioritised, respect is the norm and every learner is empowered to thrive."
Short Term Goal:	"To see a measurable reduction in all forms of bullying, vaping, assault and other forms of anti-social behaviour across our school, as a result of targeted safety interventions and strengthened support systems."
Long Term Goal:	"To embed a culture of safety and respect, where ongoing reductions in bullying, assault and anti-social behaviour are maintained, ensuring lasting positive outcomes for both our students and staff."
Strategic Planning targets:	1. Maintain strong student attendance by increasing regular attendance rates and significantly reducing unjustified absences. 2. Foster a positive and supportive school environment by reducing incidents of bullying, vaping, and other anti-social behaviours. 3. Increase in achievement levels across the school.
Data & Consultation:	The review of interventions will be informed by data and consultation with our Pastoral team, drawing on the following sources: 1. Weekly and termly attendance data 2. Incident reports relating to bullying and vaping recorded in KAMAR 3. Stand-down and suspension information 4. Results from Numeracy and Literacy assessments, including e-asTTle, PATs, and CAA exams 5. Feedback gathered through consultation with students, staff, and the wider school community 6. Reflections and discussions from Pastoral team meetings to identify and address emerging issues

BEHAVIOUR: High level interventions	
Focus:	Vaping
Data:	-Congregating and vaping in toilet areas -Being in possession of vape products -Vaping in classrooms -Vaping during school time at Springvale Stadium
Response:	→ All incidents are logged in KAMAR and followed up by the Pastoral team. → Whānau are informed if students have been involved in vaping incidents. → Students caught vaping complete educational worksheets on its dangers to enhance their understanding. → Disciplinary measures (e.g. stand-down or suspension) may be applied at the Principal's discretion. → SUPP support is offered to students during their re-entry meeting.
Impact:	These interventions educate students about health risks and support students to change their behavior. Offering SUPP support at re-entry ensures students receive targeted support, not just punishment, and addresses underlying reasons for vaping.

BEHAVIOUR: High level interventions	
Focus:	Cyberbullying and Digital Safety
Data:	-Ongoing harassment of students through digital platforms -Sharing of inappropriate messages/images
Response:	→ Clear, accessible channels for students to report cyberbullying confidentially are provided. → The NO cell phone policy aims to reduce onsite bullying. → Timely pastoral intervention is provided for both victims and perpetrators, including counselling and mentoring if required. → Whānau are kept informed about cyberbullying policies and incidents. → Restorative conversations are used to address harm, rebuild relationships, and encourage accountability. → Supervised Independent Learning at SLT/Dean's discretion. The student is removed from classes and works independently for the day. Either in Deans House or outside SLT offices. → Cyberbullying education, including digital citizenship and online safety lessons is integrated into the curriculum.
Impact:	These interventions create a safer and more supportive learning environment and empower students to speak up early. Providing support for both victims and those responsible helps address root causes and encourages behavior change.

BEHAVIOUR: High level interventions	
Focus:	Bullying and Violent Behaviors
Data:	-Fighting in school grounds -Assault of another student or staff member -Ongoing harassment/bullying
Response:	→ Ongoing promotion of the school's LIFE values occurs through Form classes, classes, assemblies and school media platforms. → Whānau are informed if students have been involved in bullying and/or violent incidents. → Dean intervention may involve interviewing students and facilitating restorative conversations and meetings. → School Counsellors are involved to support students upon re-entry, offering targeted interventions such as anger management strategies, mentoring or tailored well-being plans. → Supervised Independent Learning at SLT/Dean's discretion. The student is removed from classes and works independently for the day. Either in Deans House or outside SLT offices. → Disciplinary measures (e.g., stand-down or suspension) may be applied as decided by the Principal.
Impact:	This approach sets clear boundaries and consequences for harmful behavior. It also supports emotional and social development through counseling and positive engagement, building a culture of inclusion and respect.

BEHAVIOUR: High level interventions	
Focus:	Swearing/Verbal Abuse Towards Staff
Data:	-Swearing at staff members
Response:	→ LIFE values (e.g. integrity, manaakitanga) are displayed prominently in classrooms and shared spaces to reinforce a shared vision for behavior. → All incidents of verbal abuse are recorded in KAMAR as major pastoral entries. → Timely follow up by the Pastoral team or Senior Leadership signals that staff are supported and boundaries are enforced. → Parents/caregivers are contacted promptly to discuss serious or repeated behavior and collaborate on support strategies. → Disciplinary measures (e.g. stand-down or suspension) may be applied as decided by the Principal. → Re-entry meetings are used to reset expectations and establish support plans. → Restorative conversations may be facilitated to repair relationships and encourage reflection.
Impact:	This approach fosters a respectful, inclusive school culture and ensures students understand clear behavioral boundaries. It also promotes self-regulation, accountability and empathy.

BEHAVIOUR: High level interventions

Focus:	Graffiti/Vandalism
Data:	-Graffiti of school property especially in Toilets and changing room areas -Destruction of school property -Destruction of other students/staff property
Response:	→ If the concern is active, students are immediately removed to Deans' House or the school admin area. → Photos and security video footage are checked if appropriate. → Immediate whānau contact is made. → The student is kept under staff supervision until a decision is made from the Pastoral team. → Supervised Independent Learning at SLT/Dean's discretion. Student is removed from classes and works independently for the day. Either in Deans House or outside SLT offices. → Replacement or financial reimbursement to be made by whānau if appropriate → Disciplinary measures (e.g., stand-down or suspension) may be applied as decided by the Principal → A re-entry meeting is held to discuss the incident, set expectations and outline next steps.
Impact:	These interventions provide a clear and consistent response to incidents, reinforcing the school's LIFE values, encouraging students to take responsibility for their actions and promoting Positive Behaviour for Learning by fostering respect for the environment, accountability and a safe, supportive school community.

BEHAVIOUR: High level interventions

Focus:	Drug & Alcohol Use
Data:	-Students under the influence of Drugs/Alcohol -Students in possession of Drugs/Alcohol -Students buying/selling Drugs/Alcohol
Response:	→ Immediate pastoral response is a priority to ensure the safety of the student and others. → Immediate whānau contact is made. → The issue is not ignored or normalised, sending a clear message that substance use is a serious concern. → Disciplinary measures (e.g. stand-down or suspension) may be applied as decided by the Principal. → Re-entry meetings are used to discuss the incident, set expectations and outline next steps, which may include developing support plans with school guidance counsellors or outside agencies.
Impact:	This approach prioritises safety and allows for reflection and growth. Recording incidents formally allows for data tracking and signals the seriousness of the behavior to students and whānau.

BEHAVIOUR: High level interventions	
Focus:	Cellphone Defiance
Data:	-Refusing to hand over cellphone to staff -Repeated use of cellphone during school hours
Response:	→ The cellphone policy is regularly communicated and reinforced. → Calm, non-confrontational interactions are encouraged to reduce escalation. → Refusal to hand over phones is recorded as a major pastoral entry. → The Pastoral team follows up with students and whānau. → Restorative conversations are applied when appropriate to support behavior change. → Deans' Detention has been established as a consequence.
Impact:	These interventions reduce classroom disruption and support respectful relationships between students and staff. They also strengthen school-home partnerships and encourage a school culture of clear expectations and fairness.

BEHAVIOUR: High level interventions	
Focus:	Students feeling unsafe in bathrooms
Data:	-Students feeling unsafe due to groups congregating in the bathrooms -Students banging on bathroom doors while students in stalls -Pressure to vape when entering bathroom areas
Response:	→ Increased staff and prefect visibility in nearby corridors during break times helps deter anti-social behavior. → Bathrooms are kept clean, well-lit and regularly maintained to create a welcoming and respectful atmosphere. Signs with bathroom correct etiquette are also visible. → The student council is involved in gathering feedback and proposing solutions. → Prompt pastoral follow-up occurs for any reports of anti-social behavior. → Clear reporting channels are available for bathroom related concerns.
Impact:	This approach builds trust in the reporting process and increases student confidence. It leads to a greater sense of control, comfort and safety in using school facilities.