



Bossley Park High School

School Behaviour Support and Management Plan



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Introduction

The School Behaviour and Support Management Plan serves as a crucial framework to foster a safe, respectful and conducive learning environment for all students, teachers, staff, administration and the wider community. The plan aligns with the principles and guidelines set out by the NSW Department of Education and is designed to support the wellbeing and academic success of all students.

Rationale for the School Behaviour and Support Management Plan

The implementation of a comprehensive School Behaviour and Support Management Plan at Bossley Park High School is rooted in the belief that positive behaviour management is essential for promoting a harmonious and productive educational atmosphere. This plan aligns with the core values and mission of the school, aiming to nurture the social, emotional and academic development of every student. By providing clear guidelines and expectations, the plan establishes a supportive culture that encourages responsible decision-making, respectful interactions and personal growth. It acknowledges the importance of proactive strategies to prevent behavioural issues and addresses the needs of diverse learners.

Objectives - Guideline statement

The guiding principles of our School's Behaviour Support and Management Plan are as follows:

Our policy is fundamentally anchored in a positive, student-centric methodology that champions each student's unique strengths.

- It utilises a comprehensive care continuum, employing a school-wide strategy to impart explicit instruction in social, emotional competencies and behavioural expectations, with an emphasis on proactive measures and a prevention-centric focus.
- We encourage and sustain cooperative relationships amongst all stakeholders, which include our school, students, parents, caregivers and local community members.
- Our school upholds an expectation for exemplary behavioural standards from all students in order to cultivate an environment that is secure, inclusive and respectful.



Strategies to Promote Positive Behaviour

Successful behaviour management is achieved when our educational staff prioritises fostering positive classroom environments, reinforced by student-teacher bonds and captivating lessons to stimulate learning. Our staff are dedicated to continuous professional development and reflective practices to enhance their proficiency in implementing preventative strategies. These strategies not only foster enduring positive behaviours among our students, but also enrich the teaching experience, making it more fulfilling and gratifying. These methods will be regularly and consistently executed across our entire school.



Develop positive relationships with students

Cultivate rapport with warm greetings, empathetic care, and



Provide structured and engaging lessons

Make learning engaging and relevant, respect student perspectives,



Teach the rules and routines

Reinforce rules, guide compliance, provide constructive feedback.



Develop expectations of attendance and punctuality

Reinforce the need for students to attend school consistently and prompt participation for scheduled



Uphold a nurturing environment in the classroom.

Circulate the room to offer support and engage with the students.



Be a role model of social and emotional skills.

Let your actions guide them on how to respond to moments of frustration.

Positive Rewards to Recognise and Reinforce Student Behaviour

At Bossley Park High School, we adopt a comprehensive and proactive approach to managing behaviour, guided by the principles and strategies outlined in the NSW Department of Education's Student Behaviour Policy and the Positive Behaviour for Learning (PBL) framework. By implementing the PBL framework, we aim to create a positive, safe and supportive learning environment where all students can thrive. We believe that by focusing on positive behaviour, we can enhance students' wellbeing, improve academic outcomes and build a strong and respectful school community.

It is essential that students receive recognition for good behaviour, responsibility, effort and achievement. Teachers reinforce positive behaviour by utilising the school systems, in combination with their own or faculty recognition schemes. This aspect has been enhanced by the Positive Behaviours for Learning program (PBL) which shifts the focus from discouraging inappropriate behaviour to encouraging appropriate behaviour, so that students will become safe, respectful learners (SRL).

Students receive Merit Awards and PBL points for recognition of any of the following:

Academic

Improvement, consistency, excellence, sustained effort, cooperation, participation, quiet achiever, etc.

Attitude/Effort

Considerate and caring school citizen, keen to learn, hard-working, helping others, etc.

Sport

Improvement, consistency, excellence, sustained

effort, cooperation and participation, quiet achiever, good sportsmanship, etc.

**School and
Community
Service**

Returning valuable lost property, charity work, helping at school functions / volunteering for school programs, assembly participation, work experience, etc.

**School
Representation**

Sport, debating, public speaking, interschool competitions, forums, displays, etc.

PBL

Positive Behaviours for Learning

Wellbeing Levels

The Wellbeing Levels are an indicator of a student's behaviour, effort and academic performances.

Positive Levels

Students are given Merit Awards to highlight their academic performance, attitude/effort, sport, service or school representation. In order to reach the +2 Level, students must receive 5 Merit Awards in different subjects, then students are to complete a MAC card and submit to HT Wellbeing. In order to receive +3 level, students must receive another 10 Merit Awards and then complete another MAC card and submit to HT Wellbeing. This makes them eligible for a "Student of the Year" award.

Negative Levels

Students receive consequences for negative behaviour at school and this behaviour level is indicated by Minus levels. As the behaviour becomes more serious the students will move down the Minus levels and receive more serious consequences as a result. These range from Detention to Suspension. In all cases, our responses to challenging behaviour are respectful, fair and consistent. They aim to help the student understand the impact of their behaviour, develop better coping and social skills and make positive changes. We also ensure that our responses are aligned with the Behaviour Code for Students in NSW Public Schools, which outlines the expectations for student behaviour and the actions that schools will take in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning.

	BEHAVIOUR	LEVEL	CONSEQUENCE
ACCEPTABLE BEHAVIOUR	Safe, respectful learner Exemplary behaviour and effort	+3	Receive +3 Medallion at Presentation Evening
	Safe, respectful learner Excellent behaviour and effort	+2	Receive +2 Award at assembly Eligible for +2 excursion at end of year
	Safe, respectful learner Consistent behaviour and effort	+1	Eligible to participate in all school activities Eligible for merit awards and SRL stamps in diary
	Behaviour not meeting safe, respectful learner standards Inconsistent behaviour	0	Warning level 0 level monitoring card
UNACCEPTABLE	Unsafe, disrespectful, not engaged in learning disruptive, uncooperative, repeatedly out of uniform	-1	-1 Monitoring Card - parents informed No excursions, school discos or school functions
	Damaging or interfering with school or others' property, fighting, bullying, truancy, continued disrespect, return from suspension	-2	-2 Monitoring Card - parents informed No extracurricular activities, cannot receive merits or SRL stamps, isolation at recess and lunch (except RFS)
	Continued refusal of school discipline, extreme disrespect and/or defiance, theft and vandalism, causing physical injury, verbal abuse of teacher	-3	-3 Monitoring Card - parents informed - all school privileges withdrawn, isolated from all classes, recess and lunch, suspension warning, behaviour agreement

B E H A V I O U R	<p><u>Actual harm or Unacceptable risk to health and safety, learning and/or wellbeing.</u> Aggressive behaviour, Physical violence, Use or possession of a prohibited weapon, firearm or knife, Assault</p> <p>Use of an implement as a weapon, Possession, supply or use of a suspected drug or illegal substance, Serious criminal behaviour related to the school, Serious behaviours of concern - pending expulsion decision, Bullying, Psychological abuse, Other - continuing, persistent behaviour posing unacceptable risk to another person's health and safety, learning and/or wellbeing, Other - destruction of property that poses unacceptable risk to health and safety, Cyber-bullying, Verbal abuse, Racism or discrimination and Misuse of technology</p>	<p>-4</p>	<p>Short Suspension - 1 to 5 days - Return from Suspension meeting with relevant DP and support persons. Return on monitoring card.</p> <p>Long Suspension - 6 to 10 days - Return from Suspension meeting with relevant DP and support persons. Return on monitoring card.</p>
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Student Behaviour Management Process

STUDENT BEHAVIOUR MANAGEMENT PROCESS



Response to ALL student misbehaviour is:
Calm - Consistent - Brief - Immediate - Respectful - Private

1. OBSERVE STUDENT BEHAVIOUR
2. PROBLEM SOLVE WITH STUDENT/S
3. IS BEHAVIOUR TEACHER MANAGED?

TEACHER MANAGED

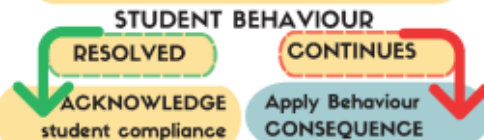
Follow DBL Behaviour Response



- Inappropriate verbal language
- Low level name calling/teasing
- One-off insolence eg - defiance, disrespect
- Late to class with no note
- Inappropriate non-serious physical contact
- Misuse of technology
- Misuse of other's property
- Failure to complete class or homework
- Plagiarism - JUNIORS

STEP ONE

Prompt - Redirect - Reteach -
Choice - Consequence



STEP TWO

- Temporary removal from activity
- Alternate activity
- Detention
- Loss of privilege
- Clean up duty
- Seating plan
- Items confiscated
- Parent contact

**ENTER
NEGATIVE
INCIDENT
ON SENTRAL**

Enter INCIDENT DETAILS in description

Description

NOTIFY RELEVANT HT/EXEC/WB
Enter TEACHER ACTION taken in comments

Comments

**EXEC ACTION
AFTER PATTERN OF 3 INCIDENTS**

In response to **DIRECT CONTACT** with student or teachers and **INCIDENT** notification to relevant **EXECUTIVE** > HT or DP

EXECUTIVE MANAGED

Follow DBL Behaviour Response



- Abusive language ie profanities, racist or sexist
- Persistent bullying or harassment
- Persistent defiance, disrespect, non-compliance
- Persistent or serious misuse of technology
- Mobile phone use/not in pouch/no pouch
- Dress code violation
- Consistent failure to complete set work
- Truancy and persistent lateness
- Serious or intentional physical contact or aggression
- Property damage eg graffiti, vandalism
- Cheating in an assessment, forgery or senior plagiarism
- Possession of lighters, vapes, drugs or alcohol
- Behaviour implying criminal or delinquent activities

STEP ONE

- ✓ Inform student of rule violation
- ✓ State expected behaviour

EXECUTIVE ACTIONS

- ✓ Review incident or pattern behaviour
- ✓ Determine consequences
- ✓ Enter/Update **NEGATIVE INCIDENT** on Sentral

FOLLOWS THROUGH ON CONSEQUENCE

INFORMS PARENT/GUARDIAN

PROVIDES TEACHER FEEDBACK

STUDENT BEHAVIOUR CONTINUES

STEP TWO

- ✓ Refer to **SENIOR EXECUTIVE**
- ✓ Isolation from playground
- ✓ Behaviour/Attendance monitoring CARD
- ✓ Parent/Guardian interview
- ✓ PYLO intervention if needed
- ✓ Suspension

Behaviour Code

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 in the following link [Behaviour Code for Students](#).

Behaviour code for students NSW 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.

In NSW public schools students are expected to:

- Respect 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
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

Behaviour Code for Students: Actions

Promoting the 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 to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

Engagement

- Attend school every day (unless legally excused)
- 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

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides 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.

Care Continuum at Bossley Park High School

Students exhibit a variety of behaviours and the assistance required by each student can span various levels of support, from broad-based and preventative measures for Universal prevention and culminating in Intensive Individual Interventions. The subsequent table demonstrates how our school offers a sustained care pathway for its students and identifies the staff member spearheading each strategy or program:

Universal Prevention Whole-school practices to maintain positive, safe and respectful learning environments	Early Intervention Initial responses to work with emerging, low-level behaviours	Targeted Intervention Targeted support to encourage positive behaviours in response to complex and challenging behaviours	Intensive Individual Intervention Comprehensive systems of support for highly complex and challenging behaviours
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<p>Whole School Programs Whole School Student Representative Council Interact Club Week Gr8 Harmony Day Multicultural Week Relay for Life White Ribbon Peer Support Big Fish Little Fish Backfips Against Bullying Brainstorm International Women's Day International Men's Day Wellbeing Hub Volunteering Hobby Clubs Entrepreneur program PBL Committee PBL Rewards PLUS 2 Excursion PLUS 3 Excursion</p> <p>Year 6-7 Transition HT Wellbeing, Year Advisers, HT Learning Support, Deputy Principal 2 Day Orientation EAL/D and LS Targeted Orientation Day</p> <p>Teacher Professional Learning HT Wellbeing, School Counsellors, HT Teaching & Learning</p>	<p>Parent interview for attendance and behaviour <u>Senior Executive and Wellbeing Team</u></p> <p>Junior Engagement Programs <u>Junior Engagement Officer</u> BBB Program MMM Program Wheels of Change Sporting Links</p> <p>Transitioning to Work Programs <u>HT Secondary Studies</u> BESP YES Program</p> <p>Attendance Interviews <u>Deputy Principals, HT Administration</u></p> <p>Attendance Sprints <u>HT Administration, Year Advisers</u></p> <p>Year 12 Programs Year Advisers, HT Wellbeing Picnic Day Sports Nights</p>	<p>Targeted Case Management School Counselling service School Counsellors Student Support Officer Year Adviser</p> <p>Learning and Support Intervention Learning and Support HT Learning and Support Teachers EAL/D Teachers Refugee Coordinators School Learning Support Officer (SLSO)</p> <p>BSP/IEP HT Special Education HT Learning and Support HT Wellbeing</p> <p>OOHC Meetings HT Wellbeing, Year Advisers, Deputy Principal</p> <p>Behaviour Support Plans HT Learning and Support, HT Wellbeing</p> <p>External Facilitators My Strength (Y10) My Resilience (Y7) Headspace</p>	<p>Intensive Case Management Principal, Deputy Principal, HT Wellbeing, Year Advisers, School Counsellors, Student Support Officer, Wellbeing Team, HT Administration, Home School Liaison Officer (HSLO) and External Stakeholders.</p> <p>For students from First Nations background First Nations Coordinator, Anti-Racism Contact Officer (ARCO) and Aboriginal Community Liaison Officer (ACLO).</p> <p>External Stakeholders; STARTTS Headspace Child Wellbeing Unit Youth Liaison Officer (YLO) OOHC Teacher Police Liaison Officer (PLO)</p>
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Bossley Park High School provides this care for students through the delivery of programs, practices and services (interventions) by teachers, school staff and specialist staff across the continuum.

There are different entry points for each student depending on their level of need. An intervention can begin at prevention or at any other point across the continuum. The care continuum is designed to be used in both directions where it is relevant to the needs of the student or class. Some strategies may span across the continuum where relevant.

Bossley Park High School Anti-Bullying Plan

This plan outlines the processes for taking reasonable steps to prevent and respond to student bullying in our school and reflects the Bullying: Preventing and Responding to Student Bullying in Schools Policy of the New South Wales Department of Education. The NSW Department of Education rejects all forms of bullying. In creating this Anti-Bullying Plan, student feedback was collected through representative focus groups and class discussions, parents and community members' input was sought and provided and staff feedback was also collected.

This plan will be reviewed by representatives from the school community: staff, parents/community and students when appropriate.

The plan can be found on Bossley Park High School website as well as the following link: [BPHS Anti Bullying Plan Revised 2023.docx](#)



Education &
Communities

Anti-bullying Plan



Detention, Suspension and Expulsion

In order to safeguard the health and welfare of all students and staff, as well as facilitate an educational setting conducive to all students' growth and success, it is vital to effectively manage behaviour. If a student does not respond favourably to the school's standards and expectations, it might be necessary to employ fair, reasonable and proportionate measures.

Detention

Detention and reflection are considered planned outcomes that involve an individual student or group of students typically allocated to a specific room or area. The intention behind these areas is to aid the student in contemplating their behaviour and making better decisions. At all times, the student is supervised by at least one adult in the room and never left unattended. Under no circumstances should detention or reflection occur in rooms that can be chained, locked, or closed in a way that restricts the student's freedom to exit the space.

Suspension

The principal may choose to impose a suspension of up to and including 10 school days. This would be the result of a student causing actual harm or unacceptable risk to health and safety, learning and/or wellbeing. Suspensions may be imposed for the following reasons:

- Aggressive behaviour
- Physical violence
- Use or possession of a prohibited weapon, firearm or knife
- Assault
- Use of an implement as a weapon
- Possession, supply or use of a suspected drug or illegal substance
- Serious criminal behaviour related to the school
- Serious behaviours of concern - pending expulsion decision
- Bullying, Psychological abuse
- Other - continuing, persistent behaviour posing unacceptable risk to another person's health and safety, learning and/or wellbeing
- Other - destruction of property that poses unacceptable risk to health and safety
- Cyber-bullying
- Verbal abuse
- Racism or discrimination
- Misuse of technology

A suspension should not hinder a student's ongoing educational journey. Throughout the suspension period, the school is obligated to reach out to the student, parent, or carer to ensure uninterrupted learning and maintain the student's wellbeing. This demonstrates our steadfast commitment to each student's education and wellbeing, even during disciplinary actions.

Should there be inadequate time to establish necessary supports for the student, or if safety concerns cannot be mitigated within the prescribed consecutive school days for a suspension, the Principal, following consultation with the Director of Educational Leadership, holds the discretion to extend the suspension for a maximum of an additional five school days. This provision ensures the wellbeing of the student and the safety of the school community.

In all cases of suspension, it is important to consider the student's transition back into school and plans to minimise any further disruption to their learning and the learning of others. A 'return from suspension (RFS) meeting' to plan the student's re-engagement with learning at school before the conclusion of the student's suspension. These meetings:

- should be held face-to-face, or alternatively, online or over the phone. Determination of the meeting environment should be based on what will be most conducive to a positive and productive conversation
- may include the following attendees – principal or delegate, student, parent/carer or other support
- person nominated by the student (for example, a local or regional Aboriginal Education Consultative Group [AECG] support person), other support person for the parent/carer, school counsellor or psychologist, learning and support staff and any other relevant persons involved in the student's wellbeing and support
- must have outcomes documented from individual student support planning
- must have a record of the meeting occurring. File notes of the meeting should be kept in school files

Once a student returns to school following a suspension, teachers will:

- implement strategies from individual student support planning
- regularly review the student's progress
- attempt to re-establish the student's positive relationships with teachers, school staff and other students

Formal Caution to Suspend

Principals are encouraged to issue a formal warning to a student and their parents or carers regarding a specific concerning behaviour before moving forward with a suspension. However, in certain scenarios, the Principal may deem it necessary to proceed with an immediate suspension without prior formal warning, particularly if there are imminent and substantial risks to the health, safety and wellbeing of students or staff that cannot be effectively mitigated otherwise.

Expulsion

In instances of severe misconduct, the school principal reserves the right to expel any student from the school. Students who have been expelled due to misbehaviour can only re-enrol in the same school with the explicit approval of the Director, Public Schools NSW.

Every child is entitled to the highest standard of education. Nevertheless, there might be grave situations where, despite implementing risk management tactics and interventions like suspensions, significant behavioural concerns remain unaddressed. In such cases, the Principal may contemplate discontinuing the student's enrolment at the school.

The expulsion process is initiated by the Principal and requires joint approval from both the Principal and the Director of Educational Leadership. Both parties must jointly endorse the decision to expel a student.

Appealing a Suspension and Expulsion

Principals must ensure students, parents and carers can access appropriate complaint processes and that complaints relating to student behaviour are handled promptly, in line with the NSW Department of Education Complaints Handling policy. Students, parents and carers may appeal a principal's decision to suspend or expel a student if they believe that the principal has not followed the correct procedures and/or that an unfair decision has been reached. Only one appeal can be made per decision. Appeals should be in writing, clearly stating why the appeal is being made. To lodge an appeal, the student, parent or carer should complete the appeal form. Parents and carers can access information and resources on suspension and expulsion appeals on the department's website.

Reporting Serious Incidents or Unsafe Behaviours

All staff have a responsibility to recognise and respond to safety, welfare or wellbeing concerns for students and inform their principal. In the event of an emergency, contact Triple Zero (000) before reporting an incident. Where a serious or reasonably suspected incident involving violence, weapons, illegal drugs, threats and intimidation and other criminal activity occurs, the principal or workplace managers, must:

- meet legal obligations in responding to concerns about the safety, welfare and wellbeing of children and young people
- comply with the Incident Notification and Response policy. The Incident Notification and Response section of the department's website provides further information
- call the Incident Report and Support Hotline on 1800 811 523
- use the Mandatory Reporter Guide to help decide if a child is suspected or at risk of significant harm and report this to the Child Protection Helpline on 132 111 if required
- liaise with NSW Police where appropriate
- consult with their Director, Educational Leadership for guidance, support and direction where the behaviour relates to problematic or harmful sexualised behaviours.

Should a serious incident or unsafe behaviours involve NSW Police, this does not preclude the principal from implementing the Student Behaviour policy and these procedures in dealing with the same incident or unsafe behaviours.

Partnerships with Parents, Guardians and Carers

Bossley Park High School will communicate with parents, guardians and carers through a variety of methods. The school is committed to being a forum for parents, guardians and carers to communicate their concerns and ideas.

Role of Parents, Guardians and Carers: Parents, guardians and carers provide crucial home environment support to students. They are expected to communicate regularly with the school about the child's learning progress, concerns and needs. This includes updates on health, emotional or social issues, academic progress and attendance. The Community Support Group (CSG) provides a platform for parental involvement in education decision-making processes.

Role of Schools: Schools are responsible for delivering the curriculum, assessing student learning and providing an environment that facilitates learning. Teachers and school staff are expected to keep parents, guardians and carers informed about school activities, student progress, behaviour and any issues that might impact learning. At Bossley Park High School, there are various communication methods that are used to communicate such as the school newsletter, emails, phone calls, parent-teacher meetings, social media, reports and the CSG and Sentral.

Legal Aspects: In certain situations, schools are legally obliged to contact parents, guardians, or carers. For example, if there is a critical incident involving a student, the school must promptly notify the appropriate parties.

Confidentiality and Respect: All parties are expected to uphold confidentiality and mutual respect. Personal information is only shared to support the student's learning and well-being and conversations are held with the best interest of the child in mind.

Reviewing the School Behaviour Support and Management Plan

The effectiveness of this plan will be monitored and reviewed yearly through the collection and analysis of data on student behaviour, feedback from students, parents, staff and regular school self-assessments. The review process will ensure that the plan remains relevant, effective and aligned with the school's goals and the needs of the school community.

This plan is designed to support the wellbeing and success of all students at Bossley Park High School. We are committed to working together as a school community to create a positive, safe and inclusive learning environment where all students can thrive.

The annual review process includes:

1. undertaking a review of school data
 - Academic, wellbeing and attendance data
 - current school behaviour procedures, systems and practices
 - referrals to the executive, the school learning and support team and delivery support teams
 - current department policies and procedures
2. revising and developing positive behaviour systems and processes to maintain a climate of respect, including behavioural expectations, a behaviour management flowchart and interventions across the care continuum
3. determining professional learning needs for the coming year
4. reviewing and if necessary, updating the responsibilities of staff, students and parents and carers.