

Bellingen High School Behaviour Support and Management Plan

Overview

Bellingen High School is committed to explicitly teaching and modelling positive behaviour and supporting all students to be engaged with their learning and become productive, active, informed citizens. Key programs are prioritised and valued by the school community through our shared values of Respect, Inclusivity and Excellence.

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 respectful and inclusive learners in our 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 learn to take responsibility for their actions and that staff respond consistently support students to acknowledge and learn from their behaviour.

To achieve our goal, the programs are prioritised and valued by the school community are

- Restorative Practice
- Positive Behaviour Support
- Wellbeing programs

These programs prioritise social and emotional learning to support good mental health, positive relationships and supports prevention of bullying.

Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.

Partnership with parents and carers

Bellingen High School 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 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.

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

School has the following school-wide expectations and rules, in line with the Behaviour Code for students.

Respect	Inclusivity	Excellence
Follow staff instructions promptly and safely	Accept differences and value everyone's contributions	Contribute positively to our school and community
Take responsibility for shared spaces and resources	Every voice is heard, encouraging participation and expression.	Aspire and strive for higher personal achievement.
Right place, right time	Celebrate efforts and achievements	Come prepared with equipment and readiness to learn
Use equipment and technology responsibly	Follow the correct dress code	Take pride in our learning, work and effort.
Speak calmly using positive and polite language	Be kind, show empathy during challenges	Actively participate, stay focused in productive learning

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	Restorative Practice	Promotes positive proactive strategies to provide opportunities to develop, strengthen, repair and maintain healthy relationships. Includes circles and restorative conversations.	Staff, students 7-12, families
Prevention	Communication with parents	To increase parent's understanding of how our school addresses all forms of behaviour. Engaging parents and staff with the School Community Charter.	Staff, students 7-12, families
Prevention	Wellbeing programs	Students engage in social and emotional wellbeing lessons, which are reinforced by staff regularly, including at year and whole-school assemblies.	Staff, Wellbeing team, students 7-12, families
Prevention	Whole School Positive Rewards System	A whole-school positive rewards system designed to promote, recognise, and encourage students to embody the core values of Respect, Inclusion, and Excellence through consistent engagement with school-wide expectations.	All Students
Targeted / individual intervention	Learning and Support	The Learning and Support team (LST) collaborates with students, teachers and families to support students who require personalised learning and support to reach their full potential. There are school wide systems in place to support teachers to cater for the diverse needs of students, including the steps needed for effective referral to the LST.	Staff, individual students 7-12, families
Individual intervention	Attendance monitoring	School Attendance Procedures are in place to establish and maintain clear and consistent school wide attendance procedures. Students with attendance concerns are monitored and supported to determine strategies to improve attendance, address barriers to improve attendance and set growth goals.	Students, Year Advisor
Prevention / Early intervention	Student support officer	Supports the implementation of the school's approach to wellbeing. A regular communication with parents outlining individual and targeted evidenced informed programs. Daily check-ins, referrals and building connections with local support services.	Student 7 - 12
Prevention	PDHPE curriculum	The development of self-management skills enables students to take personal responsibility for their actions and emotions. Strategies. Identify, preventing and responding to bullying behaviours, including cyber-bullying is also a component of this program.	Students 7-10
Prevention	Wellbeing, Inclusive and Awareness Days	The school has regular Wellbeing Days, to build positive relationships and engage in national days of learning about inclusion including Wear it Purple Day, International Day of Persons with Disabilities, RUOK, Sorry Day	Staff, students 7-12
Prevention	Community Connections	Whole school involvement in Dorrigo Gala Day, Community event involvement including Bellingin Show, Work Experience, Bello Talkz radio show, Bunaabang Baru Dance Group performances shared at community events, Bellingin River Youth Fest. Volunteering at Camp Creative.	
Early Intervention	Breakfast Program	The school provides breakfast three mornings of the week to support students to start the day feeling full and ready to learn. Helps to build relationships across the school where	All Students

Care Continuum	Strategy or Program	Details	Audience
		all students can connect with their peers and staff to check in prior to the school day starting.	
Prevention	Transition points	Focusing on a safe and successful movement from primary to high school, transition to work or further study	Incoming Year 7 students
Prevention	Inclusive Support	Fruit club is our LGBTQIA+ support group. It is a confidential safe and welcoming space for our students.	Students 7 and 10, and co-ordinators
Prevention	HPGE programs	Year 7 & 8 program for targeted participated in a variety of activities and workshops before spending eight weeks planning and creating a Passion Project to exhibit at our end of year showcase.	Year 7 & 8
Prevention	Cultural Connections	Opal Dreaming is program run through Third Space Mob. Lightning Ridge camp learning on Country.	
Prevention	Sista Business	Sista Business is a young Indigenous women's group run by local Aboriginal women, It is about connecting to culture, sharing stories and strengthening their confidence in themselves, their identity and building of sisterhood.	
Prevention / Early Intervention / targeted / individual	Australian eSafety Commissioner Toolkit for Schools	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources engage with the school community about creating and maintaining safe online environments to prevent cyber-bullying incidents.	Students 7-12, staff, families
Prevention / Early Intervention / targeted / individual	Wellbeing and Social and emotional programs	Cyber Safety, vaping, antibullying, police presentations, Tomorrow, Man, Tomorrow Woman, Headspace Mental Health Program, Activate by Embrace, Love bites, Consent Labs, Agent C, Senior Wellbeing support sessions.	Selected Year groups
Targeted intervention	Top Blokes	Supports and guides young men through the complexities of early adolescence with a focus on promoting healthy and safe lifestyles. Boys are empowered to be resilient, responsible, kind, and empathetic.	
Targeted intervention	Check In Check Out	For students who exhibit low level behaviours of concern. Students identify staff mentors to support them, set goals, encourage restorative conversations and positive time in approach for self-regulation.	Individual students 7-12,
Targeted intervention	Leadership programs	These include Student Representative Council, library and peer mentors, Bello Buddies.	Students 7-12
Targeted intervention	Youth mentoring Groups	Boys Circles and Girls Group: A strengths-based intervention with a focus on building self-awareness and emotional intelligence for students with challenging behaviours.	Individual students 7 - 12
Individual intervention	Daily achievement	Staff identify a monitor and support students on a daily achievement card to change a pattern of behaviour.	Students 7-12
Individual intervention	Individual behaviour support planning	Developing, implementing monitoring and reviewing behaviour support, behaviour response and risk management plans.	Students, parent/carer, LaST, HT Wellbeing

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

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. Bellingen High School 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 year advisor 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
- apply logical consequences detention, reflection and restorative practices
- seat change/play or playground re-direction
- stay in at break to discuss/complete work/walk with teacher
- student conference
- communication with parent/carer

Bellingen High School 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	Targeted/Individualised Responses to behaviours of concern
<p>Behaviour expectations are taught and referred to regularly.</p> <p>Teachers model behaviours and provide opportunities for practice.</p> <p>Students are acknowledged for meeting school-wide expectations and rules.</p>	<p>Refer to school-wide expectations.</p>	<p>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>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>Use indirect responses e.g. Proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p>	<p>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>Tangible reinforcers include those that are:</p> <ul style="list-style-type: none"> free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on Behaviour / wellbeing system. 	<p>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>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 system and contact parent/carer by email or phone. DP/P may consider further action for e.g. formal caution/suspension.</p>
<p>Social-emotional learning lessons are taught during fortnightly wellbeing lessons.</p>	<p>Teacher records on Behaviour wellbeing system by the end of the school day.</p> <p>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>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>
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
<p>Parents are notified through teachers reinforcing positive behaviour Student awards for positive behaviour are given at regular year group assemblies.</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 or Team Around a School.</p>

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Behaviour recording 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.

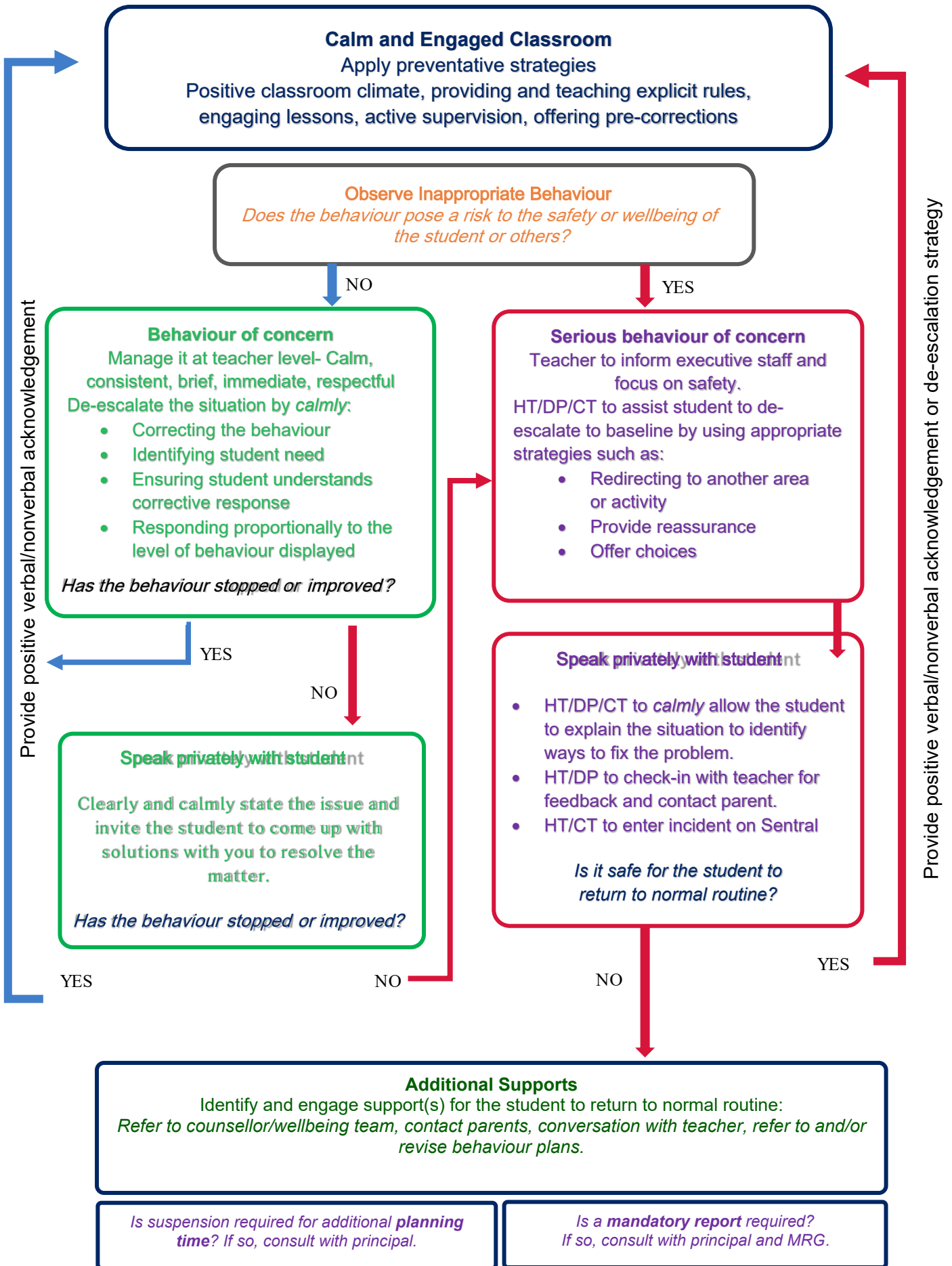
Strategy	When and how long?	Who coordinates?	How are these recorded?
Alternate break plan – withdrawal from playground during breaks and re-allocation to office/classroom for supervised breaktime following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to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

Review dates

Last review date: 31.1.25, Term 1, 2025

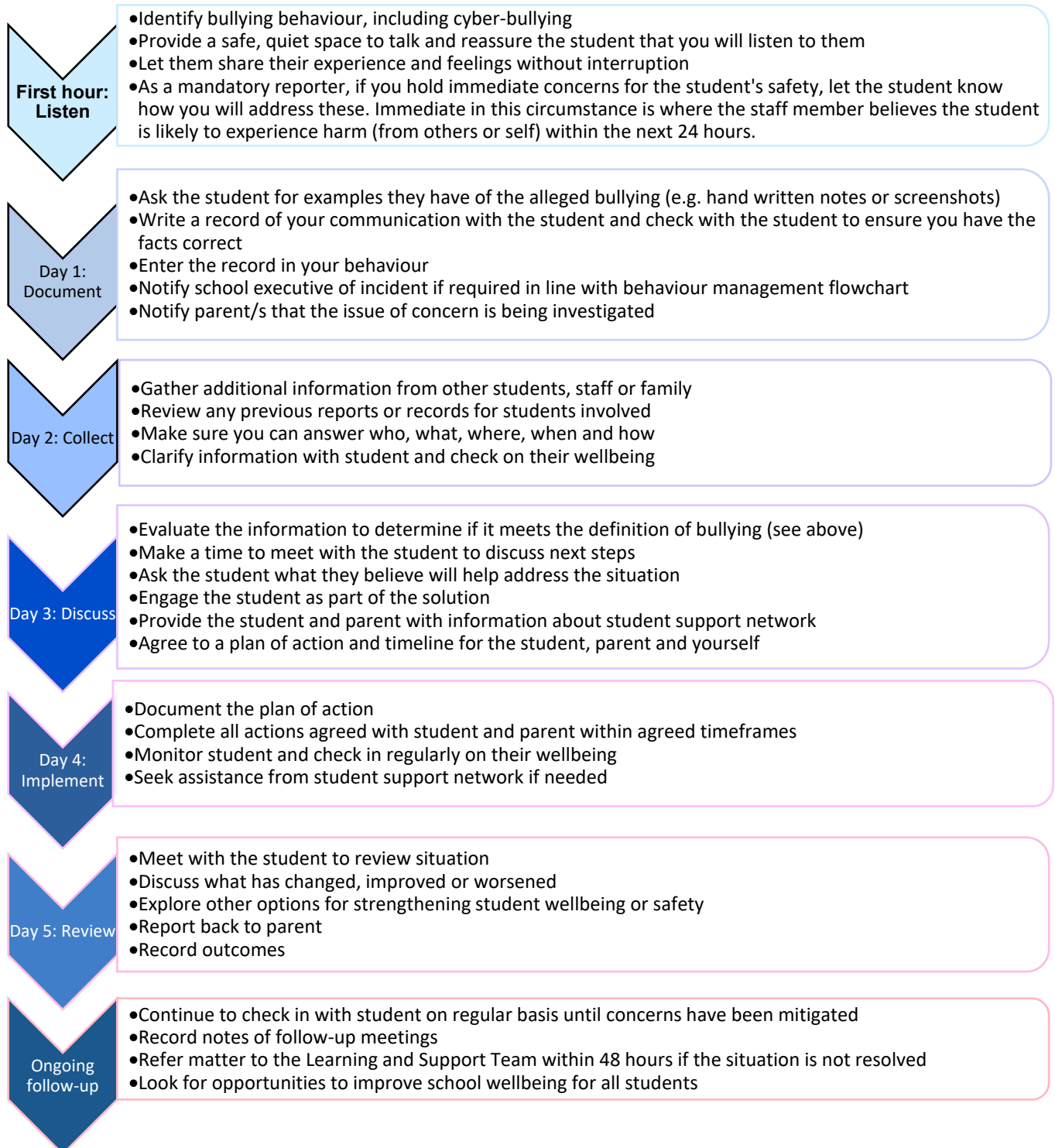
Next review date: Day 1, Term 1, 2026

Appendix 1: Behaviour management flowchart



Bullying Response Flowchart:

The following flowchart explains the actions Bellingen High School 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.



Mobile Phone and Electronic Devices Response:

The following table explains the actions Bellingen High School staff will take when they receive a report about student mobile phone and or another electronic device

Year 7, 8, 9 and 10 students are not permitted to have mobile phone and/or headphones/earphones out at any time while at school.

Year 11 and 12 students may have their mobile phone and/or headphones/earphones on school premises. Students must have their device(s) turned off and placed in their bags upon entering school premises, use their device upon teacher request for learning purposes, use their device only in the senior study space, use their device respectfully at recess and lunch only in the outdoor senior space near the library. Year 11 and 12 students are responsible for their device brought on school premises.

Phone or device is out at school:	Phone or device is out at school.
<p>Student hands phone or device to the staff member managing the breach, the following will occur:</p>	<p>Student refuses to hand phone or device to the staff member managing the breach, the following will occur:</p>
<p>First Time</p> <p>Teacher completes Sentral entry and informs relevant Head Teacher (HT). Teacher speaks to student about mobile phone expectations.</p> <p>Head Teacher:</p> <ol style="list-style-type: none"> 1. Speaks with student, 2. Contacts parent/carer and informs them they are required to pick up the device(s) from school, 3. Completes phone slip for storage in the office. 	<p>First Time</p> <p>Teacher completes Sentral entry, and informs DP, Deputy Principal (DP)</p> <ol style="list-style-type: none"> 1. Speaks with student, 2. Contacts parent/carer and informs them they are required to pick up the device(s) from school 3. Issues 2 x detentions, 4. Completes phone slip for storage in the office.
<p>Second Time</p> <p>Teacher completes Sentral entry, and informs Deputy Principal, Deputy Principal (DP)</p> <ol style="list-style-type: none"> 1. Speaks with student, 2. Contacts parent/carer and informs them they are required to pick up the device(s) from school 3. Issues 2 x detentions, 4. Completes phone slip for storage in the office. 	<p>Second Time</p> <p>Teacher completes Sentral entry and informs DP. Deputy Principal (DP)</p> <ol style="list-style-type: none"> 1. Speaks with student, 2. contacts parent/carer and informs them they are required to pick up the device(s) from school and organises and conducts a meeting to with parent/carer to discuss targeted interventions to support positive replacement behaviours, 3. issues formal caution, 4. issues In-school suspension, 5. completes phone slip for phone storage in the office, 6. Students participate in device-dependence session with SSO.
<p>Third Time</p> <p>Teacher completes Sentral entry, and informs DP, Deputy Principal:</p> <ol style="list-style-type: none"> 1. Speaks with student, 2. Contacts parents/carer and informs them they are required to pick up the device(s) from school and organises and conducts a meeting to with parent/carer to discuss targeted interventions to support positive replacement behaviours, 3. Issues formal caution. Follows suspension procedures, 5. Completes phone slip for phone storage in the office, 6. Students participate in device-dependence session. 	<p>Third Time</p> <ol style="list-style-type: none"> 1. Teacher completes Sentral records, and informs DP, 2. DP issues student with suspension, 3. At Return to School an Individual Behaviour Support Plan which includes the student participating in regular sessions regarding device-dependence with the counsellor/SSO as part of the return to school.
<p>Fourth Time</p> <ul style="list-style-type: none"> • Teacher completes Sentral records and informs DP. • Deputy follows the school suspension procedures. • At a parent/ student meeting, an Individual Behaviour Support Plan which includes the student participating in regular sessions regarding device-dependence with the counsellor/SSO as part of the return to school. <p style="text-align: center;">Referrals and targeted interventions are followed with continued breaches.</p>	