

Bowral High School

Behaviour Support and Management Plan



Overview

Bowral High School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are:

- The **Positive Behaviours for Success** (PBS) program is used to reinforce behaviour expectations throughout the school through the promotion of our school values RESPECT, RESPONSIBILITY and FAIRNESS. Classroom expectations are displayed in all learning areas. Students are rewarded for demonstrating the expected behaviour.
- **Wellbeing lessons** for stages 4 and 5 play a significant role in the explicit teaching of positive behaviour to all students. The lessons are delivered by members of the wellbeing team, allowing the development of strong relationships between students and key staff.
- At Bowral High School, **students are known, valued and cared for**. The needs of students are considered, and parent and student voice are valued when decisions are made. The Learning and Engagement Team provide oversight of assessment to ensure student needs are met.
- The **professional learning of all staff** is planned and targeted to help support students to engage in learning positively and aligned to the school Strategic Improvement Plan.
- Key personnel have explicit roles and responsibilities in supporting our students and their families.

The **Behaviour Code for Students** can be found at the department's website, [Behaviour code for students](#). High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses. The [School Community Charter](#) outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive, the charter can be found on the department's website. Behaviour support plays a critical role in a student's education and learning outcomes. The department's Behaviour and engagement policies can be found on the [Student Behaviour](#) pages.

At Bowral High School, the promotion and reinforcement of positive student behaviour and school-wide expectations is driven through Positive Behaviours for Success (PBS) school. Bowral High School has the following general, school-wide classroom rules and expectations:

- Students demonstrate the school value of **RESPECT** through the following positive behaviours
 - RIGHT TALK – use respectful language
 - RIGHT CARE – care for other people's stuff
 - RIGHT CARE – care for the school's equipment
 - RIGHT CARE – be clean and tidy
- Students demonstrate the school value of **RESPONSIBILITY** through the following positive behaviours
 - RIGHT STUFF – use all devices responsibly
 - RIGHT STUFF – bring required equipment to class
 - RIGHT PLACE – be in the right place
 - RIGHT PLACE – be on time
 - RIGHT ACTIVITY – follow all adult instructions
 - RIGHT ACTIVITY – complete class and home tasks to the best of your ability
- Students demonstrate the school value of **FAIRNESS** through the following positive behaviours
 - RIGHT TURN – wait your turn to ask a question or to use equipment
 - RIGHT TURN – hands up to speak
 - RIGHT ATTITUDE – do your best
 - RIGHT ATTITUDE – cooperate
 - RIGHT ATTITUDE – do your own work
 - RIGHT ATTITUDE – allow others to learn

Our specific PBS school-wide classroom expectations are:

- Two lines outside the classroom and wait quietly for your teacher.

- Books and pens (and subject specific equipment) out ready to learn.
- Hats and hoods off.
- Remain seated and on task.
- Hands up when asking for assistance or when contributing.
- Wait behind your chair quietly until you are dismissed.
- Phones off and away in YONDR pouches (including Bluetooth devices.)
- Speak to other students and staff in a respectful manner.

Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Behaviours for Success (PBS)	<ul style="list-style-type: none"> ▪ Explicit reminders of school and department behaviour expectations at whole school assemblies ▪ Classroom rules are printed in student school diaries and displayed in learning spaces ▪ Appropriate behaviour expectations based on the school values, are displayed strategically around the school, including in playground areas, the canteen, toilets and the hall ▪ Data reviewed regularly to highlight current issues for discussion at school assemblies or plan a more targeted response when needed 	<ul style="list-style-type: none"> ▪ Whole school
Prevention	Classroom management	<ul style="list-style-type: none"> ▪ Teachers develop strong teacher/student relationships ▪ Teachers model respectful behaviour ▪ Teachers communicate with parents/carers to celebrate exemplary behaviour and highlight early any decline in behaviour ▪ Teachers liaise with key support staff (including year advisers, deputy principals, learning and support teacher (LaST), head teachers and counsellors) regarding any concerns ▪ Teachers provide high quality differentiated learning activities that address the needs of all students ▪ Teachers are familiar with, and use information provided in individual student support plans ▪ Teachers use restorative approaches to build and maintain positive relationships 	<ul style="list-style-type: none"> ▪ All teaching staff
Prevention	Explicit teaching of skills through Wellbeing lessons	<ul style="list-style-type: none"> ▪ 1 per cycle – social and emotional regulation; prepare regulation plans; cyber safety; resilience doughnut; love bites; mental health first aid, consent and relationship 	<ul style="list-style-type: none"> ▪ Stage 4 & 5
Prevention	Advocacy and celebration days	<ul style="list-style-type: none"> ▪ Positive behaviour is encouraged and celebrated through active participation in events like annual PBS day and school sport carnivals ▪ Respectful behaviour is encouraged through whole school participation in a program of national action days including Harmony Day, bullying-no-way, wear it purple, Reconciliation Day, NAIDOC week 	<ul style="list-style-type: none"> ▪ Whole school
Prevention	Life Ready program	<ul style="list-style-type: none"> ▪ 1 per cycle – The topic/focus areas include sexual health, mental health and wellbeing, taking risks and study skills. 	<ul style="list-style-type: none"> ▪ Year 11
Prevention	PBS Reward program	<ul style="list-style-type: none"> ▪ Positive behaviour is rewarded through a range of initiatives 	<ul style="list-style-type: none"> ▪ Whole school
Prevention	Individual student background	<ul style="list-style-type: none"> ▪ Knowledge of students' additional needs ▪ Information is treated confidentially and respectfully ▪ Students with additional need are identified through learning and support processes, staff Sentral, including Out of Home Care (OoHC), First Nations Students, English as an Additional Language or Dialect (EALD)LD, High Potential and Gifted 	<ul style="list-style-type: none"> ▪ All staff

Care Continuum	Strategy or Program	Details	Audience
		Education (HPGE), additional learning needs, additional behaviour needs	
Prevention	Data sources provide information to support decisions about students	<ul style="list-style-type: none"> ▪ NAPLAN ▪ Check-in testing ▪ Tell Them From Me (TTFM) ▪ Work Health and Safety (WHS) ▪ Socio and behaviour assessments 	<ul style="list-style-type: none"> ▪ staff
Prevention	Staff professional learning	<ul style="list-style-type: none"> ▪ Trauma Informed Practice ▪ Disability and additional learning support ▪ Safeguarding Kids Together initiative ▪ Youth Mental Health First Aid ▪ Department of Education Behaviour Specialist team ▪ Connecting to Country and cultural awareness ▪ WHS 	<ul style="list-style-type: none"> ▪ Teaching and SLSO staff
Prevention	Staff professional learning	<ul style="list-style-type: none"> ▪ Understanding Behaviour for Non-teaching school staff 	<ul style="list-style-type: none"> ▪ SLSO and SAS
Prevention	Staff professional learning	<ul style="list-style-type: none"> ▪ Teacher reflection on practice to evaluate factors affecting behaviour ▪ Classroom Management Fundamentals (eLearning) 	<ul style="list-style-type: none"> ▪ Teaching staff
Prevention	Transition programs	<ul style="list-style-type: none"> ▪ Community of Schools partnerships ▪ Planned feeder school visits ▪ Orientation days ▪ Taster lessons ▪ Additional transition activities 	<ul style="list-style-type: none"> ▪ Stage 3- 4
Prevention	Year adviser	<ul style="list-style-type: none"> ▪ All year groups have a Year adviser who is an advocate for students throughout their time at BHS ▪ Year advisers are appointed when students are in Year 5, this allows the staff member time to be mentored in the expectations of the role ▪ During Year 6, the Year adviser begins building a positive relationship with the students who will be in their care. 	<ul style="list-style-type: none"> ▪ Year advisers and all students
Prevention	Student Support Officer (SSO)	<ul style="list-style-type: none"> ▪ Wellness space for drop in ▪ Training of staff in Youth Mental Health First Aid 	<ul style="list-style-type: none"> ▪ Student Support Officer ▪ Whole school
Prevention	Wellbeing and Health In-reach Nurse (WHIN)	<ul style="list-style-type: none"> ▪ Messaging to students/whole school community, including topics like vaping, mental health support, general health ▪ Supporting families to access external provider support including mental health and paediatrician services 	<ul style="list-style-type: none"> ▪ Whole school community
Prevention	Anti-racism Contact Officer (ARCO)	<ul style="list-style-type: none"> ▪ Whole school presentations to support the development of strong relationships that support anti-racism 	<ul style="list-style-type: none"> ▪ Whole school
Prevention	Student involvement	<ul style="list-style-type: none"> ▪ Student voice from faculty reflections ▪ Student leadership involvement in Positive Behaviour for Success (PBS) team ▪ Student leadership involvement in transition to high school programs ▪ Student leadership groups include Prefects, Student Representative Council, Sports Council, and Interact 	<ul style="list-style-type: none"> ▪ Whole school
Prevention	Parent involvement	<ul style="list-style-type: none"> ▪ Parent and Citizen (P&C) meetings ▪ Parent / Community Newsletter ▪ Parent teacher nights ▪ Information events ▪ Sentral and School Bytes platforms, email, SMS, website and social media (Facebook, Instagram and twitter) ▪ Newspaper articles 	<ul style="list-style-type: none"> ▪ Whole school community
Prevention	Community involvement	<ul style="list-style-type: none"> ▪ Aboriginal Educational Consultative Group (AECG) 	<ul style="list-style-type: none"> ▪ Whole school community

Care Continuum	Strategy or Program	Details	Audience
		<ul style="list-style-type: none"> ▪ Police Youth Engagement Officer (PYEO) ▪ Police Citizens Youth Club (PCYC) ▪ Youth hub holiday and after school programs 	
Prevention	Attendance matters	<ul style="list-style-type: none"> ▪ Monitoring of student attendance via Learning and Support meetings ▪ Communication with community regarding the importance of attending school every day ▪ Communication with families where student attendance is placing educational development at risk 	<ul style="list-style-type: none"> ▪ Whole school
Prevention	Anti-bullying plan	<ul style="list-style-type: none"> ▪ The BHS Anti-bullying plan was reviewed during 2022 and 2023 ▪ A link to the plan is available on Student Health & Safety section of our school website ▪ The plan has been presented to students and parents (via P&C) ▪ STYMIE reporting system to be introduced 	<ul style="list-style-type: none"> ▪ Whole school
Prevention	Curriculum	<ul style="list-style-type: none"> ▪ In addition to stage 4 and 5 Wellbeing lessons, students learn about positive and respectful relationships, and the consequences of our actions and choices in key learning areas including PDHPE, History and English 	<ul style="list-style-type: none"> ▪ Whole school
Prevention	Awareness of department resources	<ul style="list-style-type: none"> ▪ Review other school and department processes to ensure alignment across department requirements ▪ Sharing resources through various meetings, including executive, staff, faculty, PBS, wellbeing team and learning support team meetings 	<ul style="list-style-type: none"> ▪ All staff
Early Intervention	Classroom management	<ul style="list-style-type: none"> ▪ Communication with family by class teachers with head teacher support ▪ Explicit teaching and modelling of specific skills including behaviour expectations and social skills/ Classroom expectations displayed in learning spaces ▪ Restorative practices ▪ Limited use of teacher directed time out ▪ Monitoring card with achievable behaviour goals 	<ul style="list-style-type: none"> ▪ Teachers ▪ Head Teachers ▪ All students when needed
Early Intervention	Community involvement	<ul style="list-style-type: none"> ▪ Wollondilly Community Links ▪ Appropriate programs run as needed 	<ul style="list-style-type: none"> ▪ Deputy Principals, Head Teacher Wellbeing, Student Support Officer
Early Intervention	Student directed time out/ reflection process	<ul style="list-style-type: none"> ▪ Follows their time-out plan ▪ Use 5-4-3-2-1 to regulate emotions ▪ Time out is flagged on Sentral ▪ Student reflection process completed during time out 	<ul style="list-style-type: none"> ▪ Teachers ▪ Head Teachers ▪ All students when needed
Early Intervention	Cultural programs	<ul style="list-style-type: none"> ▪ Programs sourced by Aboriginal Education Coordinator to develop connection to Country and community 	<ul style="list-style-type: none"> ▪ Aboriginal Education Coordinator
Early Intervention	Collaborative practices to source programs	<ul style="list-style-type: none"> ▪ Work together to identify relevant programs, e.g. We all matter 	<ul style="list-style-type: none"> ▪ Head Teacher Wellbeing and Student Support Officer
Early Intervention	School wellbeing team	<ul style="list-style-type: none"> ▪ Coordinated through Wellbeing step- program ▪ Learning potential assessments 	<ul style="list-style-type: none"> ▪ Head teacher Wellbeing ▪ SSO ▪ Counsellor ▪ WHIN
Early Intervention	Positive Behaviours for Success (PBS)	<ul style="list-style-type: none"> ▪ Review of data to identify behaviours of concern ▪ Develop plans to address behaviours before they become chronic ▪ Use of school assembly to provide positive messaging regarding targeted behaviours 	<ul style="list-style-type: none"> ▪ PBS coordinator ▪ Executive staff

Care Continuum	Strategy or Program	Details	Audience
Early Intervention	Learning engagement support	<ul style="list-style-type: none"> Functional Behaviour Assessment 	<ul style="list-style-type: none"> Learning and Support Teachers Learning Engagement Team School counsellors
Early Intervention	Student support officer (SSO)	<ul style="list-style-type: none"> Mediation programs Mindfulness Stress management Targeted lunch time support groups 	<ul style="list-style-type: none"> SSO
Early Intervention	Health In-reach Nurse (WHIN)	<ul style="list-style-type: none"> Work with school wellbeing team to provide planning to address student health concerns Support families to access local health and social services 	<ul style="list-style-type: none"> WHIN
Early Intervention	Attendance	<ul style="list-style-type: none"> Work with year advisers to address attendance concerns Coordinate communication with families regarding attendance concerns as part of the DoE's Attendance Strategy Develop programs to address truancy 	<ul style="list-style-type: none"> Attendance Coordinator Truancy Team Deputy Principals
Early Intervention	Transition within and beyond school	<ul style="list-style-type: none"> A strong work experience program Community links are strengthened through positive work experience 	<ul style="list-style-type: none"> Careers Advisor Head Teacher Support Vocational Education Coordinator EPP Head Teacher Careers
Targeted Intervention	Learning and Support team	<ul style="list-style-type: none"> Prioritise students for programs using appropriate testing and knowledge of students. 	<ul style="list-style-type: none"> Learning and Support team
Targeted Intervention	We all matter program	<ul style="list-style-type: none"> Students referred with socio-emotional concerns who are at risk of disengagement of learning 	<ul style="list-style-type: none"> Year Advisers Deputy Principals Head Teacher Wellbeing
Targeted Intervention	Learning Engagement Achievement Program (LEAP)	<ul style="list-style-type: none"> Targeted one year program for year 10 students with a focus on transitioning from school to the workforce 	<ul style="list-style-type: none"> Head Teacher Deputy Principal Careers Adviser
Targeted Intervention	Engage program	<ul style="list-style-type: none"> Targeted 10-week program for year 7 & 8 students for to re-engage in their learning 	<ul style="list-style-type: none"> Head Teacher Deputy Principal
Targeted Intervention	Individual behaviour support plans	<ul style="list-style-type: none"> Students identified using student referral data (formal cautions, multiple behaviour incidents, at risk of disengaging) All staff are familiar with plans published on Sentral 	<ul style="list-style-type: none"> Learning and Support teachers (LaSTs) Deputy Principals All Staff
Targeted Intervention	Behaviour made easy booklets and targeted google classroom	<ul style="list-style-type: none"> Use for suspended students as part of their learning from home program 	<ul style="list-style-type: none"> Deputy Principals
Targeted Intervention	Workplace learning and engagement support	<ul style="list-style-type: none"> Develop school to work transition plans Engage students in workplace learning 	<ul style="list-style-type: none"> Careers Adviser Learning and Support Team
Targeted Intervention	Reframe	<ul style="list-style-type: none"> Referrals for students with complex mental health concerns 	<ul style="list-style-type: none"> Year Advisers School Counsellors Head Teacher Wellbeing
Targeted Intervention	Home school liaison program (HSLO)	<ul style="list-style-type: none"> Referrals for students with prolonged absences 	<ul style="list-style-type: none"> Deputy Principals Home School Liaison Officer
Targeted Intervention	Strategic and intensive intervention	<ul style="list-style-type: none"> COVID Intensive Support for students with behaviour concerns resulting from COVID impacts 	<ul style="list-style-type: none"> Learning and Engagement Team
Targeted Intervention	Delivery Support Assistant Principal	<ul style="list-style-type: none"> Referrals and support for student with complex behaviour concerns 	<ul style="list-style-type: none"> Deputy Principals APLaS

Care Continuum	Strategy or Program	Details	Audience
	Learning, Support (APLaS) and Learning and Wellbeing Officer (LWO) and DoE Behaviour Specialists		<ul style="list-style-type: none"> ▪ LWO ▪ Behaviour Specialists
Targeted Intervention	Strategic class placements	<ul style="list-style-type: none"> ▪ Targeted wellbeing rollcall 	<ul style="list-style-type: none"> ▪ Deputy Principals ▪ Learning and Support Team

Detention, reflection and restorative practices

Action	When and how long	Who coordinates?	How are these recorded?
Classroom break	<ul style="list-style-type: none"> ▪ During lesson ▪ 1 – 5 minutes 	<ul style="list-style-type: none"> ▪ Classroom teacher 	<ul style="list-style-type: none"> ▪ Sentral incident in Teacher follow up actions
After class reflection	<ul style="list-style-type: none"> ▪ Next available break ▪ 1 – 5 minutes to discuss issues and agree on future behaviour 	<ul style="list-style-type: none"> ▪ Classroom teacher 	<ul style="list-style-type: none"> ▪ Sentral incident in Teacher follow up actions ▪ Detention included on incident
Head Teacher reflection	<ul style="list-style-type: none"> ▪ During a break following failure of After class detention ▪ 5 – 10 minutes to complete reflection sheet 	<ul style="list-style-type: none"> ▪ Head teacher 	<ul style="list-style-type: none"> ▪ Sentral incident in Head teacher follow up actions ▪ Detention included on incident ▪ Reflection sheet given to Classroom teacher to allow resolution of issue and restoration of relationship ▪ Parent contact
Deputy Principal reflection	<ul style="list-style-type: none"> ▪ After multiple failure to attend head teacher detentions 	<ul style="list-style-type: none"> ▪ Deputy Principal 	<ul style="list-style-type: none"> ▪ Sentral incident in Head teacher follow up actions ▪ Detention included on incident ▪ Parent contact

Partnerships with parents/carers

Bowral High School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by clear and regular communication pathways.

Bowral High School will communicate these expectations to parents/carers by:

- Access to Sentral
- Individualised communication

School Anti-bullying Plan

Bowral High School's anti-bullying plan is published on [Student Health & Safety section](#) of our school website

Review dates

The Bowral High School behaviour support and management plan was published on the school website on 27 June 2023.

The plan will be reviewed annually, the last review date was 22 June 2023, the next review date is December 2023.