

Bega High School Behaviour Support and Management Plan

Overview

Bega High School is dedicated to teaching and modelling positive behaviour while supporting every student in their learning journey.

Our aim is to inspire all students to engage positively in the school community and pursue their desired pathways after school. We promote excellence, opportunity, and success for every student, every day, while fostering a safe and respectful learning environment within a caring community.

Our daily practices are grounded in principles of positive behaviour support, trauma-informed approaches, inclusive practices, and social-emotional learning. We set and uphold high expectations for student behaviour through effective role modelling, explicit teaching, and well-planned responses.

To fulfil our mission, we prioritise and value critical programs that resonate with our school community, including:

- Connect Teacher and Senior Centre for Learning and Wellbeing
- Student Wellbeing initiatives, Outward Bound, Student Support Officers, and Year Meetings

These programs focus on social and emotional learning, which enhances mental health, fosters positive relationships, and helps prevent bullying. Bega High School firmly rejects all forms of bullying, including online harassment, and is committed to maintaining a safe, inclusive, and respectful learning environment that prioritises student wellbeing. Our staff are dedicated to implementing evidence-based strategies that cultivate a positive climate where bullying is less likely to occur.

Every member of our school community plays an active role in creating a welcoming culture that values diversity and encourages positive relationships. A crucial aspect of our supportive environment is establishing respectful relationships and reinforcing the message that bullying, both online and offline, is unacceptable. Our staff consistently respond to instances of bullying behaviour to ensure a safe and nurturing atmosphere for all students.

Partnership with parents and carers

Bega 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.

- developing and implementing student behaviour management strategies in line with the [School Community Charter](#).

Bega High School will communicate 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 and rules

Bega High School has the following whole school rules and expectations aligned to the school values applicable in ALL settings:

EFFORT	RESPECT	RESPONSIBILITY
Always try your best	Look after ourselves	Be prepared for learning
Active participation	Look after each other	Be accountable for your actions
Aim for excellence	Look after our school	Be in the right place at the right time
Be open-minded		

Behaviour code for students

Our commitment to providing safe, supportive and responsive learning environments is aligned with the [Behaviour Code for Students](#). High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

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 [BHS Care Continuum Strategies](#). Behaviours that do not constitute bullying include mutual disagreements or isolated incidents. (For more information about cyberbullying please visit the [eSafety Commissioner](#) website).

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.

Please follow this link for a breakdown of the [Bega High School Care Continuum Strategies](#).

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

Bega High School uses the following strategies and systems to explicitly teach, recognise and reinforce **positive** student behaviour and behavioural expectations:

Positive reinforcement aligned to BHS Core values	Merit Reward system Merit System Reward Chart and Merit Poster Recognition for Positive behaviours Consistent use of behaviour matrix Application of Care Continuum
Pastoral Care	Staffing of roll call groups Fortnightly Year Meetings HT Student Wellbeing Year Advisers Student Support Officers
Leadership Opportunities	Excursion and camps Junior AECG SRC and School Captains Sporting House Captains
Student Engagement Team	Whole school activities afternoon Break time activities
Curriculum Provision	Student-based curriculum development Consistent use of Learning Intentions and Success Criteria Senior Centre for Learning and Wellbeing

Bega High School understands that attendance at school, and in classes, is imperative to student success. The following processes underpin our commitment to rewarding and supporting student attendance:

100% attendance	Principals Award per term
Below 80% attendance	Wellbeing calls to parents identifying attendance concerns – fortnightly basis LST Team interventions
Continued attendance concerns	HSLO interventions

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed ([BHS Behaviour Intervention flowchart](#)) 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.

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.

- **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
- detention, reflection and restorative practices
- 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 Behaviour / wellbeing ITD 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
- detention, reflection and restorative practices (listed below)
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- 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.

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

It may be necessary to implement fair, reasonable, and proportionate disciplinary measures, such as detention or reflection, to address inappropriate student behaviour. These strategies allow the school to provide timely support to students, helping them to understand the desired behaviour, reflect on their actions, and make positive choices moving forward.

A staff member will always supervise students during detention or reflection periods. Additionally, when withdrawal from free choice activities during breaks is planned as a response to behaviour, toilet and food breaks will be included to ensure the student's well-being.

Action	When and how long?	Who coordinates?	How are these recorded?
Detention to complete class work	Up to 20 minutes break 1 or 2	Teacher-directed	Compass
Thinking pass	1 x Term	Deputy Principal	Compass
Monitoring	Up to 10 Days	Deputy Principal	Compass
Lunch Reflection (Bega HS Reflection Template)	20 minutes break 1	Deputy Principal	Compass
Every 20 Behaviour incidents Extra-curricular monitoring	20 Days	Deputy Principal	Compass
Reflection + Formal caution to Suspend Extra-curricular monitoring	1-2 Days 20 Days	Deputy Principal	Compass
Suspension Extra-curricular monitoring	1-10 days 50 Days	Principal	Compass
Suspension Resolution	Post	Principal	Compass

Action	When and how long?	Who coordinates?	How are these recorded?
Meeting	Suspension		

Review dates

Last review date: Term 4, 2024

Next review date: Term 4, 2025