

Birrong Boys High School Behaviour Support and Management Plan

Overview

Birrong Boys High School is an inclusive school which values every student equally. The school is situated in the Bankstown area, next to a major rail line linking to the city and regional centres. The student population is 397. Boys from Arabic, Asian and Islander backgrounds form the majority. Consequently, school resources focus on literacy to meet the needs of the highly aspirant school community.

Birrong Boys welcomes students at the school wholeheartedly and celebrates their cultural and language backgrounds. The entire school community is committed to the school's motto "From Each His Best" and the belief that students have a right to learn in a supportive and mutually respected environment. Parents, staff and students are partners in developing the school as a caring and safe place of learning, where a broad-based curriculum emphasises literacy, numeracy, information and communication technology and student engagement. The highly skilled and motivated teachers deliver quality programs in a stimulating environment. The school is a PBL school with the key focus on students being safe and respectful learners.

The balance of experienced and younger staff ensures that all aspects of the school's life remain energetic and vital with a constant focus on quality teaching and learning for all students. At Birrong Boys High School, an extensive range of extra-curricular activities are available including debating, music, athletics and gym fitness. Student leadership opportunities include the Student Representative Council and peer tutoring. Peer mentoring of junior students by older boys eases their transition to high school, supported by a 4-week program of shared learning and culminating in a student showcase. The Homework centre and HSC tutorials program offer further opportunities for students to improve their learning and enhance preparation for exams. All students leave the school with a transition plan which includes a resume and applications for University and TAFE.

Through the Situational Analysis, the school has identified a need for a continued emphasis on embedding quality teaching practices in Literacy and Numeracy. Using high impact collaborative teaching strategies will provide opportunities to improve teacher practice and ensure students achieve expected growth and attainment in their learning. Data collection, analysis and use will underpin our belief in individualised and differentiated, stage appropriate learning.

The Wellbeing team will continue to focus on the engagement of our students. The Wellbeing Framework will ensure the monitoring, analysis and evaluation of student attendance and wellbeing. The Tell Them From Me (TTFM) surveys will provide ongoing data pertaining to student satisfaction.

The school will continue its focus on the Visible Learning model in order to improve student engagement and further develop classroom practices that research shows will lead to enhanced learning outcomes for students. Staff will be engineering effective discussions, tasks and activities that elicit evidence of learning. They will also provide feedback that moves learners forward.

Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

The school has undergone an extensive process of consultation with a wide variety of members of the school community including members from all stakeholder groups; students, parents, teachers, executive as well as feeder and neighbouring schools. Feedback has also been sought from external agencies who have an interest in the continued further success of the school and incorporated into the consultation process. A thorough analysis of a broad range of data has been utilised to evaluate current practices and determine the school's future strategic directions. Examples include but are not limited to a whole school 'health' survey, curriculum evaluations, program evaluation, analysis of student learning outcomes data, whole school community 'from dreams to reality' survey, A school planning team was developed comprising 5 representatives from all school community groups.

Partnership with parents and carers

Birrong Boys 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:

- i. inviting families and student feedback through formal and informal means, for example, through Tell Them From Me Surveys, school surveys, and consulting with the school's P & C Association.
- ii. using concerns raised through complaints procedures to review school systems, data and practices.

Birrong Boys High School will communicate these expectations to parents/carers through the school newsletter, parent meetings and a variety of website.

School-wide expectations and rules

Birrong Boys High school has the following positive behaviour for learning expectations and rules:

Learn	Be Safe	Show Respect
Start on time	Freedom from harassment	Always speak politely
Without interruption	Right place at right time	Treated as an individual
Follow all rules	Follow school procedures	Wear school uniform
Bring correct equipment	Move safely	Recognise and support others

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](#).

Whole school approach across the care continuum

Birrong Boys' High School believes in developing an environment that focuses on positive relationships within a structured and responsive setting that both rewards and sanctions behaviours. Students learn to take responsibility for their own behaviour and understand that their actions may lead to either positive or negative consequences or outcomes.

All students have the freedom to choose the action they will take.

The school aims to develop a positive climate by:

- Developing professional CONSISTENCY
- Providing support STRUCTURES
- Improving COMMUNICATION
- Developing NEGOTIATION skills
- Raising student and staff SELF-ESTEEM

Birrong Boys' High School implements a welfare system that utilises positive reinforcement within a caring environment and that is the responsibility of every teacher.

Teachers demonstrate this through:

- Avoiding sarcasm, denigration and belittlement when speaking to students
- Adopting a calm but firm manner when dealing with discipline issues
- Communicating positive information to parents and carers
- Providing a stimulating learning environment
- Using a range of teaching and learning strategies catering for the diverse learning needs/styles of all students
- Setting high and realistic expectations of all students
- Recognising student achievement, effort, attitude and behaviour through extrinsic methods including non-verbal, verbal and the issuance of merit cards

Care Continuum	Strategy or Program	Details	Audience
Prevention	Transition year 6 into Year 7	Focusing on a safe and successful movement from primary to high school.	Incoming Year 7 students
Prevention	Communication with parents	To increase parent's understanding of how our school addresses all forms of behaviour.	Staff, students 7-12, families
Prevention	<u>National Week of Action</u>	Our school participates in the annual (NWA) – Term 3 each year.	Staff, students 7-12

Care Continuum	Strategy or Program	Details	Audience
	<u>Against Bullying and Violence (NWA)</u>		
Prevention	Transition Year 6 into 7	Focusing on a safe and successful movement from primary to high school.	Incoming Year 7 students
Prevention	<u>Peer support program</u>	Builds resilience by helping students develop strong relationships and skills to manage life's ups and downs.	Students 7 and 10, and co-ordinators
Targeted intervention	Leadership programs	These include Student Representative Council, library and peer mentors.	Students 7-12
Targeted / individual intervention	<u>Learning and Support</u>	The LST works with teachers, students and families to support students who require personalised learning and support.	Staff, individual students 7-12, families
Individual intervention	<u>Individual behaviour support planning</u>	This may include 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 cyber-bullying

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.

Birrong Boys 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
- 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

Birrong Boys 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
Positive behaviour expectations are taught and referred regularly to create and build a positive school environment where teaching and learning is a priority. Creating an environment that is inclusive, safe, supportive and positive	School-wide expectations.	DP is contacted to counsel student and conference with Classroom Teacher ensuring all procedures are followed
To provide quality learning experiences that cater for their individual needs	classroom expectations are made clear by counselling student.	Discuss matter with Head Teacher/colleague and a discussion with parents.
To provide a safe and inclusive learning environment where students are recognised and acknowledged by the whole school community.	Brief, clear, reminder of the expected behaviour. A re-statement of the expected behaviour that has been formally taught.	Parent involvement is made by various levels accordingly (HT/DP/P) , to support and refer if required to LST, School Counsellor, Careers Advisors, Transition Advisor, WHIN, SSO and any relevant outside agencies.

Responses to serious behaviours of concern

With a student committing a serious offence, e.g. Swearing, fighting, sexual harassment etc, then the responsible person such as the Head Teacher is to be informed immediately, and the Deputy Principal is required.

The incident is recorded on our internal school system known as Sentral ASAP with clear details of the incident.

Appropriate support is provided to all involved in the incident.

The appropriate agencies are also informed e.g. Police.

The incident is communicated to relevant personal such as parents/carers.

Appropriate action is given in terms of 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

Food and toilet 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, development level of the student.

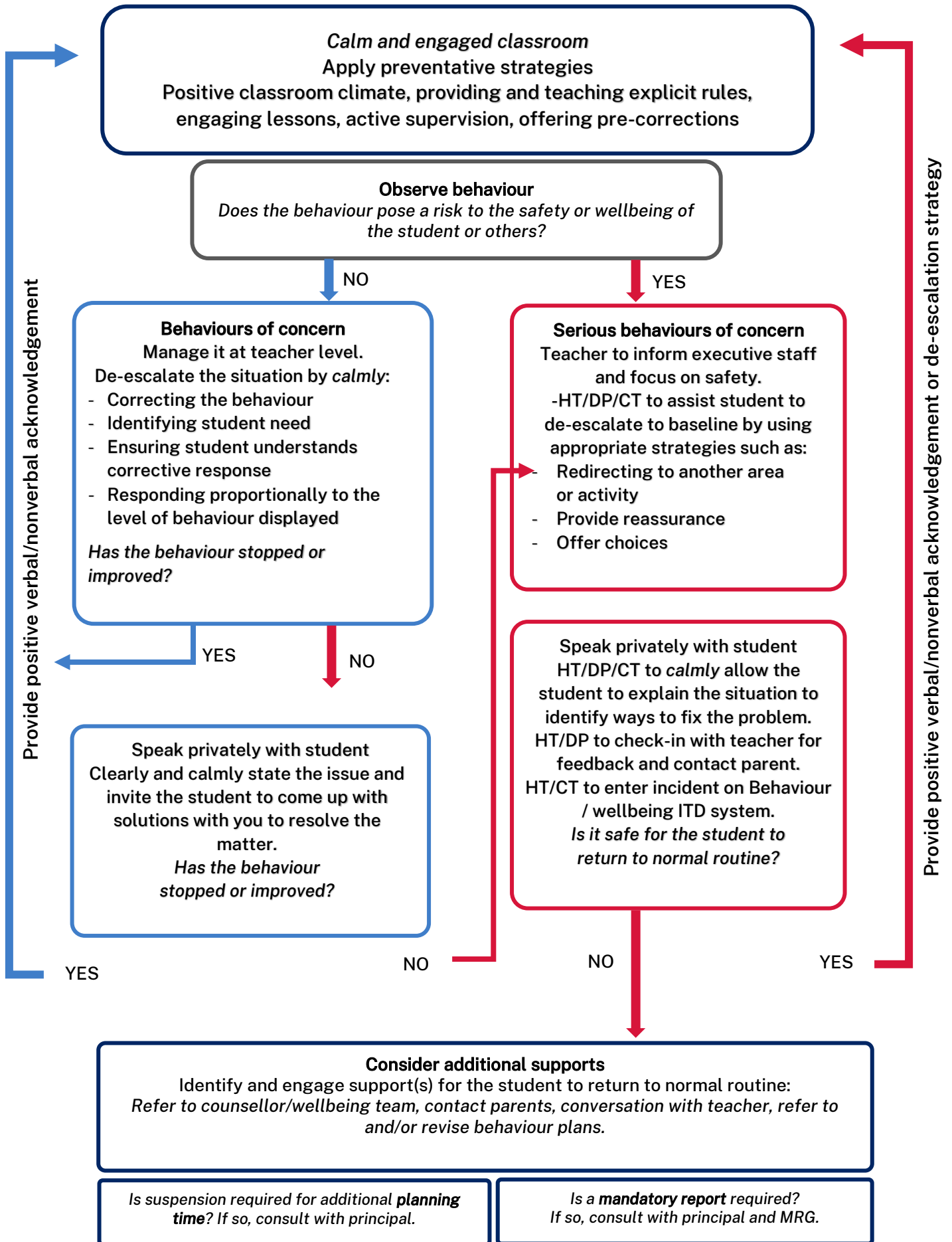
Strategy	When and how long?	Who coordinates?	How are these recorded?
Alternate break plan – withdrawal from playground during breaks and re-allocation to office/classroom for supervised breaktime following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention)	Next break	School executive	Behaviour / wellbeing Sentral 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: 04-02-2025: Day 4, Term 1, 2025

Next review date: 04-02-2026: Day 4, Term 1, 2026

Appendix 1: Behaviour management flowchart



Appendix 2: Bullying Response Flowchart

The following flowchart explains the actions Birrong Boys 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.

