

# NSW Department of Education

## Blacktown Boys High School Behaviour Support and Management Plan 2025

### Overview

Blacktown Boys High School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. The school values Safety, Respect and Learning and uses a [Restorative Practice](#) approach to focus on building and maintaining positive relationships across the whole school community. We aim to create an ethos of respect, inclusion, cooperation, accountability, and responsibility.

### Partnership with parents and carers

Blacktown Boys High School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by:

- Collaborating with parents in supporting their child to abide by the Behaviour Code for Students , resolving issues about their child's behaviour, and communicating with school staff and the school community respectfully and collaboratively, consistent with the [School Community Charter](#).
- Encouraging parents to share responsibility for shaping their children's understanding about positive and respectful behaviour.

Blacktown Boys High School will communicate these expectations to parents/carers by newsletter, digital media and direct communication with parents.

Advice and support for parents and carers to help you understand and promote positive outcomes for your child can be found here [Engaging with the school](#).

## School-wide expectations and rules

Blacktown Boys High School has the following school-wide expectations:

| Safety                                                                                                                                                                                    | Respect                                                                                                                                | Learning                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Every member of the school community is entitled to feel safe in our school.                                                                                                              | Our school uses the department's <a href="#">School Community Charter</a> to ensure all communication is collaborative and respectful. | Students should be able to learn in quality learning environments that minimise disruption, bullying, harassment, discrimination, violence, intimidation, and victimisation. |
| The wellbeing, safety and health of students, staff, and other community members are priorities in school policies, programs, and practices.                                              | Every member of the school's community; students, staff, parents and visitors should be respected.                                     | Teachers have the right to teach.                                                                                                                                            |
| Allow other students to feel safe by being friendly and courteous to others, following the hands-off policy, avoiding dangerous items and using furniture and school resources correctly. | Respect individual differences - race, gender, religion, feelings, and abilities.                                                      | Students should be ready to learn and take responsibility for their learning.                                                                                                |
|                                                                                                                                                                                           | Respect the property of the school and other people.                                                                                   | Students and staff should make Blacktown Boys' High School a good place to learn.                                                                                            |

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

- A restorative approach to behaviour management.
- Rewards for positive behaviour and excellent attendance. Our Blacktown Boys High School [Merit Policy](#) is designed to recognise student initiative, effort, achievement, and service. It rewards students who participate fully in the holistic life of the school, gaining experiences and confidence as challenges are posed and met.

Advice and support for parents and carers to help you understand and promote positive outcomes for your child can be found here [Engaging with the school](#).

## 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 [Behaviour code for students](#). This document translated into multiple languages is available here: [Behaviour code for students \(translated\)](#).

## Whole school approach across the care continuum

Using the care continuum, Blacktown Boys High School facilitates implementation of a whole school, prevention focused, and positive approach to behaviour support to meet the needs of all students.

| Care Continuum | Strategy or Program                      | Details                                                                                                                                                                                                                                                                                                                                 | Audience                                    |
|----------------|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| Prevention     | Strong Teacher and Student Relationships | <ul style="list-style-type: none"> <li>- All students are known, valued, and cared for within our school.</li> <li>- Students feel they have someone at school who consistently provides encouragement and can be turned to for advice such as class teacher, Year Adviser, Learn to Live Teacher, SSO or school counsellor.</li> </ul> | Students                                    |
|                | Student Support Officer Program          | <ul style="list-style-type: none"> <li>- Breakfast club</li> <li>- Group support interventions such as Art, Movie and Games Club</li> <li>- Individual Student mentoring</li> </ul>                                                                                                                                                     | Students                                    |
|                | 'LEARN to LIVE' Wellbeing Curriculum     | <ul style="list-style-type: none"> <li>- Students participate in a wellbeing curriculum designed specifically to explicitly teach strategies, interventions and programs enabling conditions for positive behaviour and wellbeing.</li> </ul>                                                                                           | Students                                    |
|                | Peer Support and Step-Up Programs        | <ul style="list-style-type: none"> <li>- Student leaders work with their peers to develop resilience and reinforce positive behaviour expectations aligned to school values of Safety, Respect and Learning.</li> </ul>                                                                                                                 | Students with assistance from Year Advisers |
|                | Hands Off Policy                         | <ul style="list-style-type: none"> <li>- All new enrolments are informed about the 'Hands Off Policy' and participate in lessons acknowledging they understand what this means.</li> </ul>                                                                                                                                              | Students                                    |
|                | School Yondr Policy                      | <ul style="list-style-type: none"> <li>- Students must keep their phones in a secure pouch throughout the course of the day.</li> </ul>                                                                                                                                                                                                 | Students                                    |
|                | Staff Professional Learning              | <ul style="list-style-type: none"> <li>- Staff undertake professional learning to build capacity to effectively manage student behaviour and respond to bullying using <a href="#">Restorative Practice</a>.</li> </ul>                                                                                                                 | Teachers                                    |

| Care Continuum          | Strategy or Program                                  | Details                                                                                                                                                                                                                                                          | Audience                                 |
|-------------------------|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| Early intervention      | Attendance monitoring and reward                     | - Attendance is monitored in accordance with the NSW DoE <a href="#">Attendance Policy</a> .                                                                                                                                                                     | Students                                 |
|                         | Restorative Practice                                 | - Teachers take a restorative approach to managing disruptive behaviour in the classroom and the playground.                                                                                                                                                     | Students                                 |
|                         | Parent/Carer Consultation                            | - Parent/Carer Consultation                                                                                                                                                                                                                                      | Teachers<br>parents/carers               |
| Targeted intervention   | Learning and Support                                 | - The Learning and Support Team, work with teachers, students, and families to support students who require personalised learning and support.                                                                                                                   | Individual students,<br>families, staff  |
|                         | Network Specialists support                          | - Engagement with Team Around a School to maximise opportunities to support and promote positive student behaviour and wellbeing.                                                                                                                                | Teachers,<br>students,<br>parents/carers |
| Individual intervention | Restorative Practice                                 | - Teachers take a restorative approach to managing challenging, complex, and unsafe behaviours.                                                                                                                                                                  | Student                                  |
|                         | Complex behaviours to be managed by school executive | - Some circumstances exist where more intensive and persistent behaviour management interventions are necessary to respond to, manage and address behaviours of concern. These may include the following: detention and timeout, formal cautions or suspensions. | School executive                         |
|                         | Individual Student Planning                          | - Teachers, parents, carers, and network specialists work together to develop IEPs, and behaviour management plans for improved student wellbeing and behaviour support.                                                                                         | Teachers,<br>students,<br>parents/carers |

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

### Identifying behaviours of concern, including bullying and cyberbullying

A school-wide approach to behaviour is fostered by all staff through a combination of restorative practices and individualised programs to target and support student behaviour.

Blacktown Boys High School staff identify behaviours of concern through:

- Direct observation
- Disclosure of information
- Concerns raised by parents, staff or other members of the community

Bullying will not be tolerated in our school. Students or parents can report bullying directly to the school. The senior executive, Anti-Bullying Coordinator or Wellbeing team will investigate and take appropriate action in accordance with department policy to support those involved.

Students who have been bullied will be offered appropriate support, for example through our school counsellor, teachers or by the Wellbeing team.

| Prevention<br>Responses to recognise and reinforce positive, inclusive and safe behaviour                                                                                                                                                                       | Early Intervention<br>Responses to minor inappropriate behaviour                                        | Targeted/Individualised<br>Responses to behaviours of concern                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| 'LEARN TO LIVE': students participate in a wellbeing program designed to support students' social and emotional needs and improve student wellbeing. It focuses on building positive relationships, developing empathy, and promoting respectful communication. | Restorative conversations and classroom level Restorative Practice Processes are delivered to students. | With the assistance of a teacher, students engage in reflective Restorative Practice activities.           |
| Positive behaviour choices are reinforced and supported by the Merit Policy.                                                                                                                                                                                    | Where necessary parents will be engaged for continued student support.                                  | Faculty Head Teacher support for students through meetings with parents and students and monitoring cards. |
| Student Representative Council members lead school initiatives promoting and modelling positive behaviour.                                                                                                                                                      | Student achievement, attendance and positive behaviour are recognised and celebrated.                   | DP intervention through Behaviour Scaffolds, Behaviour Support Plans, De-escalation Plans.                 |

## Responses to serious behaviours of concern

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.

When behaviours of concern cannot be resolved by the class teacher or Head Teacher, the behaviour should be escalated to a Deputy Principal for resolution and support.

- The Deputy Principal or Principal will act to de-escalate the situation, ensuring safety for all concerned parties. They will be guided by the NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) and will report in accordance with Incident Notification and Response Procedures.
- Post incident support is available through the Deputy Principals in consultation with the Principal.

## Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

- [Incident Notification and Response procedure](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

## Detention, reflection and restorative practices

| Strategy                                                                                                                                           | When and how long?            | Who coordinates?                                                                            | How are these recorded? |
|----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|---------------------------------------------------------------------------------------------|-------------------------|
| Restorative Practice: Affective statements.<br>Use of language to address low-level yet high frequency behaviours in the classroom and playground. | In class daily<br>1-3 seconds | Teachers                                                                                    | Teacher record          |
| Restorative Practice: Affective interactions.<br>Use of 1-on-1 responses to poor behaviour choices from past, through present and into the future  | As required 1-3 minutes       | Teachers                                                                                    | Teacher record          |
| Conflict Resolution Programs                                                                                                                       | As required                   | Class teachers,<br>Year Adviser,<br>Student Support Officer, Anti-bullying coordinator, SSO | Teacher record          |

| Strategy                                                                                                    | When and how long?              | Who coordinates?                             | How are these recorded? |
|-------------------------------------------------------------------------------------------------------------|---------------------------------|----------------------------------------------|-------------------------|
| Restorative Practice: Check-in<br>Used to build rapport, prepare for learning, respond, and deliver content | In class daily, up to 5 minutes | Classroom teacher                            | Teacher record          |
| Group conference (meeting)<br>Use of restorative questions to solve problems amongst and between groups     | As required 1-15 minutes        | Head Teacher, Deputy Principal, Year Adviser | Teacher record          |
| Formal Conferencing (meeting)<br>For serious, high impact behaviours                                        | As required                     | Deputy Principal                             | Teacher record          |
| Lunch Time Detention and Reflection<br>For chronic late arrival to school                                   | Weekly                          | Principal                                    | Teacher record          |

## Review dates

Last review date: Term 2, 2025

Next review date: Term 2, 2026

## Appendix 1: Behaviour management flowchart



