



Behaviour Support and Management Plan

2025

Integrity | Rigour | Empathy

1. Overview

At Blakehurst High School, we inspire students to excel as critical learners, thinkers and champions of diversity, who have a positive impact on their world. Our purpose is to ensure students grow in their learning through shared data and explicit, consistent and research-informed practice. We aim to continuously deliver a high standard of educational practice and curriculum design that engages all students and empowers them to excel through innovative pedagogy, quality teaching and wellbeing programs that foster positivity and resilience and self, and collective efficacy. Our common purpose is to ensure, staff and students thrive in a flourishing school culture as individuals and as a collective community.

The Blakehurst High School Behaviour Support and Management Plan is guided by this vision and is grounded in behaviour strategies and interventions that are research-informed, promote positivity, resilience and efficacy, and support students to thrive in a flourishing community. The plan aligns with the NSW Department of Education endorsed evidence-based approaches that support behaviour including Positive Behaviour for Learning, trauma-informed practices, and the principles of inclusive practice.

2. Partnerships with Parents and Carers

When schools, families and the broader community work together to develop positive connections, students thrive. Parents and carers play an important role in our school community. At Blakehurst High School, parents and carers can expect:

- professional relationships with our staff based on transparency, honesty and mutual respect.
- to be treated fairly, as we respect diversity, tolerance and understanding.
- communication from our teaching staff that is timely, polite, informative and solutions focused
- to be welcomed into our school to work in partnership to promote student learning
- to work in partnership with our staff to respond to their child's additional learning and support needs, including if they have disruptive behaviour and develop and implement behaviour management strategies.

Parents and carers:

- can refer to the Blakehurst High School *Guidelines for Effective Communication Between Parents and School*.
- are encouraged to communicate through our Parents and Citizens Association to engage broadly with our school and provide feedback.

The NSW Department of Education School Community Charter informs parents and carers on how to engage with Blakehurst High School and can be found at:

<https://education.nsw.gov.au/schooling/parents-and-carers/going-to-school/school-community-charter>

3. NSW Department of Education Wellbeing Framework for Schools

The NSW DoE Wellbeing Framework for schools is a statement of what is valued as excellence in student wellbeing in NSW public schools. It supports schools to create a planned approach to wellbeing using evidenced-based strategies that are strengths based, preventative and focus on early intervention. This includes strengthening students' cognitive, physical, social, emotional and spiritual wellbeing domains of development.

The Blakehurst High School Behaviour Support and Management Plan is grounded in the Wellbeing Framework and supports students to connect, succeed and thrive. In line with the Framework, the Plan is a comprehensive and inclusive strategy that creates a positive environment with clearly defined behavioural expectations and in which teaching and learning is not disrupted by unacceptable behaviour in the classroom, on the playground and in activities for which the school is responsible.

See: <https://education.nsw.gov.au/schooling/school-community/wellbeing-framework-for-schools>

3.1. Connect

The plan supports students to:

- be self-aware and regulate their own emotions and behaviours.
- have the social and emotional skills to develop and maintain positive relationships and engage in pro-social behaviour.

3.2. Succeed

The plan supports students to:

- develop strong positive character traits that are reflected in their behaviour decision making and relationships.

3.3. Thrive

The plan supports students to:

- develop the skills to reflect on and positively shape their behaviour in the context of ethical decision making.

4. NSW Department of Education Behaviour Code for Students

NSW public schools are committed to providing safe, supportive, and responsive learning environments for everyone across a range of settings. We teach and model the inclusive and safe behaviours we value in our students.

See: <https://education.nsw.gov.au/schooling/translated-documents/behaviour-code-for-students.html>

5. Positive Psychology and PERMA

The Blakehurst High School approach to Wellbeing and the Behaviour Support and Management Plan is also grounded in positive psychology and promotes wellbeing and the creation of a satisfying life filled with meaning, pleasure, engagement, positive relationships and accomplishment.

6. Blakehurst High School Whole School Approach Across the Care Continuum

Blakehurst High School behaviour strategies and interventions are supported by the NSW DoE Care Continuum. The Care Continuum facilitates the implementation of a whole-school, prevention-focused, and positive approach to behaviour support to meet the needs of all students.

Blakehurst High School understands that the wellbeing and behaviour of students is dynamic, and students may require support at different points on the continuum at various stages of their schooling. The school routinely monitors and evaluates the strategies and practices used to support student behaviour across the care continuum.

Approaches along the Care Continuum include:

- Prevention
- Early intervention
- Targeted Intervention
- Individual Intervention

6.1. Prevention

Blakehurst High School uses proactive and prevention approaches to establish and maintain safe, respectful learning environments for all students. Our approaches include the:

- Blakehurst School Values
- Blakehurst Student Recognition System
- Blakehurst Faculty Based Classroom Rules
- Blakehurst Outside the Classroom Rules
- Blakehurst Lesson
- Blakehurst Classroom Management Techniques

These approaches encourage prosocial behaviour and reduce minor behaviours of concern when applied consistently.

6.2. Early Intervention

Blakehurst High School intervenes early for to deal with emerging, low-level behaviours of concern. Early interventions provide early support for students or groups of students who are identified as being at risk of developing behaviours of concern. Blakehurst High School uses a range of responses and approaches to work with students displaying emerging, low-level behaviours of concern. Early responses to behaviours of concern include preventive strategies, explicit teaching of expected behaviours, logical consequences, and consultation.

Our approaches in addition to those mentioned above include the:

- Blakehurst Consequences

6.3. Targeted Intervention

Some students may require targeted support to encourage positive behaviours, particularly if they exhibit more complex and challenging behaviours, or where the frequency of the behaviour of concern may put students' learning and social success at risk if it is not addressed quickly. Blakehurst High School staff facilitate positive behavioural supports, including explicit teaching of expected behaviours as well as making targeted and reasonable adjustments in the classroom to support effective teaching and learning practices.

6.4. Individual Intervention

Students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents, Team within a school and Team Around a School. Strategies for these students require individual assessment, planning, implementation, monitoring and evaluation. Blakehurst High School facilitates functional behaviour assessments (FBA), develops individual student support plans and risk management plans.

7. Blakehurst High School Values

The Blakehurst High School Values are:

- Integrity
- Rigour
- Empathy

Blakehurst High School has high expectations for student behaviour. Students are expected to demonstrate integrity, rigour and empathy at our school, when representing our school, and in our community.

8. Blakehurst High School Student Recognition System

Blakehurst High School has a positive teaching and learning environment in which students are recognised and celebrated for connecting, succeeding and thriving in the categories of:

- Achievement
- Community
- Values

8.1. Achievement

In the category of Achievement, students are recognised and celebrated in the sub-categories of:

- Creative
- Innovation
- Intellectual
- Physical

8.2. Community

In the category of Community, students are recognised and celebrated in the sub-categories of:

- Contribution
- Environment
- Leadership

8.3. Values

In the category of Values, students are recognised and celebrated in the sub-categories of:

- MVP (Most Valuable Player)
- Empathy
- Integrity
- Rigour

An Achievement award attracts 5 Recognition Points

A Community award attracts 3 Recognition Points

A Values award attracts 2 Recognition Points

Students accumulate Recognition Points in each category to achieve the following tiered Recognition Levels:

- Bronze
- Silver
- Gold
- Principal's Award

To achieve Bronze, a student needs to achieve 50 Recognition Points. Achieving Bronze is worth 10 points.

To achieve Silver, a student needs to achieve 180 Recognition Points. Achieving Silver is worth 20 points.

To achieve Gold, a student needs to achieve 250 Recognition Points and complete 10 hours of school community service certified by a member of the school Executive.

To achieve the Principal's Award, a student needs to achieve a total of 250 points, complete 10 hours of school community service and 10 hours of externally achieved community service certified by the principal.

9. Blakehurst High School Faculty Based Classroom Rules

The Blakehurst High School Classroom Rules are:

- Be Safe
- Be Respectful
- Be Driven

At Blakehurst High School each faculty:

- has faculty-based Classroom Rules underpinned by Be Safe, Be Respectful, Be Driven.
- models, explicitly teaches, recognises and reinforces, through the Blakehurst Student Recognition System, positive, safe and inclusive student behaviours.

10. Blakehurst High School Outside the Classroom Rules

At Blakehurst High School, outside of the classroom students are expected to:

- Keep Left
- Keep the Respect
- Keep in Line
- Keep Moving
- Keep it Clean
- Keep Accountable
- Keep Safe
- Keep in Bounds

11. The Blakehurst Lesson

At Blakehurst High School, the Blakehurst Lesson is a whole school, positive and prevention-focused approach that creates safe and respectful learning environment to meet the needs of all students. The Blakehurst Lesson reduces minor behaviours of concern when applied consistently.

The Blakehurst Lesson includes the:

- Entry routine
- Do Now tasks
- Blakehurst Model of Teaching Practice
- Blakehurst Classroom Management Techniques
- Blakehurst Consequences
- Blakehurst Student Recognition System
- Blakehurst Faculty-Based Classroom Rules
- Exit routine

11.1. The Start

11.1.1. The Entry Routine

Students:

- Form two “learning lines” quietly outside the classroom (space permitting).
- Enter the classroom after the teacher's direction.
- Sit in their assigned seat as per the seating plan.

The teacher:

- Stands where all students can see them.
- Greets all students to build positive relationships.
- Deliberately pauses and scans the lines.
- Corrects inappropriate behaviours and checks uniform.
- Acknowledges and praises appropriate behaviour.
- Gains all students’ attention using a prompt before giving instructions.
- Reinforces to students the faculty-based Classroom Rules.
- Instructs students to enter the classroom, sit in their assigned seat as per the seating plan, and complete the Do Now task.

Evidence:

- AERO Classroom management practice guide - Rules and routines
- AERO Classroom management practice guide - Entrance routine
- AERO Classroom management practice guide - Gaining all students’ attention

11.1.2. The Do Now Task

Students:

- Complete a Do Now task as the first explicit task of the lesson.
- Complete a Do Now task in practical lessons that promotes student organisation and safety.

The teacher:

- Issues the Do Now task which has explicit instructions and a timeframe for completion.
- Marks the roll.
- Enters uniform non-compliance using the PXP icon on Sentral.
- Provides the Blakehurst Consequence for partial truancy if a student is late.

11.1.3. The Blakehurst Model of Teaching Practice

The teacher:

- Communicates the learning intentions, explicit tasks, success criteria, assessment and feedback for the lesson.

11.1.4. The Body

The teacher uses the:

- Blakehurst Model of Teaching Practice
- Blakehurst Classroom Management Techniques
- Blakehurst Consequences
- Blakehurst Student Recognition System
- Blakehurst Faculty-Based Classroom Rules

Evidence:

- AERO Classroom management practice guide - Rules and routines
- AERO Classroom management practice guide - Responding to disengaged and disruptive behaviours
- AERO Classroom Management Practice Guide Setting Behaviour Expectations for Completing Learning Tasks

11.2. The End

11.2.1. The Exit Routine

Students:

- Pack away equipment.
- Put rubbish in the bin.
- Stand behind their chairs or sit in their seats.
- Leave the classroom on dismissal by the teacher in stages after the bell.

The teacher:

- Wraps up the lesson with an explicit task that consolidates learning.
- Reminds students of the exit routine with explicit timing prompts.
- Dismisses students from a strategic position in stages after the bell.
- Acknowledges, praises and says goodbye by name.

Evidence:

- AERO Classroom management practice guide - Exit routine

12. The Blakehurst Classroom Management Techniques

The Blakehurst Classroom Management Techniques are whole school, positive and prevention-focused approach.

The teacher:

- Monitors all students
- Uses a non-verbal correction
- Uses a verbal correction

12.1. Monitor all students

Pause, Scan, Circulate	Teacher pauses to gain attention, scans and circulates around the classroom frequently and strategically.
Indirect Praise Prompt	Teacher praises appropriately behaving student in proximity to inappropriately behaving student to prompt a correction.

12.2. Use a non-verbal correction

Deliberate Pause	Teacher deliberately stops what they're doing to draw the students' attention to you and what the student should be doing.
Proximity	Teacher positions themselves near the student.
'The look'	Teacher looks directly at the student and gestures.
Visual Cue	Teacher gestures to communicate the expected behaviour. E.g. put finger to lip or pretend to write with finger.

12.3. Use a verbal correction

Re-direction	Teacher re-directs the student to the expected behaviour. E.g. instead of correcting a student from disrupting a peer, redirect the student with "move onto question two, thank you".
Replace demand	Teacher replaces a demand with a question or statement of support. E.g. replace "start your work" with "can you see the first question".
Choice	Teacher identifies the cause of the behaviour then selects supports and consequences (eg moving seats) to correct and discourage the behaviour in a non-threatening way.
1 st , 2 nd , 3 rd Reminder with Restorative Conversation	Teacher states calmly and privately: What the student did wrong What rule was broken What behaviour should replace it

For all techniques, the teacher:

- gives the student time and space to correct the behaviour.
- acknowledges or praises the student for the correction.
- uses a calm, non-threatening, quiet voice (not strikes, warnings, shouting).
- privately records in-lesson inappropriate behaviours to ensure consequences are provided (not public e.g. on board).

Evidence:

- AERO Classroom management practice guide - Responding to disengaged and disruptive behaviours
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13. The Blakehurst Consequences

At Blakehurst High School, the Blakehurst Consequences are a planned whole school strategy to respond to inappropriate behaviour and behaviours of concern.

At times, it may be necessary to apply the fair, reasonable and proportionate disciplinary strategies of detention and reflection to address inappropriate student behaviour. These strategies will enable the school to provide timely support to students to assist them to achieve the desired behaviour, to reflect on their behaviour and make positive choices.

A staff member must always supervise the student in detention and reflection. Detention and reflection must never take place in rooms that can be chained, locked or closed in any way that prevents a student from freely leaving the space. Students must be able to also have a food and toilet break after the detention and reflection.

See The Blakehurst Consequences Flowchart in Appendix 1.

13.1. Types of Consequences

At Blakehurst High School the types of consequences provided are:

- Reflection and Restorative Conversation
- Detention
- Head Teacher Agreement
- Head Teacher Faculty Withdrawal
- Deputy Principal Escalation

For all teacher and head teacher consequences, the staff member:

- follows through privately (where possible) and respectfully.
- tracks the inappropriate behaviours, which do not reset.
- ticks ONE category of behaviour under Record Details, specifically the main or most impactful/serious behaviour.

13.1.1. Reflection and Restorative Conversation

Students:

- Complete the Restorative Conversation Student Reflection Form.
- Demonstrate honesty, sincerity, empathy and responsibility during the process.
- Communicate genuine remorse when offering an apology.

The teacher:

- Supports the student to complete the Restorative Conversation Student Reflection Form with honesty, sincerity, empathy and responsibility.
- Uses affective and restorative questions.
- Scaffolds the conversation to support the student to tell the story, explore the harm, repair the harm, and reach an agreement.
- Supports the student to communicate remorse and offer an apology.

Evidence:

<https://education.nsw.gov.au/schooling/school-community/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-teachers/restorative-practices>

13.1.2. Teacher Detention

- 15-minute Teacher Detention at recess or lunch
- Completion of Student Reflection Form
- Restorative conversation between the teacher and student
- Teacher call home

Teacher Detentions can be scheduled at the following times:

Monday	Recess and Lunch
Tuesday	Recess and Lunch
Wednesday	Recess
Thursday	Recess and Lunch
Friday	Recess and Lunch

13.1.3. Head Teacher Agreement

- 15-minute Head Teacher Detention.
- Development of 3 lesson Head Teacher Agreement and 3 behaviour goals set.
- Completion of the Head Teacher Agreement Monitoring Form.
- Head teacher email and SMS home.
- 3 lesson extension of Head Teacher Agreement at discretion of HT based on evidence.

13.1.4. Head Teacher Faculty Withdrawal

- Development of 3 lesson Head Teacher Faculty Withdrawal and 3 behaviour goals set.
- HT call home to notify of withdrawal and organisation for alternate class or HT/2IC supervision and arrange HT, teacher, student, parent in-person meeting prior to return to class.

13.1.5. Deputy Principal Escalation

Faculty Withdrawal Failure:	Escalation to Deputy Principal
2 HTA at once:	Escalation to Deputy Principal
2 HTFW at once:	Escalation to Deputy Principal
Serious behaviours	Escalation to Deputy Principal

13.1.5.1. Student Statements for Serious Behaviours

Students who have displayed serious behaviours will be offered the opportunity to write a statement or make a verbal statement that is written by the teacher and signed by the student. Student victim and observer statements should also be made. This supports procedural fairness in the decision making.

13.1.5.2. Formal Caution and Suspension

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.

13.1.5.3. Reporting and Recording Serious Behaviours

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.

13.2. Escalation of Consequences

13.2.1. 3 Reminders Escalations

1st Time	15-minute Teacher Detention with Restorative Conversation using Student Reflection Form and call home.
2nd Time	15-minute HT Detention to develop HTA plus HT email and SMS home.
3rd Time	3 lesson HT Faculty Withdrawal plus HT, teacher, student and parent in-person meeting prior to return to class.
Immediate Removal	Should a student receive 3 reminders in the lesson for behaviour that is disrupting the learning or is impacting on the health, safety and wellbeing of staff and or students, it is strongly recommended that the student be removed from class and continue their learning in another classroom using an internal faculty or cross faculty Buddy System. The student should be removed to a calm, purposeful lesson or be supervised by the HT or 2IC.

13.2.2. Other Escalations

Teacher Detention Non-Attendance	Call home, reschedule, extend to 2 x 15-minute Teacher Detentions
HT Detention Non-Attendance	3 lesson HT Faculty Withdrawal plus HT, teacher, student and parent in-person meeting prior to return to class
Refusal to Complete Student Reflection Form	15 minutes HT Detention to develop HTA plus HT email and SMS home, student completion of HTA Monitoring Form
HT Agreement Failure	Extend HTA by 3 more lessons at discretion of HT based on evidence
Extended HT Agreement Failure	HT Faculty Withdrawal
HT Faculty Withdrawal Failure	Escalation to Deputy Principal
2 HT Agreements at once	Escalation to Deputy Principal
2 HT Faculty Withdrawals at once	Escalation to Deputy Principal

13.3. Blakehurst Consequences for Low-Level Behaviours

Behaviour	Action	Sentral Negative Record	
Ignoring teacher	Reminder	Behaviour	Defiance
Not following teacher instructions	Reminder	Behaviour	Defiance
Not sitting in assigned seat	Reminder	Behaviour	Defiance
Out of bounds	Reminder	Behaviour	Defiance
Name calling	Reminder	Behaviour	Disrespectful Behaviour
Low-level teasing	Reminder	Behaviour	Disrespectful Behaviour
Using swear words	Reminder	Behaviour	Disrespectful Behaviour
Taking peer's possessions	Reminder	Behaviour	Disrespectful Behaviour
Calling out	Reminder	Behaviour	Disrupting Learning Environment
Chewing gum	Reminder	Behaviour	Disrupting Learning Environment
Disturbing peers	Reminder	Behaviour	Disrupting Learning Environment
Eating	Reminder	Behaviour	Disrupting Learning Environment
Making noises	Reminder	Behaviour	Disrupting Learning Environment
Out of seat without permission	Reminder	Behaviour	Disrupting Learning Environment
Shouting across classroom	Reminder	Behaviour	Disrupting Learning Environment
Talking when teacher talking	Reminder	Behaviour	Disrupting Learning Environment
Throwing things	Reminder	Behaviour	Unsafe Behaviour
Late to class	Teacher Detention	Behaviour	Truancy / Late to class
In-period absence	Teacher Detention	Behaviour	Truancy / In-period truancy
Left class early	Teacher Detention	Behaviour	Truancy / Left class early
Laptop misuse	Teacher Detention	Academic	Laptop Misuse
Incomplete tasks	Teacher Detention	Academic	Class / homework non-completion
Lack of equipment or resources	Teacher Detention	Academic	Lack of equipment or resources
BYOD non-compliance	Teacher Detention	Academic	BYOD non-compliance
Out of uniform	Follow Uniform Policy		
Use of mobile phone / wearable device	Follow Mobile Phone & Wearable Device Flowchart		

13.4. Blakehurst Consequences for Serious Behaviours

Behaviour	Action	Sentral Negative Behaviour Record
Bullying	Deputy Principal Escalation	Bullying
Discriminatory language	Deputy Principal Escalation	Discrimination
Drugs - possession, use or supply of	Deputy Principal Escalation	Illegal behaviour / Specify
Harassment	Deputy Principal Escalation	Harassment
Malicious property damage or theft	Deputy Principal Escalation	Property Damage Theft
Problematic harmful sexual	Deputy Principal Escalation	Problematic harmful sexual behaviour
Seriously threatening or physically violent	Deputy Principal Escalation	Verbal abuse or Physical violence
Swearing at peers	Deputy Principal Escalation	Verbal Abuse
Threatening language	Deputy Principal Escalation	Verbal Abuse
Weapons - possession, use or supply	Deputy Principal Escalation	Illegal behaviour / Weapon
Whole period truancy	HT Agreement to Faculty Withdrawal to DP Escalation	Truancy / Whole period truancy

14. Bullying and Cyberbullying

Blakehurst High School uses preventative and responsive approaches to bullying. At Blakehurst High School, we endeavour to build a positive school culture where:

- the whole school community feels connected, included, respected, safe and valued.
- diversity is valued and positive, respectful relationships are fostered.
- students are active participants in their own learning and wellbeing and use their social and emotional skills to be respectful, resilient and safe.
- bullying is a whole of community issue that receives a whole of community response.
- families and communities collaborate as partners with the school to support student learning, safety and wellbeing.
- staff, students and families promote positive behaviour.

14.1. Response to Bullying and Cyberbullying

All teachers have the responsibility to intervene in behaviours of concern. Incidents of name calling, low-level teasing or taking a peer's possessions need to be addressed by the teacher and the Blakehurst Consequences applied. As a serious behaviour, bullying is to be escalated to the Deputy Principal.

14.2. Response to Harassment

Blakehurst High School students who engage in the Serious Behaviour of Harassment complete an Anti-Harassment Agreement. All students involved in the harassment are parties to the agreement. The parties agree to not engage in behaviours towards each other that are but not limited to demeaning, humiliating, insulting, intimidating or offensive.

This includes but is not limited to:

- actions and/or words in person (e.g. targeted staring, spreading rumours).
- generating, sharing or responding to online content (e.g. images, videos, comments).

If an Agreement is broken, it will result in further escalation to the Deputy Principal.

15. Mobile Phones and Wearable Devices

Blakehurst High School supports the restrictions of mobile phones in accordance with the NSW Department of Education: Students' Use of Mobile Phones in Schools policy. Mobile phone use in schools can impact student learning and wellbeing. Restricting mobile phone use at school aims to increase focus in classrooms, remove distractions and promote positive social interaction, while reducing the potential for online bullying.

Blakehurst High School has strong teaching and learning practices to support students in the classroom using various forms of appropriate technology, which maximises the benefits and minimises the risks of digital environments and prepare students for life beyond school. We foster a safe learning environment which supports and enhances each child's social and emotional health through our wellbeing and learning support teams.

At Blakehurst High School, students:

- Must have all mobile phones and wearable devices 'off and away' for the full school day, including recess and lunch.
- Have the responsibility to turn off their phone and store it safely in their school bag for the school day.

This is an approved NSW Department of Education option and will limit unnecessary distractions and complement our ongoing approach to ensure every student maximises their learning and social growth in a safe and supportive environment.

Blakehurst High School understands there may be students who have a medical, wellbeing or learning need which will require them to access a mobile phone as defined in this plan. Please contact the Deputy Principal to determine where an exemption will be applied for, on behalf of a student, as well as the adjustments to any school-based practices and procedures.

Blakehurst High School understands there will always be emergencies when parents need to get in contact with students or vice versa during the school day. We try to keep this to a minimum, except for emergencies, to avoid disturbing the students' learning. Parents and carers can contact the school through the school email and office telephone and students will also be able to contact parents or carers through the school office if urgent.

See the Device and Mobile Phone Flowchart in Appendix 2.



