

Broken Hill High School

School Behaviour Support and Management Plan

Overview

Broken Hill High School is committed to providing a safe, inclusive and respectful environment for students and staff. We are committed in supporting the learning and wellbeing of every student. We feel this is essential in ensuring a productive learning environment.

Our goal is to ensure that every student has the opportunity to learn and develop. At Broken Hill High School, we know that learning and behaviour support is critical for the provision of safe and supportive learning environments that strengthen student educational outcomes.

Student and staff wellbeing are at the forefront of our decisions. Learning is optimised in a positive and supportive environment. Our inclusive, engaging and respectful practices enable every student to access and fully participate in learning, supported by reasonable adjustments and teaching intentions tailored to meet the individual.

We strongly believe in the principles of positive behaviour support, trauma-informed practise, restorative justice and mutual respect. High expectations for student behaviour are established and maintained through regularly reviewed procedures, preventative measures, explicit teaching and planned responses.

To achieve our mission, key programs prioritised and valued by the school community are:

- Positive Behaviour for Learning
- My Strengths Program
- The Resilience Project

Partnership with parents and carers

Broken Hill High School will partner with parents/carers in developing and implementing student behaviour management and anti-bullying strategies, by:

- inviting parent/carer and student feedback through formal and informal means, such as Tell Them From Me surveys, school surveys, consulting with the P & C and local AECG,
- using concerns raised through complaints procedures to review school systems, data and practices.

Broken Hill High School will communicate these expectations to parents/carers through the school newsletter, Sentral and school website. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

School-wide expectations and rules

Respectful	Responsible	Cooperative
Follow all staff instructions.	Wear the correct and appropriate school uniform.	Keep our phones away during the day.
Always use our manners.	Are on time for class and line up quietly.	Accept other students' right to learn and have their say.
Always use appropriate language.	Bring the correct equipment to class.	Move on the left-hand side of stairwells and corridors.
Remove our hats and hoods.	Work to the best of our ability and seek help when needed.	Use toilets appropriately.
Conduct ourselves in a safe and respectful manner.	Finish all food and drink before entering the buildings.	Be understanding of the needs of 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

Our school embeds student wellbeing and positive behaviour approaches and strategies in practices across the care continuum to promote positive behaviour and respond to behaviours of concern, including bullying and cyber-bullying behaviour.

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:

- stating and 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
- providing active supervision of 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.

THREE TIERS OF INTERVENTIONS – A LAYERED SUPPORT FRAMEWORK	
TIER I – PREVENTATIVE INTERVENTIONS	ALL STUDENTS
Preventative approaches that aim to establish and maintain safe, respectful learning environments for all students.	
TEIR II – EARLY OR TARGETED INTERVENTIONS	SOME STUDENTS
Early and targeted interventions provide support for students or groups of students who are identified as being at risk of developing behaviours of concern.	
TEIR III – INDIVIDUAL INTERVENTIONS	FEW STUDENTS
Students with highly complex and challenging behavioural, attendance or wellbeing concerns may need comprehensive systems of support that require regular reviews in consultation with parents/caregivers, other relevant specialist staff, service providers, inter-agency partners, and/or the Delivery Support team.	

THREE TIERS OF INTERVENTIONS – A LAYERED SUPPORT FRAMEWORK			
Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Behaviour for Learning (PBL)	Positive Behaviour for Learning (PBL) is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.	All
Prevention	Resilience Project	Through presentations, student curriculum, teacher resources and digital content, The Resilience Project supports mental health in the classroom, staffroom and family home.	All
Prevention	Wellbeing programs and courses such as Tomorrow man, Tomorrow woman, Love Bites and Life Ready	Life Ready focuses on offering opportunities for students to build functional knowledge and skills for life post-school (delivered over 2 days). LoveBites is an educational program created by NAPCAN for young people aged 15-17 years. It consists of topics such as – Relationship Violence, Sex and Relationships incorporating Love Bites Junior focuses on friends, respectful relationships, love and control.	All
Prevention	National Week of Action	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year.	All
Early Intervention	Monitoring Booklet System	Monitoring Booklet System demonstrates to students that minor inappropriate behaviours should be changed before they escalate to behaviours of concern.	All
Early intervention	Social Skills groups (Girl's and Boy's group)	Teachers and data identify students that could benefit from increased education in peer interaction, reflection of positive choices and building resilience and tolerance.	Students identified by staff
Early intervention	Learning and Support Team	Early identification identifies students that may require Early Intervention for possible low-level, potentially disruptive behaviours.	Students identified by staff
Early Intervention	School Counsellor	The School Counsellor can be accessed to provide information or pathways for particular complex behaviours.	Students identified by staff
Targeted Intervention	Behaviour Support Plan (BSP)	Behaviour Support Plans create goals for students to work towards, in order to remove minor inappropriate behaviours and behaviours of concern.	Student identified by LaST/Exec
Individual intervention	Behaviour Response Plan (BRP)	Behaviour Response Plans identify potential complex and challenging behaviours to provide a planned response that will support the student and those around them.	Student identified by LaST/Exec
Individual Intervention	Behaviour Specialist / Team Around A School	A Team Around A School are the DET consultants that support schools when requested. Network Facilitators, Behavioural Specialists, Learning and Support, etc.	Student identified by LaST/Exec

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.

Broken Hill High School staff will identify inappropriate behaviour and **behaviours of concern**, including bullying and cyber-bullying, through a range of channels, for example:

- regular (weekly) data reviews from Sentral entries via wellbeing team
- 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 the 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.

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 are recorded on Sentral. These include:

Classroom	Non-classroom setting
<ul style="list-style-type: none">• rule reminder• re-direct• offer choice• error correction• prompts• reteach• seat change• Buddy classroom	<ul style="list-style-type: none">• rule reminder• re-direct• offer choice• error correction• prompts• reteach• play or playground re-direction• walk with teacher

- Binaal Room (Break/Sensory)
- stay in at break to discuss/ complete work
- conference
- detention, reflection and restorative practices
- communication with parent/carer.

- detention, reflection and restorative practices
- communication with parent/carer.

Positive Reinforcement of Desired Behaviours

Broken Hill High School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. At Broken Hill High School, we are committed to providing an engaging, safe and respectful learning environment for everyone. We teach and model behaviours we value in our students.

We take strong action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning. Our Behaviour Support and Management Plan has strong and explicit links to the Department of Education Behaviour code for students, School Community Charter and Anti-Bullying Plan.

Behaviour code for students

Information for students and parents or carers

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.

In NSW public schools students are expected, to the best of their ability, to:

- show respect to other students, their teachers and school staff and community members
- follow school and class rules and follow the directions of their teachers
- strive for the highest standards in learning
- act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- resolve conflict respectfully, calmly and fairly
- meet the school's agreed uniform policy or dress code
- attend school every day (unless legally excused)
- respect all property
- be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools
- not bully, harass, intimidate, or discriminate against anyone in our school

Schools take action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning.

All students have a right to:

- safety at school
- access and fully participate in their learning
- be treated with respect by other students, teachers and school staff
- express their views, set goals and self-advocate

The principal and school staff, using their professional judgement, are best placed to maintain discipline and provide safe, supportive and responsive learning environments and apply an appropriate action when students are not meeting these expectations.

School Community Charter

Collaborative. Respectful. Communication.


The following 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.

What our schools provide

NSW public schools work to create positive environments for students, staff and the entire school community that support student learning. We strive to ensure that every student is known, valued and cared for.

The best education happens when parents and schools work together.

The School Community Charter aligns with Our Plan for NSW Public Education.



Positive environments

It is important that our NSW public schools are positive environments and that parents and carers are kept informed of students' progress and school announcements.

Parents and carers can expect:

- To be welcomed into our schools to work in partnership to promote student learning
- Communication from school staff will be timely, positive and informative
- Professional relationships with school staff are based on transparency, honesty and mutual respect
- To be treated fairly. Tolerance and understanding are promoted as we respect diversity

Ensuring respectful learning environments for all members of NSW Public Schools communities.

ANTI-BULLYING PLAN

Broken Hill High School

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. The NSW Department of Education requires all NSW public schools to have an Anti-bullying Plan which details the strategies implemented to reduce student bullying behaviours.

Resources

The NSW anti-bullying website (<https://bullying.nsw.gov.au/>) provides evidence based resources and information for schools, parents and carers, and students. Schools are encouraged to visit the website to support whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour.

Broken Hill High School's Commitment

Our school respects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

1 School culture and inclusion

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff will actively respond to student bullying behaviour.

Our school engages in the following practices to promote a positive school culture:

1.1 Student assemblies

Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.

Date	Communication topics
Term 1	Behaviour Code for students, Year meetings discussing school values and expectations.
Ongoing	Year meetings at the beginning of each term
Term 3	10 to 12 Day assembly, National Day of Action Against Bullying
Ongoing	Monthly reminder of expectations at school assemblies

NSW Department of Education (PDE-2015-04-15-01 v1.1.2) Application from 27/01/2021
If this is a printed document, refer to the Department's Policy Library for the most recent version.

We acknowledge that not all students are encouraged by the same thing or in the same ways. Younger students may be more motivated by adult attention while older students are typically more motivated by peer attention, activities, privileges, or freedom. When learning new skills, students need immediate and frequent reinforcement and as they develop mastery they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts.

The use of verbal and non-verbal specific positive feedback is the most powerful way to:

- help adults and learners to focus on positive social behaviour
- increase the likelihood that students will use the expected behaviours and skills in the future
- decrease unexpected behaviour and reduce the need for corrective responses
- enhance self-esteem and build an internal focus of control.

The Care Continuum in Action at Broken Hill High School

	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
PBL Behaviour lessons	1. Behaviour expectations are taught and referred to regularly through our PBL core values. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules using PBL rewards.	1. Refer to school-wide PBL expectations, teachers are to give warnings using the 'least-intrusive to most-intrusive' continuum, for regulation strategies. Teacher to contact home.	1. Repeated minor inappropriate behaviours lead to referral to LST and strategies put in place to support that student. Teacher can call HT or DP for assistance.
Classrooms	2. Teachers are given the skills to assess and build a positive classroom culture of mutual respect and cooperation.	2. CT are to apply minor consequences and reminders to students that are acting outside of the classroom core values. Teacher to contact home.	2. CT appeals to HT/DP/Exec/LST for assistance with particular students who are acting against the classroom culture.
Monitoring Booklets	3. Tiered coloured Booklet system for inappropriate behaviour is entrenched and followed consistently by all staff.	3. Minor inappropriate behaviours are 'nipped in the bud' by placement on CDMS (classroom discipline monitoring system) system. Teacher to contact home.	3. Continuation/escalation of minor behaviours are moved through the system with consequences becoming more severe. (See attachment)
PBL Rewards	4. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on Sentral system.	4. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied.	4. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on Sentral and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.
Parent contact	Teacher contact through Sentral or phone calls/email home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at weekly school assemblies.	Teacher contacts parents by phone/email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.	Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST, Clontarf school counsellor, outside agencies or Team Around a School.

Responses to serious behaviours of concern

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.

At Broken Hill High School, in the event of a serious behaviour of concern, the following options are considered:

- ensuring the safety of **all** students and staff
- exploration and investigation into the nature of the behaviour (statements, causes, other factors surrounding the behaviour)
- contact and meetings with parents
- contact and meetings with specialists
- investigation and agreement on appropriate courses of action moving forward (in regards to BSP, BRP, consequences, changes to routine, etc.)

When a student's behaviour causes concern and does not reflect the school's values and is in breach of the school's processes and procedures, the behaviour will be managed depending on the level of misbehaviour.

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](#).

Detention, reflection and restorative practices

- To ensure the safety and wellbeing of all Broken Hill High School students and staff, as well as provide an educational environment where all students can achieve and succeed, it is essential that behaviour is managed appropriately. Where students do not respond positively to the standards and expectations of the school, it may be necessary to apply a fair, reasonable and proportionate action.
- Detention and reflection meetings are a planned consequence that involves a single student, or group of students, generally being in a designated room or area. The purpose of these is to support the student to reflect on their behaviour, review expectations and coach prosocial skills. The student is always supervised in the room by at least one adult and the student is not left alone at any time.
- Detention and reflection should never take place in rooms where doors that are blocked, locked or closed in any way that prevents a student from freely leaving the space.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection meeting – a debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Same day, next day at either lunch or recess break	Executive	Documented in Sentral
Alternate play plan – withdrawal from classroom/playground and development of classroom/playground plan to separate from certain other students or a play area.	Dependent on incident/issue	Executive	Documented in Sentral
Restorative practice – <u>peer mediation</u> or <u>circles</u> in groups	Scheduled for either lunch or recess break	Executive	Documented in Sentral
Monitoring Booklets (Blue, Yellow, Red)	Same day, 3 days	Executive	Documented in Sentral

BHHS Sequence for Student Behaviours

BHHS Sequence for Student Behaviours (Staff)

Positive Behaviours	Be Respectful At Broken Hill High School we: <ul style="list-style-type: none"> Follow all staff instructions. Always use our manners. Always use appropriate language. Remove our hats and hoods. Conduct ourselves in a safe and respectful manner. 	Be Responsible At Broken Hill High School we: <ul style="list-style-type: none"> Wear the correct and appropriate school uniform. Are on time for class and line up quietly. Bring the correct equipment to class. Work to the best of our ability and seek help when needed. Finish all food and drink before entering the buildings. 	Be Cooperative At Broken Hill High School we: <ul style="list-style-type: none"> Keep our phones away during the day. Accept other students' right to learn and have their say. Move on the left hand side of stairwells and corridors. Use toilets appropriately. Be understanding of the needs of others. 	Rewards <ul style="list-style-type: none"> Positive praise. B'Hillians. Positive contact home. Faculty merits. Reward activities.
	Low Level Misbehaviour	Classroom Teacher Responsibilities <ul style="list-style-type: none"> Not following instructions. Truancy - partial/whole lesson. Not engaged in class activities. Disrespecting others and their property. Failure to bring equipment/destroying borrowed items. Using electronic devices. Inappropriate language/swearing. Failure to complete work. Bullying. 	Banned Items including: <ul style="list-style-type: none"> Electronic items in class. Energy drinks. Hats/hoods on in class. Lighters. Aerosol cans. Food and drinks in class (excluding water). Chewing gum. Lasers. 	Example Consequences <ul style="list-style-type: none"> Verbal warning. Explain choices / reinstate BHHS expectations. Seating plan. Time out. Contact home. Wellbeing and CDMS entry. Send to the Head Teacher if behaviour escalates.
	Medium Level Misbehaviour		Head Teacher Responsibilities (in accordance with CDMS) <ul style="list-style-type: none"> Continued low level behaviour. Continual refusal to follow instructions. Refusing to enter/stay in the classroom. Whole period truancy. Inappropriate language/swearing. Disturbing the learning of others. Excessive or repeated graffiti/damage to, or theft of equipment. 	Example Consequences <ul style="list-style-type: none"> Head Teacher detention. KLA monitoring card. Contact home. Isolation from peers (CDMS). Letter of concern. Referral to wellbeing team. Referral to Deputy Principal if behaviour escalates.
	High Level Misbehaviour		Principal/Deputy Principal Responsibilities <ul style="list-style-type: none"> Persistent disobedience (CDMS). Verbal abuse of a teacher. Assault/violence. Ongoing intimidation/harassment/bullying. Vandalism/theft. Possession of major banned items (eg. alcohol, drugs, cigarettes, weapons). Students under the influence of drugs. Bullying. Inappropriate filming and distribution of students/staff 	Example Consequences <ul style="list-style-type: none"> Contact home. Monitoring card. Suspension warning. Suspension. Interagency involvement. Police involvement. Alternate education options. Expulsion.

Review dates

Last review date: 7/02/2025

Next review date: 12/12/2025