Bulli High School Behaviour Support and Management Plan

Overview

Bulli High School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

The principles of positive behaviour support trauma-informed practice, inclusive practice, and social emotional learning that underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

Key programs prioritised and valued by the school community are Wellbeing Assemblies, Stymie, Orientation and Transition programs, Careways and Individual Behaviour Support Plans.

Partnership with parents/carers

Bulli High School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by consulting with our P&C, AECG and student body via our SRC.

Bulli High School will communicate these expectations to parents/carers by regular School Bytes and weekly Newsletter communications, Parent Seminars aligned with P&C meetings, the ASPIRE merit system that also informs parents of their child's attainment, Positive Recognition Letters, AECG meetings and Individual communication when required.

Promoting and reinforcing positive student behaviour and school-wide expectations

Bulli High School has the following school-wide rules and expectations based on our values of Respect, Responsibility and Integrity:

Bulli High School Core Values	
RESPECT *Students have regard for themselves and others, authority and diversity and accept the right of others to hold different or opposing views.*	**Students who are respectful:** • Treat others with dignity • Follow all staff instructions: "First time, every time" • Speak, listen, and behave courteously • Co-operate with others • Are aware of others' personal space • Develop positive and respectful online and face-to-face relationships and think about the effect on relationships before acting • Value the interests, abilities, and culture of others • Take care of property • Care for our school and local community environment
RESPONSIBILITY *Students are accountable for their actions towards themselves, others and the environment.*	**Students who are responsible:** • Attend school everyday • Arrive at school and class on time • Are prepared for every lesson • Actively participate in learning • Adhere to the mobile device policy by turning their phone off and leaving it in their bag from gate-to-gate • Aspire and strive to achieve the highest standards of learning
INTEGRITY *Students are consistently honest and trustworthy.*	**Students who act with integrity:** • Model and follow school and class codes of behaviour and conduct • Dress appropriately by following the school uniform code • Negotiate and resolve conflict with empathy • Take personal responsibility for behaviour and actions • Care for self and others • Avoid dangerous and harmful behaviour, and encourage others to avoid dangerous and harmful behaviour • Support and celebrate the success of others • Show courage as upstanders

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

- Strong teacher/student relationships.
- Explicit teaching and modelling of specific skills including behaviour expectations and social skills.
- Communication with parents around school expectations.
- Class based systems of expectations and positive reinforcement.
- Consistent teacher expectations, routines, modelling and responses to behaviour.
- Curriculum links, particularly in PDHPE (including respectful relationships), and personal and social capabilities in all syllabi
- Liaison with previous teachers, schools within the COS Network and external paraprofessionals

Social skills programs, role play, drama activities and Peer Mentoring.

Behaviour Code for Students

The Behaviour Code for Students can be found at Behaviour Code for Students (nsw.gov.au). High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

Whole school approach across the care continuum

Our school embeds student wellbeing and positive behaviour approaches and strategies across the care continuum. Staff at Bulli HS respond to behaviours of concern, including bullying and cyberbullying behaviour. Behaviours that do not constitute bullying include mutual disagreements or isolated incidents.

These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships. These practices include:

- explicitly teaching classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- actively supervising students
- maximising opportunities for active engagement with learning
- providing carefully sequenced engaging lessons that provide options for student choice
- differentiating learning content and tasks to meet the needs of all learners.

Whole School Approach - Behaviour

Care Continuum	Strategy or Program	Details	Audience
Prevention	Staff Professional Learning	Psychological First Aid & Supporting students with ADHD in the classroom.	Staff
Prevention	Classroom Management	Clear expectations provided in classrooms and student diary	All Students
Prevention	Peer Support	Year 10 student leaders are trained and then implement a student-centred program to support school values and transition for Year 7 students	All Students
Prevention	ASPIRE Subject	A fortnightly lesson for Year 7 students to support behaviour, wellbeing and motivation.	All Students
Prevention	Transition 6 into 7	Professional meetings with PS teachers, class booklets created to guide staff in individual student needs	All students
Prevention	Be Wise Education	This seminar encourages students to be vocal upstanders and seek support when violence may be threatened.	All Students
Prevention	Year 7 Think - Cyberbullying Presentation	A school developed seminar to address and challenge student notions of appropriate online communication.	All Students
Prevention	Year 12 Mentor Program	Senior students nominate and are assigned a teacher mentor for support	All Students
Prevention	Rock and Water	a psycho-physical social skills program that teaches self-awareness and self-control	All Students
Early Intervention	Police Talks	Discussions that address issues around social media, safe behaviours and community concerns	Some Students
Early Intervention	SSO	Use of regulation strategies to support students with self-management of behaviour.	Few Students
Early Intervention	Peer Mediation	Peer centred discussions to support student conflict	Few students
Early Intervention	Social Skills	Small group supports, primarily supporting neurodiverse students with behaviour regulation	Few students

Care Continuum	Strategy or Program	Details	Audience
Targeted Intervention	Mindfulness and movement breaks	Used as a class strategy to support a small group of students in a targeted literacy class.	Some Students
Targeted Intervention	Address behaviours of a racial nature	Referral to school ARCO	Few Students
Targeted Intervention	Behaviour Plan	Specific classroom and management strategies to improve behaviours	Few Students
Targeted Intervention	Support Services Warilla Office	Specific classroom and management strategies that engage with parents and external supports to improve behaviour	Few Students
Targeted Intervention	Safety Plans & Risk Management Plans	Personalised plans, with appropriate interventions, to provide additional support and guidance for identified students	Few Students
Targeted Intervention	Reboot	A SSO run program to support students during and upon return from suspension	Few Students
Targeted Intervention	Illawarra Drug and Alcohol workshops	A targeted program to engage young people at risk of drug and alcohol substance abuse.	Few Students

Whole School Approach - Wellbeing

Wellbeing Continuum	Strategy or Program	Details	Audience
Universal	Wellbeing Assemblies	Messages delivered fortnightly by YA's to promote pro-social behaviours	All Students
Universal	Online Wellbeing Hub	24/7 support for topic issues that address all domains of student wellbeing. Includes online self-referral processes.	All Students
Universal	Marina Bailey	Former school psychologist, Marina Bailey, delivers a parent workshop on how to support young people as they transition into and through high school. Family values and managing peer conflict are also addressed	Parents
Universal	ASPIRE Subject	A fortnightly lesson for Year 7 students to support behaviour, wellbeing and motivation.	Year 7
Universal	Breakfast Club	Run Monday, Wednesday and Friday mornings. A free support to promote positive nutrition in a supportive environment.	All Students
Universal	Life Ready	Address issues around travel safety, safe relationships and drugs and alcohol to inform students of healthy preventative practices.	Stage 6
Universal	Year group camps	Promoting peer communication and positive peer connections in an environment that promotes challenge through choice.	Year 7 Students
Universal	RUOK Day	Workshops and Morning Tea to promote peer check in support and guidance in relation to positive mental health.	All Students
Universal	Toxic Vaping	Addresses the physical health and legal implications of tobacco use whilst promoting positive peer communication.	Year 7 & 8 Students
Universal	Travel Safety	Presentations and workshops with Trains NSW and Police Transit to promote safe travel via E-bikes and public transport.	All Students
Universal	ASPIRE Reward Days	Recognition of student achievements through our ASPIRE merit system.	All Students
Universal	Alcohol Workshop	External providers Gibber provide education through a theatrical performance.	Year 8 & 9 Students
Universal	Harmony Day	Promoting inclusive practice and celebration of culture	All Students
Universal	YAM	Youth Aware of Mental Health program run concurrently with school-based	All Year 9 Students

Wellbeing Continuum	Strategy or Program	Details	Audience
		workshops on positive peer communication and resilience.	
Universal	BATYR	Seminar to break down stigmas of mental health.	Year 9 & 10 Students
Universal	Transition Parent Workshops	Parent seminars to address challenges and supports available to promote collaborative practice.	Year 6 Parents
Universal	SRC Pride Month	Promotion and celebration of LGBTQI young people in our community	All Students
Universal	Recognition Letters	Parent communication to acknowledge student achievement in the classroom and recognition of engagement with the ASPIRE merit system.	All Students
Universal	School Immunisation program	A support for physical wellbeing run in conjunction with NSW Health	Year 7 & 10 Students
Universal	Tomorrow Man & Tomorrow Women	Workshops focusing on developing respectful relationships, consent, and positive masculinity and femininity.	Year 9 Students
Targeted	Run Beyond	A running and fitness program designed to improve physical and mental wellbeing through consistent physical activity.	Some Year 7 Students
Targeted	Woolyungah	A cultural and mentoring workshop program at our school that has a strong cultural focus and is designed to inspire and motivate Aboriginal young people about the importance of education.	Aboriginal and Torres Strait Islander young people
Targeted	Careways Girls program	External program focusing on topics such as domestic violence, healthy relationships, social media and bullying	Year 8 female students
Targeted	Scripture	Voluntary faith-based sessions providing spiritual support and guidance.	All Students
Targeted	School Counsellor	Provides individual and group counselling support to meet the social, emotional and behavioural needs of students.	Some Students
Targeted	SSO	School Support Officers provide individual and group assistance with student wellbeing needs.	Some Students
Targeted	Skittles	Run twice a term to support LGBTQI young people	Some Students
Targeted	IWD	International Women's Day celebrations and events promoting gender equity	Senior Female Students

Wellbeing Continuum	Strategy or Program	Details	Audience
		and empowerment.	
Targeted	Year 9 Wellbeing Day	A dedicated day with gender based workshops and activities focusing on mental health, resilience and life skills specific to Year 9 students.	Year 9 students
Targeted	Duke of Ed	An outdoor education and leadership program aimed at building resilience, independence and community engagement.	Some Students
Targeted	Need a Feed Excursion	An excursion to provide access to food relief and support services, promoting nutrition and social connection.	Some Students
Targeted	SRC Leadership Workshops	Training and skill development for Student Representative Council members to build leadership capacity.	Some Students
Targeted	Transition visits	Extra transition visits and support sessions for students requiring assistance moving into Bulli HS	Some Students
Targeted	COS Genius Days	Days focused on creativity, opportunity, and skills development through engaging workshops and activities	Some Students
Targeted	Desserts	Stressed backwards. Workshops and support groups focusing on stress and anxiety management using mindfulness and relaxation techniques.	Some Students
Intensive	Engagement with CAYMHS	Collaboration with the Child and Adolescent Mental Health Services to support students with significant mental health needs.	Few Students
Intensive	SYFS	Support with Southern Youth Family Services offering intensive case management and family support.	Few Students
Intensive	Young offenders & Youth Justice program	Targeted interventions and support for students involved in the justice system to promote rehabilitation and positive life choices.	Few Students

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. Bulli 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
- re-teach
- 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

Bulli 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
Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice.	Refer to school-wide expectations.	Classroom teachers to manage then refer to executive staff members as required
Verbal and non-verbal specific positive feedback is provided. Student recognition of merits is used to recognise positive behaviours	Use indirect responses e.g. proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	HT/DP/CT to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirecting to another area or activity, providing reassurance or offering choices. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Parents are notified by teachers as required. Student awards for positive behaviour are available to view online by students and parents	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. CT Monitoring Cards. HT Monitoring Cards DP monitoring Cards	Parent/carer contact is made by HT/DP to discuss any support and behaviour responses, including referral to the wellbeing team, LST, school counsellor, outside agencies or Team Around a School.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Sentral. These may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the HT Wellbeing/Learning Support or suitable staff member within those teams
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- detention, reflection and restorative practices
- liaise with Team Around a School for additional support or advice
- communication and collaboration with parents/carers (phone, email, meeting)
- formal caution to suspend, suspension or expulsion.

The NSW Department of Education Student Behaviour Policy and Suspension and Expulsion Procedures apply to all NSW public schools.

Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the Incident Notification and Response policy; Student Behaviour Policy and Suspension and Expulsion Procedures.

Students and/or parents/carers can report cyberbullying to the eSafety Commissioner. Reporting links for most sites, games and apps can be found at the eSafety Guide.

Detention, reflection and restorative practices

Toilet and food 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/developmental level of the student.

Action	When and how long?	Who coordinates?	How are these recorded?
Self-Directed Time Out Wellbeing Care Card	DP Quad for Triage	DP	Sentral
Peer Mediation	As required	Via DP, HT Wellbeing	Sentral
School Counselling	Students, Staff and Parent Referral Process	School Counsellors	Sentral
SSO Supports	Student and Staff Referral Process	SSO	Sentral
Wellbeing Team Counselling	Students and Staff Referral Process	YA, HT Wellbeing,	Sentral
Behaviour Support Plans	Ongoing and regularly reviewed	DP	Sentral
Faculty Detention	When required	CT & HT	Sentral
After School Detention	When required	HT & DP	Sentral

Reviewing dates

Last review date: 16th December 2025

Next review date: 16th December 2026

Behaviour Management Process

Classroom

Behaviour concern

Teaching strategies + consequence
Behaviour Management Flowchart

Ongoing pattern of behaviour

Teaching strategies and consequence
Record consequence and outcome on Sentral
Phone call home
Student conference discussing expectations and behaviour
Classroom monitoring card (green)
Phone call home at end of monitoring

Persistent behaviour of concern (unsuccessful monitoring) or HT Managed incident/s

Head Teacher

HT meet with student (recess/lunch/after school)
Reinforce expectations & consequences
HT call parents & record on Sentral
HT monitoring card (yellow)
Phone call home at end of monitoring

If a student is on 3 HT monitoring cards at the same time

Persistent behaviour of concern (unsuccessful HT monitoring) or DP Managed incident/s

Deputy Principal

Formal Caution & consequence
DP monitoring card (orange)
Phone call home
Excursions or events - Risk Assessment
Referred to LS and Wellbeing

Possible next steps, depending on circumstances

Student & parent meeting
Behaviour support plan
Transition planning
External agency support
Suspension

Unsuccessful monitoring may include multiple ones or lack of completion of card. This may be escalated at any point at the discretion of the Head Teacher