

School Behaviour Support and Management Plan

Overview

The Secondary College of Languages is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged in their learning.

Our goal is to inspire every child to participate positively in society and connect with their heritage language and their communities. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful learners in a caring and inclusive learning community. The SCL is an inclusive environment, which affirms diversity and respects difference. Every student is known, valued and cared for.

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

Our processes are founded on the idea that students must learn to take responsibility for their own actions and to ensure all staff respond to these challenges consistently to support students to acknowledge and learn from their actions.

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

Key programs

- Newsletters acknowledging student achievements
- Assemblies (including Harmony Day)
- Harmony Day and Education Week celebrations
- Merit award recognition system
- Leadership programs (SRC and Prefect Teams at some campuses)
- Participation in external opportunities (MLTA Linguafest, Korean speech contest)
- Language excursions

The SCL promotes and reinforces positive student behaviour and college-wide expectations through:

- Readiness for learning
- Respect for people, privacy and property
- Responsibility for own actions

The SCL uses the following strategies to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- Responsive classroom approach
- Restorative practice

These programs prioritise social and emotional learning which supports good mental health, positive relationships and prevention of bullying.

Partnership with parents and carers

The Secondary College of Languages partners with families in establishing expectations for parent engagement in developing and implementing student behaviour management strategies, including for bullying behaviour by:

- **Surveys and Feedback:** inviting feedback from families and students through formal and informal methods, including surveys and parent/carers - teacher interviews and using feedback from concerns raised through the complaints procedures to improve school systems and practices.
- **Communication:** keeping parents/carers updated via newsletters, emails and the SCL website. The Secondary College of Languages website provides links to further information and resources in the [Behaviour support toolkit](#).

School-wide expectations and rules

The Secondary College of Languages has established the following expectations:

Safe	Respectful	Learner
Follow instructions to stay safe	Show respect to everyone at all times	Attend school every Saturday and on time (unless legally excused)
Follow the SCL and class rules	Resolve conflict respectfully, calmly and fairly	Come prepared for every lesson
Report hazards to staff	Respect differences in others	Participate actively in class and activities
Move safely around the campus	Care for school, community and personal property	Complete tasks with integrity
Use technology responsibly and respect everyone's rights and privacy	Follow the directions of staff	Ask for help when needed
Be safe and non-violent. Do not bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools	Show pride by meeting the school's agreed dress code	Strive for your personal best and the highest standards of learning

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 across the care continuum and responds 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 clear and consistent routines for students to follow
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour

- actively supervising students
- maximising opportunities for students to be actively involved in learning
- providing well-planned, engaging lessons with appropriate options for student choice
- differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Teaching Expectations	At the SCL, teachers clearly explain and teach students college expectations around behaviour	Students
	Interactive modelling	At the SCL we consistently use interactive modelling to clearly show and practise positive behaviour with students as well as provide support to students	Students
	Zones of Regulation	This strategy teaches students self-awareness and strategies to self-regulate emotions using a structured framework	Students
	Merit Award Recognition system	The SCL has a three-level merit system, where positive behaviour is rewarded with merit certificates. Student achievement is also celebrated through the SCL newsletter and the presentation of awards in class and whole school assemblies	Students, parents/carers
	Communication with parents/carers	Regular communication with parents/carers increases their understanding of how college expectations and how we address all forms of behaviour	Students, parents/carers
	Restorative Practices	We encourage strategies to build and maintain positive relationships that include restorative talks, and positive calls or letters home to celebrate student achievements	Staff, students, families
Early intervention	Response to Intervention (RTI)	We use a multi-tiered system to identify students who require extra support including small group instruction and progress monitoring.	Students identified as needing additional support
	Brain Breaks	Short, intentional breaks during class time reduce stress, help students focus and support positive behaviour	Students showing early signs of dysregulation or stress
	Ready to Learn Plans	Individualised plans outline specific learning goals and strategies to help students stay on track and focussed.	Students who need additional

		The SCL Assistant Supervisor to share the plan with the day school	behavioural and learning support
	Family Engagement	We regularly communicate with parents/carers, providing resources and support for behaviour management at home.	Students needing additional support, in partnership with their parents/carers
Targeted intervention	Consistent consequence	At the SCL, teachers and staff clearly explain and fairly apply consequences for misbehaviour so that students are aware of expectations	Students
	Students of concern	Students of concern (either behavioural or otherwise) are monitored by the teacher and Campus Executive. There are regular check ins to ensure that issues have been resolved	Students
	Learning and Support	Campus Executive works with students who require personalised learning, and support them in setting set and long-term goals	Students
Individual intervention	Logical consequence	The SCL uses logical consequences linked to misbehaviour to help students reflect on and understand their actions, and make better choices	Students with significant behavioural challenges
	<u>Attendance monitoring</u>	We collaborate with students and their parents/carers to address barriers to improve attendance	Students, parents/carers
	Access to Day school Counselling/Chaplin	We work with our students 'day schools to provide mental health support and counselling for students dealing with academic, social, emotional, or family challenges	Students requiring support
	Referral to External Agencies	We work with our students' day schools to refer students and their parents/carers to external resources for additional support beyond what the school can provide, ensuring a comprehensive support network.	Students and parents/carers needing specialised support beyond the school's resources
	<u>Individual behaviour support planning</u>	This may include developing, implementing monitoring and reviewing behaviour support, behaviour response and risk management plans.	Students needing modified attendance due to behavioural or wellbeing issues,

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

Planned responses to behaviour that does not meet school expectations are either by the teacher or by the Campus Executive. Staff use their professional judgement to decide, based on the seriousness of the behaviour, whether it will be managed by the teacher or Campus Executive.

A “behaviour of concern” is a serious or unsafe behaviour that requires additional support. See Appendix 1.

Teacher managed – low level inappropriate behaviour is managed by teachers in the classroom and playground.

Campus Executive managed – behaviour of concern is managed by Campus Executive.

Corrective responses by teachers may include:

- rule reminder
- re-direct, offer choice or error correction
- reminder of logical consequences
- prompts
- reteach
- seat change/play or playground re-direction
- stay in at break to discuss/complete work/walk with teacher
- conference
- detention, reflection, and restorative practices
- communication with parent/carer

Responses to serious behaviours of concern

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

- review and document incident
 - determine appropriate response/s, including supports for staff or other students impacted
 - refer the student to the Campus Executive
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
 - detention, reflection and restorative practices (listed below)
- communication and collaboration with parents/carers (phone, email, school 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.

To effectively support positive student behaviour, address minor issues and handle more serious concerns, the SCL uses a variety of strategies. The table below outlines our approach for prevention, early intervention, and individual support.

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
Teacher expectations: Clearly explain and teach students the expectations around behaviour of the college	Reference to school wide expectations: Remind students of whole school rules to provide opportunities to change behaviour	Students of concern: Support provided by Campus Executive if there is a risk ASAP and before the end of the school day.
Positive Reinforcement: Use praise and merit certificates to encourage and reinforce positive behaviour.	Restorative Chats: Engage in brief restorative conversations with students to address minor behavioural issues before they escalate.	Logical consequence: Use logical consequences linked to misbehaviour to help students reflect, understand their actions, and make better choices. Discussions are recorded on Behaviour / wellbeing (DEMS)
Restorative Practices: Reset negative; assign group activities and assign a buddy to build relationships and create a supportive school climate.	Brain Breaks: Use short breaks to help students manage stress and refocus during lessons.	Individual student planning: Implement individualised plans tailored to address specific behaviours of concern.
Interactive modelling: Use interactive modelling to clearly show and practise positive behaviour with students as well as provide support to students	Zones of Regulation: Support students in recognising and managing their emotions using self-regulation strategies.	Restorative Conferences: Facilitate conferences to address serious incidents, repair harm, and develop strategies for future positive behaviour.
Zones of Regulation: Use self-awareness and strategies to self-regulate emotions	Ready to Learn Plans: Develop individualised plans to support students in managing their behaviour and re-engaging with their learning.	Day School Counselling and External Referrals: Contact student's day school to ask for assistance with access to school counselling services and refer students to external agencies for additional support if needed.
Teacher-parent/carer contact	Teacher-parent/carer contact	Executive-parent/carer contact
Engagement with parents/carers: Parents/carers are automatically notified via phone when intermittent and infrequent reinforcers are recorded on Behaviour / wellbeing (DEMS) system. Student awards for positive behaviour through the Merit award recognition system. are given at regular campus assemblies.	Engagement with parents/carers: Parents/carers are contacted by phone or email when a range of corrective responses have not been successful. Individual planning and referral to the campus executive team may be discussed.	Engagement with parents/carers: Parent/carer contact is made by Supervisor/ Assistant Supervisor to discuss any support and behaviour responses, including referral to outside agencies or Team Around a School. A discussion may also occur on further action e.g. formal caution/suspension.

Responses to serious behaviours of concern

The Secondary College of Languages adopts a structured and proactive approach to managing serious behaviours of concern, prioritising the safety and wellbeing of all students and staff. Our response process includes the following steps:

1. Incident Management:

- **Immediate De-escalation:** All staff use strategies to diffuse difficult situations and ensure the safety of all individuals involved.
- **Assessment and Support:** Staff assess the student's needs and offer support to help them regain control, which may include moving the student to a safe, supervised area for reflection and calming.
- **Involve Campus Executive:** If the behaviour poses a significant risk, executive staff are informed to assist in managing the incident.

2. Communication:

- **Document the Incident:** All serious incidents are documented in DEMS, including details of the behaviour, interventions used, and outcomes.
- **Inform Parents/Carers:** Parents/carers are promptly informed of the incident and the college's response.
- **Team Debrief:** Staff involved will participate in a debriefing session to review the incident, identify triggers, and plan for future support.

3. Intervention:

- **Ready to Learn plans:** Develop and implement a RTLP tailored to the student's needs, if not provided by day school, outlining strategies to prevent recurrence.
- **Restorative Practices:** Conduct restorative conferences to address the impact of the behaviour, repair harm, and develop strategies for future positive behaviour.

4. External Support and Referral:

- **External School Counselling and External Agencies:** Contact student's day school to provide access to school counselling services and refer to external agencies if necessary for additional support.
- **Modified Enrolment or Learning Environment:** In some cases, adjust the student's learning environment to support their needs.

5. Compliance: The SCL follows the **NSW Department of Education Student Behaviour Policy and Suspension and Expulsion Procedures** in all responses.

6. Review and Follow-up:

- **Monitor Progress:** Regularly review the student's progress and adjust the RTLP as needed.
- **Engagement with parents/carers:** Engage with the student's parent/carer to ensure a consistent approach to behaviour support at school and home.

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, where there is a clear and close connection between the school and students' conduct.

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.

Reporting and recording behaviours of concern

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

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

Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](#) and reporting links for most sites, games and apps can be found at the [eSafety](#) Guide

Detention, reflection and restorative practices

Toilet and food breaks are always included when students are withdrawn from class or the playground as a planned response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

The SCL uses various strategies to help students reflect on their behaviour and repair relationships, ensuring they are age-appropriate and support the student's wellbeing, including regular food and toilet breaks when needed.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Breaktime Reflections and Student Reflection sheets	Post-incident, Breaktimes – 15 minutes	Campus Executive, teachers	Behaviour / wellbeing system (DEMS)
Alternate break plan	Next break, 10-15 minutes	Classroom teacher or Campus Executive	Recorded in DEMS (Behaviour/ Wellbeing system) including discussion topics and outcomes.
Restorative conversations	Scheduled as soon as all involved are available, 10-15 minutes	Campus Executive	Behaviour / wellbeing system (DEMS)
Detention issued to students for consistently failing to abide by the SCL school wide expectations and rules	Scheduled for after class as soon as all involved are available	Campus Executive issues a detention slip to the student. Attendance is recorded by supervising executive member/ staff member.	Detention letters are issued to the parent/carer, and an electronic record is also kept on DEMS
Formal caution to Suspend	Valid for 50 days	Campus Supervisor (after consultation with the Principal)	Email or hard copy letter is issued to the student and their parent/ carer and school record is kept on DEMS
Suspension	Up to 10 days	Principal (after consultation with the Campus Supervisor)	Email or hard copy letter is issued to the student and their parent/ carer and school record is kept on DEMS
Suspension Resolution Meetings	First day back at the SCL following a suspension, involving the Campus Supervisor the suspended student and their parent/ carer, typically 10-30 minutes.	Campus Supervisor	Documented in the Suspension Resolution Meeting Document / DEMS entry

Partnership with parents/carers

The Secondary College of Languages partners with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies.

The Secondary College of Languages communicates these expectations to parents/carers by email, newsletters to parents and carers. These expectations are also available on the SCL's website.

Parents/ carers can access documents related to this policy in Language, through the NSW Department of Education website, translated documents section.

School Anti-bullying Plan

The SCL's anti-bullying plan is available at 1. [SCL Anti-bullying plan](#)

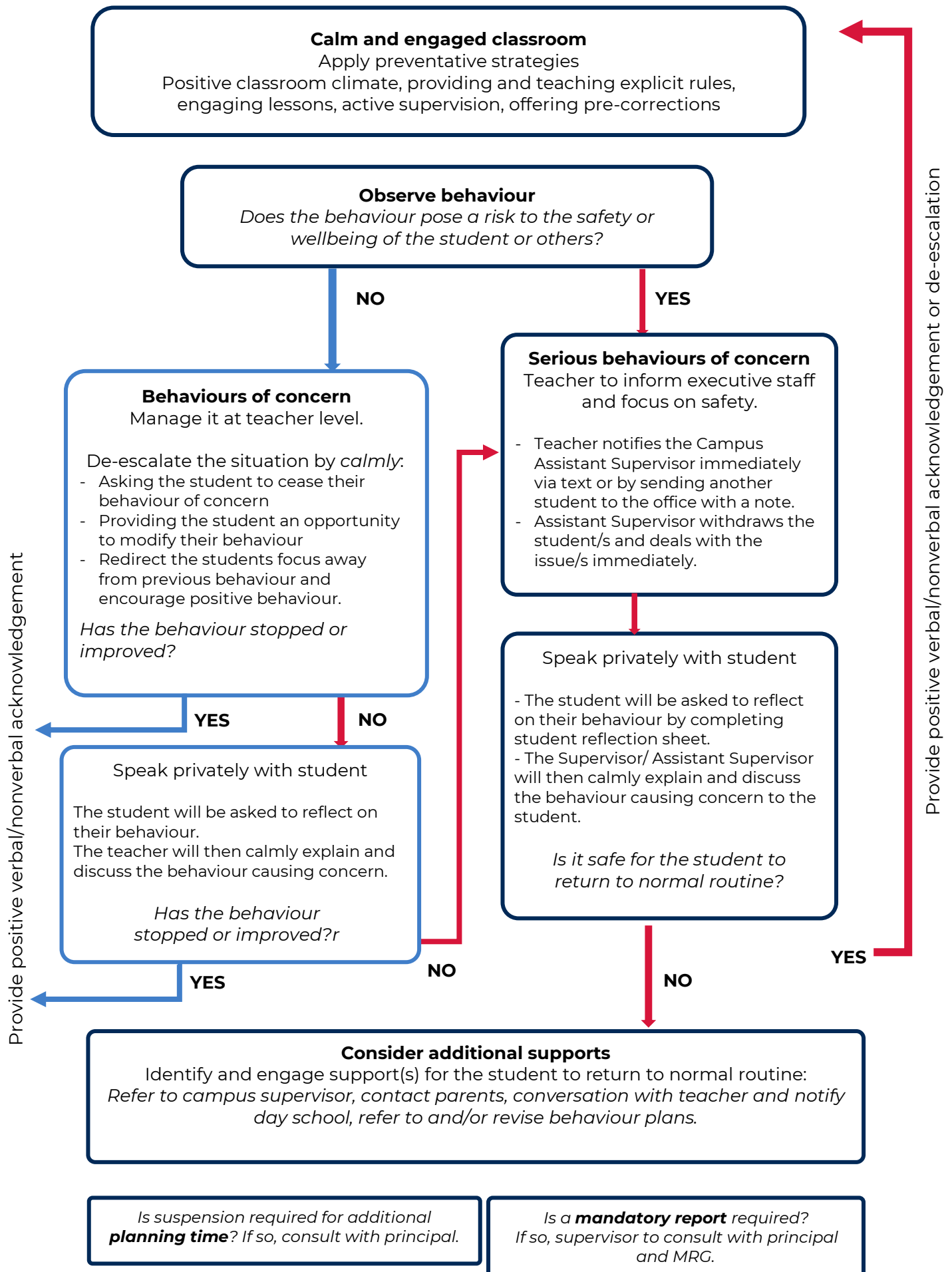
Refer to the [Bullying of Students – Prevention and Response Policy](#) and Anti-bullying Plan, [School well- being policy](#)

Reviewing dates

Last review date: Day 1 Term 1, 2025

Next review date: Day 1 Term 1, 2026

Appendix 1: Behaviour management flowchart



Appendix 2: Bullying Response Flowchart

