



School Behaviour Support and Management Plan Blaxland High School

Overview

Blaxland High School 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. 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 learning community.

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 harm and learn from their behaviour.

In supporting student development, key approaches and programs prioritised and valued by the school community include:

- **Resilience development:** A program focused on building resilience among students, helping them navigate challenges with confidence and strength.
- **Peer Mediation:** A student-led initiative that empowers peers to resolve conflicts and foster positive relationships within the school community.
- **Partnerships with Local Community Groups:** Collaborative efforts with local organizations to provide additional support and resources for our students' wellbeing.
- **Strong Student Voice:** Ensuring that students actively participate in decision-making processes, contributing to a school culture that values and respects their perspectives.
- **Wellbeing Programs and Events:** A scoped and sequenced approach to wellbeing, offering programs and events from Year 6 to Year 12, including collaboration with external providers to support students' mental health and emotional development.

These programs emphasise resilience, community engagement, and student empowerment, fostering an environment where students thrive emotionally, socially, and academically.

Partnership with parents and carers

Blaxland High School will partner with families to establish expectations for parent engagement in developing and implementing student behaviour management strategies, including addressing bullying behaviour by:

- **Inviting Families and Student Feedback:** Gathering input through both formal and informal channels, such as community and school surveys, consultation and partnership with the school’s P&C Association and local AECG and hosting a range of events to develop strong links and partnerships with parents, carers and community
- **Using Concerns Raised Through Complaints Procedures:** Reviewing and refining school systems, data, and practices based on feedback from complaints to ensure they effectively support student behaviour management.

Blaxland High School will communicate these expectations to parents and carers through the school newsletter, website, and during parent and carer evenings. These events will also provide opportunities to share information and resources, fostering a collaborative approach to student behaviour management.

School-wide expectations and rules

At BHS we achieve success by being:	In the classroom we achieve success by:	In the whole school we achieve success by:	In the community we achieve success by:
Safe	<ul style="list-style-type: none"> ➤ Turning mobile phones off and away in bags ➤ Maintaining a safe classroom environment ➤ Following the Department and School’s Technology policy ➤ Following the Department’s Work, Health and Safety guidelines 	<ul style="list-style-type: none"> ➤ Using areas of the school appropriately and following Positive Behaviour for Learning rules for each learning space ➤ Moving sensibly around the school ➤ Ensuring everyone has the right to feel and be safe ➤ Showing integrity and making ethical decisions 	<ul style="list-style-type: none"> ➤ Behaving safely, considerately and responsibly when travelling to and from school ➤ Following the school’s safety guidelines at external activities ➤ Making safe and ethical decisions for your online presence ➤ Being considerate of your community’s safety

At BHS we achieve success by being:	In the classroom we achieve success by:	In the whole school we achieve success by:	In the community we achieve success by:
Respectful	<ul style="list-style-type: none"> ➤ Listening and following teacher's instructions ➤ Wearing the correct uniform including practical and sport uniform when appropriate ➤ Showing respect for staff and peers ➤ Treating one another with dignity ➤ Communicating with respect 	<ul style="list-style-type: none"> ➤ Respecting diversity and identity ➤ Being courteous and well mannered ➤ Cooperating and communicating with respect ➤ Being a positive role model ➤ Taking pride in yourself, others and your school 	<ul style="list-style-type: none"> ➤ Being a positive ambassador ➤ Wearing the correct school uniform ➤ Maintaining a positive image of Blaxland High School ➤ Showing respect to the general public
Learner	<ul style="list-style-type: none"> ➤ Arriving to class on time and being prepared to learn ➤ Having the necessary equipment for theory and practical classes ➤ Following class rules ➤ Being an active and engaged learner ➤ Striving for your personal best ➤ Challenging yourself ➤ Completing classwork and homework to a high standard 	<ul style="list-style-type: none"> ➤ Being a creative and critical thinker ➤ Respecting your peers' right to learn ➤ Valuing and celebrating learning ➤ Encouraging others to succeed ➤ Being a committed and encouraging team member ➤ Be the best independent learner that I can be 	<ul style="list-style-type: none"> ➤ Displaying good sportsmanship and honour ➤ Aspiring to connect, succeed and strive for your success

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 promotes student wellbeing and positive behaviour through evidence-based strategies that foster engagement, respectful relationships, and a safe learning environment. These include clear expectations, positive reinforcement, active supervision, and tailored learning approaches to meet diverse student needs.

Blaxland High School's care continuum encompasses a wide range of programs to support student wellbeing and engagement. This includes the provision of a diverse and extensive cocurricular programs open to all students to develop engagement, positive relationships, personal growth and success.

Targeted and individual interventions focus on providing additional support where needed. This includes mentoring, support networks, restorative practices, and programs like the LGBTQIA+ Network, Aboriginal Education initiatives, and tailored roll calls. Together, these strategies foster a safe, inclusive, and supportive environment for all students.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Student behaviour code	Collaborative development and teaching of school behaviour matrix and school procedures	Staff Students Parents and carer
	Wellbeing programs	Scope and sequenced wellbeing programs for years 6 -12 to develop and support positive relationships, engagement, and personal growth. These are delivered by a mix of school, department and external providers and are provided for staff, students and parents and carers as appropriate	Staff Students Parents and carer
	Learning support	Professional learning, collaboratively developed and reviewed PLaSPs and programming across the curriculum to provide differentiated learning.	Staff Students Parents and carer

Care Continuum	Strategy or Program	Details	Audience
	Student leadership	Insight, input and implementation from student led programs including captains, SRC, student voice, peer support and peer mediation	Students Staff
	Attendance	Expectations are communicated regularly, positive reinforcement and procedures reviewed and communicated regularly.	Staff Students Parents and carer
Early intervention	Learning supports	Additional support provided in range of forms including in-class, small group, mentoring, goal setting and collaborative planning.	Staff Students Parents and carers
	Wellbeing development support	Additional support provided in range of forms including in-class, small group, mentoring, goal setting and collaborative planning.	Staff Students Parents and carers
	Attendance	Attendance monitoring and communication with student and/or parents/carers	Students Staff Parents and carers
Targeted/Individual intervention	Learning supports	Additional support provided including individualised collaborative planning, access to internally and externally provided supports and programs,	Staff Students Parents and carers

Care Continuum	Strategy or Program	Details	Audience
	Wellbeing development support	Additional support provided including individualised collaborative planning, access to internally and externally provided supports and programs,	Staff Students Parents and carers
	Attendance support	Attendance goal setting and monitoring and mentoring. Referral and support from appropriate in school, Team Around the School personnel	Students Parents and carers

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.

Blaxland High School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyberbullying, through various channels, such as:

Direct Observation: Noticing a student’s behaviours, interactions, verbal communications, or work produced (e.g., written materials, performances, or artworks).

Disclosures: Receiving information from a person that was previously unknown, whether it’s new or has been kept secret.

Community Input: Addressing concerns raised by a parent, community member, or external 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 off school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support, such as through their Year Advisor or the school counselling service.

Responses to Behaviours of Concern

These responses apply to student behaviour that occurs:

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

Teachers are responsible for managing low-level inappropriate behaviour in the classroom and playground. Corrective actions may include:

- Rule Reminder: Gently reminding students of the relevant school rules.
- Re-direct, Offer Choice, or Error Correction: Guiding students back on task, offering them choices, or correcting their mistakes.
- Prompts: Providing verbal or non-verbal cues to encourage appropriate behaviour.
- Re-teach: Reinforcing the expected behaviour through additional teaching.
- Seat Change/Play or Playground Re-direction: Adjusting seating arrangements or redirecting students to other activities or areas.
- Stay in at Break: Holding a student during break time to discuss their behaviour, complete work, or engage in a restorative conversation.
- Conference: Engaging in a one-on-one discussion to address and resolve the issue.

- Detention, Reflection, and Restorative Practices: Applying consequences that allow students to reflect on their actions and engage in restorative practices to make amends.
- Communication with Parent/Carer: Contacting parents or carers to inform them of their child's behaviour and involving them in the corrective process.

These strategies help maintain a positive and supportive learning environment at Blaxland High School, ensuring that all students have the opportunity to succeed.

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
1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules	1. Refer to school-wide expectations.	1. Contact Head Teacher, Deputy Principal straight away if there is a risk. Otherwise notify executive ASAP and before the end of the school day.
2. Verbal and non-verbal specific positive feedback is paired with eagle merits and awards in a school-wide continuum for acknowledging expected behaviour.	2. Use indirect responses e.g. Proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	2. Head Teacher/Deputy Principal/Class Teacher 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.
3. Tangible reinforcers include those that are: <ul style="list-style-type: none"> • free and frequent • moderate and intermittent • significant and infrequent 	3. 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	3. Head Teacher/Deputy Principal collects information and reviews the incident from multiple perspectives to determine the next steps. HT/DP/CT to record incidents and contact parent/carers

● Intermittent and infrequent Tangible reinforcers are recorded.	expectation before a low-level consequence is applied.	by email or phone. Deputy Principal /Principal may consider further action for e.g. formal caution / suspension.
4. Social-emotional learning lessons are regularly taught during roll call lessons and year events.	4. Teacher records on school database by the end of the school day. Monitor and inform the family if repeated. When appropriate, a referral is made to the school's anti-racism contact officer (ARCO) or wellbeing staff	4. Refer to the school's Learning Support Team considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Parents are notified when intermittent and infrequent reinforcers are recorded. Student awards for positive behaviour are given at year group meetings and Principal Recognition Assemblies	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be considered.	Parent/carer contact is made by HT/DP/P to discuss any support and behaviour responses, including referral to the 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 Behaviour / wellbeing ITD system. 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 school learning and support team
- 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)
- liaise with [Team Around a School](#) for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, 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.

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.

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](#)

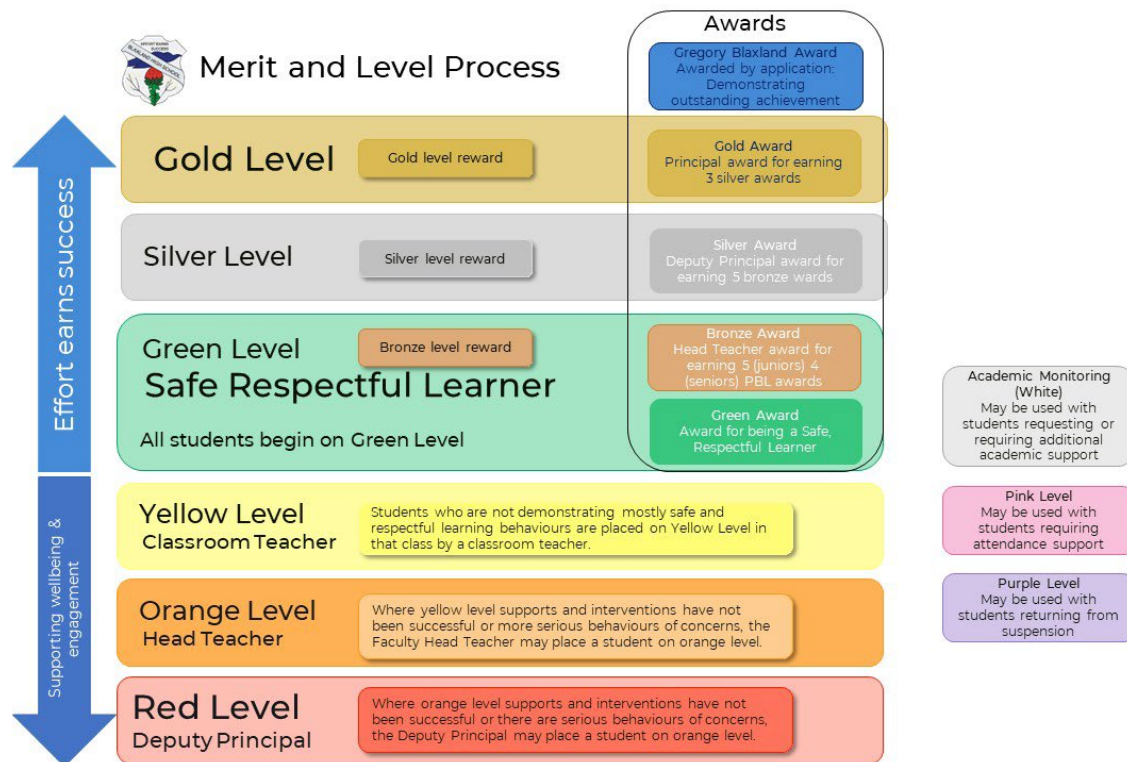
[Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

Detention, reflection and restorative practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
Detention – student is retained at recess or lunch as a management strategy to assist in students correcting behaviour. All detentions, where possible, should be accompanied with a restorative conversation where teacher outlines school and faculty expectations	Maximum of 50% of regular break time.	Classroom Teacher / Head Teacher	Sentral
Alternate break plan or learning timetable – withdrawal from playground during breaks and re-allocation to office/classroom for supervised breaktime following breach in behaviour. The purpose is to assist	Next break / or during regular period	School executive DP and/or HT	Sentral

Strategy	When and how long?	Who coordinates?	How are these recorded?
the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention)			
Restorative practice – peer mediation , or restorative conversations in groups	Scheduled as soon as all involved are available	Year Advisor/HT Student Services/Peer Mediation coordinator	Sentral
After school detentions – for more serious behaviour concerns and/or ongoing unresolved behaviour. Managed by Head Teachers and Deputy Principals. During this time students can complete some reflective activities and/or school service jobs	After school 2.20pm – 3:20 (1 hour)	Head Teacher / Deputy Principal	Sentral
Mentoring and monitoring booklet May be teacher, parent or student directed. Negotiate goals and daily check-ins. Student reflection section	Up to ten days	Year Advisor/HT / DP	Sentral

Merit and level process



Review dates

Last review date: [05/02/2025]

Next review date: [30/01/2026]

