School Behaviour Support and Management Plan

Statement of Purpose

The students, parents and staff at Blakehurst High School are committed to providing a safe, respectful and supportive learning environment for students and staff. Our staff apply evidence-based practice strategies to help students develop the skills necessary to have strong relationships, make positive decisions, and exhibit behaviours that promote the safety and learning of others and their own.

General Principles

These four principles underpin everything we do at Blakehurst High School:

1. Develop positive relationships with each other and think about the effect on relationships before acting.
   Positive relationships make the school a much better and enjoyable place to be in, hence, everything we do will be to nurture and protect these relationships.

2. Actively participate in learning.
   Learning is a two-way process, there must be active participation from the students and teachers for true learning to occur.

3. Take personal responsibility for behaviours and actions.
   We are in control of our own choices and behaviours; therefore, we take credit when we do well, and take responsibility to fix it when we don't.

4. Resolve conflict respectfully, calmly and fairly.
   Our school welcomes mistakes and conflicts as learning opportunities to improve in our ability to work well with others.

School Rules

Developed in consultation with staff, students and parents aligning to the NSW Behaviour Code for Students.

In every setting at all times, we:
- Treat others and property with respect
- Wear the school uniform
- Ask staff for help when needed
- Leave banned items out of school grounds

In the classroom, we:	Out of the classroom, we:
• Arrive on time • Bring materials • Be an active learner • Complete set work • Put phones on silent and in Yondr Pouch • Follow teacher direction • Demonstrate school values of Integrity/Rigour/Empathy	• Place rubbish in bins • Return any borrowed equipment • Stay within appropriate areas • Follow teacher direction • Be an active and respectful community member

Strategies to Promote Positive Behaviour

Effective behaviour management occurs when staff focus on creating positive classroom climates with high quality student-teacher relationships and engaging lessons to inspire learning. Staff engage in ongoing professional learning and reflective practice to improve their use of preventative strategies. These strategies promote long-term positive behaviours within students, they make teaching more enjoyable and satisfying. We will apply these strategies in our daily practice consistently across the school.

At Blakehurst High School, all staff support and implement the following preventative strategies:

Develop positive relationships with students
Get to know them, greet them warmly, show concern and care, and connect with them

Provide structured and engaging lessons
Make the learning relevant, consider their perspective, be prepared

Teach the rules and routines
Remind them of the rules and why they are needed, show them how to comply, provide feedback

Offer pre-corrections to remind students of expectations
Allow time before beginning the lesson for students to comply. Explain the significance of the Lesson

Use active supervision to help students stay on task
Move around the room to offer support, check-in on students

Model mature social and emotional skills
Show them through your actions how to respond to irritation, conflict or anger

Acknowledging Positive Behaviours and Improvements

Students want to feel capable, to believe that they can do things well. To support this, staff are encouraged to provide verbal acknowledgement when students make positive decisions or show improvement in their behaviour. When this acknowledgement is received as informative feedback, this is what reinforces the behaviour.

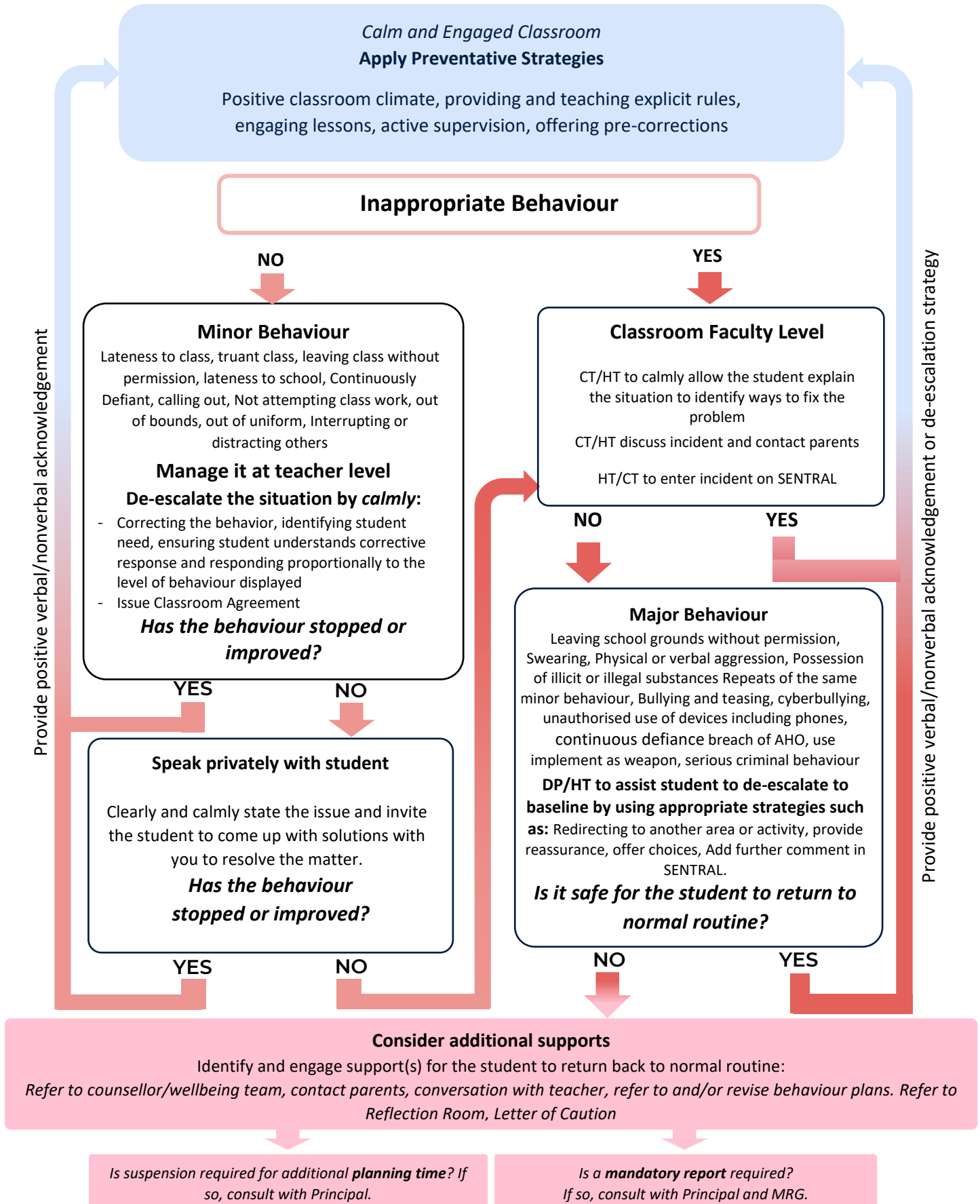**Be specific and genuine!**

Focus on their efforts and decisions

Provide it immediately after the behaviour occurs

Don't overdo it – there is such a thing as too much praise.

Responding to Inappropriate Behaviour

When students engage in inappropriate behaviour, we strive to understand the function of their behaviour and how we can work together to resolve the situation. When inappropriate behaviour occurs, staff support and implement the following decision flowchart:

Calm and Engaged Classroom
Apply Preventative Strategies

Positive classroom climate, providing and teaching explicit rules, engaging lessons, active supervision, offering pre-corrections

Inappropriate Behaviour

NO

YES

Minor Behaviour
Lateness to class, truant class, leaving class without permission, lateness to school, Continuously Defiant, calling out, Not attempting class work, out of bounds, out of uniform, Interrupting or distracting others

Manage it at teacher level
De-escalate the situation by *calmly*:
- Correcting the behavior, identifying student need, ensuring student understands corrective response and responding proportionally to the level of behaviour displayed
- Issue Classroom Agreement

Has the behaviour stopped or improved?

YES   NO

Classroom Faculty Level

CT/HT to calmly allow the student explain the situation to identify ways to fix the problem

CT/HT discuss incident and contact parents

HT/CT to enter incident on SENTRAL

NO   YES

Speak privately with student

Clearly and calmly state the issue and invite the student to come up with solutions with you to resolve the matter.
Has the behaviour stopped or improved?

YES   NO

Major Behaviour
Leaving school grounds without permission, Swearing, Physical or verbal aggression, Possession of illicit or illegal substances Repeats of the same minor behaviour, Bullying and teasing, cyberbullying, unauthorised use of devices including phones, continuous defiance breach of AHO, use implement as weapon, serious criminal behaviour

DP/HT to assist student to de-escalate to baseline by using appropriate strategies such as: Redirecting to another area or activity, provide reassurance, offer choices, Add further comment in SENTRAL.
Is it safe for the student to return to normal routine?

NO   YES

Consider additional supports
Identify and engage support(s) for the student to return back to normal routine:
Refer to counsellor/wellbeing team, contact parents, conversation with teacher, refer to and/or revise behaviour plans. Refer to Reflection Room, Letter of Caution

*Is suspension required for additional **planning time**? If so, consult with Principal.*

*Is a **mandatory report** required? If so, consult with Principal and MRG.*

Provide positive verbal/nonverbal acknowledgement

Provide positive verbal/nonverbal acknowledgement or de-escalation strategy

Minors and Majors

A minor behaviour is a behaviour that is against the school rules, when this behaviour is ongoing or poses a serious risk of harm, then it becomes a major behaviour. Below are some *examples* of minors and majors:
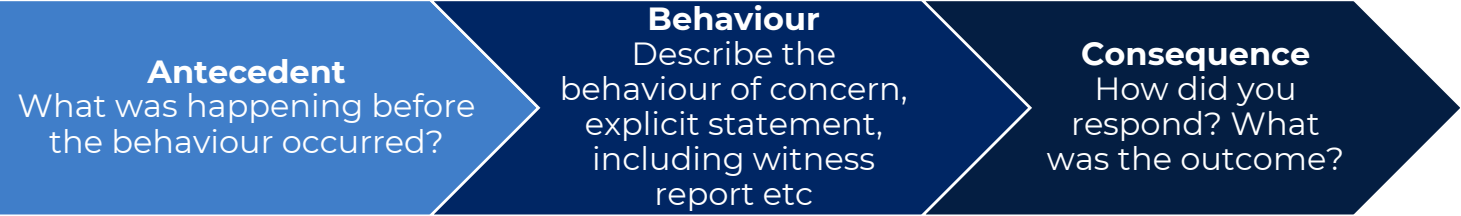
Minor Behaviours

Lateness to class, truant class, leaving class without permission, lateness to school, Continuously Defiant, calling out, not attempting class work, out of bounds, out of uniform, interrupting or distracting others

Major Behaviours

Leaving school grounds without permission, swearing, physical or verbal aggression, possession of illicit or illegal substances, repeats of the same minor behaviour, continuous defiance, bullying and teasing, cyberbullying, unauthorised use of devices including phones, breach of AHO, use implement as weapon, serious criminal behaviour

Recording Behaviour Incidents

Staff record on SENTRAL any minor or major behaviour incidents. This allows us to analyse the data and inform how to best support our students. After a minor or major behaviour, staff will log the incident on Sentral via the student wellbeing section. When logging the incident, use factual language and be sure to include the following:

Antecedent
What was happening before the behaviour occurred?

Behaviour
Describe the behaviour of concern, explicit statement, including witness report etc

Consequence
How did you respond? What was the outcome?

For example, *"Jake Sample threw a pen at Brian Example and walked out of the classroom. This happened right after Brian laughed at him for getting an answer wrong. I checked on Brian who reported that he was fine, but Jake left before I could speak with him – HT was called for follow-up."*

Care Continuum

Students can present a range of behaviours, and the needs of an individual student can range across tiers of support, from universal and preventive support, through targeted or secondary supports, to tertiary or intensive interventions. The table below outlines how the school provides a care continuum for its students and the staff member leading each strategy/program:

Universal Prevention Whole-school practices to maintain safe and respectful learning environments	Early Intervention Initial responses to work with emerging, low-level behaviours	Targeted Intervention Targeted support to encourage positive behaviours in response to complex and challenging behaviours	Intensive Individual Intervention Comprehensive systems of support for highly complex and challenging behaviours
Whole-school rules and expectations Senior Executive/Executive/Staff **Whole Sch Welfare Team Support** Breakfast Club Sorry Day Naidoc Day National Youth Week R U OK Day Wear it purple day Pride Day Brianstorm Production Antibullying Workshop First Nations Program Wellbeing Days **Welfare Assemblies:** Headspace, Police Liaison, Black dog Institute, Legal Aid	**Parent interview for attendance and behaviour** Senior Executive and Welfare Team **Data Blitz for attendance and behaviour** Deputy Principals HSLO **Student Access to:** Student Support Officer School Counsellor support Study Skills Workshops **Early Interventions Program** • Peer Support Yr7 & 10 • Big Fish Little Fish Yr7 • Anti-Bullying Workshops Yr 7 & 8 • My Strengths Yr 8 & 10 • Luke Kennedy – Yr 9 & 11 • Love Bites Yr 10 & 11 • Brainstorm Productions Yr 7 • Backflips Against Bully yr 8	School counselling service School Counsellors Learning and Support Team Student Growth Faculty - LaST Rock and Water Student Support Officer Attendance Plans (DP's) BSP/IEP (LasT) Student Counsellor Support External Facilitators: My Strength Headspace	**Case management** Deputy Principal, Counsellors, Welfare Team and DoE Wrap Around Team

This table contains more detailed information on each strategy/program within the Care Continuum:

Care Continuum	Strategy or Program	Details	Audience	Pathway to Access
Universal prevention	Whole-school rules and expectations	Providing, communicating and explicit teaching of school rules on a weekly basis.	All students	• Assemblies • Year Advisor Meetings • Roll Call Contact: All Teaching Staff, SSO and DPs
Early intervention	Parent interview	Phone call or face-to-face interview with parents for students with emerging concerns to identify and resolve issues early.	Students with multiple absences or minor incidents within a fortnight	• Students identified in incident and attendance data by Welfare Team Contact: YAs and DP's
Targeted intervention	School counselling service	Individual mental health assessment and support for students.	Students referred	• Students can self-refer or be referred by staff or parent Contact: (School Counsellor)
Intensive individual intervention	Case management	Working collaboratively with the student, relevant staff and external services to plan appropriate supports and adjustments for the student.	Students with multiple major incidents within a term	• Students identified in incident data by Wellbeing Team • Learning and Support Team can refer and work with DPs Contact: Deputy Principals