

Bungendore High School

Student Behaviour Support and Management Plan

Overview

Bungendore High School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are:

- We are Crew wellbeing program
- Habits of Character
- Positive Behaviour Expectations

Promoting and reinforcing positive student behaviour and school-wide expectations

Bungendore High School has the following school-wide rules and expectations:

- To be **Engaged, Responsible, Compassionate** and **Respectful** in all spaces while working to develop the School's Habits of Character: **Empowerment, Perseverance, Integrity and Community.**

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

- **We are Crew:** our wellbeing program that has a focus on positive inclusion through a daily session that explicitly teaches, recognises and reinforces positive student behaviour and behavioural expectations through small group instruction.
- **Award System:** awards can be achieved for displaying progress in the habits of character: Empowerment, Perseverance, Integrity, Community, and also an Above and Beyond Award for those students who have gone above and beyond. As well as an EPIC Award for exceptional achievement in ONE habit of character category. These awards accumulate towards the achievement of Bronze, Silver and Gold Awards, which work towards entry on the Honour Roll.
- **Positive Behaviour Expectations:** The four positive behaviour expectations of engaged, responsible, compassionate and respectful, are explicitly taught in

student induction sessions at the beginning of the year and in Crew sessions throughout each term. The expectations are on the wall in each classroom. Each expectation has been broken down into between four to six “I” statements – and each of these statement sets are also on the walls in each classroom. The positive behaviour expectations give all staff and students a common language with which to talk about behaviour, providing consistency across the school.

Behaviour Code for Students

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316/pd-2006-0316-01>. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention	We are Crew	We are Crew - A focus on positive inclusion through a daily session that explicitly teaches, recognises and reinforces positive student behaviour and behavioural expectations through small group instruction that is further strengthened through the meeting of the whole school as community crew.	Whole School
	Award System		
	Positive Behaviour Expectations		
	Expectations Contract	The Award system - This is awarded to students who have demonstrated actions that have fulfilled the school’s habits of character/values and are acknowledged as such.	
	External Wellbeing Programs	Positive Behaviour Expectations – the school has clearly defined and communicated Positive Behaviour Expectations that are explicitly taught, used for engaging students in success and present in every space through posters and implementations (further details can be found in the school processes and practices section of this document).	
		Expectations Contract - As each student	

Care Continuum	Strategy or Program	Details	Audience
	Groups for building inclusion	<p>joins the school they are briefed on the Positive Behaviour Expectations and sign a contract commit to meeting these expectations.</p> <p>External Wellbeing Programs - The school connects with a number of external wellbeing programs including: Together 4 Youth, Headspace, and Online Guardians. These programs further support the school's provisions of wellbeing support for all students.</p> <p>Groups for building inclusion - a number of groups are available for student participation to improve inclusion and engagement. Including: Diversity Club, Safe Space, Girls Group</p>	
Early intervention	<p>Classroom Teacher Monitoring - Yellow</p> <p>Classroom Management</p>	<p>The school teaching staff work with a student who has not fulfilled positive behaviour expectations for one course. This involves developing a set of goals and monitoring progress in class with reflection as required.</p> <p>The school staff employ a variety of approaches to engage and manage the teaching space along with regularly undertaking Professional Development to build capacity in classroom management intertwined with our Positive Behaviour Expectations.</p>	Individual, students, families, staff
Early Intervention	<p>Temporary Adjustment Plan (TAP)</p> <p>Personalised Learning and Support Plans (PLaSPs)</p> <p>Learning Support Hub</p>	<p>The Learning and Support team works with teachers, students and families to support those students who require individual support in the short and long term, particularly in the domain of differentiation of learning and engagement. Parallel to this, the school facilitates a number of features for individual areas of support.</p> <p>Some of the major elements of this are Temporary Adjustment Plans that address one concern for a period of time with agreed strategies for support the student made available to all staff. Another is Personalised Learning and Support Plans that support students for a range of concerns, mainly students with identified learning difficulties</p>	Individual, students, families, staff

Care Continuum	Strategy or Program	Details	Audience
		<p>and/or disability and incorporate agreed strategies along with reviews every 6 months.</p> <p>The school operates a Learning Support Hub that provides individual and small group intervention as needed.</p>	
Targeted Intervention	<p>Learning and Support</p> <p>Head Teacher Monitoring - Orange</p> <p>Student Support Officer (SSO)</p>	<p>The School Executive Staff in conjunction with The Learning and Support team works with teachers, students and families to support those students who require personalised learning and support, including instructional leadership, the development of risk assessments and the development of short- and long-term goals.</p> <p>Head Teacher Monitoring - The school executive staff work with a student who has not fulfilled the positive behaviour expectations alongside their family. This involves developing a set of goals and monitoring progress in class with daily reflection.</p> <p>Student Support Officer – Works with individual students to build capacity for self-regulation and engagement in learning.</p>	Individuals , students, families, staff
Targeted Intervention	<p>DP Monitoring - Red</p> <p>Functional Behaviour Analysis</p> <p>Team Around a</p>	<p>DP Monitoring – Red - The Deputy Principal works with student and their families who have not fulfilled the positive behaviour expectations. This involves checking in on a daily basis, class engagement monitoring and daily reflection along with providing support as needed for accessing learning and expanding strategies for managing behaviour and engagement in learning.</p> <p>Functional Behaviour Analysis – The school will analyse the individual needs of students and use that information to help develop a tailored approach to engage students in teaching and learning.</p> <p>Team Around a School – This involves use of resources available from the DoE district</p>	Individual, students, families, staff

Care Continuum	Strategy or Program	Details	Audience
	<p>School</p> <p>School Counsellor</p>	<p>office and beyond to support the operation of the school for success.</p> <p>School Counsellor – They provide a range of support to individual students in emotional and social wellbeing.</p>	
Individual Intervention	<p>Safety Plans</p> <p>Behaviour Support Plans</p> <p>Period by Period Monitoring - Blue</p> <p>Student Support Officer</p> <p>School Counsellor</p> <p>Learning Support Hub</p>	<p>Safety Plan – The school develops and deploys a plan that delineates how the individual safety needs of a student can be supported and addressed.</p> <p>Behaviour Support Plan – The school will develop agreed strategies with students and parents for managing and supporting student behaviour for engaging in all learning spaces.</p> <p>Period by Period Monitoring - Blue - The Deputy Principal works with students and their families who have broken the DoE behaviour expectations as well as the positive behaviour expectations. This involves intensive work with the student and family to fulfil expectations and can include: period by period checking in with the Deputy Principal, class engagement monitoring and daily reflection, along with providing support as needed for accessing learning and expanding strategies for managing behaviour and engagement in learning.</p> <p>Student Support Officer – Works with individual students to build capacity for self-regulation and engagement in learning.</p> <p>School Counsellor – They provide a range of support to individual students in emotional and social wellbeing.</p> <p>Learning Support Hub – This hub provides individual and small group intervention as needed.</p>	Individuals , students, families, staff

Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Detention	During breaks and no longer than 20 minutes	Classroom Teacher/ Head Teacher of area	Compass Entry
Reflection - completed when on HT or DP Monitoring	Every Break and no more than 15 minutes while a student is on monitoring	Classroom Teacher/ Head Teacher of area	Compass Entry
Restorative Practices - focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.	As needed	Classroom Teacher/ Head Teacher of area	Compass Entry

Partnership with parents/carers

Bungendore High School partners with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies.

Bungendore High School will communicate these expectations to parents/carers through the school Student Management System of Compass, its newsletter, the website, Parents and Community Meetings and the Parent and Student Handbook.

School Anti-bullying Plan

Bungendore High School [Anti-Bullying Plan](#) is available on the website and the brochure for all students and parents to understand the actions that can be taken both for prevention and for when bullying may be occurring is distributed to all students at the start of each year. For further details from the DoE please refer to the [Bullying of Students – Prevention and Response Policy](#).

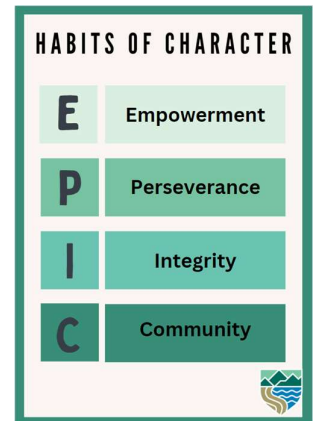
Reviewing dates

Last review date: [Week 1, Term 3, 2023] Next review date: [Week 4, Term 4, 2023]
Policies and Procedures for Caution of Suspension, Suspension and Expulsion are implemented as defined by the Department of Education in alignment with:

School processes and practices

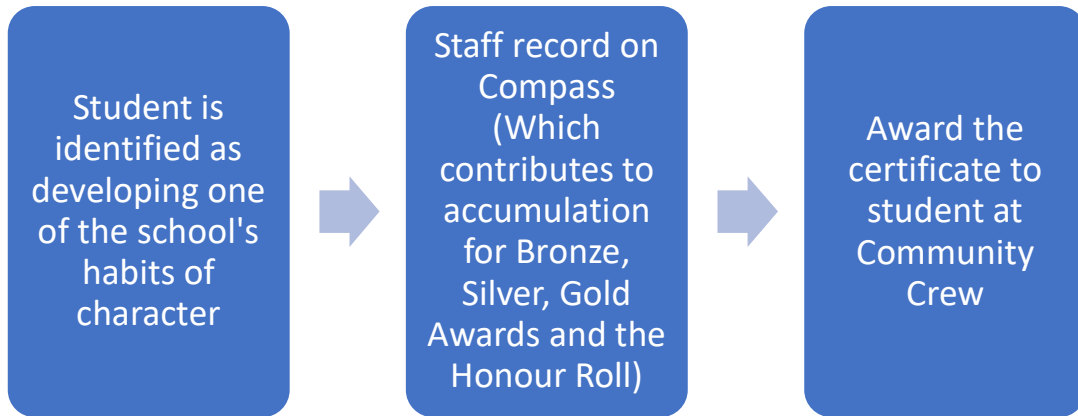
Used in school for school-based interventions extending upon the Student Behaviour Policy and Student Behaviour Procedures

- **We are Crew** – as outlined in the overview of this document.
- **Habits of Character** – as outlined in the overview of this document. The poster (right) can be found in every learning space at Bungendore High School, and along with the individual breakdowns of each value, they are used to shape student behaviour for the future.



Empowerment	Perseverance
<ul style="list-style-type: none"> • I believe in my ability to grow and improve. • I believe I can enact positive change. • I have the courage to take positive risks. • I am willing to ask for help. • I encourage others. • I have the courage to advocate for myself and others. 	<ul style="list-style-type: none"> • I will embrace new opportunities to grow and improve. • When I make a mistake, I will keep trying and learn from my mistakes. • I will strive to overcome challenges with a growth mindset. • I will learn resilience through facing challenges. • I actively engage in critical conversations and self-reflection.
Integrity	Community
<ul style="list-style-type: none"> • I am honest and I keep my word. • I do the right thing, even when nobody is looking. • I uphold the school expectations. • I work to develop habits of character. • I take ownership of my actions. • I am an upstander, not a bystander. 	<ul style="list-style-type: none"> • I am proud to be a student at Bungendore High School. • I work to develop a positive sense of belonging. • I actively participate in the school and wider community. • I reach out to help those in need. • I strive to make a positive difference in my community. • I celebrate the contributions of others

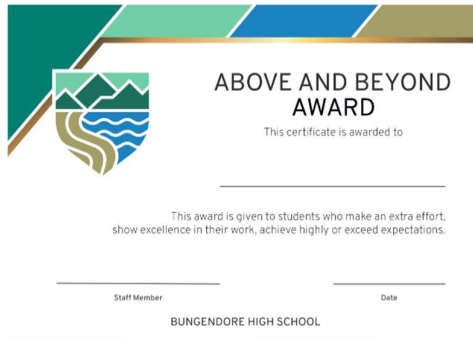
- **Award System:** as outlined in the overview and the following process is applied by staff.



Habits of Character Awards, Above and Beyond Award and EPIC Award.




Above and Beyond Award



Positive Behaviour Expectations – As outlined above with the Positive Behaviour Expectations Poster in every learning space of Bungendore High School.




Engaged	Responsible
<ul style="list-style-type: none"> I actively participate in learning. I stay on task during learning time. I aim to achieve my personal best. I interact and communicate positively. I work effectively with others. 	<ul style="list-style-type: none"> I arrive on time to class, with my equipment, ready to learn. I complete all set activities. I act safely. I consider the impact of my actions on others. I use technology appropriately. I wear my school uniform every day.
Compassionate	Respectful
<ul style="list-style-type: none"> I choose kind words and actions. I am thoughtful and considerate of others. I am inclusive in my interactions with others. I am willing to forgive others and learn from my own mistakes. 	<ul style="list-style-type: none"> I respect other people's differences and perspectives. I actively listen. I keep my hands off other people and their belongings. I am considerate of the needs of others in different spaces. I celebrate the achievements of others. I take care of our resources and our environment.



	<ul style="list-style-type: none">• I use appropriate language at school.
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These positive behaviour expectations are supported by staff through explicit teaching of expectations in all spaces and consistent language used by staff in their application.

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- **Monitoring System:** this process supports the student to monitor and reflect on their behaviour with the guidance of their teachers and support of their parents. Students identified as having a pattern of behaviour of concern over 2-3 lessons with other interventions already applied (reflection, counselling, re-direction, detention, contact home) may be considered for monitoring levels. The monitoring levels are the Classroom Teacher, Head Teacher and Deputy Principal. During monitoring, students determine with the assigning teacher, 2-3 focus areas in which they collect points to help measure progress. At the same time, students attend a regular reflection session and have their monitoring checked at home, with parents informed at the beginning of the monitoring. The process is primarily managed via cards that are Yellow for the classroom teacher, Orange for Head Teacher and Red for the Deputy Principal level. At the end of the process, students should be able to reflect on their progress and be in a position to better fulfil the school's positive behaviour expectations.
 - **Learning Support Hub:** The school maintains a space for students to be referred for assistance in a range of needs including assessment progress, wellbeing concerns and targeted differentiation. The space is staffed with Learning Support Teachers.
 - **Student Support Officer:** The school has a full time Student Support Officer (SSO) who is based in the Library. They support students in a number of formal and informal ways across the school. These include the facilitation of a girls group and a mindfulness group. As well as working one one-on-one with students in zones of regulation and building connections with the community. The SSO connects with community and government organisations, particularly in the space for positive youth mental health e.g. Headspace to bring these organisations' expertise into the school.