

# Bankstown Senior College Behaviour Support and Management Plan

## Overview

Bankstown Senior College empowers a diverse range of students to be confident, active, future-focused learners.

Bankstown Senior College 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 student 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 achieve our mission, key approaches and programs prioritised and valued by the school community are:

- Restorative Practice
- Whole-school wellbeing programs - Elephant Ed, Consent Labs, STARTTS - Seasons of Growth, STARTTS - Neurofeedback, Be You, Collective Leisure, Bright Girls Health, MyStrengths, Bankstown Senior College Mentor Program, Flexi-health hub including Allied Health professionals

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

Restorative practice is a whole-school teaching and learning approach that encourages behaviour that is supportive and respectful. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.

## Partnership with parents and carers

Bankstown Senior College will partner with families in establishing expectations for parent engagement in developing and implementing student behaviour management strategies, including for bullying behaviour by:

- inviting families and student feedback through formal and informal means, for example, through Tell Them From Me Surveys, school surveys, consulting with the school community and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Bankstown Senior College will communicate these expectations to parents/carers through the school newsletter, website and provide links to information and resources in the [Behaviour support toolkit](#).

## School-wide expectations and rules

Bankstown Senior College has the following school-wide expectations and rules:

**To be respectful, responsible, resilient and safe learners.**

Respectful	Responsible	Resilient
Be kind and value others	Be safe	Seek help, accept advice
Use appropriate language	Be equipment ready	Restore harm, recognise
Work co-operatively	Be on time	Overcome challenges
Accept differences	Be ready to learn	Be aspirational, be your best

## 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 \(nsw.gov.au\)](#)

## 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 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.
- providing support through programs, structures and key stakeholders

Care Continuum	Strategy or Program	Details	Audience
Prevention/ Early / Targeted / & Individual intervention	<a href="#">Restorative Practice</a>	Promotes positive proactive strategies to provide opportunities to develop, strengthen, repair and maintain healthy relationships. Includes circles and restorative conversations.	Staff, students IEC, Prep-12, families
Prevention	Wellbeing Programs	Students engage in social and emotional wellbeing lessons, which are reinforced by staff regularly, including at year assemblies	Staff, Wellbeing team, IEC, Prep-12, families
Prevention	<a href="#">PDHPE curriculum</a>	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	Students Year 10
Prevention / Early Intervention / targeted / individual	Australian eSafety Commissioner <a href="#">Toolkit for Schools</a>	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyber-bullying incidents.	Students IEC, Prep - 12, staff, families
Prevention	Communication with parents	To increase parent's understanding of how our school addresses all forms of behaviour.	Staff, Students IEC, Prep - 12, families
Prevention	<a href="#">National Week of Action Against Bullying and Violence (NWA)</a>	Our school participates in the annual (NWA) - Term 3 each year.	Staff, Students IEC, Prep - 12
Prevention	Transition students	Focusing on a safe and successful movement to the IEC and College.	Incoming students
Prevention	<a href="#">Mentor program</a>	Builds resilience by helping students develop strong relationships and skills to manage life's challenges, based on the LifeReady Curriculum.	Students IEC, Prep - 12, and, mentor staff and mentor co-ordinators
Prevention / Early intervention	<a href="#">Student support officer</a>	Supports the implementation of the school's approach to wellbeing.	Students IEC, Prep - 12
Prevention/targeted	Guest speakers	School visits and incursions presented by significant community members to guide and inspire students with their social and emotional wellbeing and make positive choices	Students IEC, Prep - 12
Prevention/ Targeted	Whole-school events	Targeted programs to support student understanding and development of resilience. E.g. Harmony Day, Wellbeing Expo, Refugee Week cultural activities	Staff, individual Students IEC, Prep - 12
Prevention/ Targeted/Individual intervention	Awards System	Whole-school merit system to support positive behaviour and motivate students to achieve academic and social/emotional goals	Staff, individual Students IEC, Prep - 12
Targeted / individual intervention	<a href="#">Learning and Support</a>	The LST works with teachers, students and families to support students who require personalised learning and support.	Staff, individual Students IEC, Prep - 12, families

Targeted intervention	Wellbeing Hub	Provision of a safe space for students to access Head Teacher Welfare, SSO, CLO, School Counsellor, Student Welfare Officers	Individual Students IEC, Prep - 12
Targeted intervention	Check In Check Out (CICO)	For students who exhibit low level behaviours of concern including, poor attendance and wellbeing concerns.	Individual Students IEC, Prep - 12
Targeted intervention	Leadership programs	These include Student Representative Council, library and peer mentors.	Students IEC, Prep - 12
Individual/targeted intervention	Bankstown Police YLO	Provides one on one support and group workshops to students who exhibit behaviours of concern	Students IEC, Prep - 12
Individual intervention	<a href="#">Attendance monitoring</a>	Address barriers to improve attendance and set growth goals.	Students, Year Advisor
Individual intervention	<a href="#">Individual behaviour support planning</a>	This may include developing, implementing monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Students, parent/carer, LaST, HT Wellbeing

## 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. See Appendix 1.

Bankstown Senior College 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 the Wellbeing Team and/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
- reteach
- seat change or playground re-direction
- discuss/complete work/walk with teacher
- conference
- reflection and restorative practices
- communication with parent/carer

Bankstown Senior College 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 are teacher-managed.	Targeted/Individualised Responses to behaviours of concern are executive managed
<p>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.</p>	<p>1. Refer to school-wide expectations.</p>	<p>1. Contact office to seek help from HT/DP straight away if there is a risk. Otherwise notify executive ASAP and before the end of the school day.</p>
<p>2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.</p>	<p>2. Use indirect responses e.g. Proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p>	<p>2. 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.</p>
<p>3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on Sentral</p>	<p>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 expectation before a low-level consequence is applied.</p>	<p>3. HT/DP collects information and reviews the incident from multiple perspectives to determine the next steps. HT/DP/CT to record incident on Sentral and contact parent/carer by email or phone. DP/P may consider further action for e.g. formal caution/suspension.</p>
<p>4. Social-emotional learning lessons are taught in Mentor during twice-weekly wellbeing lessons.</p>	<p>4. Teacher records on Sentral by the end of the school day, notify appropriate staff. Monitor and inform the family if required. For some incidents, a referral is made to the school's anti-racism contact officer (ARCO).</p>	<p>4. Refer to the school's Wellbeing Team considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.</p>
<p>Teacher/parent contact for students under 18</p>	<p>Teacher/parent contact for students under 18</p>	<p>Teacher/parent contact for students under 18</p>
<p>Parents are automatically notified when intermittent and infrequent reinforcers are recorded on Sentral. Student awards for positive behaviour are given at year group assemblies.</p>	<p>Teacher contacts parents by phone or email when a range of corrective responses have not been successful and records on Sentral. Individual planning and referral to Wellbeing Team may be discussed.</p>	<p>Parent/carer contact is made by HT/DP/P to discuss any support and behaviour responses, including referral to the Wellbeing Team, LST, school counsellor, DoE school support teams or outside agencies.</p>

## 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 Wellbeing Team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- reflection and restorative practices (listed below)
- liaise with DoE school support teams for additional support or advice
- communication and collaboration with parents/carers (phone, email, School Stream, 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](#); [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](#).

## Reflection and restorative practices

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

Strategy	When and how long?	Who coordinates?	How are these recorded?
<b>Alternate break plan</b> – withdrawal from playground during breaks and re-allocation to office/classroom for supervised breaktime following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group	Next break	Senior Executive, School executive/ Wellbeing Team	Sentral
<b>Restorative practice</b> – <a href="#">peer mediation</a> , <a href="#">circles</a> or restorative conversations in groups	Scheduled as soon as all involved are available	Senior Executive/Year Advisor/HT Wellbeing/ school counsellor	Sentral

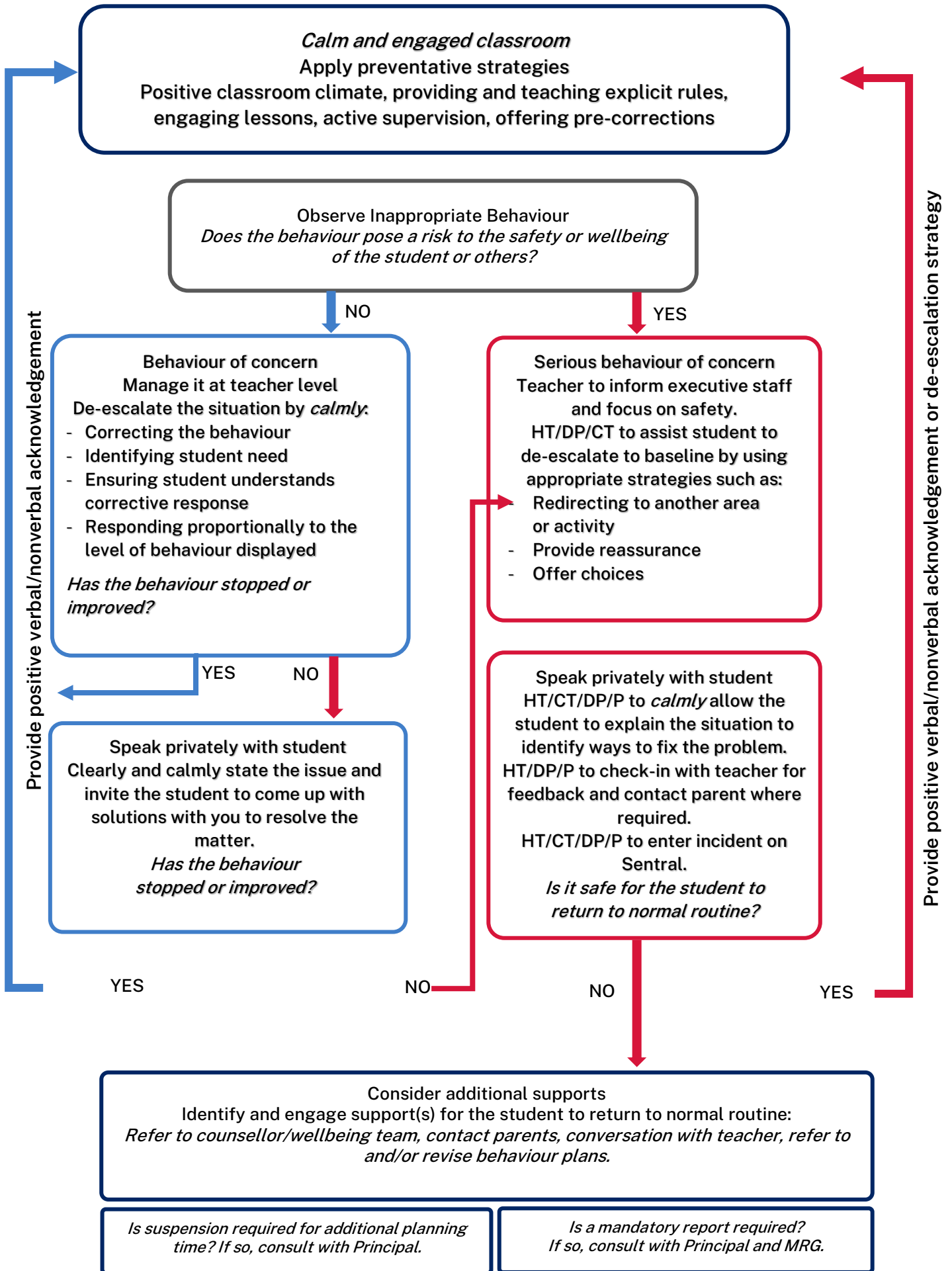
## Review dates

Last review date: Day 46, Term 4, 2024

Next review date: Day 1, Term 1, 2025



# Appendix 1: Behaviour management flowchart





## Bullying Response Flowchart

The following flowchart explains the actions Bankstown Senior College staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.

