

Blacktown Boys High School

Behaviour Support and Management Plan 2024

Overview

Blacktown Boys High School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. The school values Safety, Respect and Learning and uses a [Restorative Practice](#) approach to focus on building and maintaining positive relationships across the whole school community. We aim to create an ethos of respect, inclusion, cooperation, accountability, and responsibility.

Promoting and reinforcing positive student behaviour and school-wide expectations

Blacktown Boys High School has the following school-wide expectations:

Safety

- Every member of the school community is entitled to feel safe in our school.
- The wellbeing, safety and health of students and other community members are priorities in school policies, programs, and practices.

Respect

- Our school uses the department's [School Community Charter](#) to ensure all communication is collaborative and respectful.
- Every member of the school's community; staff, students, parents and visitors should be respected.
- Respect individual differences - race, gender, religion, feelings, and abilities.
- Respect the property of the school and other people.

Learning

- Students will be able to learn in quality learning environments that minimise disruption, bullying, harassment, discrimination, violence, intimidation, and victimisation.
- Teachers have the right to teach.
- Students should be ready to learn and take responsibility for their learning.
- Students and staff should make Blacktown Boys' High School a good place to learn.

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

- A restorative approach to behaviour management. Utilising our Student Engagement Plan, staff follow the Restorative continuum to elevate student behaviour.
- Rewards for positive behaviour and excellent attendance. Our Blacktown Boys High School [Merit Policy](#) is designed to recognise student initiative, effort, achievement, and service. It rewards students who participate fully in the holistic life of the school, gaining experiences and confidence as challenges are posed and met.

Behaviour Code for Students

Students in our school are encouraged to act according to the [Behaviour Code for Students](#). High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

Whole School Approach

Using the care continuum, Blacktown Boys High School facilitates implementation of a whole school, prevention focussed, and positive approach to behaviour support to meet the needs of all students.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Strong Teacher and Student Relationships	<ul style="list-style-type: none">• All students are known, valued, and cared for within our school.• Students feel they have someone at school who consistently provides encouragement and can be turned to for advice such as class teacher, Year Adviser, Learn to Live Teacher, SSO or school counsellor	Whole School
	Student Support Officer	<ul style="list-style-type: none">• Breakfast club• Group support interventions such	Students

Care Continuum	Strategy or Program	Details	Audience
	Programs	<ul style="list-style-type: none"> as Art, Movie and Games Clubs Individual Student Mentoring 	
	'LEARN to LIVE' Wellbeing Curriculum	<ul style="list-style-type: none"> Students participate in a wellbeing curriculum designed specifically to explicitly teach strategies, interventions and programs enabling conditions for positive behaviour and wellbeing. 	Students
	Peer Support and Step-Up Programs	<ul style="list-style-type: none"> Student leaders work with their peers to develop resilience and reinforce positive behaviour expectations aligned to school values of Safety, Respect and Learning. 	Students with assistance from Year Advisers
	Staff Professional Learning	<ul style="list-style-type: none"> Staff undertake professional learning to build capacity to effectively manage student behaviour and respond to bullying using restorative practice . 	Teachers
	Hands Off Policy	<ul style="list-style-type: none"> All new enrolments are informed about the 'Hands Off Policy' and sign an agreement acknowledging they understand what this means. 	Students
Early Intervention	Attendance monitoring and reward	<ul style="list-style-type: none"> Attendance is monitored in accordance with the NSW DoE Attendance Policy . 	Students
	Restorative Practice	<ul style="list-style-type: none"> Teachers take a restorative approach to managing disruptive behaviour. 	Students
	Parent/Carer Consultation	<ul style="list-style-type: none"> Teachers contact parents/carers to work together to support positive student behaviour at school. 	Teachers, parents/carers
Targeted Intervention	Learning and Support	<ul style="list-style-type: none"> The Learning and Support Team, work with teachers, students, and families to support students who require personalised learning and support. 	Individual students, families, staff
	Network Specialists support	<ul style="list-style-type: none"> Engagement with Team Around a School to maximise opportunities to support and promote positive student behaviour and wellbeing. 	Teachers, students, parents/carers
Individual Intervention	Restorative Practice	<ul style="list-style-type: none"> Teachers take a restorative approach to managing challenging, complex, and unsafe behaviours. 	Students
	Individual Student Planning	<ul style="list-style-type: none"> Teachers, parents, carers, and network specialists work together to develop IEPs, and behaviour management plans for improved student wellbeing and behaviour support. 	Teachers, students, parents/carers

Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Restorative Practice: Affective statements. Use of language to address low-level yet high frequency behaviours in the classroom and playground.	In class daily 1-3 seconds	Teachers	Teacher record
Restorative Practice: Affective interactions. Use of 1-on-1 responses to poor behaviour choices from past, through present and into the future	As required 1-3 minutes	Teachers	Teacher record
Conflict Resolution Programs	As required	Class teachers, Year Adviser, Student Support Officer, Anti-Bullying Coordinator, SSO	Teacher record
Restorative Practice: Check-in Circles Used to build rapport, prepare for learning, respond, and deliver content	In class daily Up to 5 minutes	Classroom Teacher	
Group conference Use of restorative questions to solve problems amongst and between groups	As required 1-15 minutes	Head Teacher, Deputy Principal, Year Adviser	Teacher record
Formal Conferencing For serious, high impact behaviours	As required	Deputy Principal	Teacher record
Lunch Time Detention and Reflection For chronic late arrival to school	Weekly	Principal	Teacher record

Responding to behaviours of concern

Responses to student behaviours of concern can occur in the following situations:

- at school, on any school activity or when the student is travelling to and from school.
- outside of school hours and off school premises where there is a clear connection between the school and students' conduct.
- when using social media, mobile devices or other technology impacting students and staff.

When behaviours of concern cannot be resolved by the class teacher or Head Teacher, the behaviour should be escalated to a Deputy Principal for resolution and support.

- The Deputy Principal will act to de-escalate the situation, ensuring safety for all concerned parties. They will be guided by the [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) and will report in accordance with Incident Notification and Response Procedures.
- Post incident support is available through the Deputy Principals in consultation with the Principal.

Partnership with parents/carers

Blacktown Boys High School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by:

- Collaborating with parents in supporting their child to abide by the Behaviour Code for Students, resolving issues about their child's behaviour, and communicating with school staff and the school community respectfully and collaboratively, consistent with the [School Community Charter](#).
- Encouraging parents to share responsibility for shaping their children's understanding about positive and respectful behaviour.

Blacktown Boys High School will communicate these expectations to parents/carers by newsletter, digital media and direct communication with parents.

Advice and support for parents and carers to help you understand and promote positive outcomes for your child can be found here [Engaging with the school](#)

School Anti-bullying Plan

Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated, and involves behaviour that can cause harm. The [Blacktown Boys High School Anti-bullying Plan](#) can be found on the school website.

Blacktown Boys High School has a zero-tolerance approach to bullying. Teachers and students have received training in identifying and responding to bullying in our school.

Attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school, they miss important opportunities to learn, build friendships and develop essential skills. Regular attendance at school is a shared responsibility between schools and parents. By working together, we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and our school has effective measures in place to record attendance and follow up student absences promptly. They are guided by the [School Attendance policy](#) which details the management of non-attendance.

Reviewing dates

Last review date: 14/02/2024

Next review date: Day 1, Term 1, 2025