

TLSCBV School Behaviour Support and Management Plan

Overview

Tuggerah Lakes Secondary College Berkeley Vale Campus is dedicated to explicitly teaching and modelling positive behaviour while supporting all students in their learning engagement. The school community prioritises and values key programs such as Positive Behaviour for Learning (PBL), Trauma-Informed Practice, Inclusive Education, Positive Partnerships, Differentiation, Aboriginal Education, and Intensive Wellbeing Support.

Our vision is to ensure that every student can **live a life of choice, not chance, transforming their lives through learning**. To achieve this vision, 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 within a caring learning community.

Positive Behaviour for Learning (PBL) forms the foundation of behaviour support and management at Berkeley Vale Campus. PBL is a multi-tiered system of support that enables the selection and implementation of a range of contextually relevant programs and interventions aimed at improving social, emotional, behavioural, and academic outcomes for students. Our daily practice is underpinned by the principles of positive behaviour support, trauma-informed practice, inclusive practice, and social-emotional learning. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

Our school-wide processes are founded on the idea that students must learn to take responsibility for their own actions. We ensure all staff respond to these challenges consistently, supporting students to acknowledge harm and learn from their behaviour.

To achieve our vision, the school community prioritizes and values key approaches and programs, including:

- Restorative Practice
- Friendly Schools (examples selected from the department's [Student Wellbeing external programs \(nsw.gov.au\)](#) catalogue). Schools may select different or change with other relevant programs to meet their own needs.

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

Berkeley Vale Campus rejects all forms of bullying behaviour, including online (cyber) bullying and racist behaviour. Berkeley Vale Campus supports the DoE anti-racism strategy (2024-2026) and has implemented steps through the wellbeing team, Anti Racism Contact Officer (ARCO) and explicit lessons. We are committed to providing a safe, inclusive, and respectful learning community that promotes student wellbeing and positive behaviour. Executive staff are dedicated to establishing evidence-based approaches and strategies that foster a positive climate where bullying is less likely to occur.

A key strategy in this effort is our adoption of restorative practice, a whole-school teaching and learning approach that encourages supportive and respectful behaviour. This approach focuses on building, maintaining, and restoring positive relationships, particularly when incidents involving

interpersonal conflict or wrongdoing occur. By integrating restorative practice, we aim to create an environment where positive relationships thrive, and bullying behaviours are effectively addressed.

Partnership with parents and carers

Tuggerah Lakes Secondary College Berkeley Vale Campus will partner with parents and carers, via the P&C, in establishing expectations for parent engagement in developing and implementing student behaviour management strategies. These expectations will be communicated by placing the procedures on the school website.

To effectively manage student behaviour, including addressing bullying and racist, Tuggerah Lakes Secondary College Berkeley Vale Campus will:

- Partner with families to establish expectations for parent engagement.
- Invite families and student feedback through formal and informal means, such as Tell Them From Me Surveys, school surveys, consultations with the school’s P&C Association, and the local AECG.
- Use concerns raised through complaints procedures to review school systems, data, and practices.

By involving the school community and leveraging feedback, we aim to create a collaborative environment that supports positive student behaviour and wellbeing.

School-wide expectations and rules

Tuggerah Lakes Secondary College Berkeley Vale Campus upholds the core values of Respect, Responsibility, and Achievement. These values are further articulated into specific, manageable expectations for students in both classroom and non-classroom settings.

| Respect | Responsibility | Achievement |
|--------------------|------------------------|--------------------|
| Active listening | Right Time Right Place | Be prepared |
| Considering others | Being safe | Make an effort |
| Being polite | Owning Actions | Complete classwork |

Behaviour Code (All 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 integrates student wellbeing and positive behaviour approaches across the care continuum and addresses behaviours of concern, including bullying, cyberbullying and racism. Behaviours that do not constitute bullying include mutual disagreements or isolated incidents. These approaches and strategies are grounded in evidence-based effective classroom practices that foster engagement with learning and respectful relationships. Key practices include:

- Explicitly teaching of classroom expectations

- Establishing predictable routines and procedures clearly communicated 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 offer student choice
- Differentiating learning content and tasks to meet the needs of all learners
- Support from the Anti Racism Contact Officer (ARCO) and explicit lessons

| Care Continuum | Strategy or Program | Details | Audience |
|--|---|---|--------------------------------|
| Prevention/ early / targeted / & individual intervention | Restorative Practice | Promotes positive proactive strategies to provide opportunities to develop, strengthen, repair and maintain healthy relationships. Includes circles and restorative conversations. | Staff, students 7-10, families |
| Prevention | PBL | Development of school core values around Respect, Responsibility and Achievement. | Staff, students 7-10, families |
| Prevention | Universal PBL | Teaching of expected behaviour includes: Daily (period 1): Focus of the week. Weekly: Explicit teaching All Settings PBL lessons. Weekly: Explicit teaching Core Values PBL lessons. Cohort presentation of Student Behaviour Code start of each term. | Staff, students 7-10 |
| Prevention | PDHPE curriculum | The development of self-management skills enables students to take personal responsibility for their actions and emotions. | Students 7-10 |
| Prevention / early Intervention / targeted / individual | Australian eSafety Commissioner Toolkit for Schools | 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 7-10, staff, families |
| Prevention | Consistent classroom practice | PBL signage and classroom behaviour flowchart displayed in every room. Entry and exit procedures. Right time right place. | Staff, students 7-10 |
| Prevention | Class formation | Mixed ability classes. Creation of classes led by deputy principal in consultation with learning and behaviour team, year advisors, head teachers and principal. | Staff, students 7-10 |
| Prevention | Anti-Racism Contact Officer (ARCO) | Provides advice on implementation of the Anti-racism strategy, promoting upstander responses to incidents of racism for staff, students and families. Manages reports of racism made by students against other students in accordance with the student behaviour policy and BVC behaviour procedures. | Staff, students 7-10, families |

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| Prevention | House system | Berka Buck trading, reward excursions, sporting and team events. | Staff, students 7-10 |
| Prevention | Positive rewards system | Gotchas, post cards, year advisor, deputy principal and principal recommendations, awards presentations, attendance celebrations. | Staff, students 7-10 |
| Prevention | Learning 2 Learn presentations | Explicit teaching of Student Behaviour Code, non-negotiables, attendance and uniform expectations. | Staff, students 7-10 |
| Prevention | Cultural inclusive initiatives | Nygiang mentoring, rainbow club, EAL/D support, wear it purple day, harmony day, NAIDOC. | Staff, students 7-10 |
| Prevention | Wellbeing inclusive initiatives | National Day of Action against bullying, RUOK day, school camps/excursions. | Staff, students 7-10 |
| Prevention | Greater Girls Girls Connect | Individuals and groups of students as identified by year advisor, girls' programs which aim to promote self-care, safety, mental and physical health, respectful relationships and preparedness for adulthood. | Staff, female students 7-10 |
| Prevention | Rage, Better Blokes, gym programs, anger, impulsivity and resilience, Rock and Water | Individuals and groups of students as identified by year adviser, boys program aims to promote self-care, safety, mental and physical health, respectful relationships, and preparedness for adulthood. | Staff, male students 7-10 |
| Prevention | Aboriginal and Torres Strait Islander | BVC Aboriginal Education Hub, junior AECG, Aboriginal Education Officer, digeridoo group, maliga art group, bush tucker garden and yarning circle, dance group, Bro speak, Sista speak. | Staff, selected students 7-10 |
| Prevention | Student voice | SRC, junior AECG, house captains, leadership team. | Students 7-10 |
| Prevention | Learning centre | Students can voluntarily attend the Learning Centre at break times as alternate playground space for students experiencing difficulty in managing peer relationships in the main playground . | Staff, students 7-10 |
| Prevention | Bike program | Identified students participate in bike rides with a staff member for physical wellbeing and reward for positive behaviour. | Individual students |
| Prevention | Communication with parents | Increase parent's understanding of how our school addresses all forms of behaviour. | Staff, students 7-10, families |
| Prevention | National Week of Action Against Bullying and Violence (NWA) | Our school participates in the annual (NWA) - Term 3 each year. | Staff, students 7-10 |
| Prevention | Transition Year 6 into 7 | Focusing on a safe and successful movement from primary to high school. | Incoming Year 7 students |
| Prevention | Peer support program | Builds resilience by helping students develop strong relationships and skills to manage life's ups and downs. | Students 7 and 10, and co-ordinators |
| Prevention / Early intervention | Student support officer | Supports the implementation of the school's approach to wellbeing. | Student 7 - 10 |

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| Early intervention | Team around a school | Utilising the skills of learning and wellbeing personnel, APLaS and behaviour specialists to help with service identification and intensive behaviour support. | Staff, students 7-10, families |
| Early intervention | Learning and behaviour team | Weekly meeting involving principal, deputy principal, head teacher wellbeing and head teacher learning and behaviour to support students learning and behavioural needs. | Staff, students 7-10 |
| Early intervention | Learning Centre | Students may be offered time in the Learning Centre to catch up on work or receive learning support in a non-classroom setting. | Staff, students 7-10 |
| Early intervention | TAP program | Targeted assistance program during sport. Students elect to spend scheduled sport time in the Learning Centre to receive support with assessment tasks. | Staff, individual and groups of students 7-10 |
| Early intervention | Right place, right time | Students arriving late to class are recorded and SMS sent home to inform parents DP PXP and roll marking checks, emails to confirm truancy to teachers, teachers make call home and issue consequences. Truancy processes. | Staff, individual students 7-10 |
| Targeted intervention | Mediation | Mediation between students/ staff to resolve social conflicts directed by deputy principal and facilitated DP or SSO. | Staff, individual students 7-10 |
| Targeted intervention | LaST | LaST works with teachers, students and families to support students requiring personalised support. | Staff, students 7-10, families |
| Targeted intervention | Tier 2 PBL Check and connect | Targeted roll call to implement a consistent morning routine, ensure students are prepared for each day and know their daily behavioural expectations for the day. | Staff, groups and individual students 7-10 |
| Targeted intervention | Tier 2 PBL ERASE model | Following lesson observations by the behaviour team, an ERASE meeting is held with class teachers. During the meeting the team identify 2 behaviours to work on, scripts to follow to de-escalate behaviour, professional learning on behaviour management, and communication platform with family. | Staff, groups and individual students 7-10 |
| Targeted intervention | Tier 3 | 1:1 behavioural support, explicit teaching of replacement behaviours. | Staff, groups and individual students 7-10 |
| Targeted intervention | Perfect Presence | Groups and Individual students identified by LaST. Where available, this program aims to support students in Years 8, 9 or 10 showing early signs of disengagement from school that have had between 2 to 4 suspensions. The aim is to increase stronger connections to school and learning and students are supported to build on personal and social capabilities. | Groups and individual |
| Targeted intervention | ConnectEd | Suspension program held onsite at BVC and aims to provide an intervention for students who are on a suspension from school and have been identified by their teachers as likely to benefit from a structured program to assist their successful return to schooling as soon as possible. The aim of ConnectEd is to increase | Staff, groups and individual students 7-10 |

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| | | the capacity of students to integrate successfully back into class in a supportive and structured way. Teachers are also provided with strategies to deal successfully with challenging students. | |
| Targeted intervention | Social skills | Individual or small group interventions focusing on social skills, usually for Stage 4 students having difficulty with making positive connections with peers. | Staff, groups and individual students 7-10 |
| Targeted intervention | Rock and Water | Individuals and groups of students as identified by year advisor, head teacher wellbeing and/or deputy principal. Rock and Water program provides a pathway to self-awareness, and increased self-confidence and social functioning. | Staff, groups and individual students 7-10 |
| Targeted intervention | Rage program | Individuals and groups of students as identified by year adviser, head teacher wellbeing and/or deputy principal Rage program is strength-based anger management program. | Staff, groups and individual students 7-10 |
| Targeted / individual intervention | Learning and Support | The LaST works with teachers, students and families to support students who require personalised learning and support. | Staff, individual students 7-10, families |
| Targeted intervention | Check In Check Out (CICO) | Provided to students who exhibit low level behaviours of concern. | Individual students 7-10 |
| Targeted intervention | Leadership programs | These include student representative council, library and peer mentors. | Students 7-10 |
| Individual intervention | Attendance Improvement Planning (AIP) | Individual Students as identified by Year Advisor, Deputy Principal, HTW or Home School Liaison Officer (HSLO). | Staff, students 7-10, families |
| Individual intervention | The Drop | School bus used to pick up students and connect them with school. AIP completed as part of the process | Staff, individual students 7-10 |
| Individual intervention | Specialised class placement | Individual students as identified through Access Request Process & LaST such as supported class placements and funding supported student Individual Educational Planning. | Staff, individual students 7-10, families |
| Individual intervention | Timeout card | Students as identified by deputy principal, year adviser and head teacher wellbeing. Student attends Learning Centre (LC) for 10 mins and checks-in with SLSO in LC, individual support by deputy principals and principal to encourage positive behaviours and relationships, student given timeout to access identified mentor/ support person to support in regulating behaviour. | Staff, individual students 7-10 |
| Individual intervention | Youth engagement officer (YEO) | YEO speaks with individual students following a significant event. | Individual students 7-10 |
| Individual intervention | GRIT PATHWAYS – one on one youth mentoring | A strengths-based intervention program with a focus on building self-awareness and emotional intelligence for students with challenging behaviours. | Individual students 7 - 10 |
| Individual intervention | Daily achievement | A period of time on a daily achievement card to change a pattern of behaviour. | Students 7-10 |

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|-------------------------|---|---|--|
| Individual intervention | Attendance monitoring | Address barriers to improve attendance and set growth goals. | Students, year advisor |
| Individual intervention | Individual behaviour support planning | This may include developing, implementing monitoring and reviewing behaviour support, behaviour response and risk management plans. | Students, parent/carer, LaST, HT Wellbeing, ARCO |

Planned responses to positive appropriate behaviour, inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying

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.

Identifying behaviour of concern, including bullying, cyberbullying and racism

Tuggerah Lakes Secondary College Berkely Vale Campus staff will identify inappropriate behaviour and behaviours of concern, including bullying, cyber-bullying and racism 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.

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.

Behaviour of concern, bullying, cyberbullying and racism

Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm. See Appendix 2.

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 their year advisor or school counselling service.

Preventing and responding to behaviours of concern

The Behaviour Management flow chart can be found at Appendix 1. 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.

Responses to low level behaviours of concern

Prevention responses by teachers may include:

- rule reminder
- re-direct, offer choice or error correction
- prompts
- reteach
- seat change/play or playground re-direction
- stay in at break to discuss/complete work/walk with teacher
- conference
- detention, reflection and restorative practices
- communication with parent/carer.

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 (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 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.

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](#).

Behaviour Interventions and Explicit Teaching of Behaviour

Tuggerah Lakes Secondary College Berkely Vale Campus uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

See Appendix 3 for BVC Behaviour Interventions

| 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.</p> <ul style="list-style-type: none"> - Teachers model behaviours and provide opportunities for practice. - Students are acknowledged for meeting school-wide expectations and rules. - Professional learning for teachers reflecting on classroom management, trying new approaches and reviewing progress. | <p>2. Refer to school-wide expectations.</p> <ul style="list-style-type: none"> - Effective classroom management, including routines and the use of specific behaviour related praise. - Reinforcement systems as part of classroom management strategies. | <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:</p> <ul style="list-style-type: none"> - free and frequent - moderate and intermittent - significant and infrequent <p>Intermittent and infrequent reinforcers are recorded on Behaviour / wellbeing ITD system (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 Behaviour / wellbeing ITD system (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 (Friendly Schools) during fortnightly wellbeing lessons.</p> | <p>4. Teacher records on Behaviour / wellbeing ITD system (Sentral) by the end of the school day. Monitor and inform the family if repeated.</p> | <p>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.</p> |
| <p>Teacher/parent contact</p> | <p>Teacher/parent contact</p> | <p>Teacher/parent contact</p> |
| <p>Parents are automatically notified through the parent portal when intermittent and infrequent reinforcers are recorded on Behaviour / wellbeing ITD system (Sentral). Student awards for positive behaviour are given at fortnightly year group assemblies.</p> | <p>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 discussed.</p> | <p>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.</p> |

Detention, reflection and restorative practices

All detentions are viewed as restorative practice exercises. Our commitment to restorative practices is central to our whole-school approach, which promotes supportive and respectful behaviour. This method emphasises building, maintaining, and restoring positive relationships, especially in cases of interpersonal conflict or wrongdoing.

Toilet and food breaks are always included when students are withdrawn from the playground 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? |
|---|---|---------------------------|---|
| Classroom teacher detention | Either break 10-15 minutes | Teacher | Sentral |
| Head teacher detention | Either break 10-15 minutes | Head teacher | Sentral |
| Lab detention | Lunch time 20 minutes | Senior executive | Sentral |
| After school detention | After school 60 minutes | Senior executive | Sentral |
| <p>All scheduled detentions have a roll that is to be marked by the teacher. The students are marked either:</p> <ul style="list-style-type: none"> failed to attend completed absent on the day. <p>Teacher issuing suspension is responsible for supervision, ensuring students are given time for eating, drinking and toileting.</p> <p>Teacher is responsible for notifying parents if student fails to attend as well as implementing a second consequence.</p> <p>Restorative practice – teacher discusses the behaviour of concern, assists the student to reflect on their behaviour using a PBL script and develop a shared and agreed expectation for future behaviour.</p> | | | |
| Alternate break plan – 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 (detention) | Next break | School executive | Behaviour / wellbeing ITD system (Sentral) |
| Restorative practice – peer mediation , circles or restorative conversations in groups | Scheduled as soon as all involved are available | Year Advisor/HT Wellbeing | Behaviour / wellbeing ITD system (Sentral) wellbeing module |

Roles and responsibilities

Public Schools, including Directors, Educational Leadership and Delivery Support Team Around a School provide proactive and responsive specialist advice and support for schools in the development, implementation, and monitoring of the SBSMP.

| Responsibilities | Details | ACTION |
|--|---|--|
| <p>Students have the responsibility to:</p> | <ul style="list-style-type: none"> fully understand what “bullying” is, be inclusive and respect other students, their teachers, school staff, and community members, and to not bully, harass, intimidate, or discriminate against anyone in our schools, and are expected to behave in a manner as outlined in the Behaviour Code for Students behave responsibly when using digital devices and online services, including social media platforms monitor their own behaviour so that it does not result in anyone experiencing racism behave as upstanders | <ul style="list-style-type: none"> behave appropriately, respecting all members of the school community and their differences and backgrounds report incidents of bullying including cyberbullying when they occur all school staff to monitor the use by students of digital devices and online services report any incidents of racism to teachers call out racism and racial bullying, if safe to do so as an upstander |
| <p>Parents and Caregivers have a responsibility to:</p> | <ul style="list-style-type: none"> work in partnership with the school to implement the School Behaviour Support and Management Plan (SBSMP), supporting their child to behave in accordance with the Behaviour Code for Students resolving issues in relation to their child’s behaviour, and communicating with school staff and the school community respectfully and collaboratively consistent with the School Community Charter work collaboratively with the school to resolve negative behaviours or incidents of bullying including cyberbullying when they occur adhere to the Department’s Digital Devices and Online Services for Students Policy and Students’ Use of Mobile Phones in Schools policy demonstrate respect for the cultural, linguistic and religious backgrounds of others and behave in ways that promote acceptance and harmony in the school environment | <ul style="list-style-type: none"> collaborate with the school during the development, monitoring, and review of the School Behaviour Support and Management Plan (SBSMP), as appropriate support their children to become responsible citizens and to develop responsible online behaviour report incidents of negative behaviour or bullying including cyberbullying and racism to the school support their children in developing positive responses to incidents of negative behaviour, bullying including cyber bullying ensure that no student, employee, parent, caregiver, or community member should experience racism within the school environment |

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| <p>School executives and teachers have a responsibility to:</p> | <ul style="list-style-type: none"> • contribute to the development, monitoring, and review of the SBSMP, as appropriate • support the school in maintaining a safe, inclusive, respectful and supportive learning environment by implementing and embedding the processes and strategies within the SBSMP • promote a school culture where negative behaviours and bullying including cyberbullying is not acceptable, • manage reports of incidents, negative behaviours, bullying and cyber bullying, and escalate matters to the principal (or delegate) when necessary • encourage high levels of parental and community involvement in the school to improve student attendance, engagement, learning and behaviour, in consultation with the Team within the School and or the Team Around a School (TAaS) • monitor the Department’s Digital Devices and Online Services for Students Policy and Students’ Use of Mobile Phones in Schools policy. BVC uses YONDR pouches to lock away mobile phones during the school day and implements the DoE stance on banning mobile phones • complete the department's mandatory Anti-Racism policy training and appropriately respond to incidents of racism | <ul style="list-style-type: none"> • implement the processes and strategies within the SBSMP • model and promote appropriate relationships and behaviours • teach students to identify, report and respond to bullying at school and online • log data entries in Sentral with descriptive content in a timely manner and log calls to the incident and support hotline (where applicable) • work in partnership with key stakeholders as part of individual intervention, learning support, or as a shared initiative to design plans or pathways • follow the objectives of the Student Use of Mobile Phones in Schools Management Plan, as per Staff Handbook and monitor and respond to inappropriate usage • address racism, promote cultural safety, diversity, inclusion and intercultural understanding • encourage mutual respect and implement programs and practices that are culturally inclusive and non-discriminatory |
| <p>Non-teaching staff have a responsibility to</p> | <ul style="list-style-type: none"> • contribute to the development, monitoring and review of the SBSMP, as appropriate • support the school in maintaining a safe, inclusive and supportive learning environment • report behaviours of concern to a teacher or supervisor • complete the department's mandatory Anti-Racism policy training and appropriately respond to incidents of racism | <ul style="list-style-type: none"> • Implement and embed in daily school practices the processes and strategies within the SBSMP • model and promote appropriate relationships and behaviours • log data entries in Sentral with descriptive content in a timely manner and log calls to the incident and support hotline (where applicable) |
| <p>Principals (or their delegate) have the responsibility to:</p> | <ul style="list-style-type: none"> • lead the school community in developing, implementing and monitoring the SBSMP • ensure consultation with the school community, including school staff, students, parents or carers, in the development, implementation, and review of the SBSMP, as appropriate • maintain a positive school climate that includes respectful relationships • identify patterns of negative incidents and bullying including cyber bullying behaviour | <ul style="list-style-type: none"> • conduct an annual review of the plan SBSMP • review Sentral Data and respond to matters in a timely manner • from data, refer students to the Learning Wellbeing team to action structured and effective support strategies for students and staff • extract relevant data from Sentral and where necessary engage |

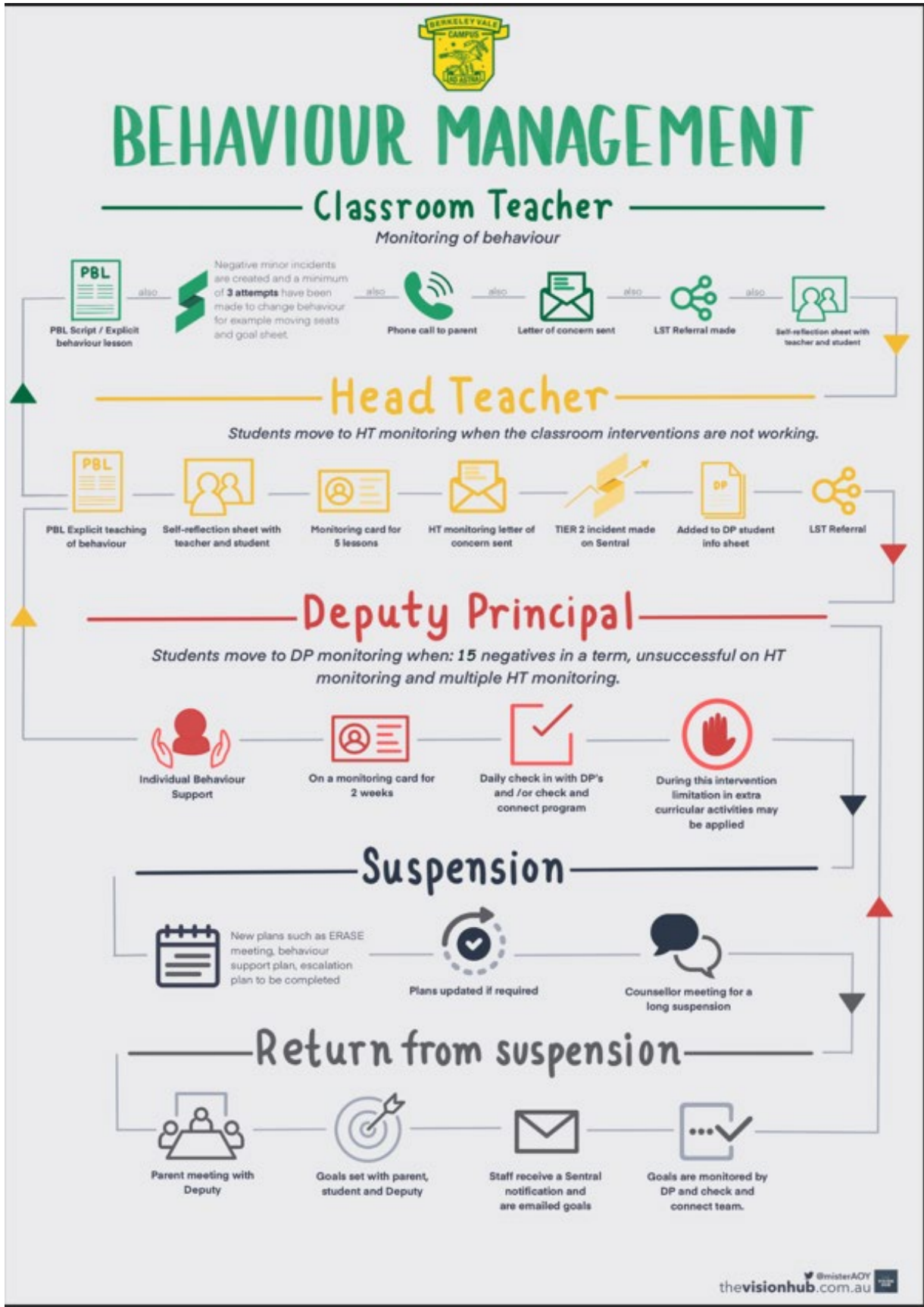
| | | |
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| | <p>and initiate a focused and targeted response,</p> <ul style="list-style-type: none"> • manage complaints about negative behaviour and bullying in accordance with the Complaints Handling Policy • ensure all staff are provided with the opportunity to improve their skills in behaviour management or responding to incidents • work in partnership with parents and carers to address any concerns about student behaviour and establish support mechanisms that promote positive behaviours • ensure all staff, parents and carers, and students are aware of the Department’s Digital Devices and Online Services for Students Policy and Students’ Use of Mobile Phones in Schools policy, BVC uses YONDR pouches to lock away mobile phones during the school day and implements the DoE stance on banning mobile phones • review any students that have a medical, learning or wellbeing need that requires an exemption to the mobile phone plan, • have a trained Anti-Racism Contact Officer who assists the principal to lead anti-racism education and address incidents of racism | <p>internal support and/or TAaS</p> <ul style="list-style-type: none"> • provide teachers and other school staff with wellbeing support and professional development to discourage, prevent, identify and respond to negative and bullying behaviour from students • work in partnership with key stakeholders as part of individual intervention, learning support, or as a shared initiative to design plans or pathways • ensure all staff are aware of the exemption for a student to use a mobile phone • all staff have completed the mandatory Anti-Racism Policy Training course to increase staff understanding of the nature and impact of racism • familiarise staff with the revised Anti-Racism Policy and increase staff understanding of their responsibilities in implementing the policy |
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Review dates

Last review date: [INSERT DATE: Day 1, Term 1, 202X]

Next review date: [INSERT DATE: Day 1, Term 1, 202X]

Appendix 1: Behaviour Management Flowchart



Appendix 2: Responding to unsafe and disrespectful behaviour



Appendix 3: Behaviour Interventions

| Tier 1 Intervention | Date/Week/ Comment |
|---|--------------------|
| Aboriginal Education SLSO support | |
| Clontarf | |
| Better Blokes (Top Blokes) | |
| Bright Start Conferences | |
| Escalation Plan (Visual) | |
| Girl Talk | |
| Mediations | |
| Learning Centre | |
| Youth Engagement Officer (Police) | |
| Peer Support | |
| Rainbow Club | |
| Counsellor | |
| SSO Intervention | |
| NGIYANG | |
| Tier 2 Intervention | Date/Week/ Comment |
| Connect ED (Return from Suspension Program) | |
| Attendance Improvement Plan | |
| Attendance (The Drop) | |
| Attendance (DP Monitoring) | |
| Bike Program | |
| Connect | |
| Check and Connect (YA) | |
| Check and Connect (Behaviour Team) | |
| Check and Connect (Learning Centre) | |
| ERASE Meeting | |
| Escalation Plan (Visual) | |
| Explicit lessons | |
| HT Monitoring | |
| DP Monitoring | |
| Individual behaviour Support Plan (IBSP) | |
| Lesson Observations (Behaviour Team) | |
| PCYC | |
| Oasis Centre program | |
| Social Skills Explicit Lesson | |
| Rock and Water | |
| RAGE | |
| Vape Program | |



Respect Responsibility Achievement



| Tier 3 Interventions | Date/Week/ Comment |
|---|--------------------|
| APLAS Behaviour Support | |
| Behaviour Specialist (External Support) | |
| BVC Linked | |
| 1:1 Case Management (Behaviour Team) | |
| Counsellor (DCS/Access request) | |
| Functional Behaviour Assessment (APLAS) | |
| Integration Funding Application | |
| Learning and Wellbeing Support (External Support) | |
| DP Principal Monitoring | |
| Principal Monitoring | |
| Lesson Observation (Principal) | |
| Suspension Centre (Oasis) | |
| Tier 3 Case Management | |