



Batemans Bay High School

LEARNING LEADS TO EMPOWERMENT

Behaviour Support and Wellbeing Management Plan

Rationale

Bay High School is committed to creating a safe, inclusive, and supportive learning environment where positive behaviour is promoted, explicitly taught, and demonstrated. At Batemans Bay High School our core values of respect, responsibility and safety are developed in a positive, accepting and tolerant community. All students have a right to feel safe, respected and valued. At Batemans Bay High we value student voice and foster high expectations that encourage growth and achievement across a wide variety of areas and interests.

This document details the procedures and practices for staff and parents to support the school's dedication to nurturing positive behaviour and academic achievement. Our approach is founded in key initiatives including Positive Behaviour for Learning, Trauma-Informed Practice, and the Berry Street Education Model. We focus on promoting excellence, opportunity and success for every student, every day.

Our Commitment

At Batemans Bay High School, we are dedicated to nurturing the whole child and empowering every student through learning to achieve their fullest potential.

Our commitment to equity ensures that all students have the opportunity to become the best versions of themselves. We encourage each student to take ownership of their learning journey, supported by personalised educational pathways that foster creativity, innovation, and a positive mindset. Through this approach, students develop essential future skills, including creativity, problem solving, collaboration, communication, and critical reflection.

Our expert teachers are collaborative leaders in education, cultivating a school culture that promotes high expectations. We prioritise self-regulation, provide high-quality, targeted feedback, and celebrate excellence in all its forms.

Partnership with parents and carers

Batemans Bay High School partners with families and community to establish processes and activities that foster parent engagement in developing and implementing student behaviour management strategies, including for bullying behaviour.

Batemans Bay High School invites families and student feedback through formal and informal means, for example, through Tell Them From Me Surveys, school surveys, consulting with the school's P&C Association and the local AECG and by using concerns raised through community feedback to review school systems, data and practices. Batemans Bay High School will communicate these expectations to parents/ carers through the school parent portal, website and provide links to information and resources in the Behaviour support toolkit.

School-wide expectations and rules

At Batemans Bay High School, staff believe that an effective behaviour management system is founded in clarity, consistency, equity, and engagement through learning. These foundational elements are supported by proactive approaches and structures and are embraced by all staff members.

Batemans Bay High School incorporates restorative practices, the Berry Street Education Model (BSEM), a range of strategies and systems to explicitly teach, acknowledge, and reinforce positive student behaviour and set clear behavioural expectations.

To be respectful, responsible, safe learners

Respect	Responsibility	Safety
Show Empathy	Follow Rules	Follow Instructions
Support Peers	Make Good Choices	Stay in Designated Areas
Stand Up to Bullying	Ask for Help	Report Unsafe Behaviour
Respect Property	Participate Actively	Walk Quietly in Hallways
Use Kind words	Be Prepared	Respect Personal Space

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>.

The Care Continuum

The care continuum facilitates the implementation of a whole-school, prevention-focused, and positive approach to behaviour support to meet the needs of all students. At BBHS we aim to positively address individual student behaviour in ways that emphasise proactive prevention, early intervention and targeted support through a restorative approach to intervention. The restorative practice model is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful, promoting students to take responsibility for their actions and be aware that there will be consequences for wrong behaviour. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.



The Care Continuum school strategies and programs

Care Continuum	Strategy /Program	Details	Audience
Prevention/ Early / Targeted / & Individual intervention	PB4L	Whole school approach to positive behaviour for Learning including explicit lesson delivery of expectations, clear signage grounded in 3 core values – Respectful, Responsible and Safe.	Staff, students 7-12
Prevention/ Early / Targeted / & Individual intervention	Restorative Practice	Positive proactive strategies to provide opportunities to develop, strengthen, repair and maintain healthy relationships. Includes circles and restorative conversations.	Staff, students 7-12, families
Prevention	Wellbeing lessons	Students engage in social and emotional wellbeing lessons, reinforced by staff regularly, including at year and whole-school assemblies.	Staff, Wellbeing team, students 7-9, families
Prevention	PDHPE curriculum	The development of self-management skills enables students to take responsibility for actions	Students 7-10
Prevention	Communication with parents	To increase parent’s understanding of how our school addresses all forms of behaviour.	Staff, students 7-12, families
Prevention	(NWA)	Our school participates in the annual National Week of Action Against Bullying and Violence (NWA) – Term 3 each year.	Staff, students 7-12
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 - 12
Early intervention	Teacher/Student relationships	Year group team building camps and excursions. Mentoring programs (ALC and Campbell Page)	Staff, students 7-12
Targeted / individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	Staff, individual students 7-12, families
Targeted intervention	Case management collaborative practices with external providers	Headspace, Katungal, PCYC, Karalyka, Brighter Futures, CAMHS, Behaviour specialist, Hearing/Vision teachers, Careers advisor, REC centre, year advisors, WHIN	Staff, individual students 7-12, families, external providers
Targeted intervention	Check In Check Out (CICO)	For students with low level behaviours of concern.	Students 7-12, YA’s and DP’s
Targeted intervention	Leadership programs	These include Student Representative Council, and peer mentors.	Students 7-12
Individual intervention	Coaching For Success –youth mentoring	Strengths-based intervention program with a focus on building self-awareness and emotional intelligence for students	Individual students 9 - 10
Targeted / individual intervention	Social, emotional & Interpersonal skill development	Programs to increase social/emotional competence e.g. Lovebites, Tomorrow man, Fit4Life, Mancave	Individual students 7-12

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

Batemans Bay High School 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 and non-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. Students who have been bullied will be offered appropriate support, for example through their year advisor, school support officer 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
- 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. Use of class teacher yellow goal setting monitoring card.

Executive managed – behaviour of concern is managed by school executive. Use of head teacher orange goal setting monitoring card.

Corrective responses by teachers may include

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

Behaviour Intervention Program

At Batemans Bay High School we also use the Behaviour Intervention Program where students are encouraged and supported to re-engage in their learning in the classroom using the following steps:

1. class teacher re-directs and re-teaches
2. class teacher provides choice to support the behaviour
3. executive referral if required
4. student conference
5. restorative conversation

Re-set Program

We also use the Re-set Program where students access time out at home to re-set and come back to school the next day ready and prepared to engage with their learning.

Continued behaviours of concern

When behaviours of concern are continued teachers will refer students to senior executive for further intervention.

Examples of intervention may include.

- restorative conversations
- blue book monitoring
- parent/carer meeting or involvement
- restorative mediations
- referral to other agencies
- formal cautions and suspensions if required

Batemans Bay High School uses the following strategies and systems to reinforce positive student behaviour and behavioural expectations:

Prevention	Early Intervention	Targeted/Individualised
Responses to recognise and reinforce positive, inclusive and safe behaviour	Responses to minor inappropriate behaviour are teacher-managed.	Responses to behaviours of concern are executive managed
<p>1. Behaviour expectations are taught and referred to regularly.</p> <p>Teachers model behaviours and provide opportunities for practice.</p> <p>Students are acknowledged for meeting school 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, for example, 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 Sentral system.</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 Sentral system 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 wellbeing lessons.</p>	<p>4. Teacher records on Behaviour / wellbeing system by the end of the school day. Monitor and inform the family if repeated. For some incidents, a referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.</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>
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
<p>Parents are automatically notified through the parent portal when intermittent and infrequent reinforcers are recorded on Behaviour / wellbeing system.</p> <p>Student awards for positive behaviour are given throughout the year and at term Award Assemblies.</p>	<p>Teacher contacts parents by phone or email when a range of corrective responses have not been successful.</p> <p>Individual planning and referral to YA, SSO, WHIN, JWC and SWC and 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 or Restorative Education Centre.</p>

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded onto Sentral.

These responses 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, making learning and environmental adjustments and risk assessment
- detention, reflection and restorative practices
- 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](#)

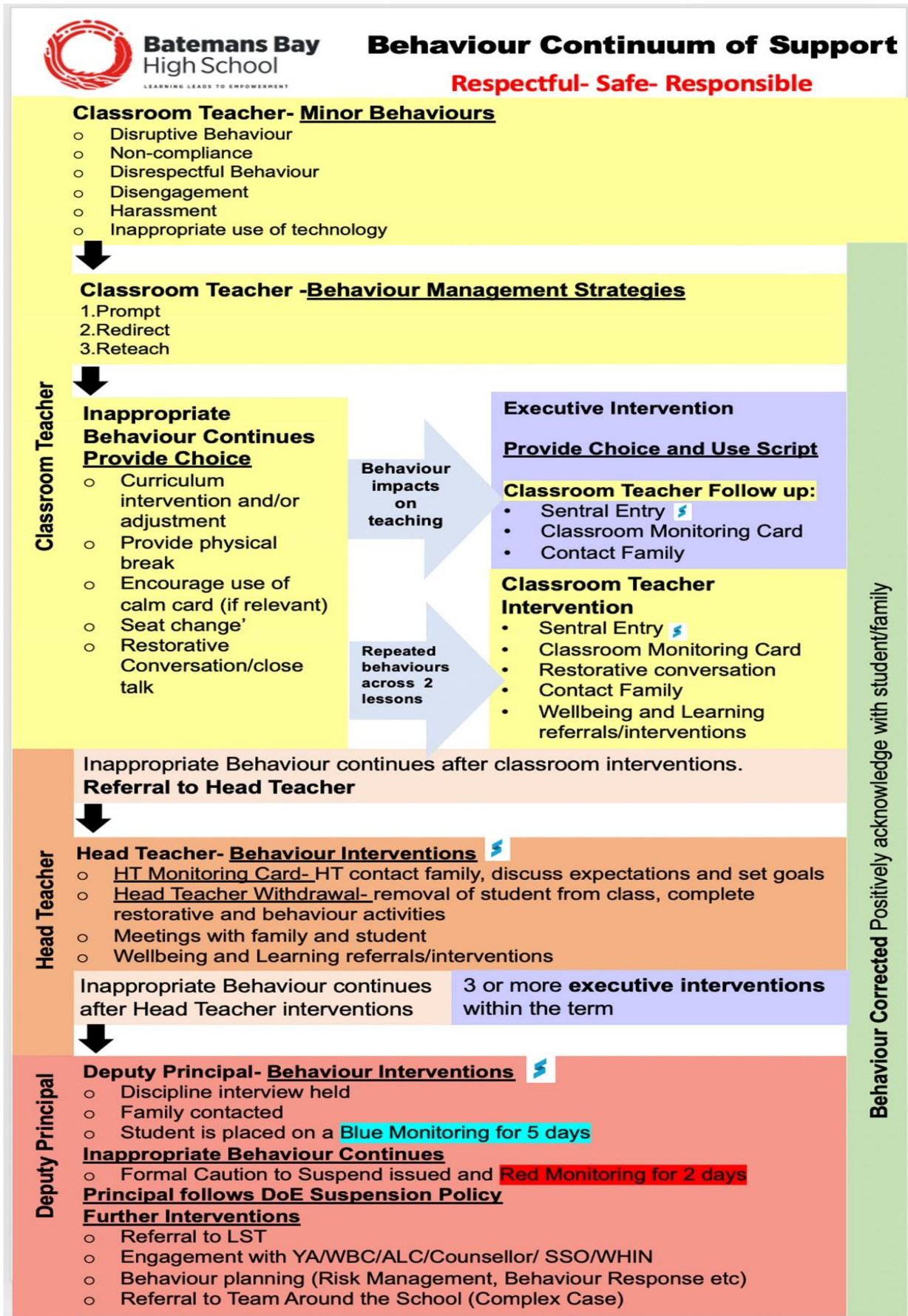
Students and/or parents/carers can report cyberbullying to the <https://www.esafety.gov.au/> and reporting links for most sites, games and apps can be found at the [eSafety](#) Guide.

Detention, reflection and restorative practices

Toilet and food breaks are 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?
Alternate break plan – withdrawal from playground during breaks and re-allocation to office/classroom for supervised breaktime following breach in behaviour.	Next break	School executive	Behaviour / Sentral
Restorative Practice – P3, P3, F3, Coaching conversations, BIP re-engagement conversations, peer mediation, SSO support, WHIN support or restorative conversations in groups	Scheduled as soon as all involved are available	Year Advisor/HT Wellbeing	Behaviour / Sentral

Appendix 1: Behaviour management flowchart



Appendix 1: Bullying Response Flowchart



Document Review dates

Last review date: 31 January 2025

Next review date: 31 January 2026