

School Behaviour Support and Management Plan

Overview

Dapto High School 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 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 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 support students to acknowledge harm and learn from their behaviour.

To achieve our mission, key approaches and programs prioritised and valued by the school community are:

- Restorative Practice
- Our RISE (Respect, Integrity, Safety, Excellence) values, which underpin our Positive Behaviour for Learning approach

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

Dapto High School partners 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 school surveys, consulting with the school's P & C Association and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Dapto High School 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

Dapto High School has the following community endorsed values that underpin our school wide expectations and rules:

To show Respect, act with Integrity, be Safe and strive for Excellence

RESPECT	INTEGRITY	SAFETY	EXCELLENCE
Show care and kindness for myself and others	Honest and truthful in my words and actions	Follow rules and instructions to protect myself and others	Always try my best
Use appropriate language	Be ready to learn	Hands off in all areas	Contribute positively to learning
Accept and invite diversity	Be on time	Use equipment responsibly	Overcome challenges
Take turns	Take responsibility for actions and learning	Remain in supervised areas of the school	Acknowledge and celebrate achievement

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](#).

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.

Strategy or Program	Details	Audience
Prevention		
Values- RISE	Consistency; consistent language and expectations. Fortnightly focus on a particular value. Student and staff presentations.	Whole school
SSO/SLSO/AEO/SWO/Senior Student Mentor (PJ)	Breakfast club, points of contact, regulatory strategy, safe place and reinforcement for individual students. Student support person.	Whole school student body
Classroom routines	Creating predictability, clarity of expectation in all learning spaces.	Whole school teaching staff
PHOENIX group sharing	Knowing students and how they learn; challenges and/or wellbeing issues.	Whole school teaching staff
SRC/Sports Committee	Student opportunities, leadership, structured competitions, playground fun.	Whole school student body
P&C	Collaboration and awareness of systems and processes, creates buy-in, provides a voice, a chance to clarify and an advisory level.	Whole school
Learning at School Support Officer (L@SSO)	Attendance fortnightly pizza draw at celebration assembly, newsletter and Facebook posts encouraging positive attendance. Attendance Reports for all students	Whole school student body
Clubs	Fitness, Dungeons and Dragons, arts, homework, drama, debating, green group- promoting a sense of belonging within the school.	Whole school student body
Recognition Days	International Womens Day, Harmony Day, Reconciliation week, National Sorry Day, NAIDOC week, RUOK Day, Wear it purple day, Autism awareness day, Jersey Day. Acknowledging and celebrating these days promotes an inclusive, accepting and tolerant school environment, where all students belong and are able to thrive	Whole school.
Early intervention		
Wellbeing Programs: Friends Resilience, Seasons for Growth, Youth Aware of Mental Health (YAM), REACH programs- Respect, Brainstorm productions- wired, sticks and stones	These programs promote an awareness of supports available, as well as providing avenues for support. The programs include whole year seminars and workshops, as well as early interventions available to all students, which some students choose to participate in.	Whole school student body
AIME	Cultural connections, learning focus, and support for students to identify future pathways.	Aboriginal and/or Torres Strait Islander students.
ILPs/PLPs	Knowing students and their point of need, connections with staff, students and community. Goals and pathways to support student achievement.	Aboriginal and/or Torres Strait Islander students. Students with identified learning needs.
Karrara	Point of contact, deescalate, regulate, nourish and to connect with culture. Support for students' engagement and redirection of undesired behaviours.	Aboriginal and/or Torres Strait Islander students.
L@SSO	Attendance strategy- communication home (calls, letters) and different focus areas targeted. Identified students discussed at meetings with HT wellbeing, L@SSO and DPs.	Whole school student body

School Counsellor	Supports and strategies implemented to assist the young person manage their mental health challenges.	Whole school student body
Zen Den	Regulatory strategy. De-escalate. Time out to avoid eruption of poor behaviours.	Whole school student body
Targeted intervention		
Top Blokes	Identifying, connecting and coaching young men at possible risk.	Identified young men.
Young Womens Program	Identifying, connecting and coaching young women at possible risk.	Identified young women.
School Police Liaison Officer (SPLO)	Awareness and education around safety, behaviour and expectations.	Whole school student body
Home School liaison Officer (HSLO)	Targeted support for student identified from the attendance meeting who are a cause of concern.	Identified students.
Raise mentoring	Community coaching and connecting for ongoing success. Forward planning and direction towards success for those identified students needing personalised care.	Identified student groups.
New Street initiative	Identify and supporting victims and perpetrators surrounding domestic violence, consent, sexual assault and power struggles	Identified students.
Plans	Communication tool, awareness of students, their needs and strategies to support and redirect them to meet school expectations. (ILP, Behavioural, Risk, Partial attendance, Healthcare, Functional behavioural,	Identified students.
Monitoring cards	Redirection of behaviour, goals and stimulus to correct behaviour or learning focus.	Identified students.
Individual intervention		
Behaviour Management Plan	Collaborative tool designed to instruct students and teachers around school-wide intervention strategies to support students to make improved choices around their behaviour and learning.	Identified students. Whole school teaching staff
Behaviour Support Plan	Collaborative tool used to minimise poor behaviour, planned redirection strategies and intervention to avoid a repetition of disengaged or unsafe behaviours-tailored for each individual student.	Identified students. Whole school teaching staff
Albion Park High School Return To School Centre	Redirecting behaviours, repositioning of student mindset towards school, specialised information to guide and support students moving forward upon return.	Identified students.
External support team	LWO, APLaS, Behavioural specialist, OOHC teacher, vision, hearing, SLES... individual case support management to adopt a collaborative approach for the students in the aim of successful integration and learning habits.	Identified students.
Time out	Regulate, de-escalate, avoidance of heightened consequences, time to reflect and unpack with a Deputy Principal and/or Wellbeing staff.	Identified students. Whole school teaching staff

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

Our school uses the following strategies to explicitly teach, recognise and **reinforce positive student behaviour** and expectations:

Strategy	Details
Teaching of values	RISE values embedded across DHS: awareness, implementation and adherence the focus.
Daily assembly	Daily recognition and awareness of positive culture, achievement and opportunities.
Signage	RISE values promoted across school.
Achievement assemblies	Recognition of student academic, community, and sporting excellence.
Sentral notifications	Utilising merits and positive entries, available on the parent portal for recognition and celebration at home.
Newsletter	Celebration of student engagement in a wide range of activities and opportunities across the school.
Facebook	Sharing of student success stories- school wide recognition and celebration.
Reward excursions	Annual opportunity for students to be identified and rewarded.
Attendance draw	Fortnightly pizza draw, recognising students with 100% attendance.

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.

Dapto 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 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 their year advisor 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/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

Dapto High School 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
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.	1. Refer to school-wide expectations.	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.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	2. Use indirect responses e.g. Proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	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.
3. Tangible reinforcers include those that are: <ul style="list-style-type: none"> • free and frequent • moderate and intermittent • significant and infrequent Intermittent and infrequent reinforcers are recorded on Behaviour / wellbeing ITD system.	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.	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 and contact parent/carer by email or phone. DP/P may consider further action for e.g. formal caution/suspension.
4. Social-emotional learning lessons are taught during fortnightly wellbeing lessons.	4. Teacher records on Behaviour / wellbeing ITD 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.	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.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Parents are automatically notified through the parent portal when intermittent and infrequent reinforcers are recorded on Behaviour / wellbeing ITD system. Student awards for positive behaviour are given at fortnightly year group assemblies.	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.	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.

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. 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](#).

Detention, reflection and restorative practices

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.

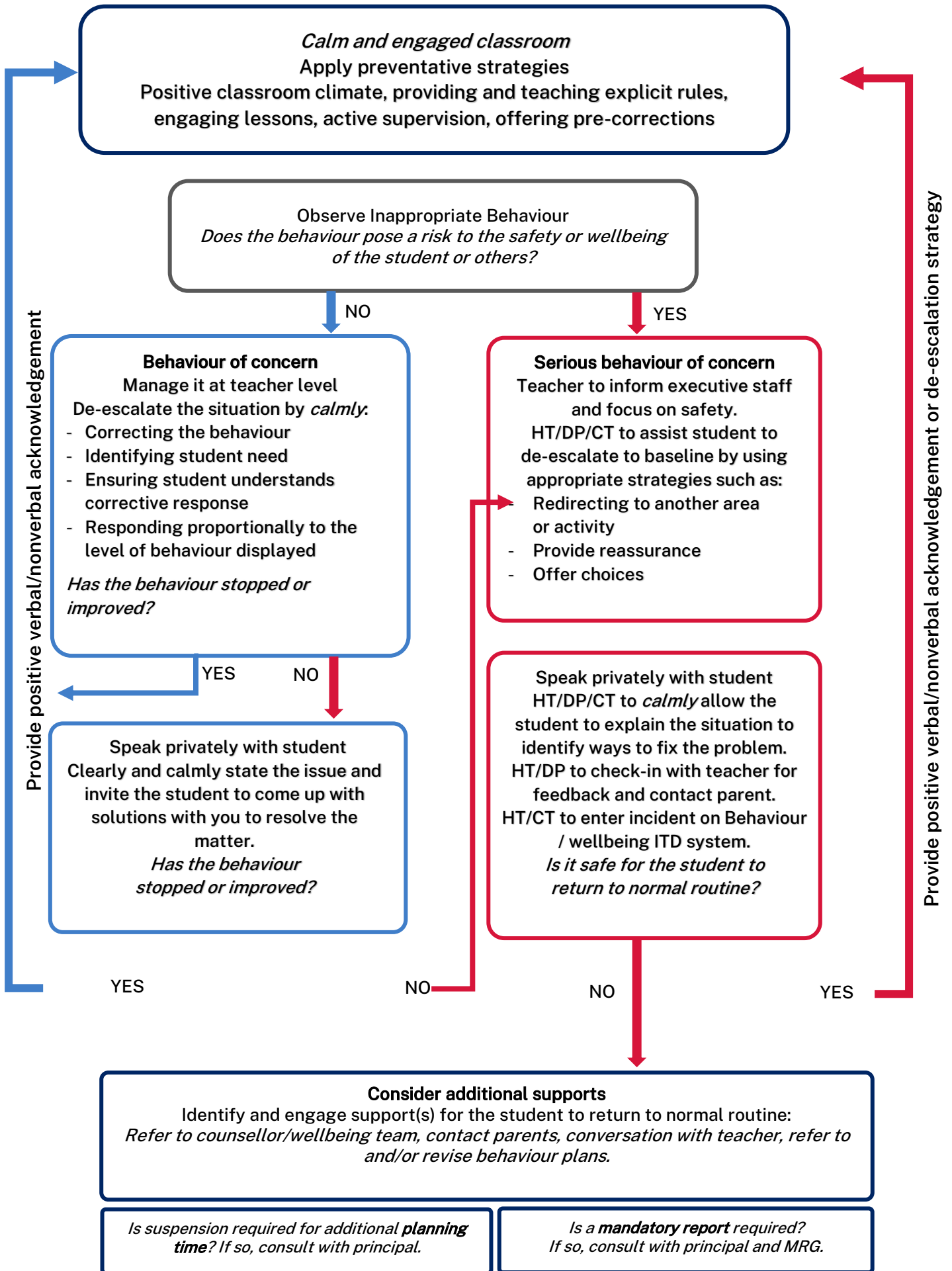
Strategy	When and how long?	Who coordinates?	How are these recorded?
Alternate break plan – withdrawal from playground during breaks and re-allocation to office/classroom for supervised breaktime following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention)	Next break Length will vary depending on nature of behavioural breach, with the maximum time the duration of a break, less time for bathroom use. In all instances, students will be provided an opportunity to eat and use the bathroom during the break.	CRT, School executive	Behaviour / wellbeing ITD system
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 wellbeing module

Review dates

Last review date: [Day 1, Term 1, 2025]

Next review date: [Day 1, Term 1, 2026]

Appendix 1: Behaviour management flowchart



Bullying Response Flowchart

The following flowchart explains the actions Dapto High School 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.

