

# Denison College - Bathurst High Campus School Behaviour Support and Management Plan 2025

## Overview

Bathurst High Campus strives for excellence for all students. We aspire to create an inspirational and caring educational experience where every student and every teacher is challenged to improve every year. Through our culture of high expectations, we encourage everyone to achieve their personal best.

Our purpose is to provide a strategic and planned approach to develop whole school processes that support the wellbeing of all students so they can connect, succeed, thrive, and learn. Classrooms and learning environments are well-managed and consistent to promote optimal learning and progress for all students across a range of abilities and strive to develop safe respectful learners within the community.

Our processes are founded on the idea that students 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:

- Attendance Team
- Learning Support Team
- Classroom Management Team

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

## Partnership with parents and carers

Bathurst High Campus 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, Bathurst High Campus Annual Wellbeing Survey, 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.

Bathurst High Campus will communicate these expectations to parents/carers through the school newsletter, website, Sentral recoding system and portal, social media platforms and provide links to information and resources in the [Behaviour support toolkit](#).

## School-wide expectations and rules

Bathurst High Campus has the following school-wide expectations and rules:

**To be safe, respectful, learners.**

SAFE	RESPECTFUL	LEARNERS
Recognition of students who behave in a safe manner, follow instructions, being in the right place at the right time and for assisting others to maintain safety	Recognition of students who display respect in their actions, demonstrate high level school citizenship, pride, and representation of Bathurst High Campus.	Recognition of students who are engaged in learning, complete tasks, display self-improvement and high academic results.

## 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>. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses. This document translated into multiple languages is available here: [Behaviour code for students \(nsw.gov.au\)](https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01)

## 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.

Care Continuum	Strategy or Program	Details	Audience
<b>Prevention</b>	Social and Emotional Learning (SEL) Programs	Social skills programs provide explicit instruction in social skills that promote positive behaviours and peer connection.	All students
	Classroom Management (Positive Behaviour Interventions and Supports)	A proactive approach to behaviour management that involves modelling positive behaviours, setting clear expectations, and providing support to students.	All students
	Roll Call - Morning Routine/Check-In	Staff conduct daily check-ins with students during roll call and monitor their readiness for learning. Roll call activities provide opportunities for students to learn strategies to support their wellbeing e.g. sleeping routines, study techniques, brain breaks, mindfulness.	All students
	Pet Therapy	School Support Dog to help students with emotional regulation, anxiety, and self-expression.	All students
	Whole School Student Assistance Program.	Supporting students in areas where they may face financial challenges, insuring they have the resources to overcome barriers to success. Breakfast program supplemented by outside bodies running three days a week and access to recess and lunch daily.  Initiatives focusing on nutrition, mindfulness, and overall wellbeing through school meal programs, breakfast clubs, and nutrition lessons. Joint initiative with community groups.	All students
	Recess and Lunch Connections groups.	Supervised activities during breaks to encourage positive peer interactions and connection.	All students
	Interest Groups.	Activities based on student interests to help them build friendships, develop hobbies, and engage positively during break times, including before and after school. This includes areas of talent across all key learning areas.	All students
	Leadership activities	School leadership teams, running peer driven social activities to support inclusion, connection, and school culture.	All Students
	Smaller Class Sizes	Smaller class sizes provide more individual attention, creating a less stressful learning environment and more opportunities for positive behaviour reinforcement.	All students
	Positive Reinforcement	Utilises praise, rewards, and incentives, such as recognition certificates, awards, and blitzes to encourage and reinforce positive behaviour. Includes Students of Excellence Assemblies and Academic Course Review System.	All students

Care Continuum	Strategy or Program	Details	Audience
	Wellbeing Specific and Awareness Days	Whole school programs, school based or externally engaged to support positive mental health and wellbeing. Celebrating and supporting awareness days focused on raising understanding for specific causes, issues, or conditions and building school culture.	All students
	Astley Cup	Inter-school sporting competition, developing skills in sportsmanship, comradery, and resilience. Sporting and debating represented, through a two day event, promoting school culture.	All Students
	Restorative Practices	Promotes positive strategies to provide opportunities to develop, strengthen, repair, and maintain healthy relationships.	All students
	Student Representative Counsel	Student voice represented across all year groups, supporting fund raising, awareness building, and school driven changes based on review data and student suggestions.	All students
<b>Early intervention</b>	Brain Breaks	Short, intentional breaks during classroom time to reduce stress and mental fatigue, supporting students in maintaining focus and positive behaviour.	Students showing early signs of dysregulation or stress
	Learning and Support Plans	Individualised plans that outline specific learning goals, strategies, and accommodations to help students regulate, re-engage, and succeed academically.	Students who need additional behavioural and learning support
	Family Engagement	Regular communication with parents/carers, providing resources to support behaviour management at home and collaborating on individualised behaviour plans.	Students needing additional support, in partnership with their families
	Response to Intervention (RTI) Learning Support Team (LST)	A multi-tiered framework identifying students who require additional support, academically or behaviourally. The LST provide targeted interventions, including small group instruction, external service referral and progress monitoring.	Students identified as needing additional support
	Transition Year 6 into 7	Focusing on a safe and successful movement from primary to high school.	Incoming Year 7 students
	Peer Support Program	Training of Year 10 students, to support with the transition of year 6 into 7 students. Peer support leaders, run Orientation day, first day back, attend camp and run connection activities through the year.	Students Year 7 and 10, and co-ordinators.
<b>Targeted intervention</b>	Sista Speak	A small group program for Aboriginal female students aimed at increasing wellbeing and self-	Aboriginal female students identified as

Care Continuum	Strategy or Program	Details	Audience
		esteem through positive relationship-building and addressing issues such as bullying.	needing social-emotional support
	Peer Mediation	Trains students to help resolve conflicts among peers, promoting a positive school climate and teaching conflict resolution and problem-solving skills.	All students, with specific training for mediators
	School Camps	Engaging students in physical activities like hiking, camping, and adventure-based learning to foster resilience, teamwork, and mental wellbeing- all linked to current.	Students specific to cohorts.
	School to Work Transition Program	Provides disengaged students with work-related skills through different work-experience settings, preparing them for life after school and aiding their transition into the workforce. Includes Skillset Youth Connect Program.	Students preparing for the transition from school to work
	Job Coach	Provides supported work placement for students with disability. Students explore the world of work and have the opportunity to build their confidence and skills in a supported environment to transition successfully to post school options.	Students with disability accessing Support Unit and Integration Funding Support (LST).
	Responsive Social and Emotional Learning (SEL) Programs	Social and emotional skills programs provide explicit instruction in social skills, emotional regulation and promotion of positive behaviours and peer connection.	Students targeted through learning and support team, and behavioural concerns.
<b>Individual intervention</b>	Functional Behavioural Assessment (FBA) and Behaviour Management Plans (BMP)	Comprehensive assessments to identify the function of challenging behaviours, followed by developing and implementing tailored intervention strategies.	Students with significant behavioural challenges
	Complex Case Individual Student Planning	Comprehensive assessments, planning and regularly reviewing students with extensive and complex needs.	Students with complex support requirements.
	Individual Social and Emotional Learning Programs	One-on-one support focusing on teaching students' skills to navigate their social and emotional environments effectively, including self-regulation, building positive relationships, and making responsible decisions. These programs are especially useful for students dealing with trauma or emotional challenges.	Students requiring intensive support to develop social and emotional competencies to manage emotional and behaviour.
	The Learning Centre - Literacy/Numeracy	Provides students with individualised academic support in literacy and numeracy. These interventions are designed to enhance learning outcomes by addressing academic needs.	Students with academic challenges All students
	Access to School Counselling	Provides mental health support and counselling services for students facing academic, social,	Students requiring support

Care Continuum	Strategy or Program	Details	Audience
		emotional, or family issues, helping them manage their challenges and improve their wellbeing.	
	External Agency Connection	Refers and support for students and their families to external resources for additional support beyond what the school can provide, ensuring a comprehensive support network.	Students and families needing specialised support beyond the school's resources
	Modified Enrolment Programs	Provides flexible enrolment options, including part-time or adjusted schedules for students struggling with full-time attendance. This program supports students in reintegrating into school gradually and offers ongoing behavioural and academic interventions during the transition.	Students needing modified attendance due to behavioural or wellbeing issues
	Daily Achievement	A period of time on a behaviour monitoring card to identify goals and change pattern of behaviour.	All students
	Attendance Monitoring	Address barriers to improve attendance and set growth goals.	Student attendance officer, Senior Exec, HSLO
	Individual behaviour support planning	Developing, implementing monitoring, and reviewing behaviour support, behaviour response and risk management plans.	Students, parents/ carer, LaST, DP, P

## 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.

Bathurst High Campus 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

See Appendix 1 – Bullying and Harassment

See Appendix 2 – Behaviour Management Flowchart

See Appendix 3 – Truancy Process

Bathurst High Campus 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: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on Sentral.	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 / Sentral 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 (Resiliency Project) during fortnightly wellbeing lessons.	4. Teacher records on Sentral by the end of the school day. Monitor and inform the family if repeated. For some incidents, a referral is made to appropriate staff.	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
Following a student/teacher restorative conversation. Teachers will record a Sentral entry and make contact home via phone or email. Student awards for positive behaviour are given at 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 / Sentral 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?
<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 (detention)	Next break	School executive	Sentral system
<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	School Executive	Sentral system wellbeing

## Review dates

Last review date: Day 1, Term 1, 2025

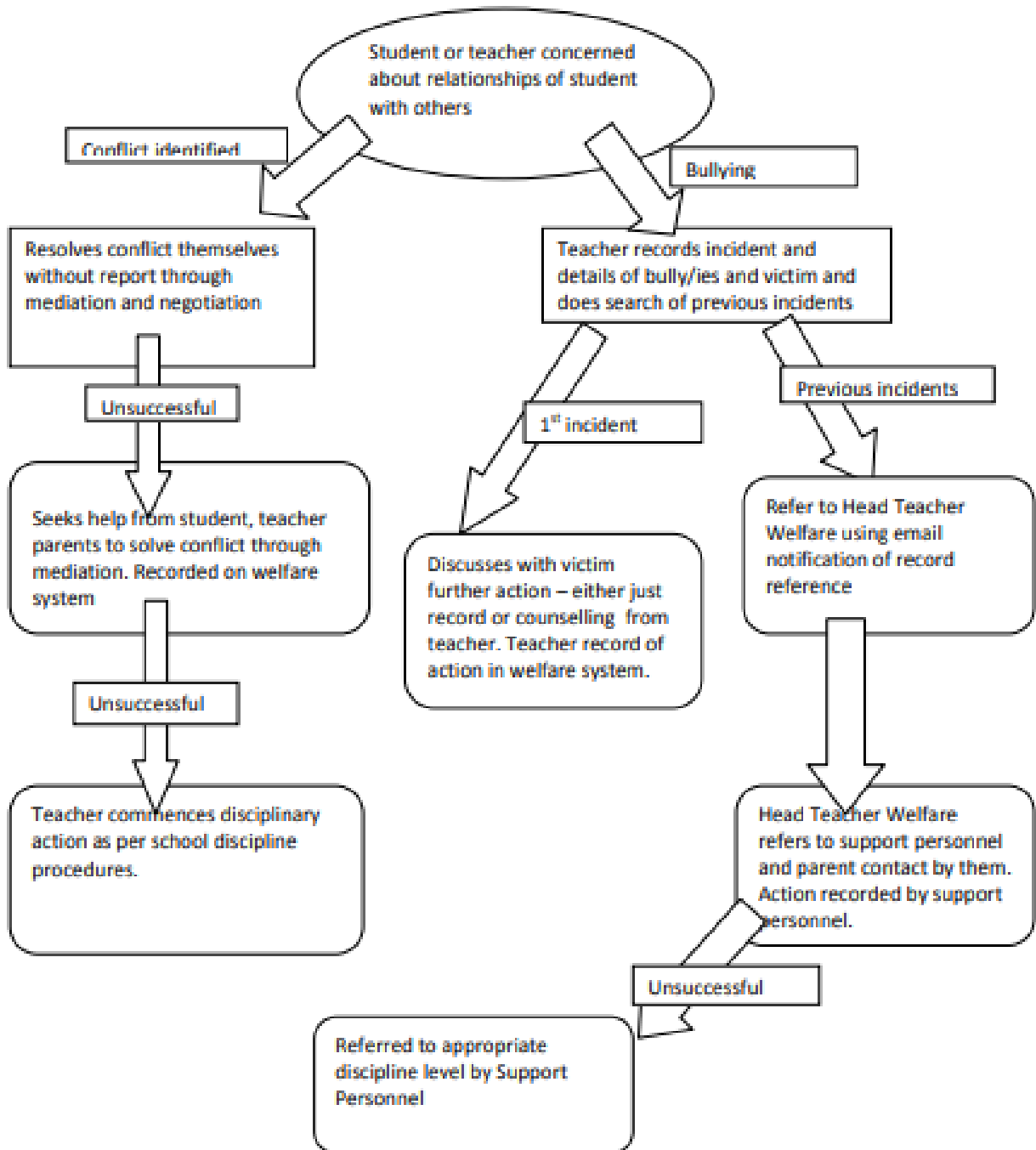
Next review date: Day 1, Term 1, 2026

## Appendix 1: Bullying & Harassment Responsibility & Action Flowchart

### Bullying Response Flowchart

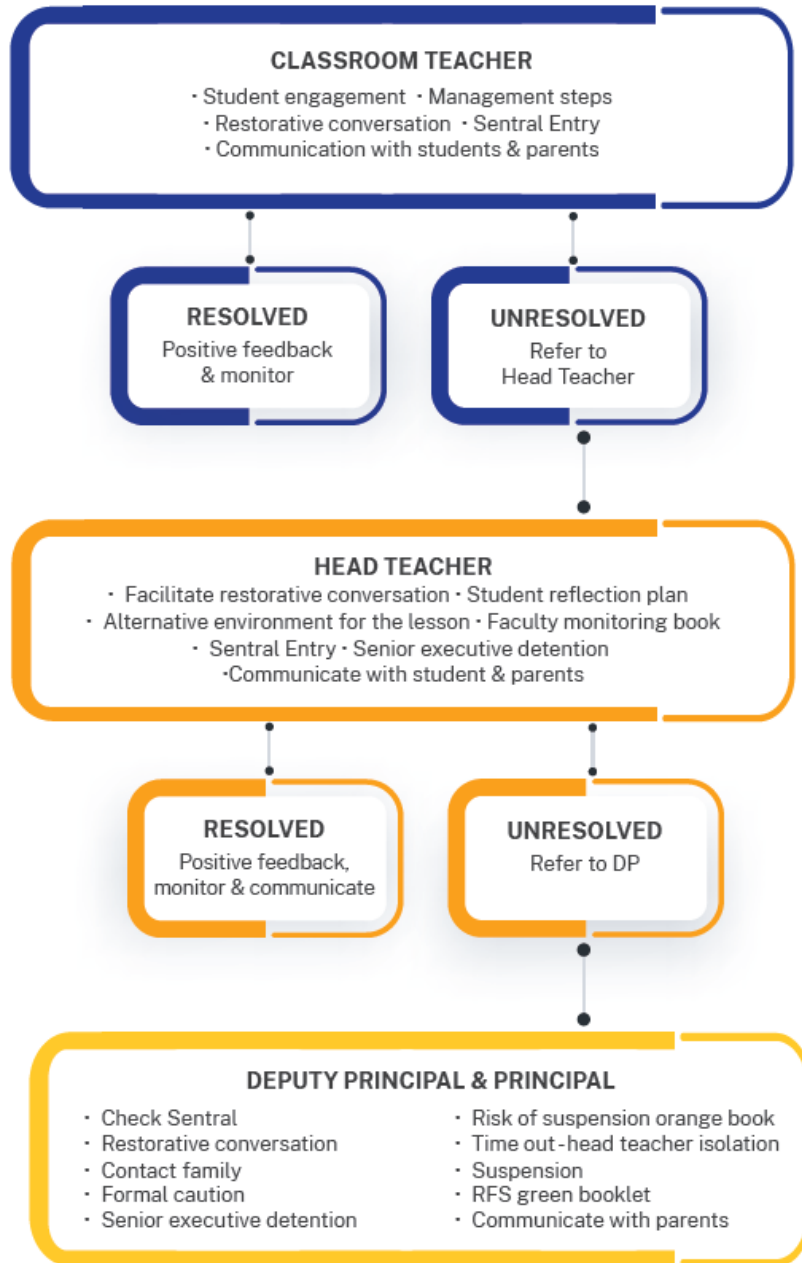
The following flowchart explains the actions that Bathurst High Campus staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive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

### Solving Conflict and Bullying at Bathurst High - Responsibilities and Actions



## Appendix 2: Behaviour Management Flowchart

# Behaviour Management Flow Chart



### Appendix 3: Truancy Process

