

Bombala High School Behaviour Support and Management Plan

Overview

Bombala High School is committed to Positive Behaviour for Learning (PBL) as a comprehensive model to explicitly teach, model, and monitor positive behaviour across the school community. Our goal is to foster responsible, respectful, and safe behaviour in every student, reflecting our core values of Personal Best, Respect and Responsibility. These values guide our daily interactions and set the foundation for a positive school culture.

A holistic approach to student support is central to the practice of Bombala High School, guided by an experienced and well-staffed wellbeing team consisting of teaching specialists, support staff, social workers, and counsellors. This team plays a critical role in supporting students' development and ensuring a safe, supportive, and inclusive environment where all students can thrive.

Our practices support students across the care continuum, providing a range of preventative strategies and systems designed to address diverse emotional, social, and behavioural challenges. Bombala High School's proactive approach aims to create a safe and inclusive learning environment where students feel supported to grow academically, socially, and emotionally.

A key feature of our support framework is our dedicated student matters team, which responds to the needs of students holistically across the domains of learning support, wellbeing and positive behaviour. Having a student-first mentality provides nuanced, impactful and timely responses to student need and ensures that the school is proactive in promoting a positive, engaging and respectful environment.

We also value and encourage the active voice of our student body in the consultation with our student representative council and School Presidents. This involvement empowers students to shape and improve the school environment, fostering a sense of ownership, responsibility, and belonging.

Restorative practice and respectful relationships are central to our approach to fostering positive relationships and addressing conflict and bullying. Through restorative practices, we focus on building, maintaining, and restoring positive relationships, encouraging students to take accountability for their actions and learn from their behaviour. Our commitment to respectful relationships supports a culture of empathy, understanding, and resilience, essential for a caring and constructive school community.

Partnership with parents and carers

Bombala High School is dedicated to fostering strong partnerships with families to collaboratively establish expectations for engagement in developing and implementing student behaviour management strategies, including positive behaviour initiatives and approaches to address bullying. Our commitment to transparent, inclusive, and responsive practices includes:

- Working closely with our community to co-design reward programs that encourage and celebrate positive behaviour across the school.
- Consulting regularly with the parent body to gather input, share updates, and discuss initiatives aimed at enhancing student wellbeing and behaviour support.

- Using the complaints procedure to address issues within the school community transparently, allowing us to review and improve our practices in response to community concerns.
- Inviting families to provide feedback through both formal and informal channels, internal school surveys, informal consultations, and participation in feedback events such as our biannual *Showcase*.

Bombala High School communicates expectations and updates on behaviour support strategies through our school newsletter, website, and by sharing access to resources within the Behaviour Support Toolkit.

School-wide expectations and rules

Bombala High School encourages student voice and, at the beginning of each year, teachers co-design class expectations and rules with their class in alignment with the school’s values. In addition to class negotiated expectations, there is a range of ‘non-negotiables’ which uphold safety and high expectations in every class environment.

In addition to the rules outlined by the Department of Education’s Behaviour Code for students, these expectations are outlined in every classroom and are aligned to our values of Personal Best, Respect and Responsibility.

Personal Best	Respect	Responsibility
In the classroom		
Make every learning moment matter – students do not pack up until instructed to do so by the teacher	Technology is looked after. Stage 4 laptops must be returned at the end of every class unless negotiated with a teacher.	Class safety – students line up outside of classrooms and only enter with presence of teachers.
We submit our work on time and ensure work is done to the best of our ability	Respect property – treat furniture with respect, no placing feet on chairs or tables.	Phones, Chewing Gum and Energy drinks are prohibited on school grounds
Represent the school – students are expected to wear school uniform each day.	Respect appliances – students do not touch electrical or specialised equipment without permission.	Prepared for learning – students are expected to be fully prepared for learning with the right equipment every day
	Appropriate language – we call out inappropriate language no matter the circumstance	

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 \(nsw.gov.au\)](#)

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
Prevention/ Early / Targeted / & Individual intervention	<u>Restorative Practice</u>	Promotes 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	PBL – Explicit Teaching of Behaviours	Promotes and encourages explicit behaviours that are favourable to school.	Staff, students
Prevention	PBL – Token program for reinforcing positive behaviours	The token program reinforces and acknowledges students upholding the values and explicit behaviours in the school. It goes towards the year award levels	Staff, students
Prevention	Professional Learning	Professional learning for wellbeing is held routinely for staff targeting identified areas through PBL collection data. This aligns with the school strategic direction on behaviour and wellbeing.	Staff
Prevention	Individual Education Planning	Individual education planning is done at key transition states to pre-emptively support the behaviours and educational needs of students potentially needing adjusted supports.	Staff, students, families
Early Intervention	PBL – Green Contract	Teachers use green contracts to explicitly correct low level, recurring levels of concern with students in their classes.	Staff, students
Early Intervention	PBL – Incident monitoring	The Student Matters team regularly monitors trends in student behaviour to identify next steps for interventions and explicit teaching	<i>Student Matters Team, executive</i>
Early Intervention	Attendance monitoring	Attendance team utilises attendance check in programs to assist students whose attendance falls below satisfactory levels.	Attendance team, staff, parents, students
Targeted intervention	Learning Support and Wellbeing Referral	The combined wellbeing and learning support teams meet regularly to triage incoming referrals to ensure the appropriate support persons are aligned with student need.	<i>Student Matters Team, staff, students, parents</i>
Targeted intervention	SSO support and programs	The school's SSO's provide a range of explicit programs in wellbeing covering topics that are both generic and targeted (including boys and girls education, social media awareness etc).	SSO's, <i>Student Matters Team, staff, students</i>
Targeted intervention	PBL – Explicit behaviour classes based on data review	Where necessary, the Student Matters Team will construct explicit classes for teaching to students where patterns of behaviour are identified in the data analysis.	<i>Student Matters Team, staff</i>
Individual intervention	PBL – Yellow and Red Contract monitoring	Where a student has recurring behaviours and other pre-emptive strategies have been unsuccessful, they may be put on a yellow contract (Head Teacher) or red contract (Deputy Principal) so that senior executive work to correct behaviours across various school environments.	Executive, students, parents
Individual intervention	External Agency referral	Interventions may include referrals to Get Back in the Game, Head Space, CAHMS, Wellbeing	Senior Executive,

Nurse and other agencies available in the Eden-Monaro region.	Student Matters Team, students, parents
---	---

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.

Bombala 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.
- Concerns raised through support programs within the school, or discussions with onsite social workers, well being nurse or external agencies.

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

- Explicit teaching of appropriate behaviour, reinforced through the school's PBL GEMS token system
- Classroom contracts for ongoing low-level behaviours, explicitly monitoring the right behaviours over a period of lessons.
- Reteach
- Restorative conversations with teachers the following day
- seat change
- stay in at break to discuss/complete work with teacher
- communication with parent/carer

Monaro 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. Data Analysis: Data analysis occurs with the <i>Student Matters</i> team to assess trends in Compass Chronicle reports for behaviour	1. Green Contract (Teacher led explicit teaching of behaviour)	1. Yellow Contract/Red Contract (Head Teacher/Deputy Principal explicit teaching of behaviours that are across a variety of spaces).
2. Year Awards Scheme and Tokens (Tangible Reinforcement): The <i>Student Matters</i> team can identify two week blitzes to use positive behaviour to reinforce the behaviours desired, or provide reinforcement to the general behaviours aligned with the school values.	2. Redirection to class expectations: Students may be explicitly referred to the values and explicit expectations of the class by the teacher. Teachers may also, at discretion, use a small amount of time out to speak to students and redirect them to the class expectations	2. HT/DP Intervention: HT/DP may remove students and have them work remotely if there is ongoing disruption to the class. Return to class may be dependent on restorative conversation with classroom teacher or other appropriate measures that allow a student to refocus on the values of learning set in the class
3. Explicit teaching of space specific behaviours: Where necessary, teachers can adjust the focus of the PBL blitz to be specific to the learning needs of their teaching space or specific subjects. This is published at the front of each learning space for students to see before they enter.	3. Direct Responses: Students may be asked to attend a restorative conversation, which is held in a consistent setting each day with an executive in attendance. Teachers may explicitly redirect or teach appropriate behaviours at this time and seek to understand the function of the student behaviour for further action.	3. Executive/Snr Executive incident response: Critical incidents managed by the senior executive follow the department of education's student behaviour policy and, where necessary, the suspension and expulsion procedures
4. Preventative socio-emotional learning: The school draws on an experienced <i>Student Matters Team</i> that provides programs targeted at addressing behaviours and wellbeing concerns as they arise. This is documented in the school wellbeing calendar.	4. Recording: Staff report all incidents via the school's reporting system on <i>Compass</i> .	4. Student Referral: All student referrals are triaged through the school wellbeing and learning and support team.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
<p>Parents are notified of whole school PBL values regularly through newsletters and publications released by the school.</p> <p>Students are taught PBL values at assemblies or explicit classes organised by the PBL team as they arise.</p> <p>Teachers are advised of these programs through meetings and staff development days.</p>	<p>Teacher contacts parents when students are placed on green contracts.</p> <p>Automated messages may be sent to parents for certain logged behaviours at the school (including mobile phone use, regular incorrect uniform).</p> <p>Head Teachers or senior executive may be called to support redirection where necessary.</p>	<p>Appropriate executive contact parents depending on the nature of the individualised support.</p> <p>Principal and external directorates, including Director, made aware of critical incidents</p> <p>Staff debriefed where necessary at school meetings.</p>
<p>Parents have the ability to access some daily behaviour data of students through the Parent Portal via <i>Compass</i></p>		

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.

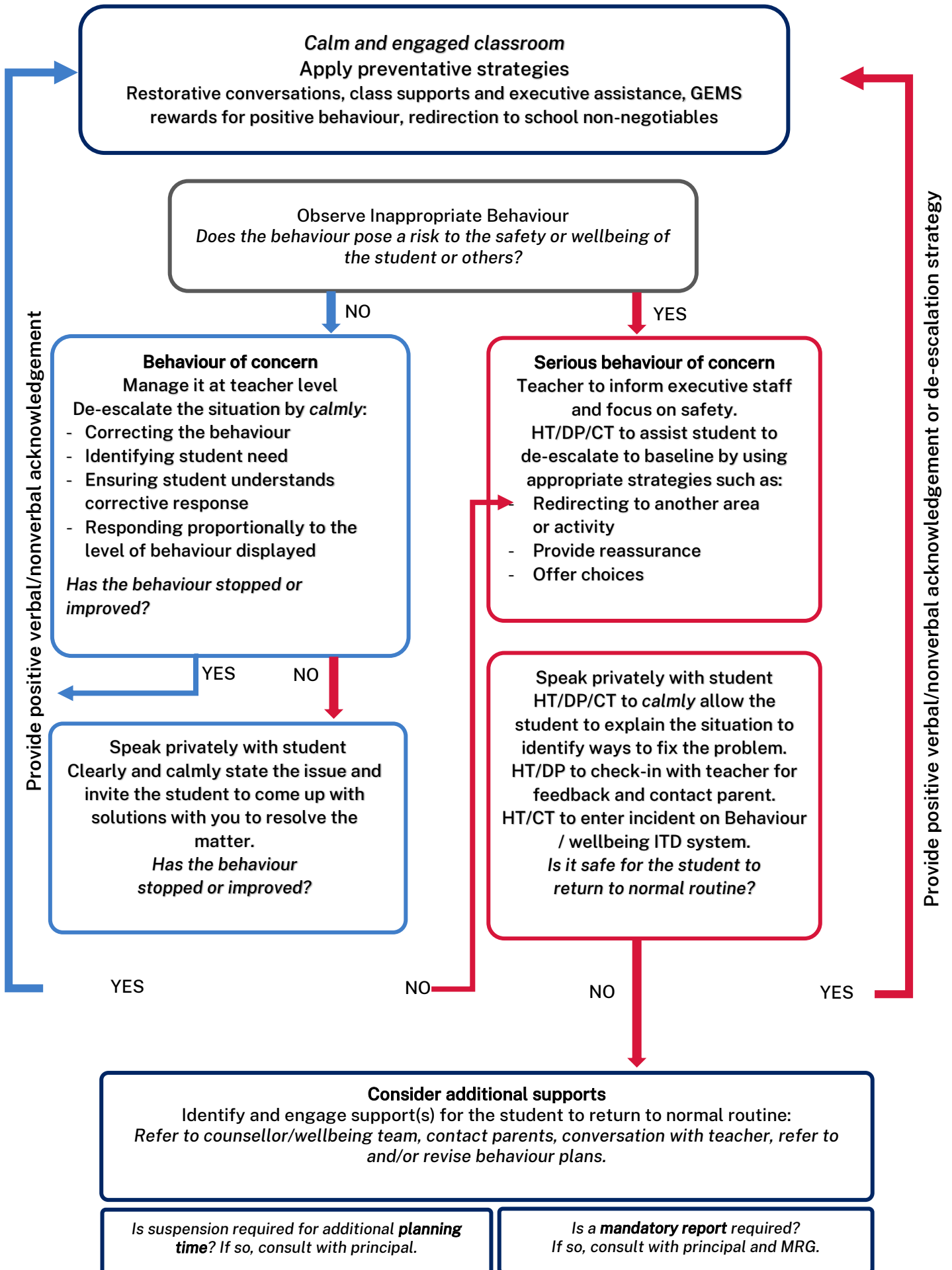
Strategy	When and how long?	Who coordinates?	How are these recorded?
Restorative Conversation Meetings – withdrawal from playground the following day. Teachers engage in an explicit conversation around identified behaviours and how these can be corrected in the following lessons. Executive in attendance.	Break 1 the following day	School executive	Compass Chronicle LMS System
Tailored response meetings – Where necessary, the Student matters team will determine the best format for responding to conflict or issues with students that provides the best desired outcome. This will include deciding which teachers manage the response, how the response is co-ordinated and communicating the outcomes to the wider staff.	As per triage of student matters team	Student Matters Team	Compass Chronicle LMS System

Review dates

Last review date: Day 1, Term 2, 2025 – 28th April 2025

Next review date: Day 1, Term 1, 2026 – 31st January 2026

Appendix 1: Behaviour management flowchart



Bullying Response Flowchart

The following flowchart explains the actions Bombala 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.

