



# NSW Department of Education

## Belmore Boys High School Behaviour Support and Management Plan

### Overview

Belmore Boys' High School is a family of approximately 650 students and 80 teaching and non-teaching staff, located in Southwest Sydney. Our diverse student population represents 35 languages with 98% of students from language backgrounds other than English. Our school specialises in boys' education, focusing on the academic, social and emotional growth of our students. Our boys enjoy positive relationships with their teachers and peers, which allows them to be creative and confident learners who recognise the importance of learning and wellbeing. Our learning environment provides students with tailored learning experiences through planned, explicit and differentiated learning activities. Our school also offers a wide curriculum allowing students to successfully transition into a diverse range of future learning and employment opportunities. Our school takes pride in being an inclusive community, working closely with local partners to ensure success for our students. Our aim is to excel in our level of responsiveness to community needs and high-quality service delivery.

Our 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, responsible and 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 strategic directions as per our School Improvement Plans are:

- Student Growth and Attainment
- Staff Engagement and Learning
- Community Engagement and Learning

Our school aims to create a culture of reflective learners where students are empowered academically to successfully transition to future learning and employment through planned, explicit and systematic differentiated learning activities.

Our staff engage in planning and implementing a whole school learning and wellbeing approach based on empowering students and staff socially and emotionally. Staff are committed to their own learning and wellbeing and aware of care strategies that can be implemented towards self and others.

Our school also aims to reinforce its position as a community hub that is responsive to community needs by providing an inclusive environment that welcomes, involves and works in partnership with its community. Our school is committed to cross-community collaboration to ensure optimum outcomes for our students

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

- 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, positive relationships and supports the 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

Belmore Boys High School works to create a positive environment for students, staff and the entire school community that support student learning. We strive to ensure that every student is known, valued and cared for. Our Motto, "Nurturing minds, Empowering Community", is a true reflection of our commitment to our students and families.

At Belmore Boys High School, we strongly believe that students emerge to be successful and informed citizens when a strong partnership exists between home and school. Hence, our school continues to partner with families in establishing expectations of our students and effective avenues for parent engagement. This is done by developing and implementing student behaviour management strategies that are tailored to our students social, emotional and cognitive needs.

Our school also aims to improve the quality of life for our families by engaging parents and carers in a Parental Curriculum aimed at their needs. This is to improve the living conditions of students and their families and support our NESB community with career development skills. Our programs are delivered free of charge and in collaboration with TAFE NSW and local service providers.

Formal and informal feedback is sought from families through school surveys, P and C meetings, Parental Curriculum and TTFM surveys. Parental feedback is utilised to inform school planning.

Strong communication channels have been established with families and carers and parental concerns are managed and resolved in a timely manner ensuring positive outcomes for all stakeholders.

Our school uses social media platforms, SENTRAL messaging, P and C WhatsApp group and the school website to ensure information is relayed to parents and carers in a timely manner.

The school Community Charter is also unpacked with parents to ensure that our school is collaborative, supportive and cohesive. <https://education.nsw.gov.au/content/dam/main-education/public-schools/going-to-a-public-school/media/documents/school-community-charter.pdf>

## School-wide expectations and rules

Belmore Boys High School has the following school wide expectations and rules:

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

Respectful	Responsible	Safe Learner
Be kind and value others	Be in uniform	Safety in all learning spaces
Use appropriate language	Be equipment ready	Safety in recreational spaces
Behave courteously	Be on time	Safety in the community
Follow teachers' instructions	Be ready to learn	Safety online

### 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.

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:

- Differentiated teaching practices and learning content to meet the needs of all learners underpinned by boys' education research and WWB Framework.
- Quality relationships between staff and students resulting in a positive and safe learning environment.
- Preventative and responsive behaviour management strategies encouraging expected behaviour with positive feedback, reinforcement and celebration of positive behaviour.
- Active supervision of students across learning spaces and off school premises.
- Maximising opportunities for active engagement with learning through seeking student voice to inform teaching and learning.
- Wellbeing initiatives in collaboration with local community providers that enhance student leadership skills, improve student aspirations and increase student engagement in learning.
- The provision of a diverse range of pathways that support students' interests, skills and career aspirations.

Strategy or Program	Care continuum	Details	Audience
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<b>Celebration and inclusion strategies</b>	Prevention	Whole school celebration days, including Lunar New Year, IWD, R U OK Day, Eidster, Multicultural Day etc	Staff Students Parents/Carers
<b>Breakfast of Champions</b>	Prevention Early Intervention	In partnership with Eat up Australia, this program offers students a safe environment for healthy meals, exercise, and informal education, while fostering teamwork through mentorship and training sessions. It prepares students for a positive school day by promoting healthier lifestyles and building individual resilience.	Staff Students External Providers
<b>Sports Programs</b>	Prevention Early Intervention Targeted Intervention	The Elite Football Program (EFP) and Belmore Rugby League (BRL) are competitive sports programs that require students to maintain a high standard of attendance and behaviour to participate. The core values of these programs are to build high level skills in students from low SES communities. Thus providing equitable opportunities to students who are otherwise unable to access an elite sport.	Staff Students External Providers
<b>External Providers</b>	Prevention Early Intervention Targeted Intervention Individual Intervention	External providers are engaged based on effectiveness in meeting student learning and wellbeing needs. Providers utilised include, but are not limited to, AusRelief, Human Appeal, LMA, Street industries Barnardos, Fusion, PCYC, YAMH	Staff Students External Providers
<b>Schoolwide PBL and Behaviour Management Framework</b>	Prevention Early Intervention Targeted Intervention Individual Intervention	The Schoolwide Positive Behaviour for Learning (PBL) framework fosters a positive and supportive environment through relationship building and restorative practices, rewarding positive behaviour with excursions and recognition of students in Years 7-12. It is linked to the Attendance framework to enhance engagement and encourage consistent participation by recognising high attendance with end of term excursions and merit awards system.	Staff Students Parent/Carers
<b>School Wellbeing Team</b>	Prevention Early Intervention Targeted Intervention Individual Intervention	The Wellbeing Team meets regularly to address a range of wellbeing concerns. The team develops and deploys staff/strategies/programs as appropriate for student learning and wellbeing needs.	Staff Students Parents/carers, SSO School Counsellors WHIN
<b>Individual Support Planning</b>	Targeted Intervention Individual Intervention	Develop, implement, monitor, and revise behaviour support strategies and safety plans, collaborating with teachers, students, and parents/carers to support those needing personalised learning and assistance.	Staff Students Parents/Carers

<b>Schoolwide Attendance Monitoring</b>	Targeted Intervention Individual Intervention	The school implements targeted attendance monitoring in collaboration with the HSLO to identify barriers and set improvement goals. Complex cases are managed by Senior Executive staff along with HSLOs and LWOs	Staff Students Parents/Carers Wellbeing Team HSLO/LWO
<b>Student Leadership and Academic Excellence</b>	Targeted Intervention	Student leadership and academic excellence are promoted through targeted interventions, including a Leadership Camp focused on mental health and team building, the Year 12 Academic Excellence Lunch, the Trail-Blazer Program, and Leadership Training Workshops, including, Leadership Talks Training and volunteering opportunities.	Staff Students External Providers
<b>Parental Programs</b>	Targeted Intervention	Programs for parents/carers include Certificate 1 in Workplace Skills, Certificate III in School based Education Support, Floristry, Makeup, and Barista courses to boost employability; a Fathering Program to strengthen father-child connections; and a P&C Learning Program featuring guest speakers for knowledge growth.	Staff Students Parents/Carers External Providers
<b>Community Pantry</b>	Targeted Intervention Individual Intervention	Run with support from AusRelief, the community pantry provides at risk families with food hampers and supplies to ensure positive health and wellbeing for students and families.	Staff Students External Providers

## Planned responses to positive appropriate behaviour, inappropriate behaviour and behaviours of concern, including bullying and cyberbullying

### 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.

Belmore Boys 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
- redirect, 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

Belmore Boys 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
<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-wide 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. Family contact is made where necessary.</p>
<p>2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcement 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. All staff 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. Family contact is made where necessary.</p>
<p>3. Tangible reinforcers include those that are: free and frequent, moderate and intermittent, significant and infrequent. Intermittent and infrequent reinforcers are recorded on Sentral.</p>	<p>3. Use direct responses, e.g. rule reminder, reteach, 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 to determine the next steps. HT/DP/CT to record incident on Sentral and contact parent/carer. DP/P may consider further action, e.g. formal caution/suspension.</p>
<p>4. PBL lessons and Year Assemblies are based on wellbeing data and student needs.</p>	<p>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 the relevant staff member e.g. HT, DP etc.</p>	<p>4. Refer to the school's Senior Exec, Wellbeing Team and 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. Family contact is made where necessary.</p>
<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>
<p>Student awards for positive behaviour are given regularly throughout the term and at year group assemblies.</p>	<p>Teacher contacts parents by phone or email when a range of corrective responses have not been successful. CRT begins Green Card process.</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, WHIN, outside agencies or Team Around a School.</p>

### Responses to serious behaviours of concern



Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on 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](#).

### 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?
Withdrawal from playground during breaks or after school 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). Detentions are issued in alignment with the Detention and Time Out Procedures of NSW DoE.	Next Possible Break	CRT/HT/DP/P	Sentral
Restorative practice – <a href="#">peer mediation</a> , <a href="#">circles</a> or restorative conversations in groups	Scheduled as soon as all involved are available	CRT/HT/Year Advisor/HT Wellbeing	Sentral

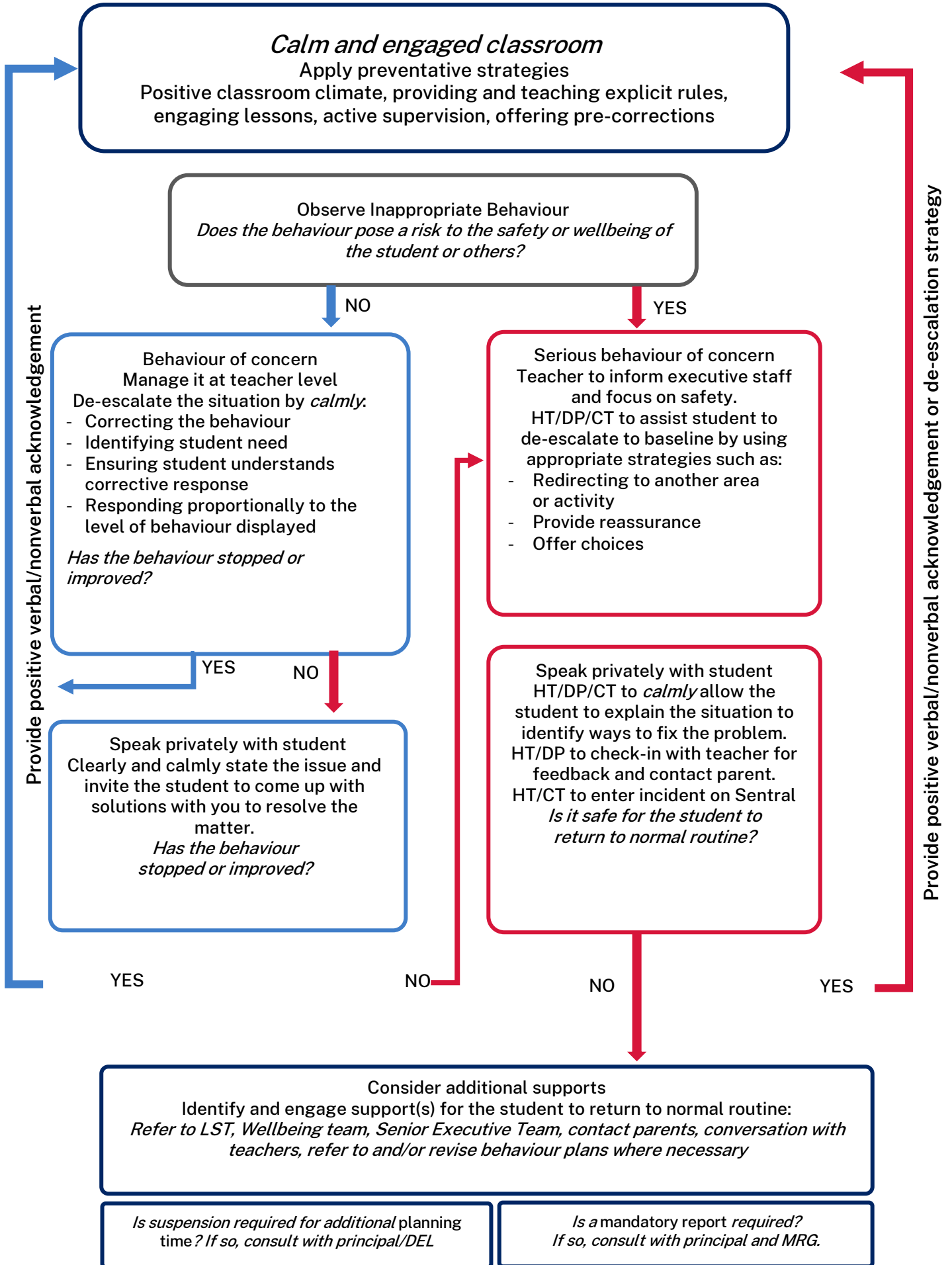
### Review dates

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

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

### Behaviour management flowchart





# Behaviour Management Flowchart

Is the behaviour Classroom Level or Executive Level?

## Classroom Level

- Calling Out
- Not being prepared
- Out of seat
- Ignoring a request
- Using electronic devices
- Food or drink in classroom
- Put downs
- Not completing work
- Inappropriate tone/attitude
- Truancy
- Late to class

## Executive Level

- Aggressive or violent behaviour
- Vandalism
- Theft
- Abusive/harassing and discriminatory language
- Possession, use, supply of prohibited items/substances
- Leaving school grounds without permission
- Chronic minor infractions

## Classroom Level

## Executive Level

Using PBL framework and strategies to:

- Identify student need
- Correct behaviour
- Ensuring student understands corrective response
- Responding proportionally to the level of behaviour displayed

Consult with Head Teacher who discusses the behaviour with student.

If classroom managed behaviour continues, issue consequence, make contact with parents and log incident on SENTRAL.

SENTRAL entry made by CRT and updated by HT.

If classroom managed behaviour issues are still unresolved, contact/meet with parents.

HT determines consequence and makes contact with parents. HT to place student on a **YELLOW** monitoring card and communicate to all staff/parents.

If classroom managed behaviour issues are still unresolved, consult with HT and issue **GREEN** monitoring card. Log incident on SENTRAL.

HT refers to DP if behaviour continues DP may place student on a **RED** monitoring card and communicate to all staff/parents.

# Monitoring Cards – A Responsive and Reflective Tool

Belmore Boys High School uses the following monitoring card system to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations.

Every monitoring card gives students the ability to reflect on their behaviour with their teacher. They are given a score for being Respectful, Responsible and Safe Learners. It is the student's responsibility to ensure they complete their cards successfully to avoid escalation

**BBHS Green Monitoring Card**  
to be completed by the Classroom Teacher in their class only

I will be a RESPONSIBLE RESPECTFUL SAFE LEARNER at all times

Student name: \_\_\_\_\_ Date: \_\_\_\_\_

Form with instructions and a table for recording marks.

## Green Card

- Teacher Level
- Persistent classroom level behaviours in class
- Discussed with the student and their parents/carers
- Breaches in behavioural expectations will result in consequences and documentation on Sentral

**BBHS Yellow Monitoring Card**  
to be completed by the Head Teacher and goes across all facilities.

I will be a RESPONSIBLE RESPECTFUL SAFE LEARNER at all times

Student name: \_\_\_\_\_ Date: \_\_\_\_\_

Form with instructions and a table for recording marks.

## Yellow Card

- Head Teacher Level
- Issued after a Green Card
- Discussed with the student and their parents/carers
- Breaches in behavioural expectations will result in consequences and documentation on Sentral

**BBHS Red Monitoring Card**  
to be completed by the Deputy Principal and goes across all facilities.

I will be a RESPONSIBLE RESPECTFUL SAFE LEARNER at all times

Student name: \_\_\_\_\_ Date: \_\_\_\_\_

Form with instructions and a table for recording marks.

## Red Card

- Senior Executive Level
- Issued in response to behaviours of concern and serious behaviours of concern
- Issued as part of Formal Caution to Suspend
- Discussed with the student and their parents/carers
- Breaches in behavioural expectations will result in consequences and documentation on Sentral

**BBHS Grey Monitoring Card**  
to be completed by the Deputy Principal and goes across all facilities.

I will be a RESPONSIBLE RESPECTFUL SAFE LEARNER at all times

Student name: \_\_\_\_\_ Date: \_\_\_\_\_

Form with instructions and a table for recording marks.

## Grey Card

- Senior Executive Level
- Issued as part of return from suspension
- Discussed with the student and their parents/carers
- Breaches in behavioural expectations will result in consequences and documentation on Sentral

## Mobile Phone Policy

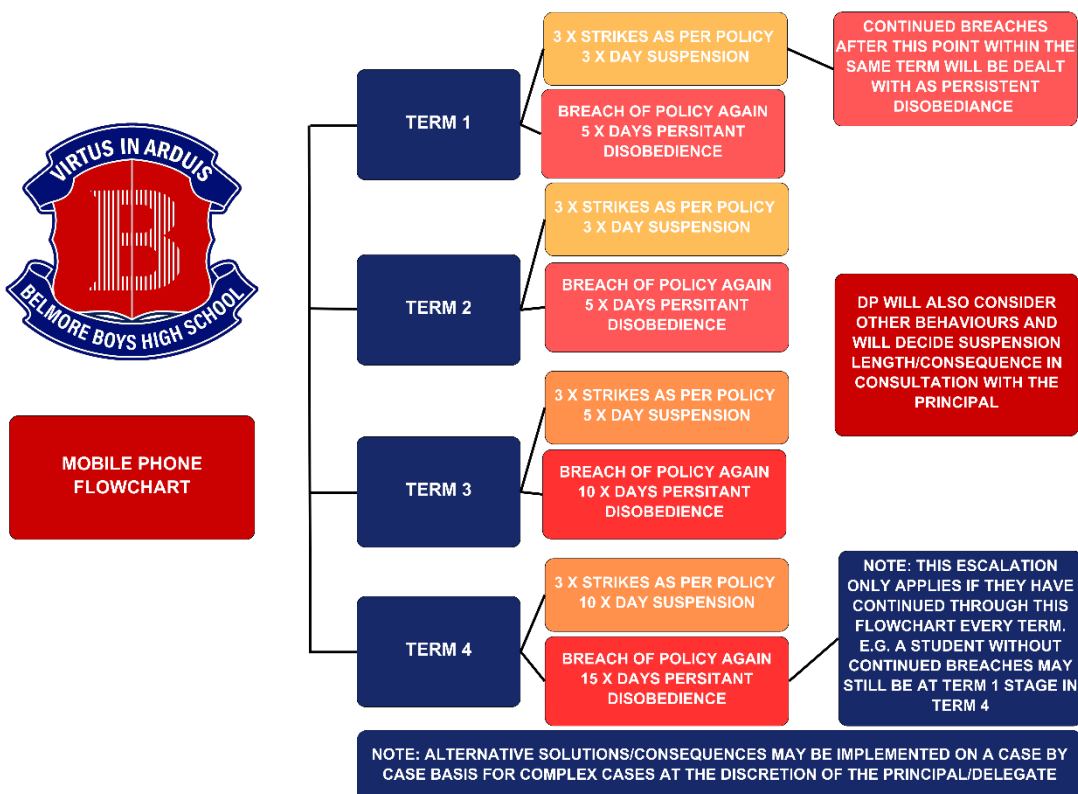
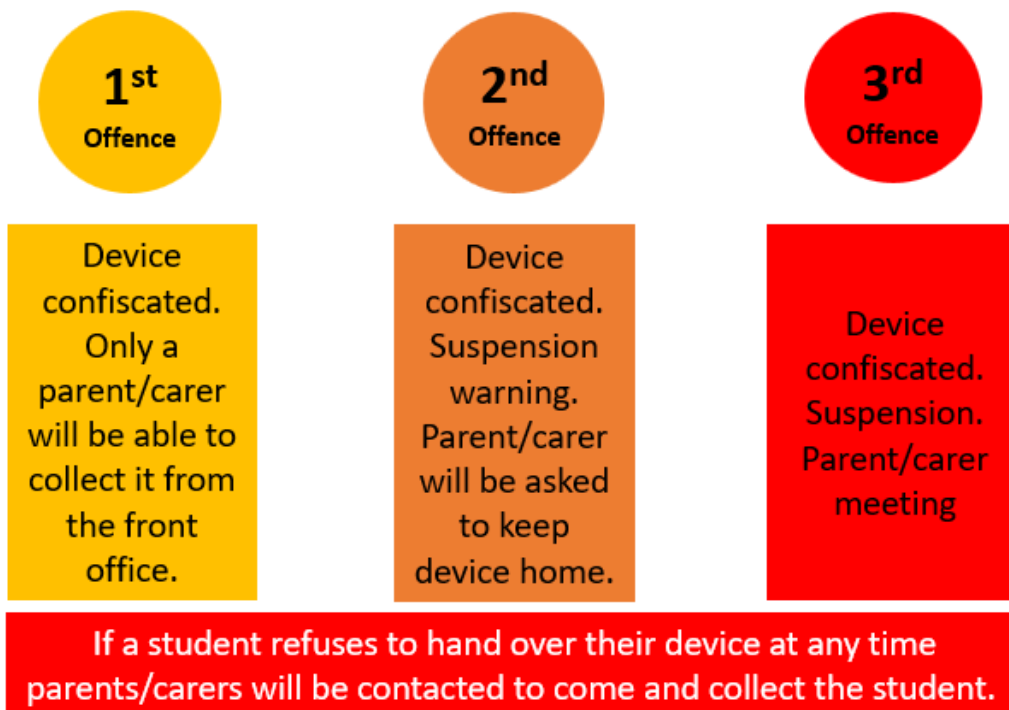
For the intent of this policy, the designation 'Mobile Phone/Devices' encompasses mobile phones, smartwatches, earphones, headphones, and any analogous electronic devices capable of music playback or hosting applications or games.

Mobile Phones/Devices are to be OFF AND AWAY IN BAGS when students are on school premises and at school events.

Prior to entering the school grounds, all Mobile Phones/Devices must be switched off and placed in bags. Medical exemptions may apply through school approved application to the Deputy Principal.

Incorrect use of Mobile Phone procedures:

There will be zero tolerance for breaches of the Mobile Phone Policy. Below are the actions that will be taken.



## Bullying Response Flowchart

The following flowchart explains the actions Belmore Boys 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 and handling of reports of bullying will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.

