

Dubbo College Delroy Campus - School Behaviour Support and Management Plan

Overview

Dubbo College Delroy Campus is committed to creating a safe and predictable environment. We aim to effectively implement behaviour interventions that are proactive and preventative rather than reactive. Preventing a specific behaviour before it occurs is more effective than responding to it after it has occurred. A whole-school proactive and prevention approach aims to establish and maintain safe, respectful learning environments for all students. Proactive approaches include explicit teaching of the expected behaviours.

Some students require intervention to deal with emerging, low-level behaviours of concern. Interventions provide early support for students or groups of students who are identified as being at risk of developing behaviours of concern. To assist in achieving this aim we prioritise programs or initiatives such as Child Protection, Aboriginal Education, Anti-Bullying and Anti-Racism and Student Leaders. We are also committed to engaging external service providers to support students. External programs are ongoingly assessed and are selected to support one of four themes: respectful relationships, supporting positive behaviour, building resilience and improving students' sense of belonging.

We aim to empower all students to build a strong connection to their peers, staff and the school. This plan is consistent with legal and departmental requirements and is based on the principals of procedural fairness and developed within the framework of student welfare.

Our School Behaviour Support and Management Plan identifies core expectations, values and practices that support quality teaching and learning. The plan sets clear limits, recognises and promotes positive behaviours, as well as applying consequences for negative behaviour. Our school Behaviour Support and Management Plan defines the rights and responsibilities of students, staff, and parents to ensure the whole school community has a shared understanding of the core rules, values and expectations of our school.

Partnership with parents and carers

The best education happens when parents and schools work together. Working together as partners is fundamental to maintaining positive student behaviour in schools. Parents, students and the wider school community have a shared commitment to keep schools safe. NSW public schools help to promote positive behaviour and support vulnerable students by building strong links with parents, carers and school communities.

At Dubbo College Delroy Campus we actively engage with parents and families about their child's learning. We provide opportunities for families, students and teachers to build relationships and work together to set goals for individual student outcomes through learning more about one another, the child and learning. This is achieved through combining and valuing the teacher's knowledge of content and formal learning with the family's knowledge of the child.

Examples of consultative decision making to support individual students include Personal Learning Plans, parent-teacher meetings, informal and formal conversations between the school and family. In addition, we regularly arrange for the school community, including parents, family members and students, to be meaningfully consulted on new school policies, strategic directions and planning. This could include consultation through:

- formal parent organisations
- school boards
- consultative groups
- focus groups
- surveys
- one-on-one meetings.

School-wide expectations and rules

Respect	Responsibility	Personal Best
Self	Right place, right time	Participate in all activities
Others	Consider your actions	Be the best version of yourself
Environment	Be organised	Strive for improvement

All School Expectations are adapted from 'Behaviour code for students NSW public schools'

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

Care Continuum	Strategy or Program	Details	Audience
Prevention	Open Parachute	Regular Wellbeing Lessons, including year and whole-school assemblies	Students 7-10
Prevention	PDHPE curriculum	Self-management skills enable students to take personal responsibility for their actions and emotions.	Students 7-10
Prevention	Communication with parents	To increase parent's understanding of how our school addresses all forms of behaviour.	Students 7-10, staff, families
Prevention/ Early / Targeted / & Individual intervention	Restorative Practice	Promotes strategies to provide opportunities to develop and maintain healthy relationships.	Staff, students 7-10

Care Continuum	Strategy or Program	Details	Audience
Prevention / Early Intervention	Student Support Officer	Supports the implementation of the school's approach to wellbeing.	Students 7-10
Early intervention	SistaSpeak and BroSpeak	Assist Aboriginal students in developing relationships, respect for themselves and others, and to be proud of their Aboriginal identity.	Aboriginal students 7-10
Early intervention	Reading for Life	Leadership program for students interested in providing a service to others	Year 9 students
Early Intervention / Target Intervention	Perfect Presence	Support students so that they feel stronger connections to school and learning and are supported to build on personal and social capabilities.	Students 7-9

Care Continuum	Strategy or Program	Details	Audience
Targeted Intervention	Check In Check Out (CICO)	For students who exhibit low level behaviours of concern.	Students 7-10
Targeted Intervention	Leadership programs	SRC and Jnr AECG	Students 7-10
Targeted Intervention	Learning Support	Supporting teachers, students and families to support students who require learning and support.	Students 7-10
Targeted Intervention	RAGE	Helps students to identify feelings of anger, recognise triggers, and alternate strategies to coping with frustration.	Students 7-10
Targeted / Individual intervention	Fit for Life @ PCYC	To engage students who are at risk of poor choices and anti-social behaviour	Students 7-10, families

Care Continuum	Strategy or Program	Details	Audience
Individual Intervention	Return to School Program	Supporting students during and post suspension to improve student outcomes	Students 7-10
Individual Intervention	School Counselling Service	Supports students to help with issues related to learning, relationships, and managing emotions such as depression, anxiety, worry or isolation.	Students 7-10, families
Individual Intervention	Fit for Change @ PCYC	Students at risk of re-offending	Students 7-10, families
Individual Intervention	Fit for Work @ PCYS	Disengaged from school, display anti-social behaviours.	Students 7-10, families

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

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm.

See Appendix 1

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour	Targeted/Individualised Responses to behaviours of concern
Classroom management and classroom rules.	Restorative practices	Verbal reprimands
Positive relationships between teachers and students.	Partnering with parents and carers.	Meetings with parents
School-based anti-bullying programs and playground supervision.	Support group methods	Temporary removals from class
Promoting a culture of reporting bullying.	Mediation	Detentions
Anti-bullying content in the classroom.		In some serious cases, suspension

Responses to serious 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 or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

Teacher Managed	Executive Managed
Inappropriate language	Abusive language
Physical contact	Physical violence
Mild disruption	Continued disruption
Non-compliance	Continued non-compliance
Damage property	Criminal behaviour / theft
Phone sighted	Phone refusal
Truancy	Absconding
Bullying or cyber-bullying	Possession of a weapon
	Possession of banned substance

Intervention 1	Intervention 1
Corrective verbal/non-verbal reminder referring to the expectation. Re-teach expected behaviour.	Call a Head Teacher Ensure the safety of all students

Intervention 2	Intervention 2
Corrective verbal/non-verbal reminder referring to the expectation. Re-teach expected behaviour.	Head Teacher determine appropriate action

Intervention 3		Intervention 3
Teacher directed choice of action – within classroom		Meeting with HT / CRT / student.
Compliant	Non-compliant	Meeting
Recognise and reinforce positive behaviour	Student to make up learning time with teacher. SENTRAL entry	HT / CRT / Student agreed expectation of behaviour and self-regulation strategies. Faculty Monitoring card. Record details in SENTRAL. HT contact parent

The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) apply to all NSW public schools.

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.

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](#).

Detention, reflection and restorative practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
Withdrawal from playground during breaks and re-allocation to 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	Supported by School executive. Supervised by Classroom teacher.	SENTRAL
Restorative Practice – peer mediations, circles or restorative conversations in groups	Scheduled as soon as all involved are available	Year Advisor / Case manager SLSO / SSO	SENTRAL

Review dates

Last review date: 21 November 2024

Next review date: 12 December 2025

Appendix 1: Bullying Response Flowchart

