

School Behaviour Support and Management Plan Dubbo College Senior Campus 2025

Overview

Dubbo College Senior Campus is committed to fostering a supportive and inclusive environment by explicitly teaching and modelling positive behaviour. Our school values are underpinned by the principles of self-regulation and co-regulation, Social-Emotional Learning (SEL), restorative justice practices and implementing the School Behaviour and Management Plan with relevant strategies and associated programs, strategies and procedures. We aim to create a safe, respectful learning environment where every student can thrive academically, socially, and emotionally.

Our key programs include:

- **Self-Regulation:** Teaching students' self-awareness and strategies to manage their behaviour and emotions effectively through the Life Ready Program
- **Behaviour Plans, Individual Education Plans and Student Tailored Risk Management Plans:** Implementing proactive behaviour management to promote a positive school climate.
- **Student small group tailored programs:** Providing explicit instruction in social and emotional skills to support student wellbeing such as but not exclusive to RAGE Program, Love Bites Program, Healthy Relationships and Consent
- **Restorative Practices:** Encouraging responsibility, repairing harm, and building positive relationships.

Dubbo College Senior Campus rejects all forms of bullying, including cyberbullying, and is committed to creating a safe and respectful learning community. We aim to build confident, capable leaders who can positively engage with society.

Partnership with parents and carers

Dubbo College Senior Campus recognises the vital role of parents and carers in supporting student behaviour. We partner with parents/carers to establish clear expectations and provide resources to reinforce positive behaviour at home and within our community.

Our strategies include:

- **Surveys and Feedback:** Gathering input through formal and informal surveys, including the 'Tell Them From Me' survey.
- **Communication:** Keeping parents informed through newsletters, emails, social media and the school website.

We use our website, newsletters, and enrolment meetings to communicate these expectations and provide ongoing support to parents and carers.

School-wide expectations and rules

Dubbo College Senior Campus has established the following expectations:

Respect	Integrity	Strive	Equity
By demonstrating consistently high standards of behaviour, dress and co-operation	By demonstrating consistently high effort and application in classwork, assessment and attendance	By demonstrating academic improvement By demonstrating academic excellence	By demonstrating inclusiveness and support for fellow students
By demonstrating appropriated behaviour representing the student body	By demonstrating creativity and participation that upholds cultural beliefs and practices	By demonstrating their personal best whilst representing the school	By demonstrating fairness and active participation in school events

	By demonstrating sportsmanship and participation that upholds cultural beliefs and practices		
By demonstrating consideration for others and displaying maturity that contributing to a young adult learning environment	By consistently exhibits values such as honesty, loyalty and sincerity	By consistently displaying leadership and contributing to school life	By volunteering in community programs that focus on equity for all citizens

Behaviour Code for Students

The NSW Department of Education's Behaviour Code for Students sets the standard for behaviour in all public schools. 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. Dubbo College Senior Campus aligns with this code by fostering a learning environment that prioritises safety, respect, and active learning.

At Dubbo College Senior Campus, we teach and model the behaviours outlined in the Behaviour Code for Students, mirroring these principles in our school-wide expectations of being safe, respectful, and active learners. We are dedicated to creating a community where every student feels supported and is encouraged to engage positively in their learning journey.

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

This section outlines Dubbo College Senior Campus's strategies to support positive behaviour, using a multi-tiered approach across prevention, early intervention, targeted intervention, and individual intervention.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Social and Emotional Learning (SEL) Programs	SEL programs provide explicit instruction in social and emotional skills that promote positive behaviours and mental health. Eg, Wellbeing Sessions annually to support: Livin Mental Health, Cyber Safety, Domestic Violence, Lifeline, Drug and Alcohol, Car Servicing, AEO specific program to support cultural learning and engagement, Clontarf Foundation and NASCA team activities	All students
	Learning and Support Team reflection and support to implement related Junior Campus flow on strategies to support Positive Behaviour Interventions and Supports	A proactive approach to behaviour management that involves teaching and modelling positive behaviours, setting clear expectations, and providing support to students. Inclusion of Behaviour Plans, Student Tailored Risk Management Plans including Exit Cards and mentor connections as case managed through the Learning and Support Team	All students
	Morning Routine/Check-In	Staff conduct daily check-ins with students, monitoring their readiness for learning by assessing heart rates, sleep quality, breakfast	All students

Care Continuum	Strategy or Program	Details	Audience
		intake, and medication. Regulation activities are implemented based on this data. Learning and Support Team via Breakfast Club and Inclusion Faculty per student case managed.	
	Whole school food/wellbeing program	Initiatives focusing on nutrition, mindfulness, and overall wellbeing through school meal programs, breakfast clubs, and nutrition lessons. Joint initiative with FoodBank and Uniting services.	All students
	Life Ready Program	Engaging students in physical activities like adventure-based learning to foster resilience, teamwork, and mental wellbeing- all linked to current services in the local Dubbo Community:	All students
	Structured play-during breaktime.	Providing structured, supervised activities during breaks to encourage positive peer interactions and reduce conflict. For example Basketball Competition, Table Tennis Activities, Board Games Lunch Activities and Unified Champions Schools Activities(Robotics Focus 2024-2025)	All students
	Interest Groups; eg/Garden Club	Clubs and activities based on student interests to help them build friendships, develop hobbies, and engage positively during break times. Delivered through Work and the Community Life Skills Program within the Inclusion Faculty	All students
	Mentor Classes	Smaller class sizes provide more individual attention, creating a less stressful learning environment and more opportunities for positive behaviour reinforcement. Specifically designed Mentor Program delivered. Scope and Sequence topics: goal planning, term reflection, word game challenges, gratefulness strategies, motivation, stress management, preparation for HSC skills and study techniques, preparing for post school options inclusive of wellbeing needs.	All students
	Rock and Water Program	Teaches students self-awareness and strategies to self-regulate emotions using a structured framework.	All students
	Positive Reinforcement	Utilises praise, rewards, and incentives, such as recognition certificates, badges, and extra privileges, to encourage and reinforce positive behaviour. Implemented program through Learning and Support Team for RISE Letters. Specific theme per term.	All students
	Restorative Practices	Implements classroom circles and mediation to build relationships, repair harm, and create a supportive school environment. Built within Classroom Program strategies, Re-entry	All students

Care Continuum	Strategy or Program	Details	Audience
		meetings to support Return to school from Suspension.	
Early intervention	Learning and Support Team	A multi-tiered framework identifying students struggling academically or behaviourally and providing targeted interventions, including small group instruction and progress monitoring. RAGE, Love Bites, Rock and Water, Healthy Relationships, Consent.	Students identified as needing additional support through weekly Learning and Support Team meetings and case management
	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
	Individual Education 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. Parent/Teacher/Student evenings and planned interviews for subject selection through a comprehensive Transition Program. Individual Parent/Carer/Student meetings with Careers and Deputy Principal as per schedule.	Students needing additional support, in partnership with their families
	Elevate Sessions	Students and parents/carers provided with workshops on study skills and organisational strategies to improve academic performance	Students needing support regarding study habits and wanting to improve academic performance
	Strive for Success Interviews	ATAR Strive and Industry Strive provide individual support through parents/carers and students meeting with the Careers Team, educational consultant and Principal to ensure progress and support through Year 11 and 12 and achieving the best post school pathway.	All students
	Minimum Standards Testing	Learning and Support Team scaffold and schedule individual and small group sessions to ensure students are supported to complete work from Stage 5 to prepare for Stage 6 and beyond	LaST
	Tutoring	Tutoring Timetable Holiday and HSC Coaching	CTS AND LST
	Berry Street/Trauma Informed	Specific focus to Inclusion Faculty	INCLUSION and SUPPORT

Care Continuum	Strategy or Program	Details	Audience
Targeted intervention	RAGE Program	Small group program for male students, focusing on resilience, empathy, and respect. The program mentors students and builds their decision-making and critical-thinking skills.	Male students identified as needing social-emotional support
	Love Bites Program	A small group program for female and male driven groups of students aimed at increasing wellbeing and self-esteem through positive relationship-building and addressing issues such as bullying. Some sessions delivered 1:1 by SSO and External Service Provider such as Uniting	Female students identified as 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
	Attendance Team	Weekly meetings focusing on mentor member assigned from the Team to support and encourage engagement to school and access to Learning and Support Team to actively engage to proactively intervene and support non completion of course work risk	Learning and Support Team case managers
	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. Work Experience Programs delivered through Careers Team and Inclusion Faculty.	Students preparing for the transition from school to work
Individual intervention	Functional Behavioural Assessment (FBA) and Behaviour Intervention Support Plans (BISP)	Comprehensive assessments to identify the function of challenging behaviours, followed by developing and implementing tailored intervention strategies.	Students with significant behavioural challenges
	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.	Students requiring intensive support to develop social and emotional competencies
	Dubbo College Senior Campus - Hampers	The Learning and Support Team provides food hampers and other essentials to students and their families who are experiencing financial hardship. This program aims to reduce food insecurity and ensure that students' basic needs are met, allowing them to focus on learning and personal growth.	Students and families in financial hardship, or in need.
	Access to School Counselling	Provides mental health support and counselling services for students facing academic, social, emotional, or family issues, helping them	Students requiring support

Care Continuum	Strategy or Program	Details	Audience
		manage their challenges and improve their wellbeing.	
	Referral to External Agencies	Refers 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
	Therapeutic Programs (e.g., Rock and Water, Healthy Relationships)	Therapeutic interventions provide students with an alternative way to express their emotions and build coping mechanisms. These programs are especially useful for students dealing with trauma or emotional challenges.	Students requiring therapeutic support to manage emotional and behavioural issues

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

To effectively support student behaviour, Dubbo College Senior Campus employs a range of strategies tailored to recognise and reinforce positive, inclusive, and safe behaviour, address minor inappropriate behaviour, and respond to more serious behaviours of concern. The following table outlines our school's approach across the continuum of prevention, early intervention, and targeted/individualised responses:

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
Positive Reinforcement: Use praise, recognition certificates, badges, and extra privileges to encourage and reinforce positive behaviour.	Restorative Chats: Engage in brief restorative conversations with students to address minor behavioural issues before they escalate.	Functional Behavioural Assessments (FBA): Conduct assessments to identify the function of challenging behaviours and develop appropriate intervention strategies.
Restorative Practices: Conduct classroom circles and peer mediation to build relationships and create a supportive school climate using Eight Ways Learning embedded into all teaching programs per subject areas	Brain Breaks: Use short breaks to help students manage stress and refocus during lessons.	Behaviour Plans (BP): Implement individualised plans tailored to address specific behaviours of concern. Where relevant Student Tailored Risk Management Plans included.
SEL Programs: Teach social and emotional skills to promote self-	Crisis Prevention Intervention Verbal: Guide students in	Restorative strategies: Facilitate conferences to address serious

awareness, empathy, and positive interactions.	recognising and managing their emotions using self-regulation strategies.	incidents, repair harm, and develop strategies for future positive behaviour. Re-entry Suspension tailored responses and language. CPI Response Team: Physical and Verbal intervention strategies implementation.
Mentoring Program (Intervention and Supports): Set and model throughout the school with students linked to one Mentor Teacher per student.	Individual Education Plans: Develop individualised plans to support students in managing their behaviour and re-engaging with their learning with a direct link to Eight Ways Learning and Engagement, Curriculum Adjustments, Attendance and Behaviour as relevant.	School Counselling and External Referrals: Provide access to school counselling services and refer students to external agencies for additional support if needed.
Morning Routine/Check-In: Monitor students' readiness for learning each day to pre-emptively address potential issues.	Family Engagement: Communicate with parents/carers to collaborate on strategies for addressing minor inappropriate behaviours at home and school.	AEO, NASCA, Clontarf Foundation and Learning and Support and Deputy Principal, Student Support Officer, Attendance Team case managed students.

Responses to serious behaviours of concern

Dubbo College Senior Campus adopts a structured and proactive approach to managing serious behaviours of concern, prioritising the safety and wellbeing of all students and staff. Our response process includes the following steps:

1. Incident Management:

- **Immediate De-escalation:** Targeted staff are trained in **Verbal Interventions and Safety Interventions (VI/SI)**, which equips them with skills to de-escalate situations safely and effectively. Staff immediately use these strategies to ensure the safety of all individuals involved.
- **Assessment and Support:** Assess the student's needs and provide support to help them regain control. This may involve removing the student from the situation to a safe, supervised area for reflection and calming.
- **Involve Executive Staff:** If the behaviour poses a significant risk, executive staff are informed to assist in managing the incident.

2. Communication:

- **Document the Incident:** All serious incidents are documented in SENTRAL, including details of the behaviour, interventions used, and outcomes.
- **Inform Parents/Carers:** Parents/carers are promptly informed of the incident and the school's response.
- **Team Debrief:** Staff involved will participate in a debriefing session to review the incident, identify triggers, and plan for future support.

3. Intervention:

- **Functional Behavioural Assessment (FBA):** Conduct an FBA to understand the underlying causes of the behaviour and inform the development of an individualised Behaviour Intervention Support Plan (BISP).
- **Behaviour Support Plan (BSP):** Develop and implement a BSP tailored to the student's needs, outlining strategies to prevent recurrence.
- **Restorative Practices:** Conduct restorative conferences to address the impact of the behaviour, repair harm, and develop strategies for future positive behaviour.

4. External Support and Referral:

- **School Counselling and External Agencies:** Provide access to school counselling services and refer to external agencies if necessary for additional support.
 - **Modified Enrolment or Learning Environment:** In some cases, adjust the student's school day or learning environment to support their needs.
5. **Compliance:** Follow the **NSW Department of Education Student Behaviour Policy and Suspension and Expulsion Procedures** in all responses.
6. **Review and Follow-up:**
- **Monitor Progress:** Regularly review the student's progress and adjust the BISP as needed.
 - **Family Engagement:** Engage with the student's family to ensure a consistent approach to behaviour support at school and home.
- 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

Dubbo College Senior Campus uses a variety of strategies to support students in reflecting on their behaviour and repairing relationships. These practices are designed and supported through the Mentoring Program.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Mentoring Program	Fortnightly 53 minutes per session.	Mentor Teacher	Recorded in SENTRAL, noting discussion topics and outcomes.
Suspension Resolution Meetings. Note the development of Behaviour Plan may have been created with relevant conference prior to the	As per Re-entry Meeting after an incident, lasting 30-60 minutes.	Executive staff or facilitators.	Recorded in the student's SENTRAL file and actions emailed to all Staff and parents/carers.

Strategy	When and how long?	Who coordinates?	How are these recorded?
suspension to pre-empt a suspension from occurring			Documented in the Suspension Resolution Meeting Document.
Restorative Conversation strategies used in a Wellbeing Student/Teacher meeting	As needed, 5-15 minutes per session.	Trained staff. Case Manager e.g. LST, DP, SSO, AEO/KET members	Documented in SENTRAL as part of the restorative practice database.

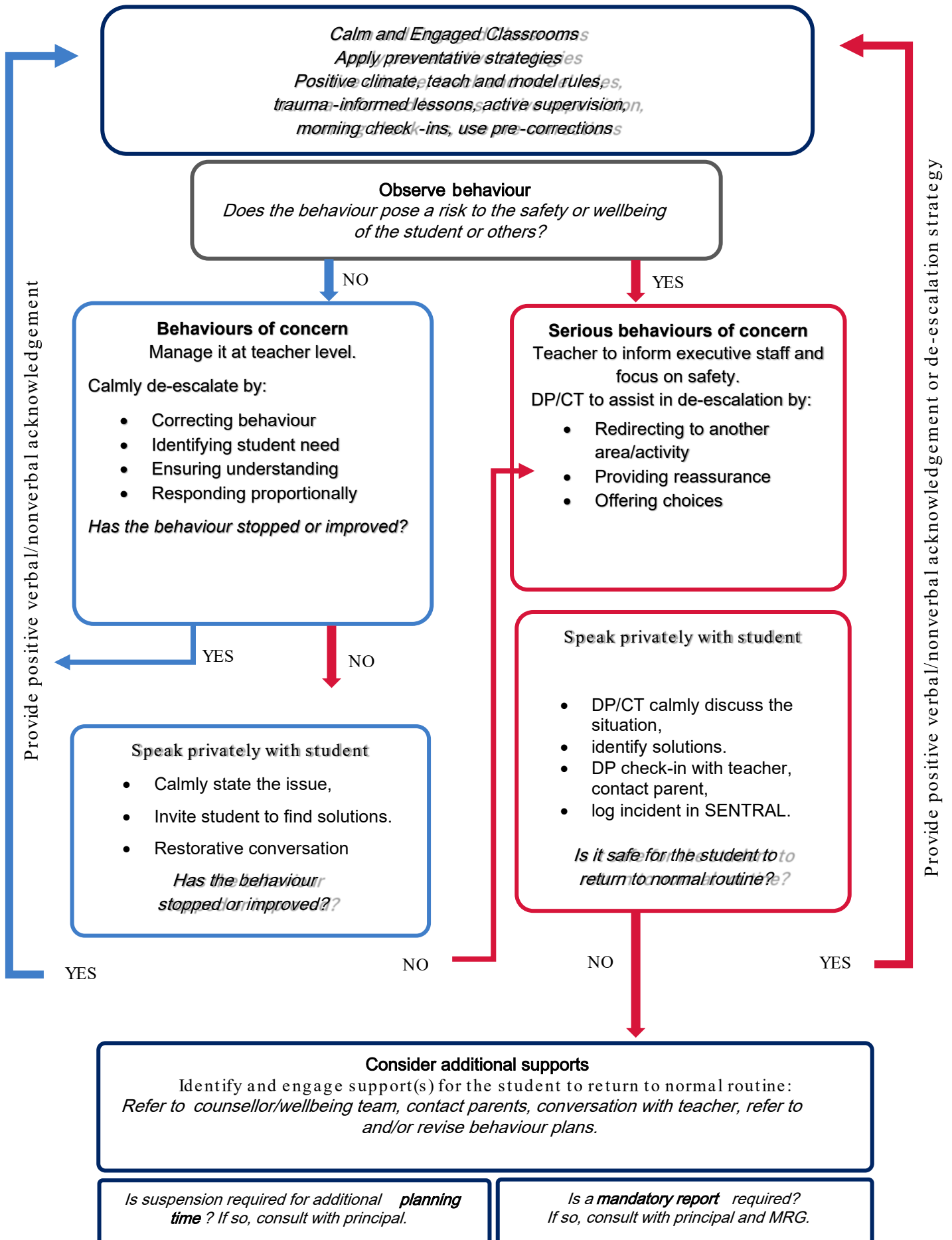
Note: All reflection and restorative sessions include regular food and toilet breaks to ensure student wellbeing. The duration of these practices is tailored to the student's age and developmental level.

Review dates

Last review date: 28/11/2024, Term 4, 2025

Next review date: Day 1, Term 1, 2026

Appendix 1: Behaviour management flowchart:



Appendix 2: Bullying Response Flowchart

The following flowchart outlines the actions Dubbo College Senior Campus staff will take when they receive a report of student bullying, including incidents that may have occurred online or outside of school. Timeframes may vary based on staff professional judgment and the assessment of any immediate risk to students.



Mobile Phone and Device Policy

Policy Context

As part of an election commitment in 2023, the new government introduced a policy banning phones from New South Wales Government schools. At Dubbo College Senior Campus, all school policies are underpinned by the schools values:

Respect	To have regard for the feelings, wishes and rights of others and ourselves. We are respectful of our history, our people and our environment.
Integrity	To be honest and ethical in all that we do We take responsibility for our actions and do the right thing even when nobody is watching
Strive	To endeavour to achieve the best that we can in all that we do We are an aspirational community which strives to achieve individual excellence.
Equity	To act in a manner that enables fairness to all We are an inclusive, kind and supportive school which values diversity, independence community.

Dubbo College Senior Campus will adopt the off and away, bell to bell approach for the full school day, including recess and lunch. This will mean that students will have the responsibility to turn off their phones (and accompanying air pods/earphones) on or before the period one bell and store them safely in their school bag or locker for the course of the school day. After the period six bell, students are able to switch on their mobile phone and utilise accessories, including air pods and earphones.

This also applies to school assemblies, excursions and events, unless an exemption is made by the principal. If this is the case, information will be included in the excursion permission form.

This will also mean:

- During study periods, students in the Charles Newman Centre for Learning (library), MLEC or Strive room must refrain from using their mobile phones and air pods but are able to use other digital tools (such as laptops and library issued head phones) to support their learning.
- During recess and lunch, students must refrain from using their mobile phones mobile phones and air pods on our school site. Students are encouraged to take the opportunity to engage with their peers and to have a digital break to enhance their health and wellbeing. Payments for purchases at the cafeteria and at our school office can be made **using cash or debit cards**.

Students who have their mobile phone, air pods or earphones out will receive the following consequences:

- **Device seen or heard during lesson, study on tutoring (between period 1 – 6)** – mobile phone, air pods and/or earphones will be confiscated by staff; parent/guardian will be notified by text message, and *the phone will only be released to the parent/guardian*.
- **Failure to comply or second incident** – mobile phone, air pods and/or earphones will be confiscated by staff; parent/guardian will be notified, and *the phone will only be released to the parent/guardian*. The student will be placed on a Formal Caution of Suspension.
- **Third incident** – mobile phone, air pods and/or earphones will be confiscated by staff; parent/guardian will be notified, and *the phone will only be released to the parent/guardian*. Student suspended for Misuse of Technology.

Exemptions

As school community we understand that there may be students who have additional medical, wellbeing or learning needs which will require them to access a mobile phone. Parents or carers will need to contact their child's Deputy Principal and complete and submit an exemption form, which if approved will ensure that the appropriate school-based plan is completed and communicated appropriately.

Contacting Students

Our school community understands there will always be emergencies when parents need to get in contact with students or vice versa during the school day. We try to keep this to a minimum, with the exception This will mean on of emergencies, to avoid impacting students' learning. Parents and carers can make contact with the school through the school office 6882 4655 or dubbo-h.school@det.nsw.edu.au and students will also be able to contact parents or carers through the school office if urgent.

The school accepts no responsibility for mobile phones that are brought to school.