

# 2025 Sydney Secondary College Blackwattle Bay School Behaviour Support & Management Plan

## Overview

Sydney Secondary College Blackwattle Bay Campus will challenge students of all abilities to achieve excellence as successful, future focused learners through positive participation in a changing society. By offering a differentiated, inclusive and rigorous curriculum to our students, they will become resilient, responsible and independent young adults, respectful of diversity and advocates for social justice. In partnership with parents and the community, our highly motivated and professional staff will encourage each student to achieve their full potential as good communicators, creative thinkers and problem solvers in a disciplined and caring environment, based on mutual respect.

There is systematic approach for supporting the diverse range of students. This includes those at risk, to ensure the continuity of learning and wellbeing of all students from entry to post-school. Students and parents/carers are engaged early as key collaborators in all transition processes.

There is a high expectation culture for full attendance rates for all students. Teachers, students, parents/carers and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

There is an embedded school-wide and data-informed approach to support student and staff wellbeing. Student voice and agency is used to inform and refine practices and processes which are responsive and proactive in meeting emerging needs.

Sydney Secondary College Blackwattle Bay Campus is committed to explicitly teaching and modelling positive behaviour for learning and to supporting all students' engagement in their learning.

Our goal is to inspire every child to participate positively in society. We focus on promoting, quality, opportunity and diversity and success for every student, every day. We value and strive to develop safe, respectful learners in a caring learning community.

The principles of positive behaviour for learning 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 processes are founded on the idea that students must 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:

- Positive Behaviour for Learning as seen in The Blackwattle Way
- Resilience In Our Teens (RIOT) program
- Fortnightly small group student mentoring sessions (Mentoring).

These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports 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

Sydney Secondary College Blackwattle Bay 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 family and student feedback through formal and informal means, for example, through 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.

Sydney Secondary College Blackwattle Bay Campus will communicate these expectations to parents/carers through the school newsletter distributed via the Sentral portal, website and provide links to information and resources in the [Behaviour support toolkit](#).

## School-wide expectations and rules

Sydney Secondary College Blackwattle Bay Campus has the following school-wide expectations and rules, known as the Blackwattle Way:

# The Blackwattle Way



	<b>All Settings</b>	<b>Classrooms</b>	<b>Study periods</b>	<b>Library</b>	<b>Glasshouse Café</b>	<b>To/From School</b>
<b>Participate productively in learning</b>	<p>Be prepared: have the right equipment</p> <p>Do your best work</p> <p>Attend all classes and punctually</p> <p>Mobile phones Off and Away</p>	<p>Complete all set work</p> <p>Be an active learner</p> <p>Ensure you are up to date with all work</p> <p>Ensure your laptop is fully charged</p> <p>Mobile phones Off and Away</p>	<p>Set goals</p> <p>Develop study skills</p> <p>Revise your notes</p> <p>Do wider reading</p>	<p>Use the library facilities for research and study</p> <p>Mobile phones Off and Away</p> <p>Book in to use the tutoring service</p>	<p>Use break times effectively- use facilities and be refreshed and ready to attend your next lesson</p>	<p>Leave plenty of time to get to school for the start of timetabled lessons</p>
<b>Act Responsibility</b>	<p>Allow yourselves to learn</p> <p>Follow safety guidelines</p>	<p>Allow yourselves to learn</p> <p>Respect the learning environment</p> <p>Use your laptop for learning tasks</p>	<p>Be in the right place at the right time</p> <p>Use your time wisely</p>	<p>Stay in the designated areas</p> <p>Be responsible and safe with electrical cords when charging laptops</p> <p>No food or drinks</p>	<p>Passive use of café in breaks</p> <p>Leave the area clean and tidy</p>	<p>Enter and leave school grounds with permission or at the end of your timetabled day</p> <p>Follow safety guidelines for your mode of transport</p> <p>Be aware of WHS guidelines</p>
<b>Respect yourself, others, and the community</b>	<p>Demonstrate pride in yourself by the way you dress, speak and act</p> <p>Accept others' differences</p>	<p>Allow others to learn</p> <p>Use positive language</p> <p>Be a team player</p> <p>Leave the learning environment tidy</p>	<p>Allow others to learn</p> <p>Do your best</p> <p>Encourage others</p>	<p>Respect other learners by keeping noise to a minimum</p> <p>Leave the area clean and tidy</p>	<p>Keep the area clean</p> <p>Use positive language</p>	<p>Show respect to others in the community</p> <p>Be aware of the needs of others in the community</p>

## 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 for learning 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
- mobile phone use in school policy. Off and Away All Day.
- differentiating learning content and tasks to meet the needs of all learners

Care Continuum	Strategy or Program	Details	Audience
Prevention/ Early / Targeted / & Individual intervention	<a href="#">Restorative Practice</a>	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	<a href="#">Friendly Schools</a>	Students engage in social and emotional wellbeing lessons, which are reinforced by staff regularly, including at year and whole-school assemblies and during mentoring sessions.	Staff, Wellbeing team, students 7-12, families
Prevention	<a href="#">PDHPE curriculum</a> <a href="#">Mentoring</a>	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	Students 7-12
Prevention / Early Intervention / targeted / individual	Australian eSafety Commissioner <a href="#">Toolkit for Schools</a>	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyber-bullying incidents.	Students 7-12, staff, families
Prevention	Communication with parents	To increase parent's understanding of how our school addresses all forms of behaviour.	Staff, students 7-12, families
Prevention	<a href="#">Peer support program</a> , <a href="#">Mentoring and RIOT</a>	Builds resilience by helping students develop strong relationships and skills to manage life's ups and downs.	Students 7 and 10, and co-ordinators
Prevention / Early intervention	<a href="#">Student support officer</a>	Supports the implementation of the school's approach to wellbeing.	Student 7 - 12
Targeted / individual intervention	<a href="#">Learning and Support</a>	The LST works with teachers, students and families to support students who require personalised learning and support.	Staff, individual students 7-12, families
Targeted intervention	Check In Check Out (CICO)	For students who exhibit low level behaviours of concern.	Individual students 7-12,
Targeted intervention	Leadership programs	These include Student Representative Council and peer mentors.	Students 7-12
Individual intervention	Daily achievement	A period of time on a daily achievement card to change a pattern of behaviour.	Students 7-12
Individual intervention	<a href="#">Attendance monitoring</a>	Address barriers to improve attendance and set growth goals.	Students, Year Advisor
Individual intervention	<a href="#">Individual behaviour support planning</a>	This may include developing, implementing monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Students, parent/carer, LaST, HT Wellbeing

## 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.** See Appendix 1.

Sydney Secondary College Blackwattle Bay Campus 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
- an open door culture of support offered by the Wellbeing Team
- 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 respond to 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 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

Sydney Secondary College Blackwattle Bay 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
<p>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.</p>	<p>1. Refer to school-wide expectations as outlined in Student Handbook.</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.</p>
<p>2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.</p>	<p>2. Use indirect responses e.g. Proximity, signals, non-verbal cues (the way you listen, look, move and react), ignore, attend, praise, redirect with specific corrective feedback.</p>	<p>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.</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 Behaviour / wellbeing ITD system.</p>	<p>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.</p>	<p>3. HT/DP collects information and reviews the incident from multiple perspectives to determine the next steps. HT/DP/CT to record incident on Sentral and contact parent/carer by email or phone. DP/P may consider further action for e.g. formal caution/suspension.</p>
<p>4. Social-emotional learning lessons are taught during fortnightly Mentoring lessons.</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 school's anti-racism contact officer (ARCO) or DP/HT Wellbeing.</p>	<p>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.</p>
<p><b>Teacher/parent contact</b></p>	<p><b>Teacher/parent contact</b></p>	<p><b>Teacher/parent contact</b></p>
<p>Parents are notified through the school contact when applicable if intermittent and infrequent reinforcers are necessary. Student awards for positive behaviour are given at fortnightly year group assemblies via the Golden Ticket draw.</p>	<p>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.</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, 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
- interview with Year Adviser and/or HT Wellbeing/ Careers Adviser/DP, 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](#).

## Interview, reflection and restorative practices

For any interview, 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 Wellbeing
<b>Restorative practice</b> – <a href="#">peer mediation</a> , <a href="#">circles</a> or restorative conversations in groups or with staff, as above depending on the circumstances.	Scheduled as soon as all involved are available	Year Advisor/HT Wellbeing	Sentral Wellbeing

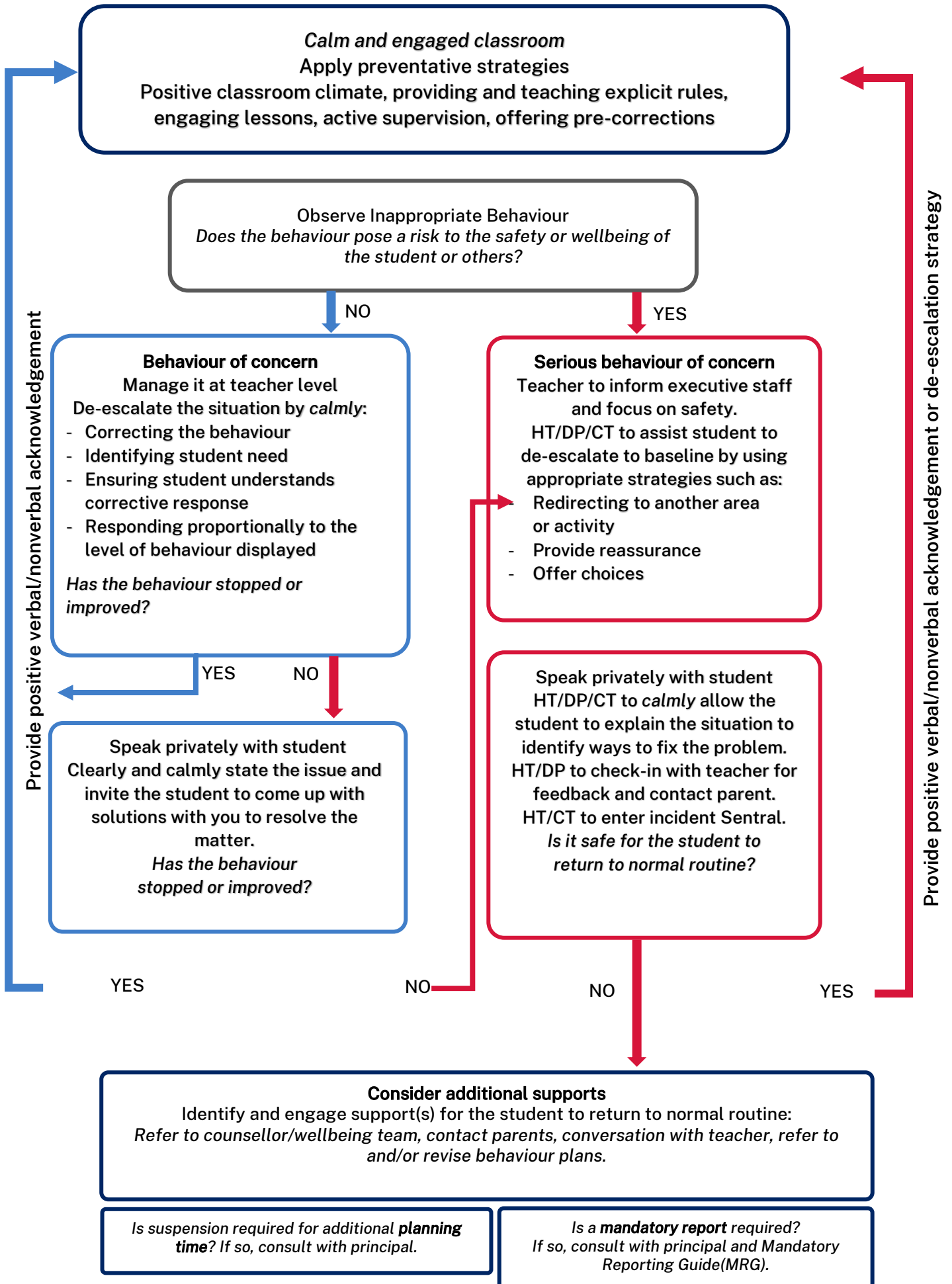
## Review dates

Last review date: [091224-Version published for 2025]

Next review date: [091225-for 2026 Version]



**Appendix 1: Behaviour management flowchart**



## Bullying Response Flowchart

The following flowchart explains the actions Sydney Secondary College Blackwattle Bay 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.



**Reminder:** Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm.