

Bomaderry High School Behaviour Support and Management Plan

Overview

Bomaderry High School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. We model positive behaviour through having a school-wide set of expectations, which apply across the whole school in all circumstances and settings. We have three expectations at Bomaderry High School, these are that we are respectful, safe and engaged learners. Students who meet these expectations are said to be “Being Bomo”. “Being Bomo” is the stage which all students start each year off and can either make their way up our positive stage base (Bronze, Silver, Gold and Platinum) or make their way across to our restorative stages (Stage 1- Yellow, Stage 2- Orange, Stage 3- Red, Stage 4- Blue) if they display behaviour which is not consistent with the expectations of “Being Bomo”.

Promoting and reinforcing positive student behaviour and school-wide expectations

Bomaderry High School has the following school-wide rules and expectations:



Bomaderry High School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

'Being Bomo' Lessons

'Being Bomo' Lessons run for 15 minutes on a Monday morning. The whole school participates in these which are about Social and Emotional Learning: Self-awareness, Social awareness, Relationship skills, Responsible decision making.

Guidance Periods

All students in Year 7 to 10 attend fortnightly guidance lessons with their Year Advisors. Guidance lessons involve three main components:

Study Skills

Mindfulness & Habits of the Mind

Student Wellbeing

All students at Bomaderry High School require techniques for developing effective study skills. These skills allow students to discover their personal learning style, manage time efficiently, improve study habits, complete assessments and adequately prepare for exams. Students today require the skills to plan their study time around work and recreational activities. The study skills component of the Year 7 to 10 program integrates all these aspects. Students are provided with information on creating time management charts, mind maps, revision techniques, research skills, exam preparation and effective study environments.

Mindfulness & Habits of the Mind encourages students to train themselves in the way they think. When they control their thinking, they are better equipped to control their behaviour, attitude, and learning. This component works with study skills to promote successful learning at school. As for study skills, these habits will be studied across Years 7—10. These will train students to persist at tasks, manage impulsivity, create, manage and innovate, communicate with clarity, and take responsible risks.

The wellbeing component of this program deals with effective communication with peers, leadership, assertiveness training, volunteering, budgeting, values, anti-bullying, and multi-culturalism. The students will also be instructed on internet safety and cyber bullying prevention.

In total, these three components will give our students the tools for success in their learning and beyond the school as valued community members.

Behaviour and Wellbeing Management Procedures-Positives

We reinforce positive student behaviour and behavioural expectations through our 'Being Bomo' positive rewards system.

Students gain Bronze, Silver, Gold and Platinum awards through being allocated 'Bomo' points in Sentral.

ACTIONS	LEVEL of Achievement-Positives	REWARD
Platinum	Reached at the end of schooling- Year 12.	Principal Medal presented at Graduation
Gold	Gold Level- 150 points in Sentral 1 point= 1 Sentral point	Gold award presented at End of Year Assembly Invitation to end of Semester celebratory event (EG- reward excursion)
Silver	Silver Level- 100 points in Sentral 1 point = 1 Sentral point	Silver award presented at Year assembly Invitation to end of Semester celebratory reward (EG- in school reward e.g.- canteen voucher, sausage sizzle etc)
Bronze	Bronze Level- 50 points in Sentral 1 point = 1 Sentral point	Bronze award presented at Year assembly

The following relates to behaviours and the awarding of points in Sentral Wellbeing:

'Bomo' Point Description	Awarded for-	Value
Being Bomo (free and frequent)	<ul style="list-style-type: none"> Respectful: Cooperative and Considerate Safe: Doing the right thing Engaged: Commitment to improve 	1 point
Bomo's Best	<ul style="list-style-type: none"> 1st, 2nd or 3rd in a task Ongoing improvement in learning Sporting achievement Community Service School Service Participation in external academic competitions Participation in school based performing and creative arts events 	5 points
Bomo's Brilliant	<ul style="list-style-type: none"> Regional or State Level Sporting Achievement Outstanding External Academic Achievement Outstanding achievement in the creative and performing arts 	10 points

Behaviour Code for Students/ School Values- 'Being Bomo'

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316/pd-2006-0316-01>. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses. This behaviour code is in line with our 'Being Bomo' values of Respect, Safety and Engagement.

Whole School Approach

Wellbeing Programs/Care Continuum

PREVENTION

Strategy or Program	Details	Audience
Teem MHFA	Teen Mental Health First Aid Delivered by HT Wellbeing and SSO	All Year 8 All Year 11
Love Bites	Love Bites is a respectful relationships education program that focuses on the development of respectful relationships and violence prevention for 15 - 17 year olds. Delivered by trained BHS staff.	All Year 10
Being Bomo	SEL – Social & Emotional Learning Growth mindset, Aboriginal Education, Anti bullying, R U Ok?, Harmony Day, Be Kind, Wear It Purple, Disabilities awareness etc.	Whole School
Guidance Lessons	SEL – Social & Emotional Learning Study skill, work ready, anti-bullying, relationships/friendships. Run by year advisor 1 period per fortnight.	Year 7,8,9,10
Breakfast Club and Emergency Lunch	Breakfast is available daily in the canteen. This ensures that all students have the opportunity to have breakfast at the start of the day and enables SSO to Check in on students at the beginning of the day. Emergency Lunch available to students who need it – this is available at the front office.	All students
Yr 11 Life Ready	Students participate in workshops that teach them skills for life such as Independence, sexual health, driving, mental health, safe partying etc.	All year 11
Yr 10 Big Day Out	Students participate in workshops that teach them about mindfulness, physical and mental wellbeing etc.	All year 10
Peer Support	All year 9 students complete the Peer support leadership training. At start of Year 10 they are then run Peer support lessons for the new year 7 students during Term 1 & 2.	Year 7 Year 10 are leader

Youth MHFA	Staff have the opportunity to complete the Youth MHFA course training at BHS as HT Wellbeing and SSO are trained facilitators. The aim is to have all BHS staff complete the training.	21 staff completed the training in 2022
Wellbeing Pulse Survey	Our school uses the Wellbeing Pulse Survey to test that the wellbeing supports and programs we have implemented are working for our students. Through the results, we implement specific programs related to individual or group needs.	Year 7-12 (to be implemented in 2023)
Safeguarding Kids Together (SKT)	The SKT program assists schools in becoming safe working and learning environments, and to support health, safety and wellbeing of staff and students. The focus of the program is to build positive, cohesive and respectful school communities, identifying and supporting students vulnerability.	Year 7-12 (to be implemented in 2023)

EARLY INTERVENTION

Strategy or Program	Details	Audience
Roll Call 32	Roll call for our anxious students who are not comfortable to attend the whole school roll call in the quad. This enables the teacher to check in on them each morning.	Approx 20 student
Alliance	LGBTQIA+ students and Supports group Meets in the common room fortnightly. over 40 Students usually attend.	Any students that wish to attend
Save a Mate	The program focuses specifically on how to deal with potential emergencies that may arise as a result of alcohol or other drug use such as overdose, collapse, fitting, vomiting and unconsciousness. Delivered by SSO	Year 9 in Guidance lessons.

TARGETED INTERVENTION

Strategy or Program	Details	Audience
BBC - Building Better Citizens	The program aims to encourage the students to develop confidence, self-esteem, trust, and communication skills enabling them to gain direction for their future. Aimed at students with challenging behaviours Approx. 12 students in each group.	Year 8 Boys Year 8 Girls Year 9 Boys

Step Up	The Step Up program encourages students who are generally unmotivated and not sure what they want to do in the future to build a positive relationship with a positive male role model. They work on various projects while discussing feelings, relationships and what it means to be a man. Approx 10-12 students.	Year 10 Boys
Drumbeats	The workshop includes innovative strategies for working with challenging behaviours and cementing the therapeutic relationship with those resistant to traditional talk-based interventions. 12 students in this group.	Year 8
Headspace Vaping	Small group (one hour) on the dangers of vaping. Headspace will deliver some education and engage them in risk/harm activities. It is a program designed to engage a small group as a one-off session. Max 6 students.	Year 7,8,9,10 One year group at a time.
Seasons for Growth	Grief and loss education program. SSO and counsellor trained.	As required.

Restorative practices

Behaviour and Wellbeing Management Procedures-Restorative

At Bomaderry High School, we use restorative justice and reflection programs to address behavioural issues. Our Restorative Stages are described below-

'Being Bomo' Stage	All Students, every year start at the 'Being Bomo' Stage Teachers are encouraged to award students lots of 'Being Bomo' points on Sentral to encourage positive movement through our award levels.	We are 'Being Bomo' when we are Respectful, Safe and Engaged. Respect: Speak with kindness Actively listen Allow others to learn Allow for personal space Show consideration for the property of others. Safe: Follow the teacher's instructions Bring equipment Use technology appropriately Be in the right space at the right time and in the correct area. Engaged: Do your best to learn and achieve. Submit tasks on time Attend every day and every lesson.	All privileges: e.g. <ul style="list-style-type: none">• Excursions• Sporting teams• Carnivals• Social activities• SRC
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<p>Yellow Restorative Stage 1 Teacher Subject specific</p>	<p>CT monitoring with assistance from HT</p>	<p>Minor but persistent display of behaviours (in a specific subject):</p> <ul style="list-style-type: none"> Verbal Misconduct Minor Physical Misconduct Disruption Defiance Bullying/ Harassment Device Misuse Lack of Equipment Minor Damage to Property Unsatisfactory Classwork Lack of Attendance including Lateness to class (student to catch up on the work and remain at end or next lesson during break time to make up time missed) <p>Teacher to check Sentral to see whether student has already been placed on Stage 1 in another subject by another Teacher. If a student is already on Stage 1, they need to be referred to HT for Stage 2 monitoring.</p>	<p>Stage 1 Monitoring - 2 weeks- specific subject monitoring</p> <ul style="list-style-type: none"> Parents notified Recorded in Sentral
<p>Orange Restorative Stage 2 Head Teacher Whole school monitoring</p>	<p>HT monitoring</p>	<p>Failure to solve problems with the Stage 1 contract</p> <ul style="list-style-type: none"> Negative Behaviours in more than one faculty Repeated Fractional Truancy Negative incident (Behaviour is worthy of Head Teacher involvement (See Sequence of Behaviours document). 	<p>Student contract/ stage monitoring for 1-week.</p> <ul style="list-style-type: none"> Parents informed, possible interview with Head Teacher Not allowed on excursions No representative sport Not eligible for SRC Teachers to follow up any negative behaviour with a Sentral entry if warranted.

<p>Red Restorative Stage 3 Deputy Principal</p>	<p>DP Monitoring Discussed at Learning and Wellbeing Team Meeting Case Management/Monitor</p>	<p>Negative incident/s are worthy of Deputy Principal involvement (See Sequence of Behaviours document). Failure to solve problems with the Stage 2 contract across a range of Faculties Repeated fractional truancy (2 or more classes) Possible 'Formal Caution of Suspension' For students who are unreliable in returning their Stage 3 or have not been overly successful on a given day, the DP may choose to implement a period-by-period check in system instead. The PxP check-in is also at Orange Level.</p>	<p>DP interview/ Restorative Discussion & phone call home and/or Parent Meeting Red Stage 3 Stage Monitoring for 1-week. Monitored by relevant Year DP or DP I & S The DP will monitor Sentral entries for the student for the week and will check in with the student during each day. Teachers/ Head Teacher to follow up any negative behaviour with a Sentral entry if warranted and inform the DP monitoring the student.</p>
<p>Blue Restorative Stage 4 Deputy Principal</p>	<p>Principal DP Learning and Wellbeing Team Monitor</p>	<p>Return from suspension RFS Contract</p>	<p>DP Return from Suspension interview with Parent & student. Return from Suspension contract signed by student and parent. Blue Stage 4 Monitored by relevant Year DP or DP I & S. Teachers/ Head Teachers to follow up any negative behaviour with a Sentral entry if warranted The DP will monitor Sentral entries for the student for 1 week and will check in with the student during each day.</p>



Partnership with parents/carers

Bomaderry High School will partner with parents/carers to establish expectations for parent engagement so that we together develop and implement student behaviour management strategies. We will do this by educating and promoting within our community our school values, our positive rewards system known as 'Being Bomo' and the ideals of our Restorative Levels system.

Bomaderry High School will communicate these expectations to parents/carers through individual meetings, our social media and website pages, the school newsletter which is published each term and through our P & C meetings.

School Anti-bullying Plan

Link to the Bomaderry High School's existing anti-bullying plan.

https://bomaderry-h.schools.nsw.gov.au/content/dam/doi/sws/schools/b/bomaderry-h/Anti-Bullying_Plan-_Bomaderry_High_School.pdf

Refer to the [Bullying of Students – Prevention and Response Policy](#) and [Anti-bullying Plan](#).

Reviewing dates

Last review date: April 4th, 2023

Next review date: Day 1, Term 1, 2024