

Bomaderry High School

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”.

Partnership with parents and 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-wide expectations and rules

Promoting and reinforcing positive student behaviour and school-wide expectations

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

We are
'Being Bomo' when we are being:
Respectful,
Safe and
Engaged Learners

Respectful	Safe	Engaged
Respect other opinions	Follow the teacher's instructions	Do your best to learn and achieve.
Speak with kindness	Bring equipment	Submit tasks on time
Actively listen	Use technology appropriately	Attend every day and every lesson unless legally excused
Allow others to learn	Be in the right space at the right time and in the correct area.	
Allow for personal space		
Show consideration for the property of others		

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

	Respectful	Safe	Engaged
All Settings	<ul style="list-style-type: none"> • Be polite and honest • Respect self, others and the environment • Keep hands and feet to yourself • Respect property • Celebrate our differences • Dress appropriately by complying with the school Uniform and dress code • Headphones away 	<ul style="list-style-type: none"> • Right place, right time • Follow instructions • Use technology appropriately • Report unsafe behaviour 	<ul style="list-style-type: none"> • Do your best • Be prepared • Stay on task • Be proud of everyone's achievements • Observe school rules • Attend school every day (Unless legally excused)
Learning Areas	<ul style="list-style-type: none"> • Respect opinions • Remove hats • Speak with kindness • Actively listen • Allow others to learn • Allow for personal space • Show consideration for the property of others 	<ul style="list-style-type: none"> • Follow the teacher's instructions • Bring equipment • Use technology appropriately • Be on time and in the correct area 	<ul style="list-style-type: none"> • Do your best to learn and achieve • Submit tasks on time • Attend class every period (Unless excused by a teacher)
Transition Spaces	<ul style="list-style-type: none"> • Make room for others • Walk sensibly • Move quietly • Keep hands and feet to yourself 	<ul style="list-style-type: none"> • Keep to the left • Line up in designated area and wait for your teacher • Walk bikes, skateboards and scooters in/out of school 	<ul style="list-style-type: none"> • Know your timetable and your scheduled rooms

Active Playground	<ul style="list-style-type: none"> • Speak with kindness • Put rubbish in the bins, [Care for the environment] • Share playground spaces • Keep hands and feet to yourself • Show good sportsmanship 	<ul style="list-style-type: none"> • Stay in allocated areas • Play safely • Be sun smart 	<ul style="list-style-type: none"> • Respond to the warning alert about moving to class (music)
Passive Playground	<ul style="list-style-type: none"> • Speak with kindness • Put rubbish in the bins. [Care for the environment] • Share playground spaces. Sitting or walking only 	<ul style="list-style-type: none"> • Stay in the allocated areas • Be sun smart 	<ul style="list-style-type: none"> • Respond to the warning alert about moving to class (music)
Canteen	<ul style="list-style-type: none"> • Use good manners • Join the end of the line and wait your turn • Don't ask others to buy things for you 	<ul style="list-style-type: none"> • Allow for personal space • Make healthy choices • Have your order and own money ready • Stand in single file 	<ul style="list-style-type: none"> • Pre-order when possible
Toilets	<ul style="list-style-type: none"> • Respect facilities • Maintain a clean environment • Allow for the privacy of others 	<ul style="list-style-type: none"> • Use toilets at breaks • Use only what you need of soap, paper and water 	<ul style="list-style-type: none"> • Report issues to staff • Follow the classroom and out of class procedures
Assembly	<ul style="list-style-type: none"> • Actively listen • Acknowledge the achievements of others • Remove hats from heads and bags from shoulders 	<ul style="list-style-type: none"> • Participate • Stand and/or sit appropriately • Consider others personal space 	<ul style="list-style-type: none"> • Applaud appropriately • Celebrate your and others success
Off Site	<ul style="list-style-type: none"> • Show consideration to others when speaking and moving around • Assist others when you can • Keep buses clean 	<ul style="list-style-type: none"> • Wear the appropriate uniform • Travel safely • Listen to and follow the instructions of your teachers and adults 	<ul style="list-style-type: none"> • Represent the school positively • Participate fully in the activity in which you are involved • Bring bus pass or money
Front Office	<ul style="list-style-type: none"> • Use good manners • Wait patiently • Keep noise down 	<ul style="list-style-type: none"> • Submit forms, payments and notes promptly • Friends to remain outside of the office • Leave area when finished 	<ul style="list-style-type: none"> • Follow school procedures

‘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.

Some of the topics presented include:

- Being Bomo Values
- Growth Mindset
- Harmony Day
- NAIDOC Week
- RU Ok?
- Bullying. No Way!
- Wear It Purple day
- Kind July
- Stage appropriate Careers Lessons
- Career Education – Pathway Builders Program

Guidance Periods

Students in Year 7 attend fortnightly guidance lessons with their Year Advisors. Guidance lessons involve three main components:

- Study Skills
- Mindfulness &
- Habits of the Mind

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 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. Students are taught 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 multiculturalism. The students will also be instructed on internet safety and cyber bullying prevention.

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](#).

Restorative Practice and Discussions

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.

Reflective Questions

- What happened? /What would you like to talk about?
- What were you thinking or feeling at the time?
- What are you thinking or feeling now?
- What are you pleased with? / What did you do well? /What else?
- Is there anything you would do differently next time?
- What have you learnt (about yourself) today?
- Is there anything else you would like to say or do now?
- What do you need to do to make things right?

Restorative Questions

When things go wrong:

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

When someone has been hurt:

- What did you think when you realised what had happened?
- What impact has the incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Whole school approach across the Care Continuum

Care Continuum	Strategy or Program	Details	Audience
Whole School Universal Proactive and Preventative Strategies			
Proactive Prevention	Teen MHFA	Teen Mental Health First Aid Delivered by HT Wellbeing and SSO.	All Yr8 & Yr10
	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 Yr10
	My Strengths Program	Training students to identify and develop their strengths & resilience.	All
	Year 7 Transition Days	Providing a raft of supports, information and orientation on the first 3 days of high school.	All
	Being Bomo	SEL – Social & Emotional Learning Growth mindset, Aboriginal Education, Anti bullying, R U OK?, Harmony Day, Be Kind, Wear It Purple, Disabilities awareness, Careers Education.	All
	Year 7 Guidance Lessons	SEL – Social & Emotional Learning Study skill, work ready, anti-bullying, relationships/friendships. Run by year advisor 1 period per fortnight.	All, Year 7
	Breakfast Club & Emergency Lunch	Breakfast is available daily in the hall. This ensures that all students have the opportunity to have breakfast at the start of the day and enables our wellbeing staff 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
	Year 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 Yr 11
	Yr 10 Big Day Out	Students participate in workshops that teach them about mindfulness, physical and mental wellbeing etc.	All Yr 10

Care Continuum	Strategy or Program	Details	Audience
	Peer Support	All year 9 students complete the Peer support leadership training. At start of Year 10 they then run Peer support lessons for the new year 7 students during Term 1 & 2.	Yr 7, Yr 10 are leaders
	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.	Staff can access professional learning & training
	Achievement, Celebration Assemblies	Recognising and acknowledging student achievements.	All
	Communication with families / carers	Informing parents of school expectations and events via school website, parent portal, school bytes, social media platforms, email and texts.	All
	Explicit teaching and modelling of specific skills	Staff teach and model appropriate behaviours, skills and communication.	All
	Contact home	Staff regularly contact home regarding learning, wellbeing and school-based business.	All
	Playground Supervision	School provides active supervision across designated areas throughout the school.	All
	Merit System	Aligns our “Being Bomo” system in reinforcing high expectations.	All
	Strong Student-Teacher relationships	Positive, respectful, inclusive and safe teacher-student relationships support effective teaching and learning.	All
	Uniform expectations	Builds and reinforces confidence, a sense of school community connection and safety.	All
	High quality & Differentiated Teaching	Teaching practice ensuring learning is responsive to students’ needs.	All
	Year Meetings / Assemblies	Regular meetings to inform and support specific year groups	All

Care Continuum	Strategy or Program	Details	Audience
	School Chaplin	Supports the wellbeing of ool students through the provision of pastoral care services and strategies to support the wellbeing of the broader school community. These may include volunteering activities, breakfast clubs, excursions, lunchtime activities and parent/carers workshops.	

Care Continuum	Strategy or Program	Details	Audience
Early Intervention Strategies (Class Teachers, Head Teachers and Wellbeing Team)			
Early intervention	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 students
	Learning Hub	A calm and quiet space for students to receives intensive support with learning tasks	All, as required
	Contact Home	Class and Head Teachers communicating with families	All, as required
	Monitoring Cards	Class Teachers, Head Teachers, DPs and Principal - support, mentor and monitor students	All, as required
	Specific Transition Days	Students with learning / wellbeing needs are provided additional days for familiarisation	All, as required
	Learning Support Team Referral	Supporting students with their individual learning needs	All, as required
	OoHC Teacher	Providing the OoHC students and carers additional supports and mentoring	As required
	Student Support Officer (SSO)	Provides students and families supports to engage with their schooling	All, as required
	Wellbeing Financial Assistance	Ensuring all students can engage in their schooling equitably	All, as required
	Wellbeing Hub	Students can access a variety of supports	All, as required
	Year Advisor Mentoring	Providing additional supports for students on specific issues	All, as required
	Functional Behaviour Assessment (FBA)	This supports teachers to identify when, where and likely reasons behaviour(s) of concern are occurring. The information is used to develop a student behaviour plan to better support students	As required
Targeted Supports and Interventions			

Care Continuum	Strategy or Program	Details	Audience
Targeted intervention			
	PCYC Fit For Life	Supports students linking physical, emotional & social wellbeing, nutrition and building resilience skills and forming better behaviour	All, Years 7-10
	The Shine Program	A complementary education program to support girls and young women re-engage with education	All, Years 7-10
	Grand Pacific Health Vaping	Small group 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.	All, Years 7-10
	Seasons for Growth	Grief and loss education program. SSO and counsellor trained.	All, as required.
	AEO / SLSO Mentoring	Culturally sensitive and appropriate support and mentoring	All, as required.
	Attendance Improvement Plan	The school provides a tiered support response for students to enhance their attendance at school	All, as required.
	Careers Adviser	Providing support and mentoring for careers, tertiary education, work experience, TVET, Credentialling	All, as required.
	Youth Engagement Officer (YEO) NSW Police	Conduct outreach programs to encourage young people in the community to improve their education, mental health, physical wellbeing, and social connections	All, as required.
	School Counsellors	Integral part of school wellbeing team providing specialised psychological assessment, counselling and intervention services.	All, as required.
	Student Learning Support Officers (SLSO)	Provide invaluable supports to students with disability, additional learning and support needs in specialist support classes and regular classes	All, as required.
	Student Support Officers (SSO)	SSOs, part of the wellbeing team, collaborate with external agencies and creating referral pathways for	All, as required.

Care Continuum	Strategy or Program	Details	Audience
		students and families to youth and family support agencies.	
	"Time Out" Card System	Provides a structured support enabling students to regulate, restore and re-engage with their learning	All, as required.
	Learning and Wellbeing Meetings (LAW)	A collaborative approach to student support and case management	All, as required.
	Shoalhaven Tutorial Centre (STC)	The STC is a regional resource providing a short term, intensive program of behaviour and learning support to students from secondary schools across the Shoalhaven area.	As required, on Access Request.
	Personalised Learning Pathway (PLP)	The school consults and collaborates with each student, their families and teachers, to identify, organise and apply personal approaches to learning and engagement.	All (Aboriginal Students).
	The Waratah Centre and STC	Specialist classes and staff supporting students with disabilities	As required, on Access Request.

Care Continuum	Strategy or Program	Details	Audience
Intensive Individual Supports and Interventions			
Individual intervention	Access Requests	The school accesses specific types of additional support and resources to support students with complex needs.	As required.
	Complex Case Management	The school adopts this collaborative and wholistic response in supporting our most vulnerable students	As required.
	Behaviour Support Planning	A collaborative approach to support individual student behaviour	As required.
	Child Wellbeing Unit (CWU) engagement	The principals liaise with the CWU to assist and support them to meet their legal obligations in responding to concerns about the safety, welfare and wellbeing of children and young people	As required.
	External Agency Engagement Networking	The school networks and engages with a variety of external agencies to provide comprehensive specialised supports for students	As required.
	MRG / DCJ Engagement	The school accesses the Mandatory Reporting Guide heling to decide whether a student is suspected to be at Risk of Significant Harm (ROSH) and a report to the Child Protection Helpline.	As required.
	Personalised Learning and Support Plan (PlaSP / IEP)	A process which supports and assists students with additional learning and support needs	As required.
	Health Care Planning	The school conducts individual health support planning to determine the best way for the individual student's specific health needs to be met.	As required.
	OoHC Supports	Supporting specific students where parental rights are held by the Minister of Family, Communities and Disabilities Services for additional supports.	As required.
	NSW DOE Team Around a School (TAaS)	Engaging the support of regional staff: APLAS, Behaviour Specialist, HSLO, Learning & Wellbeing officer/adviser/coordinator, SPE,	As required.

Wellbeing Planning for 2025/2026

Year 12

- Retreat 27 & 28/02/2025
- Graduation 23/09/2025
- Formal Berry Homestead 24/09/2025
- Excursion Friday 19/09/2025
- Graduation Rehearsal 22/09/2024

Year 11

- Year 11 Life 16 & 17/10/2025
- My strengths delivered again during Life Ready
- End of Year Excursion

Year 10

- Love Bites delivered Term 3
- Big Day Out 05/12/2025
- Year 10 vaccinations
- Teen MHFA Term 4
- End of year excursion

Year 9

- My Strengths delivered weeks 3 during Literacy period 2026
- Teen MHFA at the start of Term 1 x 2 sessions
(Marty, Julie, Matthew to deliver)
- Year 9 Camp Wombaroo 28, 29, 30/05/2025
- Peer Support Leadership Training Term 4 - 21/11/25
- End of year excursion

Year 8

- End of Year Excursion

- End of year excursion
- Year 7 Vaccinations

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

Minor behaviours dealt with by Classroom Teacher

Behaviour	Definition	Suggested Interventions
Verbal misconduct	Student delivers inappropriate verbal messages. E.g., gossiping, lying, calling out, talking	<p>Teacher Response</p> <ul style="list-style-type: none"> • Refer to classroom and school core values • Write the students name on the board (may be worked off before the end of the lesson) for restorative discussion • Provide a choice around behaviour • Level 1 monitoring card • Record incident in Sentral wellbeing • Consult year advisor and/ or counsellors for background information if not on Sentral already • Speak to the student briefly at the end of the lesson to discuss the problem • Recess or lunch detention involving reparation i.e... Complete work, clean desks etc • Alternative seating arrangement in class • Direct Student to hand in phone device to the office • Gain verbal agreement regarding seating, behaviour, work If it is minor playground issue, remind them of the core values and apply a minor consequence • Notify parent by phone or letter • Escalate to HT intervention if necessary and behaviour continues • Restorative discussion <p>Head Teacher Response</p> <ul style="list-style-type: none"> • Continue to support and provide advice to class teachers by reinforcing the consequences to the student • Inform the student that the continuation of the behaviour may result in Level 2 and that parents will be contacted • Support the development of responsible class behaviour by
Physical misconduct	Student engages in actions involving physical contact where unintentional injury may occur. E.g., Wrestling, pushing, pulling seat out	
Disruption	Student engages in behaviour causing short disruptions to a class or activity. E.g., Calling out, talking, out of seat inappropriate noises	
Defiance	Student engages in initial refusal to follow directions. E.g., Refusal to follow instruction, no acknowledgment, talks back, doesn't do work, passive defiance	
Disrespectful behaviour towards others (not ongoing)	Student delivers isolated disrespectful message to another student regarding race, ethnicity, disability, religion, gender, age, national origin, and/or sexual orientation. E.g., Written or verbal means	
Device misuse	Student uses their device in an inappropriate manner. E.g., Unauthorised use of mobile phones/ earphones/ accessory, inappropriate use of laptop/iPad, such as nonconsensual sharing, airdropping, photo sharing, playing games	
Lack of equipment	Student fails to bring correct equipment to school. e.g. Incorrect subject uniform, failure to bring equipment to class (pens, books, iPad)	
Damage to property	Student participates in an activity that results in minor damage to property. E.g., Rubbish minor graffiti, damage to Property	
Unsatisfactory classwork	Student does not complete classwork to a satisfactory standard, or copies work. E.g., Not engaging, failure to complete	

	work, poor standard, copying	visiting classes to acknowledge good behaviour and commitment to work.
Lack of attendance	Student is not in the right place at the right time. E.g., Late to class, prolonged leave, leaves early, one or two period truancy in the same subject.	
<p>Prior to proceeding to Yellow it is recommended the CT has used strategies such as Restorative Discussion, Classroom Contract, Parent Contact informing them of strategies trialed:</p> <p>https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-teachers/restorative-practices</p>		

Minor / major behaviours referred to Head Teacher

Behaviour	Definition	Suggested Interventions
Verbal misconduct	Student delivers loud disruptive verbal; messages. e.g. Swearing at student, repetitive lying, name calling, sexual remarks/ gestures	Teacher Response <ul style="list-style-type: none"> Remind and reiterate the school values Interview student to ascertain reason for their behaviour Confine student to an isolation desk in the classroom Contact home to inform parents of classroom issues Record incident in Sentral Wellbeing and give a copy to the relevant head teacher Inform student of escalation of consequences Arrange for the student to be supervised temporarily in another class (class withdrawal) Send student to head teacher to discuss the problem For playground incidents, complete a Sentral Wellbeing entry and give to Deputy Principal Discuss behaviour management plan with head teacher Direct Student to hand in phone device to the office For bullying/ harassment refer to procedures Restorative Discussions Sentral entry around truancy to
Physical misconduct	Student engages in aggressive or repetitive actions involving physical contact where unintentional injury may occur. e.g. Pushing aggressive behaviour, repetitive dangerous	
Disruption	Student engages in behaviour that results in ongoing interruptions to a class or activity e.g. calling out, sustained loud talk, constantly out of seat	
Defiance	Student engages in behaviour causing an interruption in class or activity where the student is not responsive to repeated directions or behaviour is repeated over several lessons. High level and/ or ongoing refusal to follow teachers' instructions, high level defiance	
Bullying/harassment	Student delivers disrespectful messages to another student during subject class time on more than one occasion regarding: race, ethnicity disability, religion, gender, age, national origin, and/or sexual orientation. e.g. Written, verbal or social media	

Devise misuse	Student repeatedly uses their device in an inappropriate manner or fails to comply with device procedures. E.g., Unauthorised use of mobile phones/ earphones/ accessory, inappropriate use of laptop/iPad, such as non-consensual sharing, airdropping, photo sharing, playing games	<p>attendance executive</p> <p>Head Teacher Responsibilities</p> <ul style="list-style-type: none">• Enter matter into Sentral Wellbeing• If appropriate place student onto Level 2• If appropriate refer to a Learning Support Team or Deputy Principal• Class isolation if appropriate• Continue to liaise with classroom teacher• Arrange parent interview or phone call
Lack of equipment	Student repeatedly fails to bring correct equipment to school. e.g. Regularly out of correct uniform, ongoing failure to bring equipment for class	
Damage to property	Student participates in an activity that results in significant damage to property. e.g. Significant graffiti or damage to property	
Unsatisfactory classwork	Student does not regularly complete classwork to a satisfactory standard or plagiarising someone else's work. e.g. Regularly not engaging, repetitive failure to complete work, ongoing poor standard, plagiarism	
Lack of attendance	Student is regularly not in the right place at the right time or misses a large part of the lesson or truant's whole lesson. e.g. Consistently late to class, consistently leaves class early or multiple class truancy - across multiple classes or more than two in one subject	
Failure to Complete Level 1	Student fails to satisfactory complete Level 1 monitoring successfully	
<p>A student moves from Yellow to Orange once a fortnightly cycle of the subject has occurred and no improvement has been noted or if a student is displaying negative behaviour across a range of subjects and/or is already on Level 1. Prior to proceeding to Yellow/ Level 2 the HT has utilised strategies such as Teacher Restorative Discussion, Classroom Contract and has made Parent Contact informing them of what has been trialled so far.</p> <p>https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-teachers/restorative-practices</p>		

Major behaviours referred to Deputy Principal

Behaviour	Definition	Suggested Interventions
Verbal misconduct	Threatening verbal or gestural interactions. e.g. Swearing at teacher, threatening student, lying to cause Stress	<p>Teacher Response</p> <ul style="list-style-type: none"> Stay calm and avoid escalation Send a reliable student with a note for collegial assistance Isolate or remove student where possible Call on faculty Head Teacher or other executive for assistance In extreme cases seek assistance for the Senior Executive <p>Teacher Follow- Up</p> <ul style="list-style-type: none"> Complete Sentral Wellbeing entry Notify head teacher of discipline issue as soon as possible and provide them with a copy of the Sentral Wellbeing entry Debriefing; Seek collegial support Manage the welfare of the students either in the class or in proximity of the incident if it occurred in the playground <p>Head Teacher Responsibilities</p> <ul style="list-style-type: none"> Respond to the referral as soon as possible Arrange for student to be immediately excluded from class with appropriate supervision Send or refer student to the Deputy Principal to discuss the problem if necessary
Physical misconduct	Actions involving serious physical contact where injury may occur or is sexual in nature. e.g. Violence against a student, repeated violence against a student, violence against staff, inappropriate sexual contact	
Disruption	Student engages in behaviour causing major persistent interruptions to a class or activity. e.g. constant calling out, sustained loud talk, constantly out of seat	
Defiance	Student engages in behaviour causing an interruption in class or activity where the student is not responsive to repeated directions from Head Teacher or behaviour is repeated after Head Teacher intervention. e.g. Refusal to follow head teacher instructions, ongoing high-level defiance	
Bullying / harassment	Student delivers disrespectful messages to another student on more than one	

	<p>An occasion regarding: race, ethnicity disability, religion, gender, age, national origin, and/or sexual orientation. e.g. Written, verbal or social media</p>	<ul style="list-style-type: none"> • notify the senior Executive of the incident and provide Sentral Wellbeing report with appropriate student statements as required • Liaise with the senior executive to establish a behaviour management plan before allowing the student to participate in normal lessons • Provide feedback to teacher involved and faculty <p><u>Deputy Responsibilities</u></p> <ul style="list-style-type: none"> • Deputy Principal implements Suspension procedures as required • Deputy Principal will contact parent and discuss the problem. • Category Replacement • Failure to comply with the conditions set down may result in the student being suspended and incur a range of other consequences • Deputy Principal will investigate other strategies that may assist the student e.g. Partial attendance, time out card, whole class monitoring books, external community support, counselling etc feedback will be provided to all staff • Learning and Wellbeing Team referral to examine options and strategies • Lack of attendance is followed up by Attendance Executive
Devise misuse	<p>Student uses their device in a highly inappropriate manner and/ or fails to comply with Head Teacher directions. e.g. Failure to hand over mobile phone/ headphones to office, high level inappropriate use of device</p>	
Lack of equipment	<p>Student repeatedly fails to bring correct equipment to school after Head Teacher direction. e.g. Regularly out of correct uniform, ongoing failure to bring equipment for class</p>	
Damage to property	<p>Student participates in an activity that results in Major damage to property. e.g. Major graffiti or Major damage to property</p>	

Unsatisfactory classwork	Student uses someone else's work as their own in Stage 6. e.g. Plagiarism of assessment task, cheating in an exam	
Lack of attendance	Student fails to be in the right place at the right time after Teacher and/or Head Teacher intervention. e.g. Consistently late to class, consistently leaves class early or continued class truancy (multiple periods and/or whole day)	
Substance Abuse	Student is in the procession of, caught using, or under the influence of banned substances. e.g. drugs, cigarettes, Alcohol	
Possessing a prohibited item	Student is in a possession or a dangerous/ illegal item. e.g. Knives, guns, matches/ lighters, pornography	
Failure to Complete Level 2	Student fails to satisfactory complete Level 2 monitoring successfully	
Failure to Complete Level 3	Student fails to satisfactory complete Level 3 monitoring successfully	
<p>A student moves from Orange to Red once a fortnightly cycle of Level 2 has occurred and no improvement has been noted or if a student is continually displaying negative behaviour across a range of subjects and/or is already on Level 2. Prior to proceeding to Yellow/ Level 2 the DP has utilised strategies such as Teacher Restorative Discussion, Classroom Contract and Parent Contact has occurred informing them of what has been trialled so far.</p> <p>https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-teachers/restorative-practices</p>		

Responses to serious behaviours of concern

- 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](#).

ANTI-BULLYING PLAN 2025

Bomaderry High School

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. The NSW Department of Education requires all NSW public schools to have an Anti-bullying Plan which details the strategies implemented to reduce student bullying behaviours.

Resources

The NSW anti-bullying website (see: <https://antibullying.nsw.gov.au/>) provides evidence-based resources and information for schools, parents and carers, and students. Schools are encouraged to visit the website to support whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour.

Bomaderry High Schools 's commitment

Our school rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

1 School culture and inclusion

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff will actively respond to student bullying behaviour.

Our school engages in the following practices to promote a positive school culture.

1.1 Student assemblies

Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.

Dates	Communication topics
Term 1	Behaviour code for students is discussed through our Guidance Periods and in our 'Being Bomo' Lessons. Our school values of Respect, Safety and Engagement are directly linked to the Behaviour code.
Term 1-4	'Being Bomo' Lessons (Years 7-10)- The whole school participates in these lessons which are about Social and Emotional Learning.
Term 1-4	Our 'Being Bomo' rewards promotes the positive interactions between all members of the school community. This points system is aligned to our whole school awards system.
Terms 1-4	Daily morning assemblies reference contextually relevant aspects of our 'Being Bomo' school values.

1.2 Staff communication and professional learning

Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.

Dates	Communication topics and Professional learning
Term 1	Our school values of respect, safety and engagement and visible and displayed in all learning areas. All members of the school community have had an opportunity to develop our values and expectations.
Term 1-4	Explicit teaching of positive social, emotional, wellbeing and anti-bullying strategies through our 'Being Bomo' and Guidance lessons. Staff are trained to deliver these lessons through our Wellbeing Team.
Term 1-4	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.
Term 1-4	Our fortnightly Learning and Wellbeing Meetings run by our Learning Support Team are used to address any individual wellbeing concerns of students and case manage any actions and supports we are providing.

1.3 New and casual staff

New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways.

- information is provided in a handout to staff when they enter on duty at the school- Bomaderry HS Teacher Handbook
- an executive staff member speaks to new and casual staff when they enter on duty at the school- Head Teacher Administration
- the Head Teacher Administration speaks to new executive staff when they enter on duty at the school, as part of the induction process.

2 Partnerships with families and community

Effective schools have high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance and behaviour. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

2.1 Website

Our school website has information to support families help their children to regulate their emotions and behaviour and develop socially. Information is provided to assist if children have been involved in bullying behaviour (as the person engaging in bullying behaviour, as the person being bullied or as the person witnessing the bullying behaviour).

The following are published on our school's website. Check the boxes that apply.

☒ School Anti-bullying Plan

☒ NSW Anti-bullying website

☒ Behaviour Code for Students

2.2 Communication with parents

Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour.

Dates	Communication methods and topic
Term 1-4 ongoing	Parent meetings such as individual meeting with Wellbeing Staff, P&C meetings, parent/teacher nights - Defining student bullying and school supports.
Term 1-4 ongoing	School website, Facebook and our Newsletter feature strategies to address all forms of bullying behaviour.
Term 1-4 ongoing	P&C Meeting presenting school data from surveys and strategies to address all forms of bullying behaviour.
Term 1-4 ongoing	Targeted communication on a needs basis via the Year Advisor, Deputy Principal, Learning Support Team and/or School Counselor.

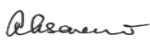
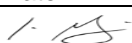
3 Support for wellbeing and positive behaviours

Our school's practices support student wellbeing and positive behaviour approaches that align with our school community's needs.

Social and emotional skills related to personal safety, resilience, help-seeking and protective behaviours are explicitly taught across the curriculum in Personal Development, Health and Physical Education (PDHPE).

Examples of other ways our school will embed student wellbeing and positive behaviour approaches and strategies in practices include the following.

- A comprehensive whole school approach based on the care continuum.
- Explicit teaching of 'Being Bomo' values and behaviour expectations.
- Explicit teaching of resilience and anti-bullying through Guidance lessons.
- Wellbeing monitoring through our Learning and Wellbeing Team meetings.
- Peer Support in Year 7.
- Incursions and excursions focused on reinforcing wellbeing and positive behaviours.
- Targeted intervention and Individual behaviour support on a needs basis.
- A whole school points/ rewards system based on 'Being Bomo' values.
- 'Being Bomo' Rewards Days.
- Restorative justice and reflection to address behaviours of concern.
- A range of early intervention strategies and programs.
- A range of targeted intervention strategies and programs.
- The provision of school counselling services.

Completed by:	Elizabeth Asanovic	
Position:	Deputy Principal Inclusion and Support	
Signature:		Date: 12 th December 2024
Principal name:	Ian Morris	
Signature:		Date: 12 th December 2024

Behaviour and Wellbeing Management Procedures - Positives

Stage	Who	Process	Outcomes
'Being Bomo' Stage	<p>All Students, every year start at the 'Being Bomo' Stage</p> <p>Teachers are encouraged to award students lots of 'Being Bomo' points on Sentral to encourage positive movement through our award levels.</p>	<p>We are 'Being Bomo' when we are Respectful, Safe and Engaged.</p> <p>Respect:</p> <ul style="list-style-type: none"> • Speak with kindness • Actively listen • Allow others to learn • Allow for personal space Show consideration for the property of others. <p>Safe:</p> <ul style="list-style-type: none"> • Follow the teacher's instructions Bring equipment • Use technology appropriately • Be in the right space at the right time and in the correct area. <p>Engaged:</p> <ul style="list-style-type: none"> • Do your best to learn and achieve. • Submit tasks on time • Attend every day and every lesson. 	<p>All privileges: e.g.</p> <ul style="list-style-type: none"> • Excursions • Sporting teams • Carnivals • Social activities • SRC

Stage	Who	Process	Outcomes
Yellow Restorative Stage 1 Teacher Subject specific	CRT Monitoring with assistance from HT	<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) • 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>Stage 1 Monitoring - 2 weeks</p> <ul style="list-style-type: none"> • Specific subject monitoring • Parents notified Recorded in Sentral

Stage	Who	Process	Outcomes
Orange Restorative Stage 2 Head Teacher Whole school monitoring	HT Monitoring	<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.

Stage	Who	Process	Outcomes
Red Restorative Stage 3 Deputy Principal	DP/P Monitoring	DP Monitoring Discussed at Learning and Wellbeing Team Meeting Case Manage/ Monitor	<p>Negative incident/s are worthy of Deputy Principal involvement (See Sequence of Behaviours document).</p> <ul style="list-style-type: none"> 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 periodby-period check in system instead. The PxP check-in is also at Orange Level.

Stage	Who	Process	Outcomes
Blue Restorative Stage 4 Deputy Principal	Principal DP Learning and Wellbeing Team Monitor	Return from suspension RFS Contract	DP: Return from Suspension interview with Parent & student. <ul style="list-style-type: none"> 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.

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.**

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

'Bomo' Point Description	Awarded for:	Value
Being Bomo (free & 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

Being Bomo Rewards Program

Individual Awards

Platinum

- 180 points achieved by students
- Principal Medal presented at presentation Assembly



Gold

- 130 points achieved by students
- Gold award presented at presentation day + \$30 gift voucher
- All Silver/Bronze events
- Being Bomo Gold Card (photo and year on it)
 - Priority sport choice
 - Front canteen line
 - Access to visitors toilet
 - Common room privileges
 - Choose songs for bell
 - 10% off uniform shop
 - Allowed to borrow more than two books from library



Silver

- 80 points achieved by students
- Silver award presented at year assembly + \$5 canteen voucher
- Invitation to term 2 and term 4 movie at Roxy Cinema excursion (previous year gold/silver can attend too)
- Term 3 -week 5 - Pizza lunch
- Invitation to Week 7 Term 4 Lunch with Parents/Senior Exec/YA's



Bronze

- 40 points achieved by students
- Bronze award presented at year assembly
- Term 2 week 8 - sweet treat reward
- Term 3 week 8 - canteen voucher draw (10 x \$5 vouchers from each year group)
- Term 4 week 8 - iceblocks/ice creams



Parents/carers and students will be notified when students reach each reward level

Being Bomo Rewards Program

Students & Staff Awards

Group Awards

Term 1 week 8 - students over 20-30 points get a zooper dooper

Term 2 week 8 - Bronze or beyond get a sweet treat reward

Term 3 week 5 - Silver/Gold pizza lunch

Term 3 week 8 - Bronze or beyond go into a year advisory draw
(10 x \$5 canteen vouchers per year group)

Term 4 week 6 - Bronze and beyond get an ice block/ice cream

Gold/Silver - Movie excursions start Term 2 and Term 4

- If number of students doesn't reach 50 we will top up with top scoring students who have reached the Bronze level



Staff Awards

Term 1 week 9 - Lunch for top 10 staff who hand out the most Being Bomo points

Term 2 week 9 - Lunch for faculty who hand out the most Being Bomo points

Term 3 week 9 - Lunch for top 10 staff who hand out the most Being Bomo points

Term 4 week 9 - Lunch for faculty who hand out the most Being Bomo points



Check and Connect

Bomaderry HS has a special system to help us support students who need guidance with understanding and following our core 'Being Bomo' values.

The Check and Connect Program is an intervention which addresses students' social-emotional and behavioural learning through evidence-based supports which are delivered to individual students.

Check and Connect is a way of encouraging our students to:

- **Review the school wide values and expectations each day**
- **Set personal goals for themselves each day**
- **Reflect on their own behaviour with a mentor**

Students will receive a monitoring card each day, which they will carry with them to each lesson and classroom teachers will be rating and looking for positives in relation to a set criterion.

C&C students will check in with their Check and Connect Mentor (Head Teacher Wellbeing, Year Advisor, SSO, Learning and Support Teacher or AEO) first thing, before roll call every day and will also checkout last thing in the day by dropping their card into the box outside the C&C Co-ordinator/Head Teacher Wellbeing staffroom.

C&C students will be recognised and rewarded for having a good day and will receive further targeted social skills training support if they need it. The social skills that will be focused on are:

- Self- Management- Self-control, self-awareness, anger management and assertiveness
- Social Success- Turn-taking, awareness of others, play skills, disagreeing with others, showing empathy for others, conflict resolution, apologising, appropriate conversation skills
- Learning Skills- Listening, accepting teacher feedback, co-operating with teachers and students, making requests, problem solving.

The Learning and Wellbeing Team will connect students to the program during our Learning and Wellbeing Team meetings. Duration of the program is dependent on individual need. Parental input is highly considered around placement and duration of program.

2025 YA – Renee Lidgard - YEAR 8 – Literacy Period Check in Assessments

Half a period each class per term including support. The teacher will need to prepare a 30min lesson.

Term.1.										
Week 1 - B	Week 2 - A	Week 3 - B	Week 4 - A	Week 5 - B	Week 6 - A	Week 7 - B	Week 8 - A	Week 9 - B	Week 10 - A	Week 11 - B
		Literacy		8T & 8V Check-in D9/P1 8R & 8I Check-in D10/P1	8S+Support Check-in D1 / P1 8E Check-in D3 / P2		Literacy		Literacy	

Term.2.									
Week 1 - A	Week 2 - B	Week 3 - A	Week 4 - B	Week 5 - A	Week 6 - B	Week 7 - A	Week 8 - B	Week 9 - A	Week 10 - B
All Classes Stage 4 Assembly D4 / P2			8T & 8V Check-in D9 / P1 8R & 8I Check-in D10 / P1	8S+ Support Check-in D1 / P1 8E Check-in D3 / P2		Literacy		All Classes Stage 4 Assembly D4 / P2	

Term.3.									
Week 1 - A	Week 2 - B	Week 3 - A	Week 4 - B	Week 5 - A	Week 6 - B	Week 7 - A	Week 8 - B	Week 9 - A	Week 10 - B
Literacy			8T & 8V Check-in D9 / P1 8R & 8I Check-in D10 / P1	8S+Support Check-in D1 / P1 8E Check-in D3 / P2		All Classes Stage 4 Assembly D4 / P2		Literacy	

Term.4.									
Week 1 - A	Week 2 - B	Week 3 - A	Week 4 - B	Week 5 - A	Week 6 - B	Week 7 - A	Week 8 - B	Week 9 - A	Week 10 - B
Literacy			8T & 8V Check-in D9 / P1 8R & 8I Check-in D10 / P1	8S+Support Check-in D1 / P1 8E Check-in D3 / P2		All Classes Stage 4 Assembly D4 / P2		Literacy	

Note: D9 / P1 – LSAGillili (need cover) - Year 8

2025 YA – Ella Munday / Adam Davies - YEAR 9 –
Numeracy Period, Year Meeting, Whole School Program Extra Period Check-in Assessments

Term.1.										
Week 1 - B	Week 2 - A	Week 3 - B	Week 4 - A	Week 5 - B	Week 6 - A	Week 7 - B	Week 8 - A	Week 9 - B	Week 10 - A	Week 11 - B
		All Classes My Strength D8/P4		NAPLAN Preparation		NAPLAN Preparation	All Classes YA Check-in D4 / P3		Numeracy	

Term.2.									
Week 1 - A	Week 2 - B	Week 3 - A	Week 4 - B	Week 5 - A	Week 6 - B	Week 7 - A	Week 8 - B	Week 9 - A	Week 10 - B
All Classes Stage 5 Assembly D4 / P3		Numeracy		All Classes YA Check-in D4 / P3		Numeracy		All Classes Stage 5 Assembly D4 / P3	

Term.3.									
Week 1 - A	Week 2 - B	Week 3 - A	Week 4 - B	Week 5 - A	Week 6 - B	Week 7 - A	Week 8 - B	Week 9 - A	Week 10 - B
Numeracy		Numeracy		All Classes YA Check-in D4 / P3		Numeracy		All Classes Stage 5 Assembly D4 / P3	

Term.4.									
Week 1 - A	Week 2 - B	Week 3 - A	Week 4 - B	Week 5 - A	Week 6 - B	Week 7 - A	Week 8 - B	Week 9 - A	Week 10 - B
Numeracy		All Classes YA Check-in D4 / P3		Numeracy		All Classes Stage 5 Assembly D4 / P3		Numeracy	

2025 YA – Tenniele Davis - YEAR 10 – PDHPE Extra Period Check In's

Term.1.

Week 1 - B	Week 2 - A	Week 3 - B	Week 4 - A	Week 5 - B	Week 6 - A	Week 7 - B	Week 8 - A	Week 9 - B	Week 10 - A	Week 11 - B
	PDPHE		10.1 YA Check-in D4 / P3 PDHPE		10.2 YA Check-in D4 / P3 PDHPE	J. Raison 10.3 YA Check-in D9 / P1	10.4 YA Check-in D4 / P3 PDHPE		PDPHE	

Term.2.

Week 1 - A	Week 2 - B	Week 3 - A	Week 4 - B	Week 5 - A	Week 6 - B	Week 7 - A	Week 8 - B	Week 9 - A	Week 10 - B
All Classes Stage 5 Assembly D4 / P3	10.1 YA Check-in D9 / P1 PDHPE		10.2 YA Check-in D9 / P1 PDHPE	J. Raison	10.3 YA Check-in D9 / P1 PDHPE	10.4 YA Check-in D4 / P3 PDHPE	10.5 YA Check-in D9 / P1 PDHPE	Stage 5 Assembly D4 / P3 All Classes	

Term.3.


Week 1 - A	Week 2 - B	Week 3 - A	Week 4 - B	Week 5 - A	Week 6 - B	Week 7 - A	Week 8 - B	Week 9 - A	Week 10 - B
	10.1 YA Check-in D9 / P1		10.2 YA Check-in D9 / P1	10.4 YA Check-in D4 / P3	J. Raison 10.3 YA Check-in D9 / P1	Stage 5 Assembly D4 / P3 All Classes	10.4 / 10.5 Teen MHFA D9 / P1	10.1 / 10.2 / 10.3 Teen MHFA D4 / P3	

Term.4.

Week 1 - A	Week 2 - B	Week 3 - A	Week 4 - B	Week 5 - A	Week 6 - B	Week 7 - A	Week 8 - B	Week 9 - A	Week 10 - B
	10.4 / 10.5 Teen MHFA D9 / P1	10.1 / 10.2 / 10.3 Teen MHFA D4 / P3	10.4 / 10.5 Teen MHFA D9 / P1	10.1 / 10.2 / 10.3 Teen MHFA D4 / P3	Work Experience	J. Raison Stage 5 Assembly D4 / P3 All Classes		PDPHE	

Bomaderry High School Stepped Care Model



					Step 5	
				Extremely serve symptoms		
				Changes in behaviours which could include risk taking, self-harm and suicidality		
				Significant impact on usual functioning		

Review dates

Last review date: 12th December: Day 44, Term 4, 2024

Next review date: 12th December: Day 44, Term 4, 2025