

# Sydney Secondary College Balmain

## STUDENT BEHAVIOUR MANAGEMENT AND SUPPORT PLAN

### 2025

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|--|---|
| Policy Applicable to                       | Students from Years 7 to 10 at SSC Balmain  |
| Legislation and Documentation              | Education Act 2004 (ACT) Implementation<br>22.12.2022                                     |
| Related Policies                           | Suspension, Expulsion   |
| The responsible officer for Implementation | Principal   |
| Current Version                            | January 2025  |
| Review Date                                | January 2026  |
| Available at the School Website            | <a href="https://balmain-h.schools.nsw.gov.au/">https://balmain-h.schools.nsw.gov.au/</a> |

*Ongoing and authentic evaluation is planned and forms a regular part of the school's strategic improvement journey. Schools use a range of data sources to evaluate the strengths and opportunities to continually improve their practices through high-level professional learning.*

[School Community Charter](#)

### **POLICY STATEMENT**

Students have the right to a learning environment free from bullying and intimidation and to feel safe and happy at school. They also have the right to be treated fairly and with dignity. Behaviour Management is necessary to ensure the safety and welfare of all our students, teachers and staff and to provide a conducive learning environment. This policy sets out the framework through which the school manages student behaviour.

This policy applies in ALL of the following situations:

- 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 including school camps, incursions and excursions
- if the student's conduct significantly affects (or is likely to substantially affect) the health, learning and safety of students or staff
- when using social networking sites, mobile devices and/or other technology involving another student or a departmental staff member for school-related issues

## **NSW DEPARTMENT OF EDUCATION BEHAVIOUR CODE**

### **Behaviour Code for Students**

NSW public schools are committed to providing everyone safe, supportive and responsive learning environments. We teach and model the behaviours we value in our students. SSC Balmain is focused on creating an inclusive environment with a vision to support all students through innovation, opportunity and community. Student growth and achievement are supported through a culture of high expectations, positivity and respect. Staff proudly support students through quality well-being programs focusing on value and care for each individual.

The Behaviour Code for Students can be found at:

[Behaviour code for students | NSW Department of Education](#)

### **Principles:**

SSC Balmain believes it is responsible for creating a positive behaviour culture in partnership with parents and carers. SSC Balmain is committed to ensuring fair and reasonable behaviour management policy. The school prohibits corporal punishment.

Behaviour standards and consequences are clearly stated for parents, carers, students and staff. The behaviour policy is age-appropriate. Staff are trained in trauma-informed practices and the principles of inclusive practice. The support toolkit for parents is available in the link below:

[Parents and carers](#)

## **STRATEGIES TO PROMOTE POSITIVE BEHAVIOUR**

SSC Balmain seeks to develop a culture of positive behaviour by setting clear expectations for students and encouraging positive behaviour. Strategies for developing this culture include:

- explicitly setting behaviour expectations
- establishing specific teaching and learning programs
- communicating expectations with the broader school community
- acknowledging positive behaviours in a range of ways, from informal verbal acknowledgement to Bronze Awards and Gold Award excursions
- maintaining records concerning student behaviour

## **POSITIVE BEHAVIOUR FOR LEARNING:**

**All NSW Schools follow the PBL guidelines for behaviour.**

Positive Behaviour for Learning (PBL) is an evidence-based framework that brings together the whole school community to contribute to developing a positive, safe and supportive learning

culture. The framework assists schools in improving social, emotional, behavioural, and academic outcomes for children and young people.

When PBL is implemented consistently, teachers and students have more time to focus on relationships and classroom instruction.

### **Whole school PBL:**

The school's behaviour policy is based on a 3-tiered intervention system:

1. Universal prevention
2. Group Interventions
3. Individual Interventions

Universal prevention is the most critical and powerful aspect of a whole school system's approach. Universal prevention focuses on preventing problems and enabling an environment that supports student learning and well-being. Universal prevention forms the basis of our Whole School PBL system. Group and Individual interventions relate to more serious interventions for small sections of the school community or individual students demonstrating inappropriate behaviours.

This Includes:

- Explicit teaching of behavioural expectations and social-emotional competencies
- Clear boundaries in place
- Effective instructions
- Active supervision
- Display and verbal reinforcing of PBL values in classrooms
- Display of mobile phone policy, BYOD policy
- Display of PBL expectations across settings poster
- PBL incident flow chart
- Student Learning Support Officers
- Aboriginal Education Officer

**This is also followed through in the classroom when teachers:**

- Establish clear classroom expectations
- Teach and review expected behaviours and routines
- Use pre-corrects to prompt students about expectations
- Provide opportunities for choice
- Present material that is appropriately matched to the student's instructional level
- Create and teach a continuum of strategies to encourage appropriate behaviour

### **Wellbeing Wednesday**

- Award system – Bronze, Silver and Gold awards, Gold Award excursion
- Faculty Awards Assemblies
- PBL information at assemblies

- External programs and presentations – Love Bites, PYLO presentations, Digital Thumbprint
- Girls, Boys and LGBTQI+ Clubs
- Year Adviser support
- Breakfast Club

### **Resilience In Our Teens (RIOT)**

This program will be implemented during Semester 1 2025 in well-being lessons and school assemblies. This program focuses on building student resilience and works with existing programs such as PBL.

### **Support systems - all staff are trained in the school's PBL system. As such, all classroom teachers:**

- explicitly teach, recognise and reinforce
  - positive, safe and inclusive behaviour among all students
  - positive school-wide behaviour expectations
  - positive student-teacher relationships
- effectively identify and support students who are at risk through early intervention and targeted supports
- support individual students demonstrating complex and challenging behaviour through mitigation and de-escalation strategies
- identify, prevent and respond to bullying behaviours, including cyber-bullying behaviours
- use of teacher, faculty and campus monitoring cards to support student behaviour

Several support staff are available to all students to help prevent incidents and ongoing issues and explicitly teach and discuss expected behaviours regularly in whole-year group or small-group settings. These include:

- Head Teacher Wellbeing
- Year Advisers
- Girls, Boys, LGBTQI+ Advisers
- Aboriginal Education Officer
- School Support Officer
- Anti-Racism Contact Officer (ARCO)
- These staff are not actively involved in discipline processes but allow supportive relationships to be developed to support positive behaviour.

While teachers are responsible for addressing incidents in their classroom and on the playground, sometimes incidents may be deemed more serious, in which case students may be referred to a Head Teacher or Deputy Principal.

Faculty Head Teachers work with students to address ongoing minor behavioural issues in classes in their faculty or deal with more serious incidents in the first instance.

Deputy Principals work with students to address ongoing negative behaviours across various subjects or settings and manage major negative incidents.

In some cases, teacher mentors or teachers associated with student wellbeing roles (various advisers or officers) may be assigned to work with students in an ongoing capacity to help them monitor and modify their behaviour.

## **BULLYING**

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

[Anti-bullying information for parents and carers - Fact sheet and tips](#)

[SSC BC Signed Anti-Bullying Policy](#)

## **MOBILE PHONE POLICY**

All schools in NSW follow the state government policy that no mobile phones, headphones, or smartwatches should be allowed in schools.

[SSC BC Mobile Phones - Off and Away](#)

## **RULES AND EXPECTED STANDARD OF BEHAVIOUR**

### **[Uniform Policy](#)**

[Behaviour code for students | NSW Department of Education](#)

## **BEHAVIOURS OF CONCERN IN OUR SCHOOL**

Unacceptable behaviour may include but is not limited to:

- Aggressive or intimidating actions, such as violence, threatening gestures or physical proximity
- Aggressive or intimidating language, including the use of obscenities, making sexist, racist or derogatory comments or using a rude tone
- Treating members of the school community differently due to aspects such as their religion or disability
- Inappropriate and time-wasting communication

## **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 well-being of the student or others:

- Teacher-managed: low-level inappropriate behaviour is managed by teachers in the classroom and the playground.
- Executive managed: The school executive manages ongoing or more significant behaviour of concern.

Corrective responses by teachers may include:

- rule reminder
- re-direct, offer choice or error correction
- prompts
- reteach
- seat change/play or playground redirection
- stay in at recess or lunch to discuss/complete work/walk with the teacher
- conference
- detention, reflection and restorative practices
- communication with parent/carer

## **RESPONSES TO SERIOUS BEHAVIOURS OF CONCERN**

### Monitoring Cards

For students repeatedly involved in minor negative incidents, the classroom teacher may decide to place the student on a PBL - Teacher Monitoring Card. The teacher will discuss the problematic behaviour with the student and outline expectations. The student's behaviour will be monitored using the card for 5 lessons.

Students who repeatedly demonstrate misbehaviour in class may be placed on a Faculty Monitoring Card (managed by Head Teachers) or a Campus Card (managed by the Deputy Principal). Students may be placed directly on a Faculty or Campus Card without having been on a Teacher Monitoring Card.

**Staff will comply with the 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](#).

## **PROCEDURAL FAIRNESS**

Principals or other members of staff dealing with matters that affect the rights and interests of persons associated with the department or a government school should:

- comply with any relevant policy, guideline or statutory provision applicable to a given situation

- advise the person affected of the reasons for the decision-making process and the consequences that flow from it
- provide the person with details of the issue and give them a reasonable opportunity to submit a meaningful response
- provide the person with details of any other matter that will be taken into account in arriving at a decision and allow them to respond
- make an impartial decision
- provide reasons in support of any decision made
- give the person details of any appeal rights and how to exercise those rights.

## **DETENTIONS**

Detention is a disciplinary consequence that schools may use to address inappropriate student behaviour. Detention and reflection are applied as closely as possible to the breach in behaviour. It allows the school to provide timely support to students to assist them in achieving the desired behaviour, reflecting on their behaviour, and making positive choices. A staff member always supervises the student.

## **FORMAL CAUTION TO SUSPEND**

Formal cautions provide an opportunity for the student and their parents or carers to understand the impact of the student's behaviour or behaviours of concern and to engage in positive behaviour supports and strategies to address the behaviour or behaviours.

[What do I need to know if my child gets a formal caution?](#)

## **SUSPENSION**

There will be cases of unacceptable behaviour where a student may need to be removed from the school for some time. Suspension is an action available to the principal in these situations. The purpose of the suspension is to allow the school to implement appropriate support during the student's absence to address the student's complex and challenging behaviour or behaviours. This is to ensure a successful return to school and mitigate any unacceptable risks posed to teaching and learning, as well as the health, safety, and wellbeing of staff and/or students.

[What do I need to know if my child is suspended? - Parent/carer information](#)

[What do I need to know if I want to appeal a suspension or expulsion? | NSW Department of Education](#)

[Suspension factsheet: supporting your child's wellbeing | NSW Department of Education](#)

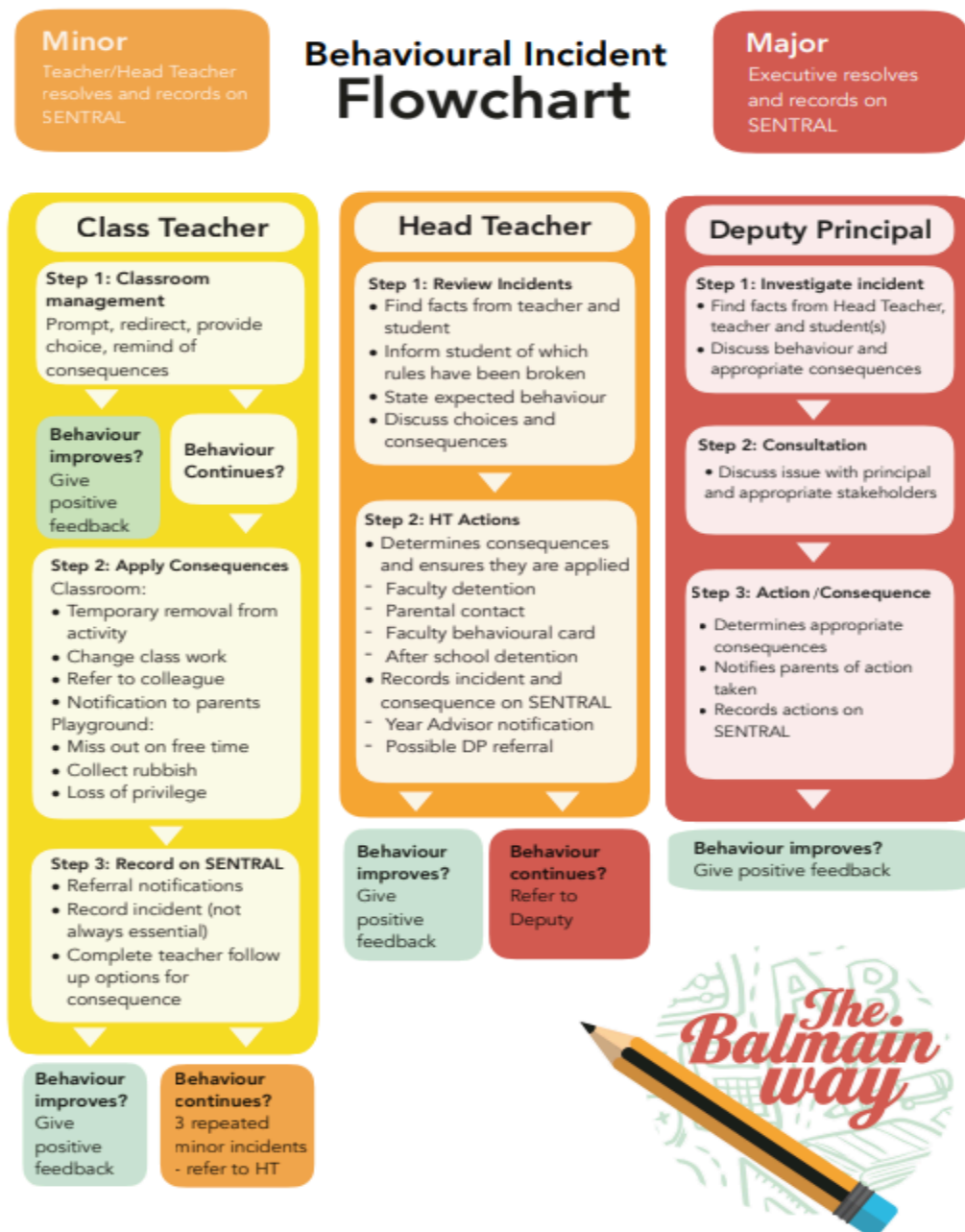
## **EXPULSION**

There may be some serious circumstances where behaviour interventions, including suspensions and risk management strategies, have not successfully managed significant behaviours of concern.

In these circumstances, a principal can consider expelling a student from the school.

In all cases where consideration is given to expelling a student, the gravity of the circumstances requires particular emphasis on procedural fairness.

## APPENDIX 1 - BEHAVIOUR MANAGEMENT FLOWCHARTS







## BEHAVIOUR MANAGEMENT FLOWCHART

### STEP 1

#### Classroom Teacher Interventions and Card

- Discussion with student
- Use BALMAIN WAY and self-reflection cards
- Implement PBL Teaching Strategies
- Seating plan
- Document on Sentral and call parent/ carer
- Teacher Monitoring Card
- Resolution with student
- For continuous misbehaviour, refer to Head teacher

### STEP 2

#### Head Teacher Faculty Card

- Discussion with student
- Issue Head Teacher Faculty Card and monitor each lesson for 2 weeks
- Document on Sentral, Call Parent and/or have a parent meeting
- Resolution with classroom teacher and student

### STEP 3

#### Deputy Principal Campus Card

- Discussion with student
- Issue Campus Card and monitor every day for 1- 2 weeks
- Document on Sentral, call parent/ carer and/or have meeting
- Provide feedback to whole school staff or class teachers as appropriate
- For continued misbehaviour, issue behaviour consequence or refer to Principal

### STEP 4

#### Principal

- Discussion with student
- Document on Sentral, meeting with parents
- Issue behaviour consequences
- Provide feedback to whole school staff or executive as appropriate