

Dorrigo High School - School Behaviour Support and Management Plan 2025

Overview

At Dorriggo High School, we believe that all students and staff have the inherent right to be treated with fairness, respect, and dignity within an environment free from disruption, intimidation, harassment, and discrimination. We are committed to upholding the highest standards of behaviour and academic excellence, while providing effective and tailored support strategies for both individual students and the school community as a whole. Our goal is to ensure that every student is empowered to reach their personal and intellectual potential throughout their secondary education.

Dorrigo High School is dedicated to fostering a stimulating, disciplined, and purposeful learning environment that motivates students to excel in all aspects of school life. We aim to cultivate successful, responsible citizens who contribute positively to society.

The wellbeing of our students is at the core of everything we do. We are committed to addressing the personal, social, emotional and cultural needs of our students, while enhancing their overall wellbeing. The guiding values of our student support strategies are as follows:

- Acknowledging individual uniqueness
- Fostering a culture of acceptance
- Promoting positive behaviour
- Setting clear boundaries
- Encouraging self-reflection and evaluation
- Inspiring initiative
- Supporting independence
- Building resilience

These values are integral to our approach in supporting the development and success of every student at Dorriggo High School.

Partnership with parents and carers

At Dorriggo High School, we recognize the vital role families play in the wellbeing and development of their children. We are committed to fostering strong, collaborative partnerships with families to ensure the best possible outcomes for our students.

Communication with Families

Staff will actively engage with families throughout the wellbeing process, maintaining open lines of communication to share information and address concerns. This includes:

- **Positive Recognition:** Celebrating students' achievements, growth, and positive behaviours through phone calls, emails, and letters.
- **Behavioural Concerns:** Promptly informing families of behaviours that may require support or intervention, ensuring a proactive and solution-focused approach.

We encourage families to reach out to the school at any time to discuss concerns related to wellbeing, behaviour, or academic progress. Communication channels include phone, email, or in-person meetings.

Points of Contact for Support

Families are invited to connect with any member of staff to discuss student wellbeing or behavioural concerns. Key staff members with specific responsibilities in these areas include:

- **Year Advisers:** Supporting year groups by monitoring and fostering the wellbeing and development of students. Year Advisers should be the first point of contact.
- **Head Teacher Wellbeing (HT Wellbeing):** Coordinating support programs and overseeing student wellbeing strategies.
- **Deputy Principal:** Providing leadership and addressing significant behavioural or wellbeing matters.
- **School Counsellor/School Psychologist:**
- **Student Support Officer (SSO):** Offering additional emotional and social support services.
- **Head Teachers:** Assisting with curriculum and classroom-related wellbeing matters.
- **Classroom Teachers:** Acting as the first point of contact for daily student needs and behaviours.

We are committed to working collaboratively with families to ensure every student is supported to thrive both personally and academically.

School-wide Values

Respectful	Responsible	Resilient
Be kind and value others	Be safe	Seek help, accept advice
Use appropriate language	Be equipment ready	Recognise harm and restore relationships
Work co-operatively	Be on time	Overcome challenges
Accept differences	Be ready to learn	Be aspirational, be your best

Behaviour Code for Students

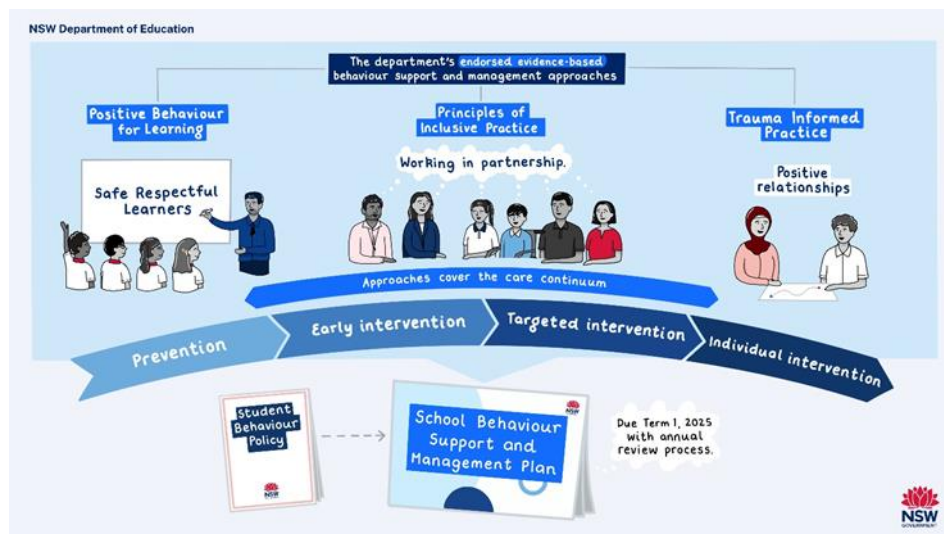
NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

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](#).

Whole school approach across the care continuum

The Student Behaviour Support Management Plan (SBSMP) at Dorrigo High School is grounded in the care continuum framework, which integrates key elements of Positive Behaviour for Learning (PBL), inclusive practice, and trauma-informed practices. These approaches work synergistically to create an environment that is supportive, responsive, and equitable for all students. The SBSMP emphasises the importance of fostering respectful, productive, and positive relationships across the school community, ensuring that every member is valued and supported in their learning journey. By addressing the

diverse needs of students and acknowledging the impact of trauma, the plan promotes a culture of care and inclusivity, aiming to enhance student engagement, wellbeing, and academic success. Ultimately, the SBSMP strives to cultivate a school climate where all individuals feel safe, respected, and empowered to reach their full potential.



Whole school approach across the care continuum

Dorrigo High School embeds student wellbeing through inclusive practice, trauma-informed practices and elements of positive behaviour for learning (PBL) approaches and strategies across the care continuum. Our school 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
- differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention/ Early / Targeted / & Individual intervention	Restorative Practice	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 / Early Intervention / targeted / individual	Australian eSafety Commissioner Toolkit for Schools	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 / Early Intervention / targeted / individual	Safe on Social	Presentations designed for children aged 12 and above, offering a comprehensive understanding of online safety, digital literacy, ethics, and the law that address the complex challenges teens and young adults face online. Collaboration with parents/carers and teachers to reinforce these topics.	Students 7-12, staff, families
Prevention	You Can Do It! Education	Students engage in social and emotional wellbeing lessons, which are reinforced by staff regularly, including at year and whole-school assemblies.	Staff, Wellbeing team, students 7-12, families
Prevention	PDHPE curriculum	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	Students 7-10
Prevention	Communication with parents	To increase parent's understanding of how our school addresses all forms of behaviour.	Staff, students 7-12, families
Prevention	National Week of Action Against Bullying and Violence (NWA)	Our school participates in the annual (NWA) – Term 3 each year.	Staff, students 7-12
Prevention	Transition Year 6 into 7	Focusing on a safe and successful movement from primary to high school.	Incoming Year 7 students
Prevention	Peer support program	Builds resilience by helping students develop strong relationships and skills to manage life's ups and downs.	Students 7 and 10, and Year Advisers

Prevention / Early intervention	<u>Student support officer</u>	Supports the implementation of the school's approach to wellbeing.	Students 7 - 12
Early intervention	Breakfast Club	The school provides breakfast three mornings of the week to support students to start the day feeling full and ready to learn. Helps to build relationships across the school where all students can connect with their peers and staff to check in prior to the school day starting.	Students 7-12
Targeted / individual intervention	<u>Learning and Support</u>	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 Leadership Team, Student Representative Council and peer mentors.	Students 7-12
Targeted intervention	Aboriginal and Torres Strait Islander youth mentoring	A strengths-based intervention program with a focus on building self-awareness and emotional intelligence for students.	Individual students 7 - 12
Individual intervention	Stage monitoring	A period of time on a stage monitoring card to change a pattern of behaviour.	Students 7-12
Individual intervention	<u>Attendance monitoring</u>	Address barriers to improve attendance and set growth goals.	Students, DP, HT Wellbeing, families
Individual intervention	<u>Individual behaviour support planning</u>	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Students, parent/carers, 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.

Dorrigo High School 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
- 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 address 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 adviser or school counselling service.

Responses to all behaviours of concern apply to student behaviour that occurs:

- at school
- on the way to and from school
- on school-endorsed activities that are off-site
- outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
- when using social media, mobile devices and/or other technology involving another student or staff member, 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 (Head Teachers, Deputy Principal, Principal)** – 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

Dorrigo High School 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
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.	1. Refer to school-wide expectations.	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.
2. Verbal and non-verbal specific positive feedback is paired with a positive reinforcer in a school-wide continuum for acknowledging expected behaviour.	2. Use indirect responses e.g. Proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	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.
3. Positive reinforcers include those that are: <ul style="list-style-type: none"> • free and frequent • moderate and intermittent • significant and infrequent Intermittent and infrequent reinforcers are recorded on Sentral.	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.	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.
4. Social-emotional learning lessons are taught (You Can Do It!) during year meetings/whole-school assemblies/wellbeing sessions.	4. Teacher records on Sentral by the end of the school day. Monitor and inform the family if repeated. For some incidents, (eg. racist or bullying behaviour) a referral is made to the school's anti-racism contact officer (ARCO), Year Adviser or Head Teacher Wellbeing.	4. Refer to the school's Learning Support Team (LST)/Wellbeing Team considering current and previous behaviour/wellbeing data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Parents are automatically notified through the parent portal when intermittent and infrequent reinforcers are recorded on Sentral. Student awards for positive behaviour are given at assemblies.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to LST/Wellbeing Team may be discussed.	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.

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 Support Team/Wellbeing Team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments including those for students with a disability
- detention, 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](#).

Detention, reflection and restorative practices

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?
Reflection with classroom teacher (Reflection White Stage) Classroom teacher and student negotiate an appropriate restorative restitution agreement. Parents are not contacted at this stage, although students are encouraged to speak with their families about difficulties they are having	During an appropriate break time (recess or lunch)	Classroom teacher	Completion of reflection sheet and Sentral entry
Reflection with classroom teacher (Blue Stage) Classroom teacher and student negotiate an appropriate restorative restitution agreement.	During an appropriate break time (recess or lunch)	Classroom teacher	Completion of reflection sheet and Sentral entry. Copies of the reflection form and parent

Strategy	When and how long?	Who coordinates?	How are these recorded?
Parents are contacted by the classroom teacher at this stage via phone, email or letter. Details of the negotiated restitution are discussed with the family.			letter are stored in the student's file.
<p>Reflection and restitution with the Head Teacher (Orange Stage)</p> <p>The Faculty Head Teacher meets with the student and classroom teacher to conduct a restorative reflection. An appropriate restitution activity is decided upon.</p> <p>Parents are contacted by the Head Teacher via letter, phone call or email to discuss behaviours of concern and the agreed restitution.</p>	During an appropriate break time (recess or lunch), or via class withdrawal (HT)	Head Teacher	Completion of restorative conversation and details of the agreed upon restitution task are recorded in Sentral. Copies of letters to parents are stored in the student's file.
<p>Reflection and restitution with the Deputy Principal (Pink Stage)</p> <p>The Deputy Principal will hold a restorative conference with the student to address behaviours of concern.</p> <p>Parents will be contacted by the Deputy Principal via phone or email (if unable to reach by phone) to discuss behaviours of concern and monitoring of behaviour.</p> <p>Students will be ineligible to attend non-curriculum-based excursions, rewards-based excursions and representative sports for a period of time when on pink, formal caution to suspend or suspension stages.</p>	During an appropriate break time, or via class withdrawal.	Deputy Principal	Completion of restorative conversation and details of the agreed upon restitution task are recorded in Sentral. Copies of letters to parents are recorded in the student's file.

Review dates

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 2, 2025

Appendix 1: Bullying Response Flowchart

