

Dunedoo Central School Behaviour Support and Management Plan 2025



Overview

Dunedoo Central School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged in their learning.

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

The principles of positive behaviour support, trauma-informed practice, inclusive practice, and social emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

Our processes are founded on the idea that students must learn to take responsibility for their own actions and to ensure all staff respond to these challenges consistently to support students to acknowledge harm and learn from their behaviour.

Our Strategic Direction 2: Learning Culture, Engagement and Attendance priorities from our 2021-2025 Strategic Improvement Plan include:

- Student Engagement and Attendance: A whole school approach where staff have a commitment to nurture, guide, inspire and challenge students to find the joy in learning, to build their skills and understanding and achieve their potential.
- Personalised Learning Pathways: Teachers use information about individual students' capabilities and needs to plan for students' learning so as to engage them in rich learning experiences, developing the vital skills for flourishing. By sharing information about learning development, teachers work in partnership with parents as active participants in their children's education.

Our mission: Staff at Dunedoo Central School will endeavour to ensure that all students are safe, supported, included, engaged and challenged.

To achieve our mission, key approaches and programs prioritised and valued by the school community are:

- Resilience in our Teens (RISE)
- Positive Behaviour for Learning – FISH Philosophy

These programs prioritise social and emotional learning which supports good mental health, positive relationships, resilience development and prevention of bullying.

Partnership with parents and carers

Dunedoo Central School will partner with families in establishing expectations for parent engagement in developing and implementing student behaviour management strategies, including for bullying behaviour by:

- inviting families and student feedback through formal and informal means, for example, through Tell Them From Me Surveys, school surveys, consulting with the school’s P & C Association and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Dunedoo Central School will communicate these expectations to parents/carers through the school newsletter, website and provide links to information and resources in the [Behaviour support toolkit](#).

School-wide expectations and rules

Dunedoo Central School embraces the FISH Wellbeing Strategy which has the following school-wide philosophy and expectations.

School Philosophy

| Choose your attitude | Play | Make their Day | Be There |
|-------------------------------|---------------------------|-------------------------|------------------|
| Responsibility and Excellence | Co-operation and Fairness | Integrity and Democracy | Respect and Care |

School Expectations

| Learn and Participate | Be Safe | Be positive and Respectful | Care |
|-----------------------|--------------------|----------------------------------|----------------|
| What will you chose? | How will you play? | How will you make someone’s day? | Are you there? |

Behaviour code for students

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

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01>. This document translated into multiple languages is available here: [Behaviour code for students \(nsw.gov.au\)](#)

Whole school approach across the care continuum

Our school embeds student wellbeing and positive behaviour approaches and strategies across the care continuum and responds to behaviours of concern, including bullying and cyberbullying behaviour. Behaviours that do not constitute bullying include mutual disagreements or isolated incidents.

These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships. These practices include:

- explicitly teaching classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- actively supervising students
- maximising opportunities for active engagement with learning
- providing carefully sequenced engaging lessons that provide options for student choice
- differentiating learning content and tasks to meet the needs of all learners.

| Care Continuum | Strategy or Program | Details | Audience |
|---|---|---|---|
| Prevention/Early/Targeted/& Individual Intervention | FISH program | 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 K-12, families |
| Prevention | PDHPE curriculum | The development of self-management skills enables students to take personal responsibility for their actions and emotions. | Students K-10 |
| 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 K-12, staff, families |
| Prevention | Communication with parents | To increase parent’s understanding of how our school addresses all forms of behaviour. | Staff, students K-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 K-12 |
| Prevention | Transition Preschool into Kindergarten | Focusing on a safe and successful movement from preschool to primary school. | Incoming Preschool students |
| Prevention | Transition Year 6 into 7 | Focusing on a safe and successful movement from primary to high school. | Incoming Year 7 students |
| Prevention | RISE program | Builds resilience by helping students develop strong relationships and skills to manage life's ups and downs. | Students K-12 |
| Targeted / individual intervention | Learning and Support | 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 | Leadership programs | These include Student Representative Council, library and peer mentors. | Students 3-12 |
| Individual intervention | Attendance monitoring | Address barriers to improve attendance and set growth goals. | Students, Year Advisor |
| Individual intervention | Individual behaviour support planning | This may include developing, implementing monitoring and reviewing: behaviour support, behaviour response and risk management plans. | Students, parent/carer, LaST, Wellbeing Committee |

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.

Dunedoo Central School staff 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 advisor 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** – 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

Dunedoo Central 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 |
|--|---|---|
| <p>1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.</p> | <p>1. Refer to school-wide FISH expectations.</p> | <p>1. Contact office to seek help from AP/HT/DP straight away if there is a risk. Otherwise notify executive ASAP and before the end of the school day.</p> |
| <p>2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.</p> | <p>2. Use indirect responses e.g. Proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p> | <p>2. AP/HT/DP/CT to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirecting to another area or activity, providing reassurance or offering choices. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.</p> |
| <p>3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on Behaviour / wellbeing ITD system.</p> | <p>3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before a low-level consequence is applied.</p> | <p>3. AP/HT/DP collects information and reviews the incident from multiple perspectives to determine the next steps. AP/HT/DP/CT to record incident on Behaviour / wellbeing ITD system and contact parent/carer by email or phone. DP/P may consider further action for e.g. formal caution/suspension.</p> |
| <p>4. Social-emotional learning lessons are taught (Friendly Schools) during fortnightly wellbeing lessons.</p> | <p>4. Teacher records on Behaviour Wellbeing system (SENTRAL) by the end of the school day. Monitor and inform the family if repeated. For some incidents, a referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.</p> | <p>4. Refer to the school's Learning Support Team considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.</p> |
| <p>Teacher/parent contact</p> | <p>Teacher/parent contact</p> | <p>Teacher/parent contact</p> |
| <p>Parents are automatically notified through the parent portal when intermittent and infrequent reinforcers are recorded on Behaviour / wellbeing system. Student awards for positive behaviour are given at fortnightly year group assemblies.</p> | <p>Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.</p> | <p>Parent/carer contact is made by AP/HT/DP/P to discuss any support and behaviour responses, including referral to the LST school counsellor, outside agencies or Team Around a School.</p> |

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Behaviour Wellbeing System (SENTRAL). These may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- 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? |
|--|--------------------|------------------|----------------------------------|
| <p>Alternate break plan – withdrawal from playground during breaks and re-allocation to office/classroom for supervised breaktime following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention)</p> | Next break | School executive | Behaviour / wellbeing ITD system |

Review dates

Implementation Date: Day 1, Term 1 2025

Review Date: Day 1, Term 3 2025

Management of Bullying

Dunedoo Central School will attempt to deal with bullying incidents quickly and consistently. The strategies used to address bullying are linked to the School Discipline Policy and encompass a range of options available to deal with unacceptable behaviours, including suspension and expulsion in extreme cases.

Parents and students are encouraged to report bullying behaviours to the school. Bullying incidents must be investigated to determine if an accusation is valid. It must be remembered that an accused bully is subject to Procedural Fairness Guidelines, the NSW Department of Education Student Behaviour Policy and the Behaviour Code for Students.

Dunedoo Central School is active in incorporating tolerance, diversity and acceptance into all of its Key Learning Areas. As well as this, the causes and effects of bullying are studied extensively in the *Personal Development, Health and Physical Education* (PDHPE) KLA. Other programs/personnel that may be involved are: FISH philosophy, Healthy Harold, RISE Program, Whole School Staffing Days, Roll Call, NAIDOC activities, and Anti-Bullying online Educational programs and websites.

Anti-Bullying Procedures

Responses to Bullying at DCS

First Offence: Warning and name placed on bullying register. Depending on the severity of the offence, the student may be placed on an anti-bullying monitoring card.

Second Offence: Contacted about incident from AP/HT/DP. The student is placed on an anti-bullying monitoring card. An LST meeting may be organised depending on the severity. Consequences (detention etc) administered according to Discipline Policy.

Third Offence: A letter is sent home to parents requesting a LST meeting. The student is placed on an Anti-Bullying monitoring card. Appropriate consequences applied according to school Discipline Policy. In School Isolation.

Fourth Offence: After the fourth offence, the student will be suspended for a time period that is appropriate to the severity of the offence.

**In each case where an incident of bullying has been identified, the offending student will be interviewed by a counsellor or mentor in order to discuss the causes, triggers and possible preventative measures for future incidents of bullying.*

Steps to a resolution

Your child needs to know that they are being heard. Their feelings matter and their concerns should be taken seriously. If your child tells you they are being bullied, the following ideas may help:

Step 1. Listen calmly and get the full story.

Step 2. Reassure your child.

Step 3. Ask your child what they want to do – and what they want you to do.

Step 4. Contact your child's school.

Step 5. Discuss and practise strategies to respond to bullying.



What is bullying?

Bullying has three key features. It:

- involves a misuse of power in a relationship
- is ongoing and repeated, and
- involves behaviours that can cause harm.

Bullying can also occur online. This is known as cyberbullying, which is using technology such as the internet or mobile devices to bully someone. It can include sending abusive texts and emails, posting hurtful messages and putting inappropriate comments on pictures of others.

Bullying of any kind is not acceptable in NSW schools, whatever the reason. Schools are committed to working with parents, staff and students to prevent bullying and respond quickly and effectively if it does occur.

What can you do if your child has been bullied?

Listen calmly and get the full story

Your child needs to know that they are being heard. Their feelings matter and their concerns should be taken seriously. Encourage your child to talk about what happened. Explain to your child that reporting the bullying is okay.

After listening to their concerns, ask questions to get more details if needed: who, what, where, when.

Reassure your child that they are not to blame

Children may blame themselves and this can make them feel even worse. Say supportive things like, 'That sounds really hard to deal with', or 'I'm so glad you told me. You should feel safe at school'.

Ask your child what they want to do – and what they want you to do

It is important to help your child to find their own solution as this will help them feel that they have some control over the situation.

If your child is not in any immediate danger and they feel confident, they could try these strategies:

- Ignore the bullying.
- Turn their back and walk away.
- Act unimpressed or pretend they don't care.
- Say "No" or "Just stop!" firmly.

If the bullying happened at school, support your child to tell a teacher.

If your child wants to talk to someone other than the school or you think added support would help, you could tell them to go to the Kids Helpline website. They can also call for free on 1800 55 1800.

When do I contact the school?

Your child may be reluctant for you to speak to school staff. Discuss the idea and reassure them that the school would want to know and is able to help.

If needed, make an appointment to meet with your child's teacher. You could also ask to talk with the principal.

Contact the school immediately if you have a concern about your child's safety.

Support for parents and carers

Kids Helpline also has a parent line with trained teams who provide support, information and counselling for parents of children aged 0-18 years. You can call them for the cost of a local call from 9am to 9pm Monday to Friday and 4pm to 9pm on weekends on 1300 1300 52.

Telephone interpreter service

If you would like to contact the school or Parent Line NSW and need assistance with English please call the telephone interpreter service on 131 450, tell them what language you need and ask the operator to make the call. The operator will get an interpreter on the line to assist you with your conversation. You will not be charged for this service.



NSW Department of Education

Behaviour code for students

Information for students and parents or carers

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

In NSW public schools students are expected, to the best of their ability, to:

- show respect to other students, their teachers and school staff and community members
- follow school and class rules and follow the directions of their teachers
- strive for the highest standards in learning
- act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- resolve conflict respectfully, calmly and fairly
- meet the school's agreed uniform policy or dress code
- attend school every day (unless legally excused)
- respect all property
- be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools
- not bully, harass, intimidate, or discriminate against anyone in our schools.

Schools take action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning.

All students have a right to:

- safety at school
- access and fully participate in their learning
- be treated with respect by other students, teachers and school staff
- express their views, set goals and self-advocate.

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments and apply an appropriate action when students are not meeting these expectations. The department is responsible for the provision of a policy framework and resources such as legal issues bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context, the NSW

Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

Behaviour code for students: Student actions

Promoting the inclusion, learning, wellbeing, and safety of all students in NSW public schools is a high priority for the Department of Education.

We implement teaching and learning approaches across a range of settings to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

To meet the expectations set out above, students in NSW public schools, to the best of their ability, should adhere to the following principles.

Respect

- Treat one another with dignity.
- Communicate and behave courteously.
- Act and work cooperatively with other students, teachers, and school staff.
- Develop positive and respectful relationships.
- Value the interests, ability and culture of others.
- Respect the learning needs of other students.
- Dress appropriately by wearing the agreed school uniform or dress code.
- Take care with school property and the property of staff and other students.

Safety

- Model and follow school and class rules and expectations around behaviour and conduct.
- Negotiate and resolve conflict.
- Be aware of and take responsibility for how their behaviour and actions impact others.
- Care for self and others.
- Be safe and help others to make safe choices that do not hurt themselves or others.

Engagement

- Arrive at school and class on time.
- Be prepared for every lesson.
- Actively participate in learning.
- Aspire and strive to achieve the highest standards of learning.