

Overview

At Beverly Hills Intensive English Centre, we envision a community where Positive Behaviour for Learning, trauma-informed practices, and the principles of inclusive practice converge to create a nurturing and empowering environment for all. Our commitment is grounded in the belief that every student deserves to thrive and succeed, irrespective of their background, experiences, or challenges.

We aim to foster a culture where Positive Behaviour for Learning is not just a strategy but a way of life, promoting respect, empathy, and resilience among all members. By cultivating a positive and supportive atmosphere, we seek to inspire continuous growth and development in both students and staff.

Embracing trauma-informed practices, our vision is to create a space that acknowledges and addresses the impact of trauma on students. We strive to be a beacon of understanding, offering compassion, and providing resources to help our girls overcome obstacles and build a foundation for healing.

Incorporating the principles of inclusive practice, we are dedicated to celebrating diversity and promoting equity. Our goal is to create an inclusive learning environment that values and respects the unique contributions of each individual. By fostering a sense of belonging, we aim to empower every student to reach their full potential.

Our vision is anchored in the belief that education is a transformative force capable of breaking down barriers, instilling resilience, and fostering a sense of community. Through Positive Behaviour for Learning, trauma-informed practices, and inclusive principles, we aspire to cultivate an educational ecosystem that nurtures holistic development, embraces diversity, and prepares our girls to thrive in an ever-evolving world.

Together, we strive for a future where every learner is not only academically successful but also emotionally resilient, socially aware, and equipped to contribute positively to society. Our commitment to Positive Behaviour for Learning, trauma-informed practices, and inclusive principles is unwavering, as we collectively build a foundation for a brighter and more inclusive tomorrow.

Partnership with parents and carers

The process begins with an initial assessment of the student's behaviour, involving teachers, school staff, and parents. Clear and open communication is established to understand the concerns and gather insights from both school and home perspectives.

The school introduces the Positive Behaviour curriculum, emphasising shared values, expectations, and reinforcement strategies. This framework is communicated to both parents and students, fostering a common understanding of the desired behaviours.

The school organises regular information sessions for families, educating them about the positive behaviour curriculum, trauma-informed practices, and the principles of inclusive practice. These sessions provide parents with practical tools and strategies to reinforce positive behaviour at home. In cases where a student requires additional support, the school collaborates with parents to create individualised behaviour plans. These plans take into consideration the unique needs, strengths, and challenges of the student, ensuring a tailored approach to support their behavioural development. For students who may have experienced trauma, the school engages in trauma-informed practices. Information and resources are provided to families to help them understand and support their child's emotional well-being. This includes strategies for creating a safe and supportive home environment.

The school schedules regular progress meetings with parents to discuss the effectiveness of the behaviour interventions. These meetings provide an opportunity to share successes, address challenges, and make adjustments to the behaviour plans if necessary.

The principles of inclusive practice are embedded into the school's curriculum and activities. Parents are encouraged to actively participate in inclusive events and contribute to the creation of an environment that celebrates diversity and fosters a sense of belonging for all students.

A continuous feedback loop is established, allowing parents to provide input and share their observations about their child's behaviour. This ongoing communication ensures that the school remains responsive to the evolving needs of the student and their family.

Positive behaviours and achievements are celebrated collaboratively. The school recognises and acknowledges the efforts of both students and parents in creating a positive learning environment. This positive reinforcement fosters a sense of pride and motivation for sustained collaborative efforts. By implementing this collaborative behaviour management process, we will work hand-in-hand with families to create a supportive, inclusive, and positive learning environment that nurtures the holistic development of every student.

School-wide expectations and rules

Expectation	Expectations	Expectation
Attend school everyday	Resolve conflict respectfully, calmly and fairly	Follow the directions of teachers
Show respect to other students, teachers, school staff, community members.	Respect all property	Meet and respect the school's agreed uniform policy and dress code.
Strive for the highest standards in learning	Not bully, harass, intimidate, or discriminate against anyone in our school.	Takes responsibility for their actions
Act in a courteous and respectful way that makes all members of the school community feel valued, included and supported	Follow school and class rules	Communicates positively with others

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

At Beverly Hills Girls High School, we are committed to fostering a positive and inclusive learning environment where every student can thrive. Our approach to positive behaviour is grounded in a comprehensive set of strategies and programs designed to support the social, emotional, and academic development of each individual.

We have implemented a robust Positive Behaviour curriculum that establishes clear expectations, values, and reinforcement strategies across the school community. This framework guides our collective efforts in promoting a positive and respectful atmosphere.

Recognising that each student is unique, we collaborate with teachers, parents, and support staff to develop individualised behaviour plans. These plans take into account the specific needs, strengths, and challenges of each student, providing targeted strategies for positive behaviour development.

We integrate Social-Emotional Learning programs into our curriculum to equip students with essential skills for managing emotions, building positive relationships, and making responsible decisions. These programs contribute to the overall development of emotionally intelligent and socially competent individuals.

Our school embraces trauma-informed practices to create a safe and supportive environment for students who may have experienced trauma. Teachers and staff are trained to recognise and respond to the unique needs of these students, fostering healing and resilience.

We believe in the power of restorative justice to build community and repair harm. Our restorative justice programs provide students with opportunities to reflect on their actions, take responsibility, and work towards resolution, promoting empathy and understanding.

Inclusion is at the heart of our approach. We implement inclusive practices that celebrate diversity and create a sense of belonging for every student. Our curriculum and extracurricular activities are designed to be accessible and welcoming to all, fostering a culture of acceptance.

We empower students to take leadership roles in promoting positive behaviour through mentorship programs. Peer support and positive role modelling contribute to a school culture where students actively contribute to maintaining a respectful and inclusive community.

Collaboration with parents is vital to our success. We provide workshops, resources, and regular communication to keep parents informed about our positive behaviour initiatives. We invite families to actively participate in creating a positive and supportive home and school partnership.

Positive behaviours and achievements are celebrated through various recognition initiatives.

Whether through awards, assemblies, or special events, we highlight and applaud the efforts of students, reinforcing the importance of positive contributions to the school community.

By implementing these strategies and programs, Beverly Hills Girls High School is dedicated to creating an environment where positive behaviour is not only encouraged but celebrated, laying the foundation for a successful and fulfilling educational journey for every student.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Behaviour Curriculum	A detail program aimed at teaching specific positive behaviours	All years
Early intervention	Learning Support referrals	A team of teaching professionals meet regularly to discuss student support	All years
Targeted intervention	Counselling services Wellbeing programs	Specific programs designed to target individual and small group interventions tailored to the specific needs of individual students	All years
Individual intervention	Individual behaviour plans	Developing personalised behaviour plans tailored to the specific needs, strengths and challenges of individual students	All years

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

<p style="text-align: center;">Prevention</p> <p style="text-align: center;">Responses to recognise and reinforce positive, inclusive and safe behaviour</p>	<p style="text-align: center;">Early Intervention</p> <p style="text-align: center;">Responses to minor inappropriate behaviour</p>	<p style="text-align: center;">Targeted/Individualised</p> <p style="text-align: center;">Responses to behaviours of concern</p>
<p>When students exhibit positive and appropriate behaviour, we are committed to recognising and reinforcing their efforts. Our planned responses include:</p> <ul style="list-style-type: none"> • Positive Reinforcement: Verbal praise, commendation, and acknowledgment of the specific positive behaviour. • Recognition Programs: Regularly scheduled programs to publicly acknowledge and celebrate positive behaviours, fostering a positive and supportive school culture. • Certificates and Awards: Issuing certificates or awards to students who consistently demonstrate positive behaviour, encouraging a sense of achievement. 	<p>For instances of inappropriate behaviour, our planned responses aim to address and correct the behaviour while promoting learning and growth:</p> <ul style="list-style-type: none"> • Restorative Practices: Using restorative approaches to help students reflect on their actions, understand the impact on others, and work towards repairing any harm caused. • Behavioural Reflection: Providing students with the opportunity to reflect on their behaviour, understand the consequences, and identify alternative choices. • Consequences and Discipline: Implementing appropriate consequences, which may include loss of privileges, temporary separation from peers, or other discipline measures aligned with our school's code of conduct. 	<p>For behaviours that raise concern, particularly instances of bullying or cyberbullying, our planned responses prioritise the safety and well-being of all students:</p> <ul style="list-style-type: none"> • Immediate Intervention: Promptly intervening to address the concern and ensure the safety of the students involved. • Anti-Bullying Programs: Implementing school-wide anti-bullying programs to educate students about the impact of bullying, promote empathy, and encourage bystander intervention. • Conflict Resolution: Facilitating conflict resolution strategies to address underlying issues and promote understanding among students. • Involving Parents: Engaging with parents to discuss concerns, share information, and collaborate on a plan to address and prevent future incidents. • Counselling and Support Services: Offering counselling services for both the victim and the perpetrator to address the root causes of the

	<p>behaviour and provide guidance for positive change.</p> <ul style="list-style-type: none">• Digital Citizenship Education: Providing education on responsible digital citizenship to prevent and address cyberbullying incidents, empowering students with the knowledge to navigate online spaces safely.
<p>Continuous Monitoring and Evaluation: Our responses are part of an ongoing process that involves continuous monitoring and evaluation. We are dedicated to maintaining a safe, respectful, and inclusive learning environment, and we adapt our responses based on the evolving needs of our students and the school community. By implementing these planned responses, we aim to create a school culture that fosters positive behaviour, addresses inappropriate conduct constructively, and ensures the well-being of all students.</p>	

Responses to serious behaviours of concern

Responding to serious behaviours of concern requires a thoughtful and comprehensive approach. The following is a general outline of the process a school may take:

Immediate Response:

- Ensure Safety: The immediate priority is to ensure the safety of all individuals involved. If necessary, implement emergency protocols or involve appropriate authorities.

Documentation:

- Record Incident Details: Document the incident thoroughly, including date, time, location, individuals involved, and any relevant details. This documentation will serve as a reference for future actions and may be necessary for legal or disciplinary purposes.

Notification and Communication:

- Inform Appropriate Parties: Notify parents or guardians of the students involved, ensuring transparent communication about the incident. Maintain open lines of communication with relevant stakeholders, including staff and, if necessary, law enforcement.

Gather Information:

- Conduct Investigations: Assign a designated authority or conduct an investigation to gather additional information. Interview witnesses, review any available video footage, and collect evidence to understand the context and severity of the behaviour.

Engage Support Services:

- **Counselling and Mental Health Support:** Offer counselling services to both the victim and the perpetrator, addressing the emotional and mental well-being of all individuals involved. Engage mental health professionals if needed.

Disciplinary Measures:

- **Determine Consequences:** Based on the severity and nature of the behaviour, determine appropriate disciplinary measures. This may include suspension, expulsion, or other consequences in accordance with the school's code of conduct and policies.

Legal Considerations:

- **Involve Law Enforcement if Necessary:** If the behaviour constitutes a criminal offense, involve law enforcement. Cooperate fully with any investigations and legal processes.

Restorative Practices:

- **Implement Restorative Justice:** If applicable, consider restorative justice practices to address the harm caused, promote accountability, and facilitate reconciliation between the parties involved.

Individualised Plans:

- **Develop Individualised Plans:** For both the victim and the perpetrator, develop individualised plans that address their specific needs, ensuring ongoing support and monitoring.

Review and Evaluate:

- **Continuous Monitoring:** Regularly review and evaluate the effectiveness of the interventions and consequences. Adjust the approach as needed to prevent recurrence and promote a safe and positive school environment.
- **Communication with School Community:**
- **Community Communication:** Keep the school community informed about the actions taken, ensuring that appropriate levels of confidentiality are maintained while also addressing concerns and providing reassurance.

Prevention Strategies:

- **Implement Prevention Strategies:** Identify and implement proactive measures to prevent similar incidents in the future. This may include additional training for staff, educational programs for students, and revisiting school policies.

Follow-up Support:

- **Provide Ongoing Support:** Offer ongoing support for all individuals involved. This may include additional counselling, monitoring, and follow-up meetings to assess progress and address any lingering concerns.

The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) apply to all NSW public schools.

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.

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](#).

Detention, reflection and restorative practices

Detention is utilised as a consequence for behaviours that warrant disciplinary action. The aim is to provide students with an opportunity for reflection while reinforcing the school's expectations for behaviour. Key considerations include:

Strategy	When and how long?	Who coordinates?	How are these recorded?
Lunch or after school detention	The length of detention is determined based on the severity of the behavior and the school's disciplinary policy. It is intended to be reasonable and proportionate.	Teachers, Head Teachers, Deputy Principals	Sentral

The primary purpose of detention is to give students time to reflect on their actions, consider the impact on others, and take responsibility for their behaviour.

Reflection:

Reflection is an integral part of the disciplinary process, allowing students to understand the consequences of their actions and learn from their mistakes. Key components include:

- **Guided Reflection:** Students are guided through a reflective process, which may involve written reflections, discussions with staff, or engaging in activities that promote self-awareness.
- **Goal Setting:** Encouraging students to set goals for behaviour improvement and develop strategies to avoid similar situations in the future.
- **Individualised Approach:** Recognising that each student may require a unique approach to reflection based on their developmental level, emotional needs, and the nature of the behaviour.

Restorative Practices:

- Restorative practices focus on repairing harm, fostering accountability, and restoring relationships. Key principles include:
- **Restorative Circles or Conferences:** In cases where harm has been caused, restorative circles or conferences may be facilitated to allow affected parties to express their feelings, discuss the impact, and collaboratively determine resolutions.
- **Mediation:** Using trained mediators to facilitate communication and resolution between conflicting parties, emphasising understanding and empathy.
- **Community Building:** Implementing restorative practices proactively to build a positive school community, prevent conflicts, and strengthen relationships.

Food and Toilet Breaks:

- **Basic Needs:** Students' basic needs, including access to food and toilet breaks, are prioritised. No student should be denied access to these essential requirements.
- **Reasonable Accommodations:** Accommodations are made for students with specific needs or health considerations to ensure they have adequate access to food and toilet facilities.
- **Supervision:** Adequate supervision is provided during breaks to maintain a safe and controlled environment.

Maximum Length of Time:

- **Age/Developmental Level:** The maximum length of detention is determined with careful consideration of the age and developmental level of the student.
- **Guidelines:** The school adheres to guidelines that align with educational standards and legal requirements, ensuring that disciplinary consequences are developmentally appropriate.

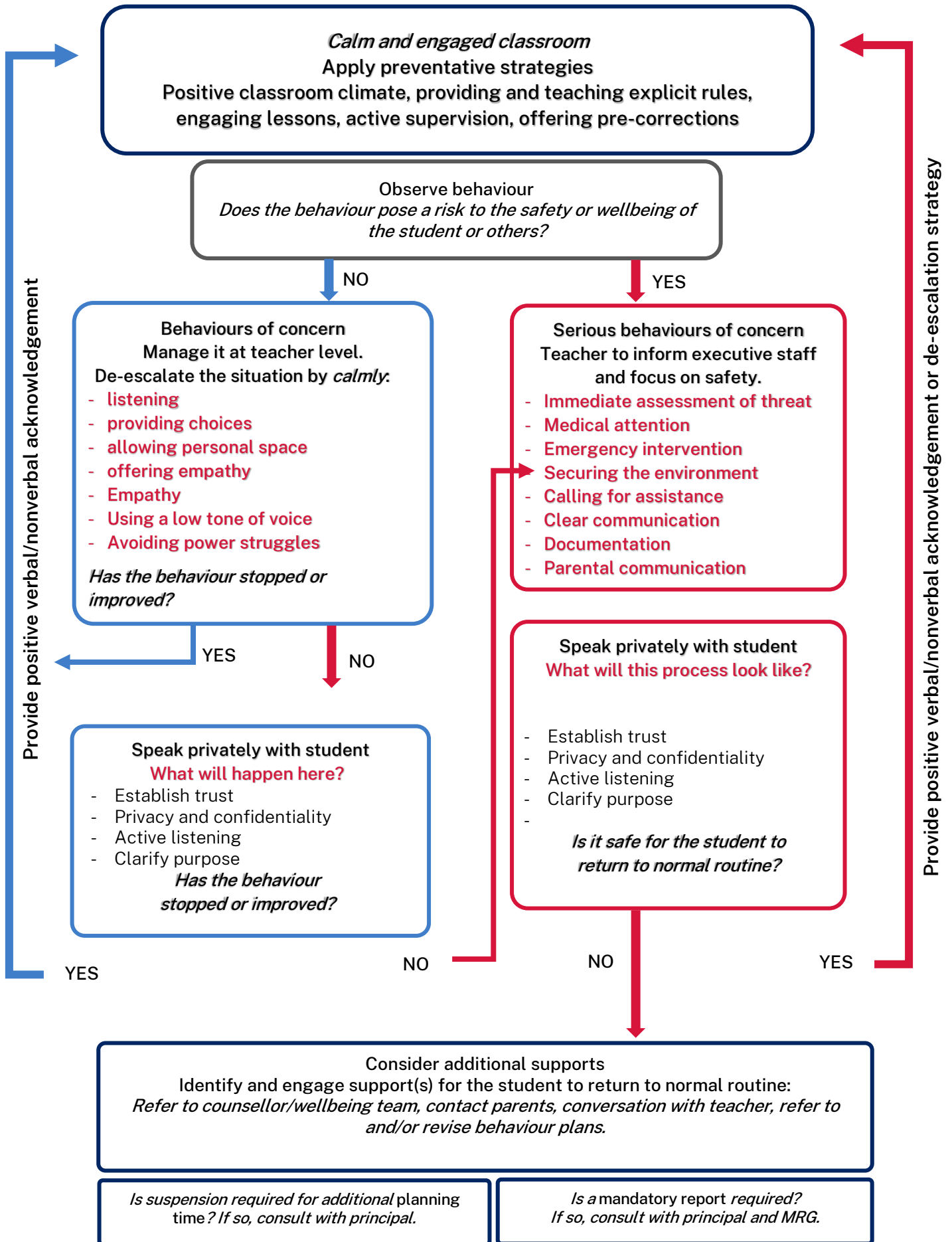
It is crucial to note that these guidelines should be implemented with a focus on fairness, consistency, and a commitment to the overall well-being and growth of the student. Communication with parents or guardians is also integral to ensure they are informed and involved in the disciplinary process.

Review dates

Last review date: [4th March 2024]

Next review date: [4th March 2025]

Appendix 1: Behaviour management flowchart



Appendix 2: Bullying Response Flowchart (Optional)

