

Dulwich High School of Visual Arts and Design School Behaviour Support and Management Plan

Overview

Dulwich High School of Visual Arts and Design takes pride in delivering an excellent education in a caring environment. As a specialist visual arts and design high school, we have a strong commitment to delivering high-quality education with a creative focus. In addition to our comprehensive curriculum, we offer academic design enrichment classes for gifted and talented students and have extensive extracurricular programs in the arts, design, music and sport. Our teachers are committed to helping all students reach their full potential.

Additionally, Dulwich High School of Visual Arts and Design is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. In response to teacher, student and parent feedback, the school has adopted a Home Room structure that places student wellbeing and positive engagement at its core. This is well supported through the school's KEYS program, where positive behaviour and the school's values of Respect, Responsibility and Relationships are explicitly taught and fostered.

Partnership with parents and carers

Positive and proactive partnerships with parents and carers are essential to ensure that student learning and wellbeing outcomes are maximised. Dulwich High School of Visual Arts and Design is proud of the strong connections that exist between families and the school. Parents and carers are well-informed about our school values and of Respect, Responsibility and Relationships prior to enrolling their children in our school and are routinely informed about their children's engagement through various channels. Parent and carer consultation occurred as a part of the collaborative process that resulted in the school's updated Behaviour Support and Management Plan.

School-wide expectations and rules

Dulwich High School of Visual Arts and Design has the following school-wide rules and expectations that form our school values, underpinned by restorative practice:

- **Respect**
- **Responsibility**
- **Relationships**

Student wellbeing and behaviour support are whole school responsibilities. Teachers implement wellbeing and behaviour support strategies and follow school procedures to support and nurture the positive wellbeing and education engagement of young people. Dulwich High School of Visual Arts and Design uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- The 3Rs of Respect, Responsibility and Relationships
- Restorative discussions to negotiate goals as a way to resolve conflict
- Developing a sense of identity and belonging
- Creating teaching and learning environments that enable students to be healthy, happy, engaged and successful
- NSW Department of Education goal: Students are recognised, respected and valued when schools enable them to connect, succeed and thrive

The school's PBL Matrix (Appendix 7) was developed in consultation with students (surveys, focus groups), staff and parents. It reflects and clearly communicates what our school values, expectations and rules look like across the school.

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

Care Continuum	Strategy or Program	Details	Audience
Prevention	Classroom Management	Teachers at Dulwich High School of Visual Arts and Design recognise and appreciate the inextricable link between student engagement, learning, wellbeing and behaviour. DHSVAD are expert practitioners that provide high quality differentiated teaching that addresses individual learning needs of all students, where appropriate learning adjustments are documented in an individual student support plan and/or Personal Learning Pathways (PLPs). Teachers use Visible Learning pedagogies to support students maximise their learning opportunities are explicitly taught literacy and numeracy using whole school strategies across all faculties. Appendix 1 outlines the whole school approach to Behaviour Management.	All teachers Students 7-12
Prevention	Restorative Practices	DHSVAD has consistent teacher expectations and routines regarding engagement and behaviour, which includes modelling and clearly defined responses to behaviour. DHSVAD has adopted a restorative approach to behaviour support that focuses on building, maintaining and restoring positive relationships. Restorative conversations are grounded in the school values of Respect, Responsibility and Relationships. All staff have participated in Professional Learning regarding restorative practice and trauma-formed practice.	All teachers Students 7-12
Prevention	Student Leadership	DHSVAD has a comprehensive student leadership program that enables and empowers students to develop their leadership qualities and skills while also modelling the school values. The leadership program involves: School Captains, Prefects, Student Representative Council, Koori Club, Peer Support Leaders, Peer Mediators, Key Learning Area Ambassadors, Year 9 Leadership Camp, House Captains, Student Volunteering, VAD and CAPA Captains. Etc.	HT Wellbeing SRC Coordinator or SRC
Prevention	KEYS/ Homeroom	Every morning the Homeroom Teacher marks the roll, read notices, and monitors student wellbeing Homeroom Teachers are a support person for students and on allocated days and are also responsible for the delivery of the implementation	All teachers Students 7-12

Care Continuum	Strategy or Program	Details	Audience
		of KEYS (Knowledge Equals Youth Success) wellbeing program is delivered by Homeroom Teachers. This program involves the explicit teaching and modeling of positive behaviour, positive learning habits and age-specific wellbeing content.	
Prevention	Goal Setting	All students engage in Goal Setting, which is embedded into the KEYS Program. Students in Years 10-12 also have the opportunity to discuss their goals with their parents and teachers during annual Parent-Teacher Eveings	All teachers Students 7-12
Prevention	Whole School Events	DHSVAD facilitates a number of whole school events which aim to create a sense of belonging and connection amongst students. The school annually celebrates/commemorates: NAIDOC, International Women's Day, Diversity Day, Wear It Purple Day, NAIDOC Week, Anzac and Remembrance Day, RUOK Day	
Prevention	Explicit Teaching of Positive Behaviour Workshops	At stage specific times, students engage with a range of programs and workshops which explicit target and teach positive behaviours and interpersonal skills. This includes Peer Support and Healthy Relationships Workshops, PYLO, Life Ready, Transition Program (Stage 5-6)	HT Wellbeing Year Advisors Students 7-12
Prevention	Year Advisors	Are a support person for the cohort, running Year Meetings, conveying important messages, communicating with parents and actively checking in on at risk students and ensuring they get the appropriate support.	Students 7-12
Early Intervention	Positive Masculinity	This program provides opportunities for identified male students to work with a male role model who employs a range of strategies to allow them to connect, succeed and thrive. The program has been designed to address some developmentally appropriate issues and provide students with the chance to develop resilience, positive relationships and the skills required to engage positively and respectfully with others.	Identified group from Years 7-9
Early Intervention	External Agencies: Barnardos,	Students who are identified as being at risk or who have presented with wellbeing or support needs are supported through connections with external	Head Teacher T&L, HT

Care Continuum	Strategy or Program	Details	Audience
	etc.	agencies which is facilitated by the school.	Wellbeing Identified students
Early Intervention	External resources	<p>The school has invested in a range of external resources to support students and their families with regards to wellbeing and behaviour:</p> <p>https://butterfly.org.au/get-involved/campaigns/bodykindschools/ https://dulwich-h-schools.nsw.schooltv.me/ https://schools.au.reachout.com/</p>	Students 7-12
Targeted Intervention	Aboriginal and Torres Strait Islander Education	Aboriginal and Torres Strait Islander students engage in a range of activities to support their wellbeing, engagement and positive behaviour. This includes the Koori Club, the AIME program as well as extra-curricular cultural opportunities.	Aboriginal and Torres Strait Islander students SSO SAO DP
Individual Intervention	Behaviour Management Plans	Plans are developed by relevant staff in response to the individual needs of students.	HT T&L Head Teacher Wellbeing DP
Individual Intervention	Functional Behaviour Assessments	FBAs are conducted by relevant staff in response to the individual needs of students.	HT T&L Head Teacher Wellbeing HT Support
Individual Intervention	Risk Management Plans	Plans are developed by relevant staff in response to the individual needs of students.	HT T&L Head Teacher Wellbeing DP

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

Dulwich High School of Visual Arts and Design routinely celebrates and promotes positive and appropriate behaviour and had embedded a range of responses and initiatives to that effect within our school routine. Individual achievements are celebrated during year meetings and whole school assemblies, highlighting the importance of positive behaviour and a safe school environment. Specific positive behaviours, such as maintaining excellent attendance for example, are also targeted through pizza parties which are held at the end of each term recognise excellent and improved attendance, promoting a sense of belonging and accomplishment. In addition to the House Points system, other whole school initiatives such as an end-of-year Picnic Day at Ashfield Pool, extended lunchtimes to celebrate wellbeing initiatives such as Wear it Purple, RUOK day and Harmony Day, as well as canteen vouchers serve to promote and reward positive behaviour are deeply embedded within the school culture. Please refer to Appendix 2 for further details. Specific behaviours, such as truancy, attendance and uniform are addressed as per the Appendices 3, 5 and 6.

Responses to serious behaviours of concern

Serious behaviours of concern could include physical violence, verbal abuse, or psychological abuse. Other examples may include:

- bullying (see Bullying of Students - Prevention and Response policy) and cyber-bullying (see Cyberbullying of Staff Legal Issues Bulletin). The school has also developed an Anti-Bullying Policy which is followed in instances of bullying.
- drugs in schools (see Drugs in Schools policy)
- weapons and knives in schools (see Knives in Schools Legal Issues Bulletin)
- assault (see Assault harassment, stalking and intimidation of students and staff at school Legal Issues Bulletin)
- racism or discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity (see Anti-Racism policy)
- misuse of technology (see Technology misuse in schools Legal Issues Bulletin).
- 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, and 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

To ensure the safety and wellbeing of all students and staff, as well as provide an educational environment where all students can achieve and succeed, it is essential that behaviour is managed appropriately. Where students do not respond positively to the standards and expectations of the school, it may be necessary to apply a fair, reasonable and proportionate action. DHSVAD supports and manages student behaviour which is underpinned by restorative practice. Reflection is a planned proportionate and local consequence that involves a single student, or small group of students, being in a designated room or area. The purpose of Reflection is to support the student to reflect on their behaviour and make positive choices. The student is always supervised in the room by at least one adult and the student is not left alone at any time.

The process of Reflection is outlined in Appendix 4.

School Anti-bullying Plan

Dulwich High School of Visual Arts and Design has developed an Anti-bullying policy that operates in conjunction with the Behaviour Support and Management Plan.

This has been developed with reference to the [Bullying of Students – Prevention and Response Policy](#) and [Anti-bullying Plan](#).

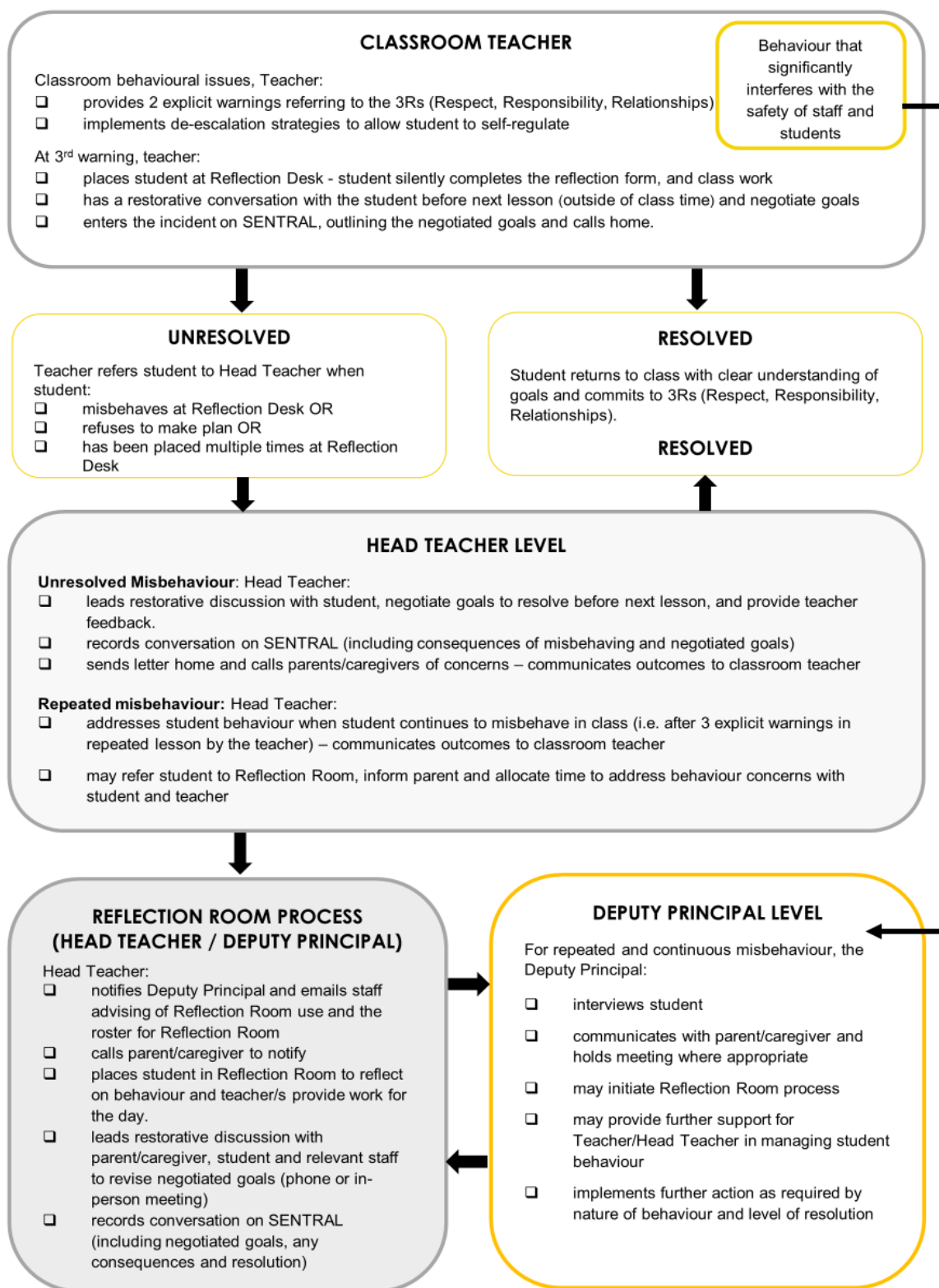
Reviewing dates

Last review date: Term 4, 2024.

Next review date: Term 4, 2025.

Appendix 1: Student Behaviour Management Flowchart

Student Behaviour Management Flowchart



Appendix 2: Planned Responses to Positive Behaviour

Planned Responses to Positive Behaviour

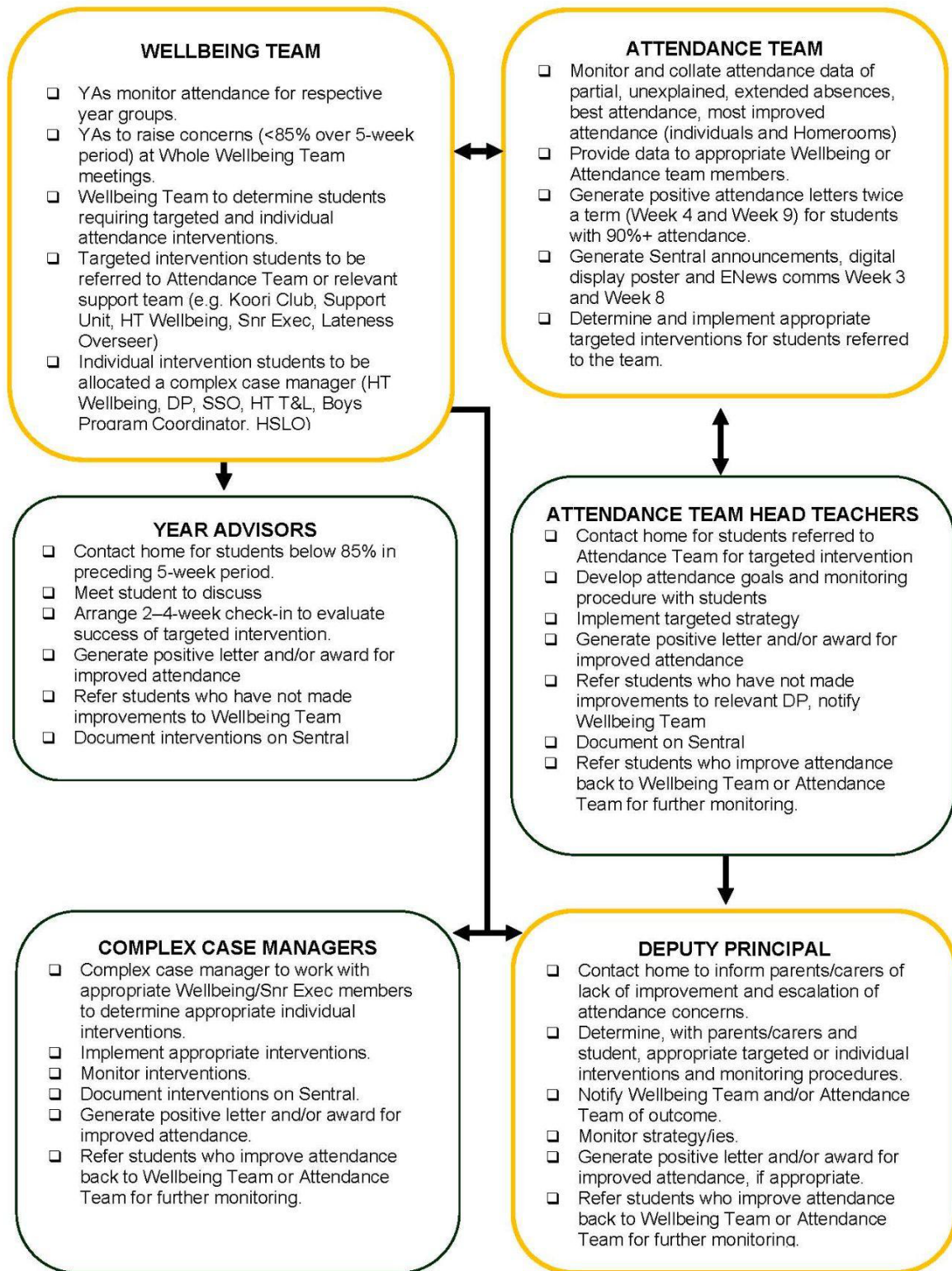
Strategies that aim to build a positive school culture can be powerful tools in mitigating negative behaviours.

1. **Prevention** of inappropriate behaviours
2. **Intervention** to improve social emotional competence, academic success, and school culture
3. **Targeted strategies** that focus on specific behaviours or groups of at-risk students

1	<p style="text-align: center;">Prevention</p> <ul style="list-style-type: none"> • Positive behaviour monitoring • Year Advisor and merit awards • School communication: Newsletter, Social media 	<p style="text-align: center;">Actions:</p> <ul style="list-style-type: none"> • Positive letters generated and sent home by classroom teacher: diligence, academic achievement, positive attitude • Acknowledgment of student achievement over a range of behaviours via YA awards • Student contributions and achievement celebrated via our communication channels
2	<p style="text-align: center;">Intervention</p> <ul style="list-style-type: none"> • Attendance monitoring • Supervisor of Female Students • SSO – disengaged students 	<p style="text-align: center;">Actions:</p> <ul style="list-style-type: none"> • Pizza parties for consistent and improved attendance • Positive attendance letters sent home for reaching 90% attendance per term • Empowered women's group – meetings and workshops • Raise mentoring program: focus on goal setting
3	<p style="text-align: center;">Targeted</p> <ul style="list-style-type: none"> • Attendance and school refusal • Social and cultural acceptance • Year 8 boys positive behaviour program 	<p style="text-align: center;">Actions:</p> <ul style="list-style-type: none"> • Attendance officer: check ins and follow up • HSLO referrals • Diversity club, Koori club • 10 week at risk boys program focused on goal setting and positive behaviour development

Appendix 3: Attendance Procedures

Attendance Procedures: Flow Chart



Appendix 4: Reflection Process

Reflection Desk Activity

Respect - Responsibility - Relationships

Student's name: _____

Date: _____

Subject: _____

Teacher: _____

1. What happened in class that led to you going to the Reflection Desk?

2. What were you thinking at the time?

3. Who has been affected by what you have done? Please tick.

You

Teacher

Other students

Parents/carers

4. In what ways have they been affected?

5. What could you have done differently?

Teacher Checklist:

1st Plan and enter incident on Sentral

2nd Plan and enter incident on Sentral

Teacher to retain this document as part of your record

Reflection Plan with Teacher

Respect - Responsibility - Relationships

Student's name: _____

Date: _____

Subject: _____

Teacher: _____

My goals to improve my behaviour in class

1. What aspects of respect, responsibility and relationships do I need to be working on to improve my behaviour in class?

Respect yourself, others and property

Try your best in everything you do

Interact with others appropriately

Be appropriately dressed at all times

Respect the teacher and accept consequences

Cooperate, encourage and support others in the classroom

Other: _____

2. What actions can I take to improve my learning in class?

3. What areas do I need help with in order to achieve my goals?

I understand that this plan is a contract between myself and my teacher to help improve my behaviour and learning.

Signatures:

Student: _____ Teacher: _____

Teacher comments:

Teacher to retain this document as part of your record

Reflection Plan with Head Teacher

Respect - Responsibility - Relationships

Student's name: _____

Date: _____

Subject: _____


Teacher: _____

My goals to return to class include:

Respect

Responsibility

Relationships

1. I understand it is my responsibility to catch up on my work. 
2. What can I do to achieve my personal best and improve my learning?

3. What areas do I need help in to achieve my goal?

Signatures:

Student: _____ Head Teacher: _____

Head Teacher comments:

Head Teacher to retain this document as part of your record

Reflection Schedule

Student: Date:	
<p>As supervising teacher please ensure that the student/s follow Reflection expectations.</p> <p>At the end of your supervisory period, please escort the student to the next teacher</p>	
Period One	<ul style="list-style-type: none"> ● Go through <i>Reflection Room Expectations</i> ● Go through work supplied or class work on GC. Support student to complete work Location: Supervising teacher:
Alternate Recess 10.00 - 10.15 Supervising teacher to take student out to lunch	
Recess	
Period Two	Location: Supervising teacher: Senior Exec
Period Three	Location: Supervising teacher:
Alternate Lunch 12. 30 -1.00 Supervising teacher to take student out to lunch	
Lunch	Snr Exec
Period Four	Location: Supervising teacher:
<p>Notes: (work set, expectations etc) Worksheets given and to be completed to a high standard Continue to catch up with class work</p>	

Reflection Workbook

Name:

Supervising Faculty:

Date:

Take time to reflect

Today is a day for you to take time to think about your actions and behaviours

Why I'm in reflection (what I did)

Reasons for my behaviour	Consequences of my behaviour
What were you thinking/feeling at the time?	How did it impact others, myself?

Plan for Improvement

My Plan for the Day

Discuss with the teacher supervising what activities or work you will do for the day

If you have assessments or classwork to catch up on please list what you intend to work on here (instead of activities in this book)

Period One	
Period Two	
Period Three	
Period Four	

Please bring your workbook to the Deputy at the end of the day for checking and marking.

Positive self-talk

10 Points



What is self-talk?

Self-talk is the voice inside our head, our inner voice, that we hear every day but that we don't often say out loud. Self-talk can be positive, such as 'That was a great effort', or negative, such as 'I am so stupid'. Research shows that positive self-talk is helpful to develop self-esteem and resilience and to deal with stress.

Cause and effect language: verbs

When we explain, we use cause and effect language. We can show cause and effect relationships by using verbs like 'impacts on'.

Read this sentence:

Positive self-talk impacts on confidence.

'Positive self-talk' is a cause or reason; 'confidence' is the effect or the result. The verb 'impacts on' shows that 'positive self talk' causes or leads to 'confidence'.

In the box below, you can find useful cause and effect verbs and verb groups. (A verb group contains more than one word e.g. impacts on).

Verbs or verb groups that show cause and effect: causes, leads to, results in, contributes to, creates, gives rise to, generates, initiates, brings about, affects, influences, enables, allows for, impacts

Find and underline the verbs that show cause and effect in this paragraph.

Self-talk impacts on your confidence and well-being. Positive self-talk contributes to self-esteem and confidence. It enables us to try new challenges and leads to more happiness. However, negative self-talk brings about sadness and anxiety. It results in lower confidence.

Add a verb or verb group from the box to each sentence to show cause and effect.

1. Awareness of your self-talk _____ insights that might surprise you.
2. If it is unnoticed and unchecked, negative self-talk _____ negative feelings.
3. For example, saying to yourself 'I can't do it' _____ lack of confidence.
4. Positive affirmations are short, positive statements. Using positive affirmations every day _____ growing confidence and well-being.
5. If you are worried about an exam, saying the affirmation 'I can do it' _____ improved concentration and better results.
6. If you made a mistake, saying 'I learn and grow every day' _____ inner strength and resilience.
7. If you are feeling down, saying 'Today is a great day' _____ openness to positive experiences.
8. If you have problems with friends, saying the affirmation 'I am unique and complete, just the way I am' _____ growing confidence in social situations.
9. Answer this question using a cause and effect verb: Why should we avoid negative self-talk?

Literacy Works for Personal Development, Health and Physical Education (LWPHPE) - Literacy Works

02

Reflection Booklet:

<https://docs.google.com/presentation/d/1rL8vwKa0IU6VNMgLMdrHijlMerMnt55rU77XIONOzhQ/edit?usp=sharing>

Appendix 5: Uniform Procedures

Uniform Procedures 2024

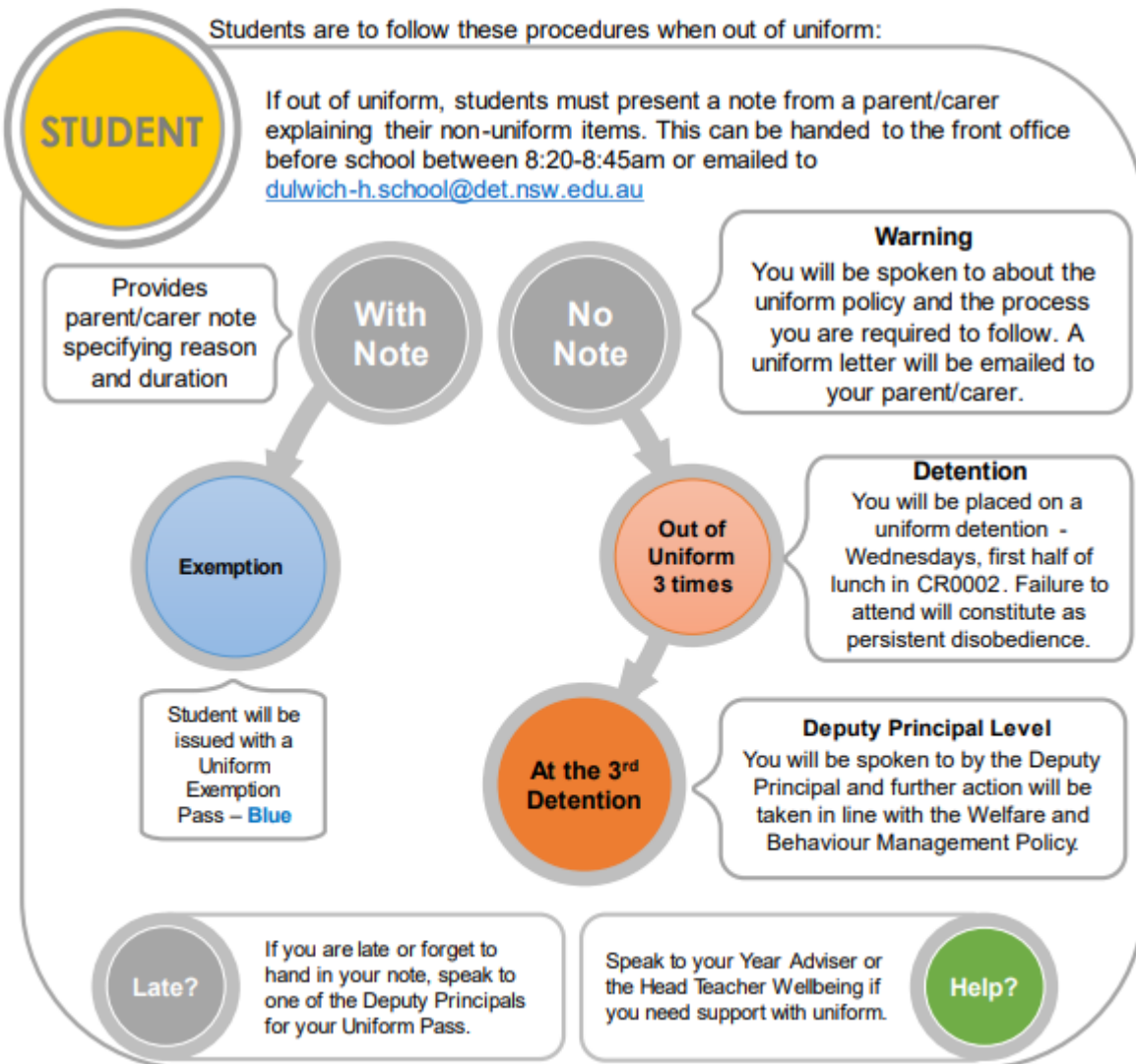


Students of Dulwich High School of Visual Arts and Design are expected to wear full school uniform. The wider school community and the Parents and Citizens Association supports the school's uniform.

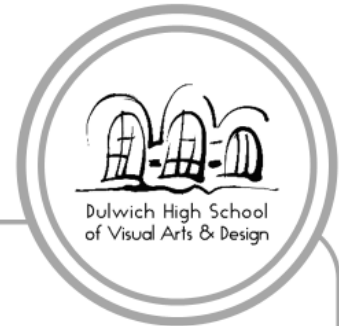
Wearing full school uniform:

- Builds a sense of identity, ownership and pride in the school that promotes a positive school culture.
- Maintains Respect, Responsibilities and Relationships with the community.
- Applies a consistent standard of safety and inclusion in learning.
- Meets duty of care requirements where students are identifiable within the school.
- Is an important life skill that students are able to apply in post school occupations and responsibilities.

Students are to follow these procedures when out of uniform:



Appendix 6: Truancy Procedures



Teacher Truancy Procedures

Expectations

Students are to:

- arrive to class within a reasonable time, if not they are to have a note to explain their absence/lateness
- only leave class with their teacher's permission, doing otherwise is considered truancy

Student Truants

(Includes arriving late without a note)

Teacher

Teacher checks Sentral and interview student the next lesson. If the student has truanted:

- Enter incident on Sentral
- Creates and saves letter, calls parent
- Arrange a restorative conversation

Head Teacher

If student truants **three times** or more in a course per term, Head Teacher of course to interview student.

- Enter each student individually on Sentral
- Creates and saves letter (*HT level truancy*), calls parent
- Arrange faculty follow-up, including a restorative conversation

Deputy Principal

If student is consistently truanting in one or more classes, further intervention required

- Inform Deputy Principal who will call home
- Reflection room/letter of caution
- Refer to Year Advisor or School Counsellor or Head Teacher Teaching and Learning or HT Wellbeing & Learning support as appropriate

SASS:

- Run daily truancy report at 3pm
- Email individual letter to parents through Sentral

Appendix 7: PBL Matrix

	in the classroom when we	around the school when we	in the community when we
We are respectful	<ul style="list-style-type: none"> • listen to the teacher • allow teachers to teach and learners to learn • allow others to work without distractions and disruptions • engage meaningfully with learning • value diversity • are mindful and present in the learning environment 	<ul style="list-style-type: none"> • treat everyone with respect and dignity • abide by the rules of the canteen line and display manners • help others in need • are aware that our actions can impact the wellbeing of others 	<ul style="list-style-type: none"> • are aware of our surroundings, acknowledging communal spaces • offer our seat to people who need it • use appropriate language in the community • show courtesy to bus drivers and other members of the public
We have good relationships	<ul style="list-style-type: none"> • help other students • support peers with their learning • contribute to class discussions • value connections with others • allow others to have a voice • celebrate the achievements of others 	<ul style="list-style-type: none"> • offer to help others in need • show empathy to others • contribute to a positive school environment • allow others to engage positively in school life • value and respect diversity 	<ul style="list-style-type: none"> • show courtesy to members of the community and treat everyone with respect and dignity • showcase our school values in the wider community • are positive ambassadors for our school and young people
We are responsible	<ul style="list-style-type: none"> • complete work on time • bring required equipment • use technology appropriately • value classroom resources and the classroom environment • take accountability for our actions • recognise our agency in our learning • attend school and all lessons every day prepared to learn 	<ul style="list-style-type: none"> • keep areas clean and tidy • appreciate and value our school environment • play an active role in ensuring the safety of others • take accountability for our actions • contribute positively to our collective wellbeing 	<ul style="list-style-type: none"> • recognise our role in the community • clean up after ourselves and respect our local environment • report incidents appropriately • contribute to a safe and respectful community