



# School Behaviour and Support Management Plan

## Overview

Erina High School is a proud comprehensive and inclusive public school that celebrates diversity and supports all students to achieve their personal best through a broad pattern of study with high expectations for all students.

Our core values of care, respect, integrity, excellence, and responsibility underpin our commitment to fostering a nurturing learning environment where students develop self-confidence, social skills, and resilience. We are driven as a school to foster student learning, support wellbeing and develop student character.

We are dedicated to teaching and modelling positive behaviour, encouraging all students to actively engage in their learning, and motivating our young people to contribute positively to our school community and broader society. Our mission is to foster excellence, create opportunities, and ensure success for every student, every day. We place high value on developing safe, respectful learners within a nurturing learning environment.

Our approach is built on the principles of positive behaviour support, trauma-informed practices, inclusive education, and social-emotional learning. We set high standards for student behaviour, which are reinforced through consistent role modelling, explicit instruction, and intentional responses.

With the development of student character as one of our core principles, we believe that students must take responsibility for their actions. Our staff respond consistently to challenges, helping students recognise the impact of their behaviour and learn from it. This approach aligns with our commitment to developing care and respect for themselves and others, taking pride in their work, exhibiting a strong sense of fairness and social justice, and actively participating as responsible citizens.

## Partnership with parents and carers

Erina High School will collaborate with parents and the broader community to promote positive student behaviour and effectively address behavioural concerns. By implementing anti-racism, anti-discrimination, inclusion and wellbeing strategies, and trauma informed practices the school encourages engagement from parents and carers of all backgrounds, fostering student wellbeing and community harmony.

This inclusive approach aligns with the NSW Department of Education's Student Behaviour Policy, which emphasises creating safe, respectful, and supportive learning environments.

Through these collaborative efforts, Erina High School ensures that students receive consistent guidance and support, reinforcing positive behaviours and addressing any issues in partnership with families and the community.

Erina High School will engage with the school's community when developing expectations and procedures relating to student behaviour and management by consulting the Parents and Citizens Committee and Tjudibaring AECG.

## School-wide expectations and rules

CARE	RESPECT	RESPONSIBILITY	INTEGRITY	EXCELLENCE
Care for the values, interests, abilities and culture of others.	Respect for students, staff and community.	Take ownership of your behaviour and actions.	Always be honest and fair.	Strive to achieve the highest standards of learning.
Negotiate and resolve conflict with empathy and kindness.	Respect the learning culture of classrooms.	Be prepared for learning – equipment, uniform and attitude.	Always do the right thing, even when no one is watching.	Participate to your personal best in all aspects of education.
Apply thought and care to all that you do.	Take care of school facilities and equipment.	Ensure you regularly attend school and always be on time.	Demonstrate positive character traits including resilience and determination.	Act with purpose and demonstrate personal leadership.

## 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

Erina High School is committed to the NSW Department of Education's Care Continuum, ensuring a proactive and inclusive approach to student wellbeing and learning. We provide targeted support at all levels, from universal wellbeing programs to individualised interventions, fostering a safe and supportive school environment. Our staff work closely with students, families, and external agencies to implement evidence-based strategies that promote engagement, resilience, and academic success. By planning for interventions along the Care Continuum, we ensure that every student receives the appropriate level of support to thrive both academically and personally.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Communication with parents	To increase parent's understanding of how our school addresses all forms of behaviour. Communication may be published via the school's website, Facebook, newsletter, or email. Parents may also be contacted on an individual basis via email or phone.	Staff, students 7-12, families
Prevention	Praise and Reward Program	Reward program where students accumulate positive mentions that contribute to certificates of recognition.	Staff, students 7-12, families
Prevention	Consistent Classroom Practices	Explicit teaching techniques to foster positive classroom routines and engaged students.	Staff, students 7 - 12
Prevention	Year Adviser Team	Pastoral care for year groups. Building cohesion and belonging to enhance learning.	Students 7 – 12, Staff & families
Prevention	<a href="#">PDHPE curriculum</a>	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	Students 7-10
Prevention	Transition - Year 6 into 7	Focusing on a safe and successful transition from primary to high school.	Incoming Year 7 students
Prevention	Aim Up	Goal setting program.	Staff, students 7 - 12, parents
Prevention	Life ready Program	Equipping young adults with knowledge to make safe and healthy choices.	Students Year 11
Prevention	Days of recognition	Recognition and celebration of important community and cultural events. Building awareness, connection and belonging.	Students, staff, families, community
Prevention / Early intervention	Aboriginal Mentoring Program	Mentoring program where Aboriginal students are paired with a teacher mentor to support learning, wellbeing and engagement.	Staff, students 7-12, families
Prevention / Early intervention / individual	<a href="#">Student support officer (SSO)</a>	Support student wellbeing. Promote the school's wellbeing agenda. Individual student case management.	Student 7 - 12
Prevention / Early intervention	Wellbeing programs	Wellbeing programs delivered to students to equip them with knowledge about wellbeing concerns relevant to youth. For example:	Staff, students 7-12, families

Care Continuum	Strategy or Program	Details	Audience
		Love Bites – Respectful Relationships Program & Youth Mental Health Aware (YAM).	
Early intervention / targeted / individual	Youth Health	Area Health youth workers and nurses provide access to health information and services. Mental Health and Health awareness programs.	Student 7 - 12
Early intervention	Breakfast club	Breakfast offered daily to ensure students receive appropriate sustenance. Students may also access lunch items when required.	Student 7 - 12
Early intervention	Attendance - Phone intervention program	Weekly contact with parents/carers when students have been absent for 3 or more days consecutively. Support offered to families who identify barriers to student attendance.	Staff, student 7–12, families
Early Intervention / targeted / individual	Counselling team	Psychological support and intervention services for students and families. Learning and wellbeing assessments.	Student 7 – 12, staff, families
Early / individual intervention	Wellbeing Hub	Dedicated space for student timeout/regulation. Access to wellbeing support and guidance, as well as peer mediation and referral to external services.	Student 7 - 12
Prevention / Early Intervention / targeted / individual	Australian eSafety Commissioner <a href="#">Toolkit for Schools</a>	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
Early intervention / targeted / individual	Careers and Transition	Careers and transition support targeted, but not limited to, years 10 – 12. <ul style="list-style-type: none"> <li>- Careers advice and mentoring</li> <li>- Tertiary education – advice and access</li> <li>- EPP - Educational Pathways Program</li> <li>- SBAT – School Based Apprenticeships and Traineeships</li> </ul>	Students 7-12, staff, families
Targeted intervention	Targeted small group programs	Targeted small group programs to address and support specific behaviours or needs. For example: <ul style="list-style-type: none"> <li>- RAGE – Renegotiating anger and guilty emotions</li> <li>- Rock and Water</li> <li>- Aspire for girls</li> </ul>	Students 7-12, staff, families
Targeted intervention	Student Leadership Team	A team student leaders elected by the student body to facilitate student voice. <ul style="list-style-type: none"> <li>- Junior Leadership Team</li> <li>- Senior Leadership Team</li> <li>- House Captains</li> </ul>	Students 7-12
Individual intervention	<a href="#">Attendance</a> monitoring	Address barriers to improve attendance and set growth goals. <ul style="list-style-type: none"> <li>- Student learning and wellbeing support</li> <li>- Part Day Attendance Plans</li> <li>- Home School Liaison Program</li> </ul>	Students, Year Advisor, SSO, Student Services, DP
Early intervention / target / individual	External Services	Connection to external services and programs to support student wellbeing and provide families with interventions or case management when facing need or crisis. Including, but not limited to: <ul style="list-style-type: none"> <li>- RYSS – Regional Youth Support Services</li> <li>- Volunteering Central Coast</li> <li>- Headspace</li> <li>- Family connect and support</li> <li>- RAPT – Reconnecting adolescents and parents team</li> </ul>	Students, families, SSO, HTSS, Deputy Principal, School Counsellor
Targeted / individual intervention	Restorative detentions	Classroom teacher, HT and DP detentions issued to address and rectify individual behaviour concerns	Students 7-12, staff, families
Individual intervention	Behaviour Monitoring Cards (Blue Cards)	Individual student monitoring programs to support students to manage and regulate their own behaviour.	Students 7-12, staff, families

Care Continuum	Strategy or Program	Details	Audience
Individual intervention	Calming cards and plans	Timeout and regulation strategies for students who experience wellbeing concerns or who require support to regulate throughout the day.	Staff, students 7- 12, parent/carer, DP
Individual intervention	Learning Support	LaST and SLSO support for students with additional learning needs or who require additional support: <ul style="list-style-type: none"> <li>- Individual Student Learning Plans</li> <li>- Special Provisions &amp; Disability Provisions</li> <li>- Classroom and small group learning support</li> <li>- Senior LaST (11 &amp; 12)</li> </ul>	Students 7 - 12, parent/carer, DP, LaST, HT Student Services
Individual intervention	<u>Individual behaviour support planning</u> or Risk Management	This may include developing, implementing monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Students 7 - 12, parent/carer, DP, LaST, HT Student Services

## ERINA HIGH SCHOOL WELLBEING REFERRAL PROCEDURE

A school community providing social and emotional support, promoting positive behaviours and relationships, to foster inclusive learning environments. Students are supported in their cognitive, social, emotional, physical, and spiritual wellbeing.



Use the chart below to decide the appropriate referral pathway for students who are in need of support.



- School Counsellor referrals should be made by members of the Wellbeing Team: YAs, HT Wellbeing, SSO & Senior Executive.
- Students can self refer to the SC or Wellbeing Team by accessing the Wellbeing Hub QR Code or the Student Portal.
- \*ROSH - Risk Of Significant Harm - List brief details on Sentral and provide a detailed account to relevant staff via email.

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

Students or parents can report bullying or behaviour concerns to any staff member; however, students and families are encouraged to speak to their Year Adviser as their first point of communication. Once a behaviour concern has been communicated, the school will take necessary steps to investigate and manage the incident. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur inside and outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support, for example through the school's wellbeing team 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.

<p style="text-align: center;"><b>Prevention</b></p> <p>Responses to recognise and reinforce positive, inclusive and safe behaviour</p>	<p style="text-align: center;"><b>Early Intervention</b></p> <p>Responses to minor inappropriate behaviour</p>	<p style="text-align: center;"><b>Targeted/Individualised</b></p> <p>Responses to behaviours of concern</p>
<p>School values and behaviour expectations are promoted to the student body and broader community on a regular basis.</p> <p>Teachers model expected behaviours and provide opportunity for students to practice positive behaviours.</p> <p>Students are acknowledged for meeting and exceeding school behaviour expectations.</p>	<p>Teachers refer to school values and behaviour expectations when speaking with students and addressing behaviours of concern.</p>	<p>Incidents are recorded on the Sentral. Teachers follow the Behaviour Flow chart to respond and report behaviours of concern to HT, DP and Principal. Incidents are reported and recorded in a timely fashion.</p>
<p>Verbal and non-verbal specific positive feedback provided in line with positive school wide continuum for acknowledging expected behaviour.</p>	<p>Use indirect responses e.g. proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p>	<p>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 appropriate behaviour choices.</p> <p>Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.</p>
<p>Planned acknowledgment of positive behaviour – Praise and Reward Program. Positive mentions to acknowledge appropriate behaviours – recorded on Sentral &gt; Wellbeing.</p>	<p>Use direct responses e.g. rule/expectation reminder, reteach, 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>HT/DP collects information and reviews the incident from multiple perspectives to determine the next steps. HT/DP/CT to record incident on Sentral&gt;Wellbeing and contact parent/carer by email or phone. DP/P may consider further action for e.g. formal caution/suspension.</p>
<p>Social-emotional learning lessons are addressed through targeted programs, PDHPE lessons, year group</p>	<p>Teacher records behaviour concerns on Sentral&gt;Wellbeing 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</p>	<p>Refer to the school's Student Services Team or DP considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.</p>

presentations and guidance. Including programs focused on bullying, cyberbullying, appropriate online behaviour, conflict management etc...	contact officer (ARCO), Year Adviser or Head Teacher Student Services.	
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## Responses to serious behaviours of concerns

To uphold high standards of student behaviour, we regularly communicate expectations to the school community and refer to the Behaviour Support and Management Plan.

When a student's behaviour raises significant concerns, formal communication with parents/carers may be required. If the behaviour persists or poses a danger to self or others, the principal may issue a written formal caution of suspension, giving the student time to reflect on the impact of their actions on the school environment.

In cases of unacceptable behaviour, the principal has the authority to determine if suspension is necessary. This provides the school and family an opportunity to implement appropriate support strategies to address the behaviour. The Department of Education's suspension and expulsion procedures are always followed.

- 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 procedure](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

## Detention, reflection and restorative practices

Food and toilet breaks will be allowed or included as part of restorative detentions or alternative break plans as part of the school's planned behaviour response. The length of time allocated for reflective and restorative programs will be determined according to the severity of the incident and the age/developmental level of the student.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Incident reported by staff, student or parent/community member.	At the time of the behaviour/or soon after the incident.	Teacher reporting the incident or receiving the report.	Student statement. Sentral> Wellbeing> (Select appropriate incident type)
Restorative detentions – Classroom teacher/faculty	Detentions – completed during breaks. Time determined by teacher – appropriate to the incident.	Classroom teacher	Sentral
Restorative detentions – Head teachers	Detentions – completed during breaks.	Head Teacher	Sentral
Restorative detentions – Deputy Principal – Persistent behaviours or concern and truancy	After school detentions – 1 hour	Head Teachers and Deputy Principals	Sentral
Restorative Practices - Apology letters or conversations - Community service	In response to a behaviour of concern – appropriate to behaviour	Head Teacher, Deputy Principals	Sentral

Strategy	When and how long?	Who coordinates?	How are these recorded?
Blue Cards – Student Monitoring Cards	Deputy Principal Periods of a week – May extend beyond one week.	Deputy Principal	Sentral
Risk and Behaviour Management Plans	Responding to incidents where there is risk of harm to the student or others.	HT Student Services, Deputy Principal, Principal, School counsellor	Sentral EHS SharePoint
Part Day Attendance Plans	Reengaging students who have become disengaged with learning	HT Student Services, Deputy Principal, School counsellor	Sentral EHS SharePoint
Peer mediation and conflict resolution	After an incident	HT Student Services, SSO	Sentral
Alternative break plans	In response to repeat incidents or incidents of behaviour concern.  Length of time determined according to incident.	Deputy Principal	Sentral
Timeout and regulation breaks	Ongoing	Head Teacher Student Services, Deputy Principal	Sentral
Formal Cautions	In response to behaviour of concern.	Deputy Principal, Principal	Sentral
Suspension	In response to behaviour of concern.	Deputy Principal, Principal, School Counsellor	Sentral

# EHS - BEHAVIOUR MANAGEMENT PROCESSES



## VALUES AND EXPECTATIONS

**Care - Respect - Responsibility - Integrity - Excellence**  
Preventative strategies, Consistent classrooms, Explicit teaching.

Clear expectations and consistent follow-up are key to maintaining positive behaviour in classrooms. When a student's behaviour is inappropriate and disrupts the learning environment, teachers should follow the Behaviour Management Process.

Most inappropriate behaviours will be managed by classroom teachers with the support of Head Teachers. Senior Executive support and intervention will be required when early intervention strategies have been unsuccessful or if a serious breach of the *Behaviour Code for Students* occurs.

Effective behaviour management relies on strong communication with the student's family. Parental support is crucial, and it is essential that parents are informed as soon as issues arise. Families should be made aware of the actions taken so far and the expectations for the student moving forward.

## CLASS TEACHER

Behaviour at the classroom teacher level is managed as follows:

- The student receives a warning for inappropriate behaviour. If the behaviour continues, the teacher issues a second, and where appropriate the teacher applies an in-class action (e.g., moving seats, or redirecting behaviour).
- If the behaviour persists (third warning), the student is issued a detention. The incident is logged on Sentral>wellbeing.
- During detention, restorative conversations between teacher and student address the behaviour and develop an improvement plan for the next lesson.
- If inappropriate behaviour continues in subsequent lessons, the teacher calls home to discuss concerns with the family. Log the behaviour concern on Sentral.
- If necessary, the student is removed from class and placed in an arranged senior class.
- If behaviour does not improve OR is significant/unsafe, the issue is escalated to the next tier.

## HEAD TEACHER

Behaviour at the Head Teacher level is managed as follows:

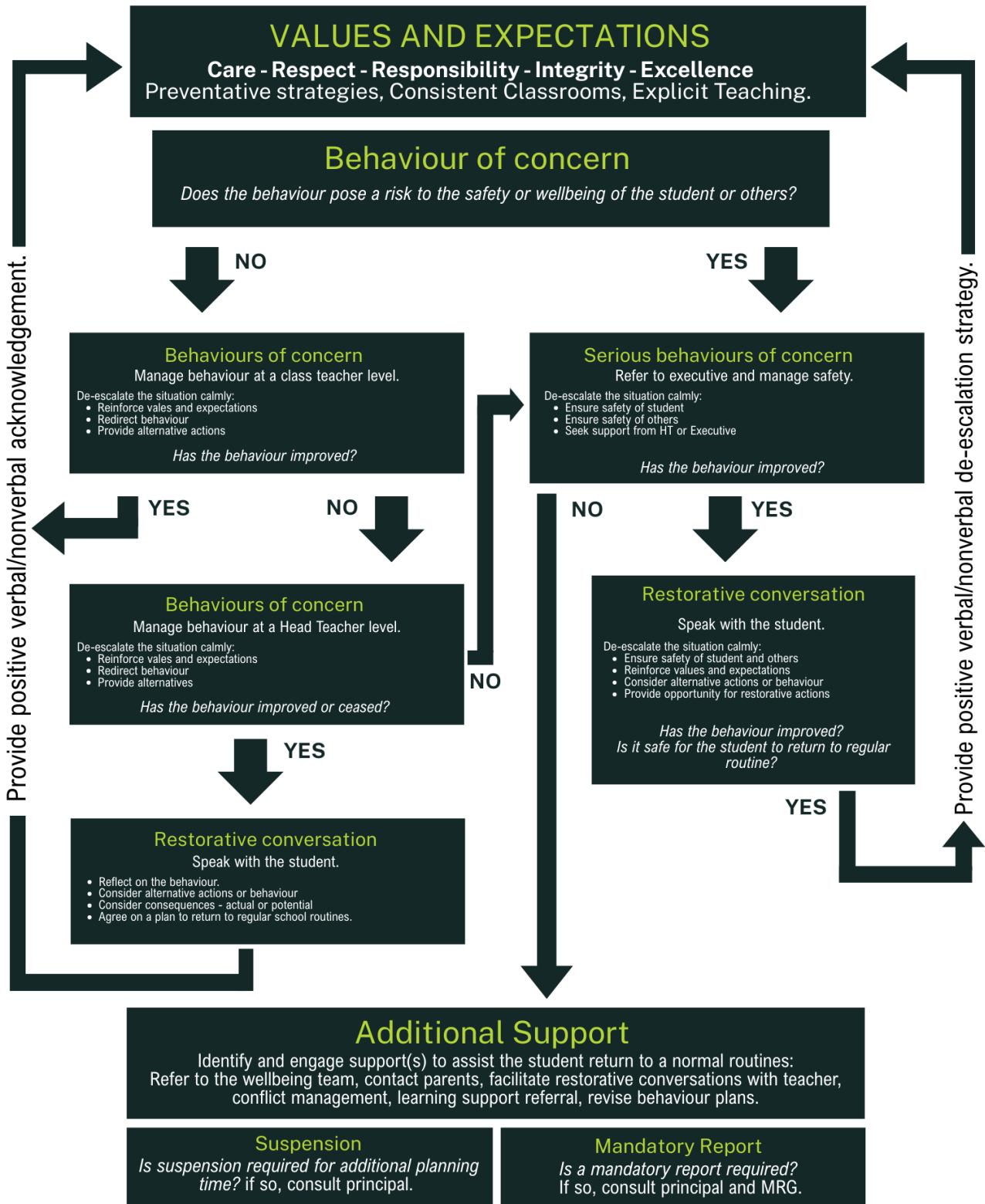
- If a student is referred to the HT during class, they will be placed in a senior class or designated work area.
- The HT assigns a detention where restorative conversations are used to develop a plan to improve student behaviour.
- The HT contacts the student's family to discuss concerns or arrange a meeting.
- If behaviour does not improve, the HT issues an after-school detention.
- If there is still no improvement, the student is referred to the Deputy Principal (DP) for further action.

## DEPUTY PRINCIPAL

Behaviour at the DP level is managed as follows:

- If a student exhibits inappropriate behaviour across multiple KLAs, the DP issues a *Blue Monitoring Card*.
- The student must attend a behaviour review roll call and check in with their relevant DP during Break 2 for five days to have their monitoring card reviewed.
- If unsatisfactory behaviour continues, the student will remain on the *Blue Monitoring Card* and may receive a *Formal Warning of Suspension*. In this instance, an after school detention will be issued.
- If there is no improvement in behaviour, a suspension will be issued.
- Students may be removed from classes to work in the admin block if their behaviour is excessively disruptive.

# EHS - BEHAVIOUR MANAGEMENT FLOW CHART



## Review dates

Last review date: [INSERT DATE: Day 1, Term 1, 202X]

Next review date: [INSERT DATE: Day 1, Term 1, 202X]

