



Behaviour Support and Management Plan

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Document history

Version		Description	Approved by
1.0.0	10/04/2025	First publication	Approved by Principal



Behaviour Support and Management Plan

Policy Statement

Goulburn High School is committed to supporting the learning and wellbeing of every student. Learning and behaviour support is critical to the provision of safe and supportive learning environments that strengthen student education outcomes. Our inclusive, engaging and respectful practices enable EVERY student to access and fully participate in learning, supported by reasonable adjustments and teaching interventions that are tailored to meet the individual. This plan reflects our school's strategic, and evidence based behavioural management tiered approach that is aligned with the Department of Education's Student Behavioural Policy.

Partnership with Parent/Carers

We partner with families to support behaviour and wellbeing through:

- Consultation via Tell Them From Me surveys, school P&C, and feedback forums
- Communication through newsletters, Compass Parent Portal, and school website
- Involving parents in developing individual behaviour support plans where needed
- Using concerns and complaints as data points to reflect on and improve our practices

The [School Community Charter](#) is used to inform parents and carers of engagement expectations with Goulburn High School.

Parent/Caregiver important document link	GHS Staff Resources and Document Support
<ul style="list-style-type: none"> • DoE Behavioural Code for Students and Community Charter • DoE Care Continuum • DoE Inclusive Education for students with disability • DoE Restrictive Practices • DoE School Behaviour Support and Management Plan • DoE Student Behaviour Links • DoE Student Behaviour Policy and Procedure • Goulburn High School Website • Goulburn High School Parent Portal 	<ul style="list-style-type: none"> • Goulburn High School Senior Executive newsletter • Goulburn High School Staff Handbook • Goulburn High School Policies and Procedures • DoE Detention and Time-Out Guidelines • Wellbeing Framework • Goulburn High School student leadership program

Three Tiers of Intervention	
Tier I – Prevention Interventions and Universals	All Students
Preventative approaches that aim to establish and maintain safe, respectful learning environments for all students	
Tier II – Early or targeted interventions	Some students
Early and targeted interventions provide support for students or groups of students who are identified as being at developing behaviours of concern.	
Tier III – Individual interventions	Few students
Students with highly complex and challenging behavioural, attendance or wellbeing concerns may need comprehensive systems of support that require regular reviews in consultation with parent/caregivers, other relevant specialist staff, service providers, inter-agency partners, and /or team around the school.	

Goulburn High School – Behavioural Support Management Plan

These procedures apply to ALL NSW Government schools and student behaviour:

- At school
- On the way to and from school
- 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
- If the student's conduct significantly affects, or is likely to affect, the health, learning and safety of students or staff
- The use of social networking sites, mobile devices and/or other technology involving another student or a departmental staff member for school related issues.

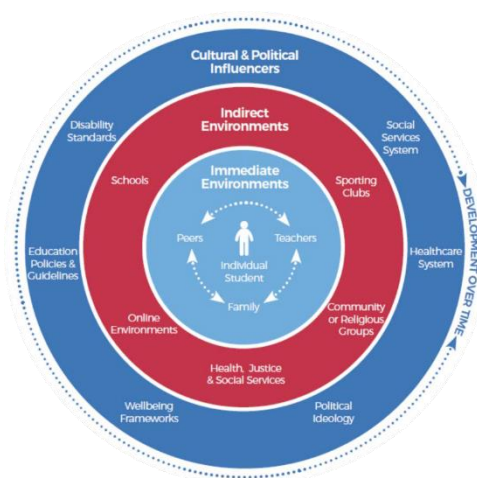
Essential elements of procedural fairness include an individual's right to be heard and to a fair and impartial decision, which also includes the right to:

- Know why the action is happening
- Know how issues and decisions will be determined
- Know the allegation made against an individual
- Appeal the decision to suspend or exclude and be informed of their right to do so
- Impartiality and an absence of bias in the investigation and decision-making processes.

Effective planning for behaviour support is undertaken through Learning and Support Team Meetings.


A student's immediate environment, indirect environment and cultural and political influences provide a lens with which our team can:

- **Identify** the issue and cause
- **Assess**, gather evidence and function of the behaviour
- **Plan** and develop strategies to support the desired behaviour
- **Implement** and ensure consistent implementation by staff
- **Monitor** and regularly review implementation of the plan
- **Evaluate** and analyse data and the monitoring review



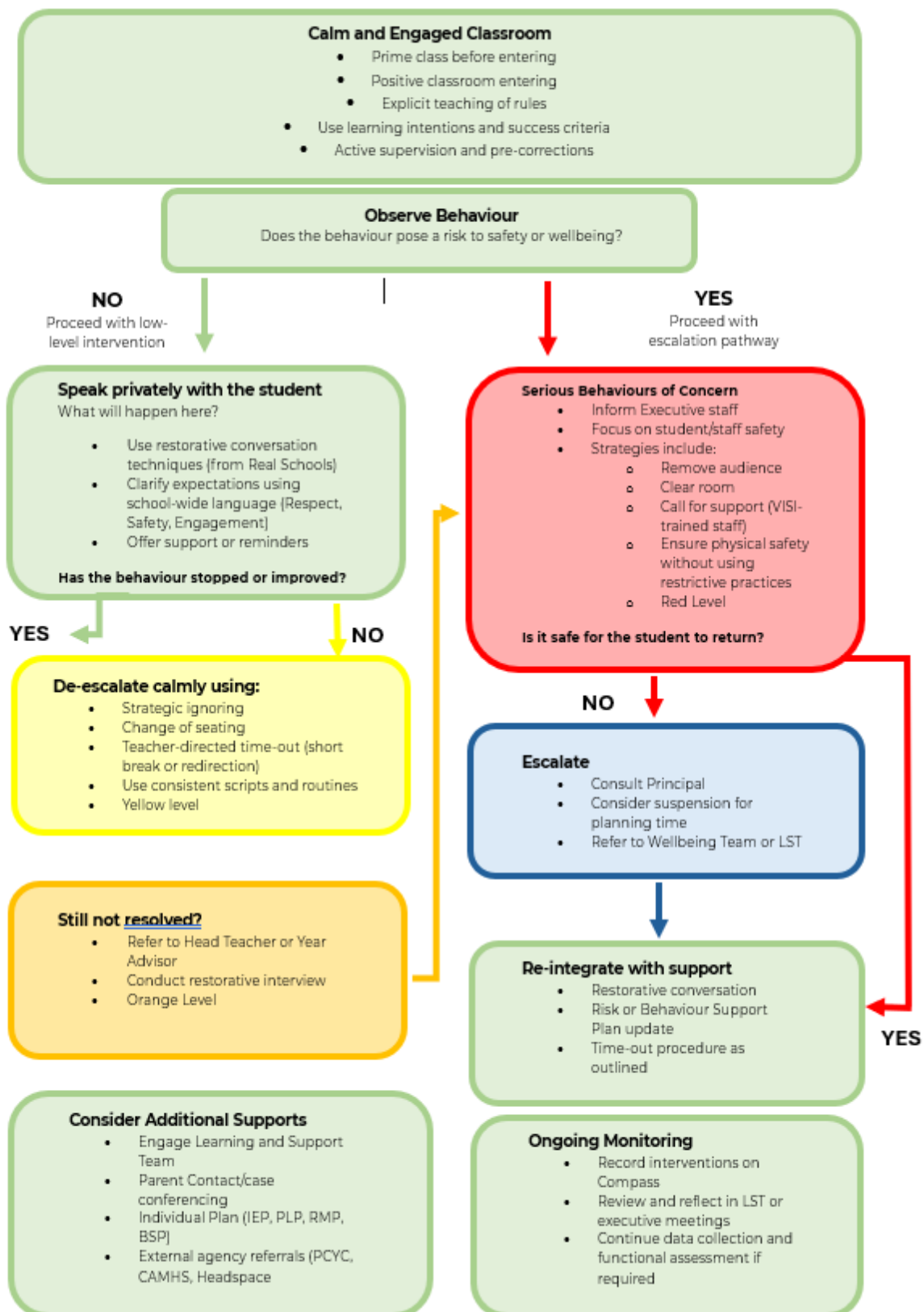
Positive Behaviour and School wide expectations

At Goulburn High school, we are committed to providing an engaging, safe and respectful learning environment for everyone. We teach and model the behaviours we value in our students. We have whole school expectations which are specific to each area. We take strong action in response to behaviour that is detrimental to self, others or the achievement of high-quality teaching and learning. Our Behaviour Support and Management Plan has strong and explicit links to the Department of Education Behaviour code for students, School Community Charter and Anti-Bullying Plan.

 <h1>Behaviour expectations</h1>		
In all areas	In the community	Digital devices
Speak and act politely Follow all instructions Be resilient and positive in challenging situations	You are an ambassador for our school Wear your school uniform with pride Be respectful, helpful and polite	Follow the Digital Device Policy Treat equipment with care Protect your digital footprint Practise safe online behaviours
Classroom	Front office	Library
Learn to the best of your ability Respect others' right to learn Follow all instructions Speak and act politely Leave areas clean and tidy	Speak positively and politely Carry a permission note when out of class Conduct transactions during break times Wait patiently	Consume food and drinks before entering Speak and act politely Place bags on shelves Keep doorways clear
Canteen	Bus bay	Library (middle)
Line up behind the line Follow all instructions Speak positively and politely Wait patiently	This is a passive area Stay within boundaries Speak and act politely Be safe and cautious near the road	Move around quietly and respectfully Treat resources with care Follow all instructions Return resources to the correct location after use
Oval	Change rooms	Playground
This is an active area Play non-contact sports Stay within boundaries Place rubbish in the bin	Organise your belongings neatly Respect the privacy of others Speak and act politely Leave as soon as you have changed	This is a passive area Respect the personal space of others Speak and act politely Place rubbish in the bin
Sport	Toilets	Support playground
Be actively involved Use sporting equipment with care Play by the rules Return equipment to its correct location	Use toilets during break times Carry a permission note when out of class Keep the area clean Report any hazards	Respect the personal space of others Speak positively and politely Follow all instructions Place rubbish in the bin
Front of school	Corridor	Gym
Wear full school uniform Speak positively and politely Follow all instructions Place rubbish in the bin	Keep to the left when walking Move quietly at all times Carry a permission note when out of class Vacate area during breaks	Be actively involved Wear sports uniform Use equipment safely Wipe down equipment after use
Assembly	Transition times	Farm
Line up in roll call groups Sit quietly in your designated areas Follow all instructions Positively celebrate achievements	Move to class promptly Arrive prepared for learning Line up quietly Wait patiently	Be actively involved with farm tasks Respect all animals and work spaces Use equipment safely Leave gates as you find them

Behaviour Management Flowchart

Provide positive reinforcement (verbal praise, PBL points, non-verbal cues)



Behaviour Code for Students

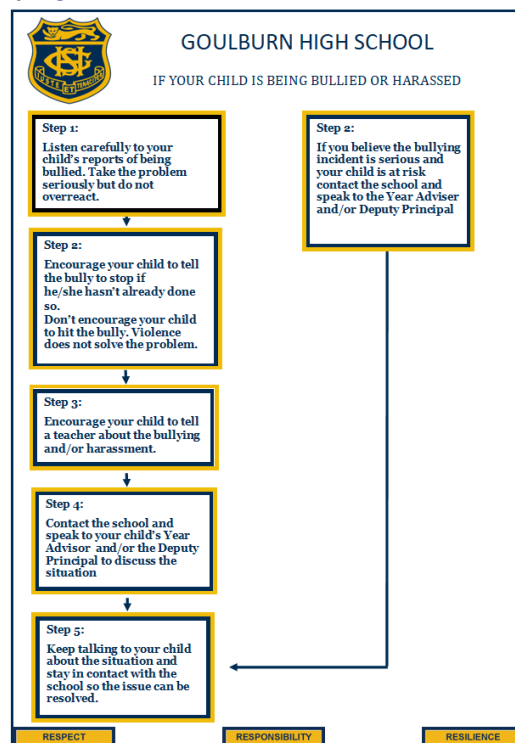
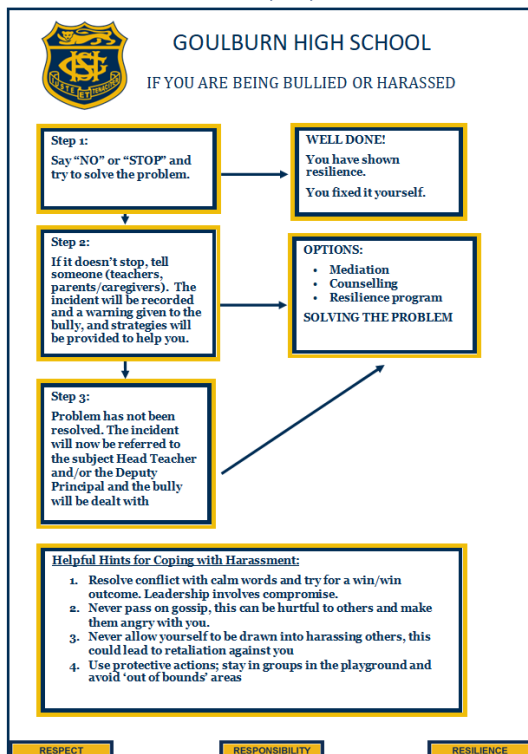


NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

The Behaviour Code for Students is available at:
<https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01>

Antibullying Plan

Our antibullying plan includes how parents and carers can support the student as well as what the student who is the victim, witness or perpetrator can do the reduce bullying and create a safe environment.



Promoting and Reinforcing Positive Student Behaviour and School-Wide Expectations

Our recognition system reinforces and recognises students for positive, safe, respectful and responsible behaviour for learning. The first level is PBL points given to students for class work and supporting a positive learning environment. Each student can receive up to 50 PBL points per term per class. Students can receive bonus PBL points for extra curricula activities (up to 10).

PBL REWARDS	
Merit Award	150 PBL Points
Bronze Award	300 PBL Points
Silver Award	700 PBL Points 1 x Extra Curricular Activity 3 x Achievement Awards
Gold Award	1100 PBL Points Junior - 3 x Extra Curricular Activity Senior - 2 x Extra Curricular Activity Junior - 6 x Achievement Awards Senior - 5 x Achievement Awards
Certificate of Excellence	1400 PBL Points Junior - 5 x Extra Curricular Activity Senior - 4 x Extra Curricular Activity Junior - 7 x Achievement Awards Senior - 6 x Achievement Awards

Students are also awarded achievement awards. These are given to students that have shown a high standard of work, academic excellence, high level of improvement and other meritorious behaviour warranting acknowledgement.

Throughout the year students accumulate PBL points, achievement awards and acknowledgement of extra curricula participation which goes towards our PBL rewards. There are 5 levels in the PBL rewards: merit, bronze, silver, gold and the medal of excellence. These awards are calculated each term and presented at a Recognition Assembly, Year Assembly. The Medal of Excellence is presented at our annual presentation night.

Fast and frequent rewards are given for a focus area over a three-to-five-week period. These focus areas are selected through the SRC and data collected in the previous few weeks. Examples of focus areas are getting to school and class on time, using respectful language and keeping the playground tidy. Students place their tickets in a barrel with students randomly selected each Monday. Rewards include canteen vouchers and sessions with an expert teacher.



Student Leadership

Student leadership and student agency are important at Goulburn High School and include several different groups.

School Captains and Prefects represent the school at official events and functions, involved in organising school events, communicating to the student body policies and procedures (e.g. anti-bullying policy and playground rules), support the running of formal assemblies and give feedback on school policies from term 4 to term 3 the following year. Prefects are nominated from the year 10 cohort. These students have shown school involvement throughout their schooling, have proudly worn the uniform and have a high attendance. Students go through a written application and interview process. School Captains and Vice Captains are selected from the prefect body and are year 11 students in term 4. These students have a written application, interview, and a speech at a whole school assembly. The whole school votes in the election process.

Student Representative Council has a student from each roll call class. This group meets at least once a week and discuss student concerns and ideas to improve the school that have been generated from "Think Tank Thursday". The SRC has a President, Vice President, Secretary, Treasure, Publicity Officers and members. The SRC organise school events (e.g. Genes for Jeans Day and Legacy), give feedback on school policies and speak at formal assemblies and P&C meetings.

Deadly Team is an integral component of the school student leadership group and represents the voice of our Aboriginal and Torres Strait Islander students. The Deadly Team comprises of students from Year 7-12. These students are encouraged to attend culture days to build an understanding and connection to their culture and leadership opportunities during events.

House Captains focus on school culture and the positive involvement of students in whole school sporting events and internal sporting activities held throughout the year. The school has 4 houses: Knopp, Lumsden, Southwell and Taylor. Students can earn points for their house through the three sporting carnivals, PBL points and internal sports challenges.

Peer Support is a program for year 10 students to support the transition of year 7 students into high school. In term 4 students in year 9 undergo training to develop skills to support and lead small groups. The year 9 students are introduced to year 6 students during term 4 transition activities and continue to work with these groups throughout the following year.



Whole school approach across the care continuum

Goulburn High School's Positive Behaviour for Learning and Restorative Practice has a range of proactive and responsive strategies and approaches to prevent and respond to student behaviours. Our strategies are consistent with departmental policies and procedures. Goulburn High School uses tiered strategies and intervention that support students to learn, and practice expected behaviours and uses explicit teaching and feedback. Our prevention, intervention and universal expectations aim to develop a positive, inclusive and respectful school culture and promotes a respectful, safe and engaging environment where personal, social and academic achievement can thrive.

The interventions at Goulburn High School have been tiered to ensure that they provide timely and appropriate support that aligns with the DoE Continuum of Care and, where the emphasis is on prevention.

- Universal prevention and protection practices for all students
- Tier I early intervention for some students displaying emerging, low-level behaviours of concern
- Tier II targeted intervention for some students or group of students identified as requiring more intensive support
- Tier III intensive and individual intervention for a few students with highly complex and challenging behaviours.

This plan incorporates whole school expectations applied across all settings to promote safe, engaging and respectful student behaviour. This strategy utilises elements of the evidence-based Positive Behaviour for Learning framework and Real Schools with universal school language and structures as well as visual reminders.

The explicitly teaching of behavioural expectations are delivered to students through weekly roll call times and assemblies, which are supported by school leaders and are reinforced by staff in alignment with the Student Behaviour Code.

Our expectations are adapted to suit specific locations within the school, such as the classroom, playground, and corridor settings. These expectations form a key component of the School Behavioural Support and Management Plan Tier I, which is also aligned with the DoE Continuum of Care.

Professional Learning		ALL STAFF
PROGRAM	DETAILS	AUDIENCE
External Professional Learning	<ul style="list-style-type: none"> Teaching and learning staff are provided with opportunities to seek external professional learning to build their capacity as educators and knowledge of student learning, behaviour and wellbeing interventions, such as Connecting to Country, HSC Professional Learning and collaboration, Writing in Secondary program, Classroom Management Fundamentals, Trauma Informed Practices, Coach to Cope and Functional Behaviour Assessments, NCCD, differentiation and adjustments, and formative assessment. 	All Staff
DoE Online Professional Learning	<ul style="list-style-type: none"> Teaching and learning staff are provided with opportunities to seek online professional learning via the DoE My PL suite of services to build their capacity as educators and knowledge of student learning, behaviour and wellbeing interventions. This training is then disseminated during faculty, staff, teams and executive meeting agenda items and whole-staff communication. Online Training Australia - tutored online courses for schools and their staff supporting students with a disability and special educational needs. Courses are practically focused and have demonstrable impact on teacher competence and student outcomes. 	All Staff
School-Based Professional Learning	<ul style="list-style-type: none"> GHS strategic direction teams drive professional learning within the school, such as literacy and numeracy, attendance and engagement, explicit teaching, differentiated learning, restorative practices, and student agency. These teams utilise workshops or staff meetings to deliver modules and/or strategies that equip staff with an array of learning, behaviour management or wellbeing tools. The school has developed an organisation framework for the planning and delivery of professional learning and programs that strengthen student learning outcomes, such as beginning teacher mentoring, curriculum planning, HSC Strategy collaboration and quality teaching rounds. 	All Staff
Specialist Staff Within the School	<ul style="list-style-type: none"> The school has specialist staff in a variety of capacities to support student learning, behaviour and wellbeing, such as the Anti-Racism Contact Officer (ARCO), Careers Advisor, Head Teacher Administration, Head Teacher Support, Head Teacher Wellbeing and HSC markers and curriculum consultants. Identified staff are trained in CPI Verbal Intervention / Safety Intervention (VISI) to provide additional support in managing students with complex behavioural needs. Wellbeing and student support staff, such as School Counsellors and Student Support Officer (SSO) provide students with Tier II and III interventions, referrals to external agencies and coordinate 'wrap around a student' support. The school facilitates a WHIN that provides access to experienced medical practitioners that work with key stakeholders to enhance the level of wellbeing care within the school. 	Identified Staff

Tier 1 – Preventative Interventions and Early Interventions			ALL STAFF
CARE CONTINUUM	INTERVENTION	DETAILS	AUDIENCE
Prevention	Universal Language and Expectations	<p>The 'Real Schools' framework of consistent language and expectations in all settings (classroom, playground and transitions).</p> <p>The school language and expectations are built around the DoE student behaviour code - Respect, Safety and Engagement.</p> <p>The '5 Ways to Wellbeing' framework is embedded throughout the explicit teaching wellbeing lessons, signage, assemblies and Roll Call</p>	Whole School
	Explicit Teaching of Expected Behaviours	<p>School expectations are reinforced through the delivery of the 'GHS Way of Being' program delivered weekly to students.</p> <p>School-wide consistent signage and language scripts reinforce the expected behaviours each lesson and across all settings.</p> <p>Staff model school values and reinforce student behaviour expectations each lesson through consistent routines and language.</p> <p>Staff reinforce the school anti-bullying policy in collaboration with wellbeing staff, anti-bullying ambassadors and educational programs that are designed to empower students in a supportive learning environment.</p> <p>Anti-Racism Contact Officers (ARCO) promote anti-racism education, support complaint handling and monitor racism incidents.</p>	Whole School
	Positive Reinforcement, Programs and Acknowledgement	<p>A variety of positive behaviour programs and strategies are promoted to encourage and acknowledge student excellence and commitment to our core values (individual, group, year or whole school).</p> <p>Staff issue fast and frequent rewards, PBL points and Achievement Awards for student excellence and use positive letter correspondence 'Ready to Learn'.</p> <p>Staff actively communicate with parent/caregivers using methods such as emails, phone calls, meetings and interviews.</p> <p>The Restorative Practice and Student Agency teams as well as Student leadership groups organise a variety of student-based events, such as 'Take on the Teacher' whereby students strengthen positive relationships with teaching and learning staff.</p> <p>Students are acknowledged for excellence and commitment to learning during school assemblies throughout the year with awards, such as PBL Awards, certificates and scholarships.</p>	Whole School
	Classroom Management	<ul style="list-style-type: none"> Staff are trained in behaviour management practices that are aligned with Positive Behaviour for Learning (PBL), Trauma Informed Practices and Real Schools restorative practices that provide an effective blend of strategies, routines and interventions that address age-appropriate misbehaviour and encourage positive student behaviours. 	

Early Intervention	Strategies and Routines	<ul style="list-style-type: none"> • Staff work in partnership with colleagues and their faculty executive to create and maintain positive learning environments that are conducive to learning. Teachers employ a wide range of strategies to support students and communicate regularly with parent/caregivers to ensure that all key stakeholders are involved in the educational development of every student. • Some interventions may include: <ul style="list-style-type: none"> ○ Classroom teacher behaviour monitoring ○ Classroom teacher differentiation and learning adjustments ○ Classroom teacher parent/caregiver contact, meetings and interviews ○ Classroom teacher restorative conversations (student detentions, interviews and mediations) ○ Positive Behaviour for Learning universal language and explicit teaching of expectations ○ Senior class placement ○ Student mediation ○ Student working in the Wellbeing hub. 	All Staff
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Tier II – Early or Targeted			SOME STAFF
CARE CONTINUUM	INTERVENTION	DETAILS	AUDIENCE
Early	Transition	<p>Interventions begin at a student transition phase through strong and effective partnerships with primary schools that feed into Goulburn High School. Transition programs are designed for universal, all student support, early intervention group support and targeted individual student support. Our transition program includes but is not limited to:</p> <ul style="list-style-type: none"> • Taster lesson delivery to Year 5 and 6 • Robotics Program • Peer Support Program • GHS Learning & Support Team transition visits to primary schools • Orientation day • Aboriginal student orientation day 	Transition Co-Ordinator
	Behaviour, Learning and Support	<ul style="list-style-type: none"> • Some students require early and targeted interventions to support their behaviour and educational progress. The school's application of the care continuum ensures that proactive interventions are utilised responsively by teaching and learning staff. • The Learning and Support Team (LST) is composed of the following key stakeholders – Deputy Principal Inclusion and Support, Head Teacher Wellbeing, Learning and Support Teacher, School Counsellor, Student Support Officer. • Following a referral to the school's Learning and Support Team, interventions are aligned to student needs which may include: <ul style="list-style-type: none"> ○ Behaviour intervention, support and restorative programs. ○ Disability provisions ○ Learning and Support Teacher (LaST) classroom teacher and Head Teacher support. ○ Minimum standards interventions and testing ○ Student Learning and Support Officer (SLSO) / Paraprofessional support ○ Student planning (Student profile on Compass), Individual Education Plan (IEP), Personalised Learning Pathway (PLP)) ○ Teaching and learning literacy and numeracy programs, such as EAL/D, Macq Lit, Smartlab and tuition/mentoring groups. 	Learning and Support Team
	School / External Wellbeing Programs	<ul style="list-style-type: none"> • The school has developed a range of programs to mentor, guide and build the capacity of students to manage and regulate their behaviour and wellbeing. Examples of these programs include: <ul style="list-style-type: none"> ○ External presentations, such as Lovebites, PCYC, NSW Police and Elevate ○ Internal presentation of 'Seasons for Growth' ○ Student mediation, prosocial and emotional skill capacity building programs 	Wellbeing Team / AET

Targeted		<ul style="list-style-type: none"> ○ Zones of Regulation. 	
	External Agency and Contact Support	<ul style="list-style-type: none"> • The Learning and Support Team plays an active role in linking students and families to services and agencies that with education professionals, form a layered support around the student. The school wellbeing team liaises regularly with medical professionals and health agencies, government services and community organisations to facilitate this essential partnership. 	Wellbeing Team
	Head Teacher Interventions	<ul style="list-style-type: none"> • Teaching and learning are led by a dedicated team of specialist Head Teachers who utilise their vast experience and expertise in curriculum knowledge, professional learning and behaviour support interventions to provide a wholistic educational experience that is inclusive of the DoE Wellbeing and School Excellence Frameworks. Some interventions may include: <ul style="list-style-type: none"> ○ Head Teacher behaviour monitoring ○ Head Teacher classroom teacher support (senior class placement, student mediation, student reset and returns) ○ Head Teacher parent/caregiver contact, meetings and interviews ○ Head Teacher restorative conversations (student detentions, interviews and mediations) ○ Referral to the Learning Support Team ○ Referral to the Anti-Racism Contact Officer 	Head Teachers
	<div>Attendance Administration</div> <div>Attendance Administration Continued</div>	<ul style="list-style-type: none"> • Student attendance in NSW public schools is mandatory for all children under the age of 17. The school utilises a variety of strategies, programs and procedures to encourage and support strong student attendance. • It is the responsibility of the parent/caregiver to ensure that their child attends school each day unless reasonably excused and must notify the school of the absence within seven school days. Some interventions may include: <ul style="list-style-type: none"> ○ Daily attendance SMS ○ 3-day absence call ○ 7-day absence call • From time to time, a student may be unable to attend school for a medical /mental health or cultural reason and require individualised intervention that may include: <ul style="list-style-type: none"> ○ Attendance administration parent/caregiver contact, meetings and interviews ○ Part-Day Exemption (up to 5 weeks) and Exemption from school attendance (up to 100 days) ○ All lessons available on Compass. • When at school, students must attend their timetabled classes unless reasonably excused, the failure of which is called a 'truancy'. Students who truant timetabled lessons will be supported by teaching and learning staff to address this behaviour and return to their classes. Some interventions may include: <ul style="list-style-type: none"> ○ Attendance administration parent/caregiver contact, meetings and interviews ○ Attendance Monitoring Card ○ Classroom teacher behaviour monitoring ○ Head Teacher behaviour monitoring ○ Deputy Principal behaviour monitoring. 	Parent and Caregivers Attendance Officer Learning and Support Team

Tier III – Individual Interventions			SOME STAFF AND CARERS
CARE CONTINUUM	INTERVENTION	DETAILS	AUDIENCE
Individual Interventions	Attendance Administration	<ul style="list-style-type: none"> Student attendance in NSW public schools is mandatory for all children under the age of 17. The school implements a variety of strategies, programs, and procedures to encourage and support strong student attendance, with additional focus on students who have had 10 or more consecutive school day absences or whose attendance rate falls below 80%. It is the responsibility of the parent/caregiver to ensure that their child attends school each day unless reasonably excused, and they must notify the school of any absence within seven school days. For students with 10 or more consecutive days absent or an attendance rate below 80%, additional interventions may be implemented, which can include: <ul style="list-style-type: none"> Formal interviews with parent and caregivers. Attendance plan. Transition to work plan Home School Liaison Officer (HSLO) caseload or Aboriginal Attendance Officer (AAO) Collaboration with the DoE Team Around a School Police welfare checks Child Wellbeing Unit referrals. 	Parent and Caregivers Attendance Officer Learning and Support Team
	Behaviour, Learning and Support	<ul style="list-style-type: none"> Occasionally, some students require more individualised and targeted interventions to support their behaviour and educational progress. The school's application of the care continuum ensures that proactive interventions are utilised responsively by teaching and learning staff. Following a referral to the school's Learning and Support Team, interventions are aligned to the needs of the student which may include: <ul style="list-style-type: none"> Access Request for Integration Funding Support (IFS) or placement at a specialist setting Functional Behaviour Assessment (FBA) Referral to the School Counsellor, Student Support Officer (SSO) or WHIN Student planning (Student Profile review, Behaviour Support Plan (BSP), Risk Management Plan (RMP), Safety Plan (playground and transition), and Mental Health Safety Plan Teaching and learning academic testing and literacy (PAT testing) / numeracy tutoring. 	Learning and Support Team

CARE CONTINUUM	INTERVENTION	DETAILS	AUDIENCE
Individual Interventions	Year Advisor Interventions	<ul style="list-style-type: none"> The first point of contact is the Year Adviser who is responsible for the coordination and initial management of student and/or parent/caregiver learning or wellbeing concerns. They provide support and advocate for the student to ensure they are linked with appropriate learning and wellbeing support interventions. The Year Adviser proactively addresses emerging or repeated social and emotional behaviours of concern through student mediation, parent/caregiver contact and restorative conversations. 	Year Adviser
	Referral	<ul style="list-style-type: none"> To provide specialist support for a student, the Learning and Support Team may refer to and consult with internal school-based teams and or external delivery support teams within the department. Interventions may include: <ul style="list-style-type: none"> LST may refer internally or through delivery support to create Student Adjustment Plans (learning focus), Behaviour Support Plans, Safety Plans (playground and transition), Mental Health Safety Plans and or Risk Management Plans Referral to the Learning and Wellbeing Officer (LWO), Home School Liaison Officer (HSLO), Aboriginal Education and Wellbeing Officer (AEWO) or the Aboriginal Community Liaison Officer (ACLO) or Aboriginal Community Liaison Officer (ACLO) Referral to the Deputy Principal Inclusion and Support Referral to the Delivery Support and Coordination Team Around a School, Complex Case Team or Behaviour Specialist. 	Learning and Support Team
	School / External Wellbeing Programs	<ul style="list-style-type: none"> The Learning and Support Team in consultation with the parent/caregiver may place a student in a wellbeing program (school based or external provider). Examples of these programs may include but are not limited to: <ul style="list-style-type: none"> External outreach programs (Youth Off the Streets, Top Blokes) PCYC program (Fit for Change, Fit for Life, Fit for Work, GHS PCYC) School Aboriginal programs School wellbeing program Get back in the Game. 	Whole School
	Deputy Principal Interventions	<ul style="list-style-type: none"> Teaching and learning are led by the Deputy Principals who utilises their vast experience and expertise in curriculum knowledge, professional learning and behaviour support interventions to provide a wholistic educational experience that is inclusive of the DoE Premier's Priorities, Student Behaviour Strategy and School Excellence Frameworks. Some interventions may include: <ul style="list-style-type: none"> Deputy Principal behaviour monitoring Deputy Principal classroom teacher support (senior class placement, student mediation, student reset and returns) Deputy Principal parent/caregiver contact, meetings and interviews 	Deputy Principal

		<ul style="list-style-type: none"> ○ Deputy Principal restorative conversations (student detentions, interviews, mediations, and student agreements) ○ Referral to external agency, such as Child Wellbeing Unit and School-Link Coordinator. 	
	External Agency and Contact Support	<ul style="list-style-type: none"> • The Learning and Support Team plays an active role in linking students and families to services and agencies that with education professionals, form a layered support around the student. For students with complex behaviour or learning concerns, the wellbeing team will liaise with medical professionals and health agencies, government services and community organisations to facilitate this strong and essential partnership. Some interventions may include: <ul style="list-style-type: none"> ○ Application for an alternative learning pathway, such as Distance Education and/or TAFE NSW ○ Referral or communication with services such as Child and Adolescent Mental Health Service (CAMHS), SFYS, Headspace, Department of Communities and Justice (DCJ), health/community services. 	Learning and Support Team

Detention, Reflection and Direction					ALL STAFF
PROGRAM	DETAILS				AUDIENCE
Guidelines for Detention and Time Out	<ul style="list-style-type: none"> 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. Detention and reflection rooms are a planned consequence that involves a single student, or group of students, generally being in a designated room or area. The purpose of these is to support the student to reflect on their behaviour, review expectations and coach prosocial skills. The student is always supervised in the room by at least one adult and the student is not left alone at any time. Detention and reflection should never take place in rooms where doors are blocked, locked or closed in any way that prevents a student from freely leaving the space. 				Parents and caregivers All Staff
Restorative Interviews (Detentions)	DETAILS <ul style="list-style-type: none"> The school utilises restorative interviews (detentions) to discuss student behaviours of concern and complete unfinished learning tasks and activities. Restorative interviews can also be used for student: <ul style="list-style-type: none"> Continued disobedience. Non-compliance of school rules and expectations. Refusal to follow instructions. Unsafe or dangerous behaviours. Tier II or III behaviour or wellbeing program. Restorative interviews are conducted using restorative practices in a calm, supportive manner that: <ul style="list-style-type: none"> Provide a clear focus and an agreed understanding on the behaviour(s) of concern Mediate and repair the student / teacher relationship Establish an agreed understanding that the behaviour(s) were unacceptable and teach/review appropriate prosocial skill to replace behaviour of concern Communicate the strategies and interventions that will be implemented to support the student Make clear the potential consequences and implications of continued behaviour(s) of concern. 	APPLICATION <ul style="list-style-type: none"> Restorative interviews will be utilised by approved staff: <ul style="list-style-type: none"> Before school (in negotiation with parent/caregivers) During breaks (Recess and Lunch) During timetabled lessons (non-sport) After school (in negotiation with parent/caregivers). 	DURATION AND GUIDELINES <ul style="list-style-type: none"> Interviews will vary depending on the student, setting, behaviour(s) of concern and context. Restorative interviews can usually be completed within a 10-minute timeframe. Restorative interviews for a particular activity or event, such as non-sport or a school assembly will last for the duration of the activity. 	APPROVED STAFF <ul style="list-style-type: none"> Classroom teacher Head Teacher Deputy Principal Principal 	Students Parent and caregivers All Staff

Restorative Interviews (Detentions) Continued			<ul style="list-style-type: none"> Restorative interventions are recorded on Compass. Students will have access to use toilet breaks during restorative interviews. Students may have permission to consume food and drink by negotiation with the facilitator of the restorative interview. 		
PROGRAM	DETAILS				AUDIENCE
Restorative Practices	<ul style="list-style-type: none"> Staff are trained in behaviour management practices that are aligned with Positive Behaviour for Learning (PBL), Trauma Informed Practices and Restorative Practices that provide an effective blend of strategies, routines and interventions that address age-appropriate misbehaviour and encourage positive student behaviours in all school settings. Staff use restorative language, phrasing and questioning when addressing a student exhibiting behaviour(s) of concern in a calm, understanding and supportive demeanour that reinforces the Student Behaviour Code. 				All Staff
Reflection Room	<ul style="list-style-type: none"> Occasionally, students who display behaviour(s) of concern may require more individualised and targeted support interventions. The school has developed a Tier III Reflection Room which operates during the recess and lunch breaks each day. The purpose of this intervention is to formalise regular behaviour monitoring with a classroom teacher and deputy principal. This added layer of support compliments existing Tier II and III interventions whilst reinforcing school expectations and the Student Behaviour Code. Along with behaviour monitoring, the Restorative Room may support: <ul style="list-style-type: none"> Restorative interviews (detentions) and conversations with the classroom teacher, head teacher and deputy principal Participation in school learning, behaviour and wellbeing programs, such as the Aware, Reset and Success programs Student completion of missed class work or learning activities due to the student's behaviour(s) of concern. 				Students Parent and caregivers All Staff

Student – Directed Time Out	DETAILS	APPLICATION	DURATION AND GUIDELINES	APPROVED STAFF	Students
	<ul style="list-style-type: none"> Student-directed time-out is a planned behaviour intervention that is implemented as part of a Behaviour Support Plan (BSP), Safety Plan or Risk Management Plan based on an assessment of the behaviour. It is used to support an escalation of behaviour and teach personal management and social capabilities, such as self-regulation. Student-directed time-out enables a student to remove themselves from a situation or environment causing distress. The student should have an approved Time-Out Pass or approval from the supervising teacher to use student- directed time-out. Student-directed time-out is not: <ul style="list-style-type: none"> Absconding from school grounds. Class avoidance behaviours, such as refusing to enter or remain within the classroom or learning activity. Fight or Flight responses – a physiological reaction to an event that is perceived as stressful or frightening. Truancy (including late arrival or early leaver). 	<ul style="list-style-type: none"> Student-directed time-out will be utilised in combination with an approved Time-out Pass during: <ul style="list-style-type: none"> timetabled lessons school assemblies, presentations or events. 	<ul style="list-style-type: none"> Student-directed time-out will be used: <ul style="list-style-type: none"> Within the classroom A space outside the classroom or learning space, visible to the teacher or designated member of staff To a designated staff member, such as another classroom teacher, head teacher or deputy principal. For a duration of either: <ul style="list-style-type: none"> 5 minutes or less; or Until the student has de- escalated and is safe to return to the classroom or learning space. 	<ul style="list-style-type: none"> Classroom teacher Head Teacher Deputy Principal Principal Student nominated support person 	Parent and caregivers All Staff
Teacher – Directed Time Out	DETAILS	APPLICATION	DURATION AND GUIDELINES	APPROVED STAFF	Students
	<ul style="list-style-type: none"> Teacher-directed time-out, also known as a Relax and Return, is a planned behaviour intervention that is implemented as part of a Behaviour Support Plan (BSP), Safety Plan or Risk Management Plan based on an assessment of the behaviour. 	<ul style="list-style-type: none"> Teacher-directed time-out will be utilised by approved staff: <ul style="list-style-type: none"> During timetabled lessons. Recess and lunch breaks. 	<ul style="list-style-type: none"> Teacher-directed time-out will be used: <ul style="list-style-type: none"> Within the classroom. Outside the classroom or learning space, visible to the teacher or 	<ul style="list-style-type: none"> Classroom teacher Head Teacher Deputy Principal Principal 	Parent and caregivers

	<ul style="list-style-type: none"> It is used to prevent an escalation of behaviour and support the teaching of appropriate behaviour and skills, such as self-regulation. This strategy is often paired with a brief check in, restorative interview or conversation and plan adjustment if required. This strategy is often paired with a brief restorative interview or conversation. 	<ul style="list-style-type: none"> During school assemblies, presentations or events. 	<p>another designated member of staff.</p> <ul style="list-style-type: none"> To a designated staff member, such as another classroom teacher, head teacher or deputy principal. For a duration of either: <ul style="list-style-type: none"> 5 minutes or less; or Until the student has de-escalated and is safe to return to the classroom or learning space. 		All Staff
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