

School Behaviour Support and Management Plan: Tenterfield High School 2025

Overview

Tenterfield High School is committed to fostering a supportive and inclusive environment by explicitly teaching and modelling positive behaviour. Our school values are underpinned by the principles of self-regulation, Positive Behaviour Interventions and Supports (PBIS), Social-Emotional Learning (SEL), and restorative justice practices. We aim to create a safe, respectful learning environment where every student can thrive academically, socially, and emotionally.

Our key programs include:

- Resilience Program: Teaching students' self-awareness and strategies to manage their behaviour and emotions effectively.
- PBIS: Implementing proactive behaviour management to promote a positive school climate.
- Curriculum: Providing explicit instruction in social and emotional skills to support student wellbeing.
- Restorative Practices: Encouraging responsibility, repairing harm, and building positive relationships.

Tenterfield High School rejects all forms of bullying, including cyberbullying, and is committed to creating a safe and respectful learning community. We aim to build confident, capable leaders who can positively engage with society.

Partnership with parents and carers

Tenterfield High School recognises the vital role of parents and carers in supporting student behaviour. We partner with parents/carers to establish clear expectations and provide resources to reinforce positive behaviour at home and within our community.

Our strategies include:

- Surveys and Feedback: Gathering input through formal and informal surveys, including the 'Tell Them From Me' survey.
- Communication: Keeping parents informed through parent portal, newsletters, emails, and the school website.

We use our portal, website, newsletters, and enrolment meetings to communicate these expectations and provide ongoing support to parents and carers.

School-wide expectations and rules

Tenterfield High School has established the following school-wide expectations and rules for the classroom and playground.

Ready to Achieve Essential Eleven

1. Line up calmly outside the classroom & keep your hands to yourself
2. Enter the classroom quietly. Hats and hoods off
3. Sit appropriately and stay in your allocated seat
4. Follow THS phone and technology policy
5. Raise hand, wait to ask or answer a question
6. Pay attention when the teacher, or another person is talking to the class
7. Follow all staff directions
8. Complete set work, including homework
9. Wait for the teacher to tell you to pack up and to dismiss the class when the bell goes
10. Eat only in breaks (water permitted), (gum and energy drinks not permitted)
11. Use respectful language

Safety Seven Playground Rules

1. Always follow teacher directions on the playground and canteenline
2. Use Toilets appropriately
3. Stay within bounds in the playground
4. Always show respect
 - use appropriate language, do not touch other people, clean up your rubbish
5. Follow THS mobile phone and electronic device policy
6. Report any bullying, conflict or unsafe behaviour to a teacher
7. All areas apart from the basketball court, handball area and Petherick oval are passive areas

Behaviour Code for Students

The NSW Department of Education's Behaviour Code for Students sets the standard for behaviour in all public schools. 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. Tenterfield High School aligns with this code by fostering a learning environment that prioritises safety, respect, and active learning.

At Tenterfield High School, we teach and model the behaviours outlined in the Behaviour Code for Students, mirroring these principles in our school-wide expectations of being safe, respectful, and active learners. We are dedicated to creating a community where every student feels supported and is encouraged to engage positively in their learning journey.

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policy-procedures/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

This section outlines Tenterfield High School's strategies to support positive behaviour, using a multi-tiered approach across prevention, early intervention, targeted intervention, and individual intervention.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Resilience Program	Resilience Program provides explicit instruction in social and emotional skills that promote positive behaviours and mental health. It explicitly teaches reliance through Gratitude, Empathy, Mindfulness to students 7 – 10.	All students 7 - 10
	PBIS (Positive Behaviour Interventions and Supports)	A proactive approach to behaviour management that involves teaching and modelling positive behaviours, setting clear expectations, and providing support to students.	All students
	Morning Routine/Check-In	Staff conduct daily check-ins with students, monitoring their readiness for learning by assessing, sleep quality, breakfast intake, and medication. Regulation activities are implemented based on this data.	Students who need additional behavioural and learning support
	Whole School food/wellbeing Program	Initiatives focusing on nutrition, mindfulness, and overall wellbeing through school meal programs, breakfast clubs, and nutrition lessons.	All students
	Interest Groups; e.g./Chess, Knitting, Music, Drama	Clubs and activities run during lunch based on student interests to help them build friendships, develop hobbies, and engage positively during break times.	All students

Care Continuum	Strategy or Program	Details	Audience
	Smaller Class Sizes	Smaller class sizes provide more individual attention, creating a less stressful learning environment and more opportunities for positive behaviour reinforcement.	Students who need additional behavioural and learning support
	Zones of Regulation	Teaches students self-awareness and strategies to self-regulate emotions using a structured framework.	Students in the Multi-Categorical Classes
	Positive Reward System	Utilises praise, rewards, and incentives, such as recognition certificates, lucky dips, and rewards activities, to encourage and reinforce positive behaviour.	All students
	Restorative Practices	Repair relationships with staff and/or other students and prevent further issues from arising.	All students
Early intervention	Targeted Support	A multi-tiered framework identifying students struggling academically or behaviourally and providing targeted interventions, including small group instruction and progress monitoring.	Students identified as needing additional support
	Brain Breaks Movement Breaks	Short, intentional breaks during classroom time to reduce stress and mental fatigue, supporting students in maintaining focus and positive behaviour.	Students showing early signs of dysregulation or stress
	Individualised Plans	Individualised plans that outline specific learning goals, strategies, and accommodations to help students regulate, re-engage, and succeed academically.	Students who need additional behavioural and learning support
	Family Engagement	Regular communication with parents/carers, providing resources to support behaviour management at home and collaborating on individualised behaviour plans.	Students needing additional support, in partnership with their families
	Berry Street/Trauma Informed	Model of practice based on the importance of relationship building specifically used in the Multi Categorical Rooms.	Students from a Trauma Background
Targeted intervention	Rage Program	Small group program for students, focusing on building their anger management skills.	Students identified as needing social-emotional support with anger management
	Seasons for Growth	A small group program for students who have experienced grief in their lives.	Students identified as needing social-emotional support due to grief.
	Mentoring	Staff member is assigned as a mentor to help students self-regulate and manage their emotions, resolve conflicts among peers, promoting a positive school climate and	Students identified as needing social-emotional support

Care Continuum	Strategy or Program	Details	Audience
		teaching conflict resolution and problem-solving skills.	
	School to Work Transition Program	Provides disengaged students with work-related skills through different work-experience settings, preparing them for life after school and aiding their transition into the workforce.	Students preparing for the transition from school to work
Individual intervention	Functional Behavioural Assessment (FBA) and Behaviour Intervention Support Plans (BISP)	Comprehensive assessments to identify the function of challenging behaviours, followed by developing and implementing tailored intervention strategies.	Students with significant behavioural challenges
	Access to School Counselling/SSO	Provides mental health support and counselling services for students facing academic, social, emotional, or family issues, helping them manage their challenges and improve their wellbeing.	Students requiring support
	Referral to External Agencies	Refers students and their families to external resources for additional support beyond what the school can provide, ensuring a comprehensive support network.	Students and families needing specialised support beyond the school's resources
	Modified Enrolment Programs	Provides flexible enrolment options, including part-time or adjusted schedules for students struggling with full-time attendance. This program supports students in reintegrating into school gradually and offers ongoing behavioural and academic interventions during the transition.	Students needing modified attendance due to behavioural or wellbeing issues

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

To effectively support student behaviour, Tenterfield High School employs a range of strategies tailored to recognise and reinforce positive, inclusive, and safe behaviour, address minor inappropriate behaviour, and respond to more serious behaviours of concern. The following table outlines our school's approach across the continuum of prevention, early intervention, and targeted/individualised responses:

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour	Targeted/Individualised Responses to behaviours of concern
Positive Reinforcement: Use praise and whole school positive system to support positive behaviour.	Restorative Chats: After a classroom / playground incident which has been recorded as an Orange incident students have a restorative chat with the teacher and Head teacher to restore relationship and prevent further issues.	Functional Behavioural Assessments (FBA): Conduct assessments to identify the function of challenging behaviours and develop appropriate intervention strategies.
Restorative Practices: Conduct peer mediation as well as restorative chats with staff to build	Brain Breaks / Movement Breaks: When needed use short breaks to	Behaviour Intervention Support Plans (BISP): Implement individualised plans tailored to

relationships and mend relationships when needed.	help students manage stress and refocus during lessons.	address specific behaviours of concern.
Whole School Resilience Program 7 - 12: Teach social and emotional skills to promote self-awareness, empathy, and positive interactions.	Zones of Regulation: Students in the Multi-Categorical Class guide students in recognising and managing their emotions using self-regulation strategies.	Restorative Conferences: Facilitate conferences to address serious incidents, repair harm, and develop strategies for future positive behaviour.
Student Guidelines: Published clear behavioural expectations throughout the school. These are gone through regularly at assemblies, year assemblies and resilience lessons.	Individual Student Plans: Develop individualised plans to support students in managing their behaviour and re-engaging with their learning.	School Counselling and External Referrals: Provide access to school counselling services and refer students to external agencies for additional support if needed.
Morning Routine/Check-In in Homegroup: Monitor students' readiness for learning each day to pre-emptively address potential issues.	Family Engagement: Communicate with parents/carers to collaborate on strategies for addressing minor inappropriate behaviours at home and school.	

Responses to serious behaviours of concern

Tenterfield High School adopts a structured and proactive approach to managing serious behaviours of concern, prioritising the safety and wellbeing of all students and staff. Our response process includes the following steps:

1. Incident Management:

- **Immediate De-escalation:** All staff are trained in **Verbal Interventions and Safety Interventions (VI/SI)**, which equips them with skills to de-escalate situations safely and effectively. Staff immediately use these strategies to ensure the safety of all individuals involved.
- **Assessment and Support:** Assess the student's needs and provide support to help them regain control. This may involve removing the student from the situation to a safe, supervised area for reflection and calming.
- **Involve Executive Staff:** If the behaviour poses a significant risk, executive staff are informed to assist in managing the incident.

2. Communication:

- **Document the Incident:** All serious incidents are documented in SENTRAL, including details of the behaviour, interventions used, and outcomes.
- **Inform Parents/Carers:** Parents/carers are promptly informed of serious incident and the school's response. Less serious incidents are communicated through the parent portal and parents/carers can contact the school for more information.
- **Team Debrief:** Staff involved will participate in a debriefing session to review the incident, identify triggers, and plan for future support.

3. Intervention:

- **Functional Behavioural Assessment (FBA):** Conduct an FBA to understand the underlying causes of the behaviour and inform the development of an individualised Behaviour Intervention Support Plan (BISP).
- **Behaviour Intervention Support Plan (BISP):** Develop and implement a BISP tailored to the student's needs, outlining strategies to prevent recurrence.
- **Restorative Practices:** Conduct restorative conferences to address the impact of the behaviour, repair harm, and develop strategies for future positive behaviour.

4. External Support and Referral:

- **School Counselling and External Agencies:** Provide access to school counselling services and refer to external agencies if necessary for additional support.

- **Modified Enrolment or Learning Environment:** In some cases, adjust the student's school day or learning environment to support their needs.

5. **Compliance:** Follow the **NSW Department of Education Student Behaviour Policy and Suspension and Expulsion Procedures** in all responses.

6. **Review and Follow-up:**

- **Monitor Progress:** Regularly review the student's progress and adjust the BISP as needed.
- **Family Engagement:** Engage with the student's family to ensure a consistent approach to behaviour support at school and home.

- The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) apply to all NSW public schools.
- Responses to all behaviours of concern apply to student behaviour that occurs:
 - at school
 - on the way to and from school
 - on school-endorsed activities that are off-site
 - outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
 - when using social media, mobile devices and/or other technology involving another student or staff member.

Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

- [Incident Notification and Response Policy](#)
- [Incident Notification and Response Procedures](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

Reflection and restorative practices

Tenterfield High School uses a variety of strategies to support students in reflecting on their behaviour and repairing relationships. These practices are designed to be age-appropriate and ensure the wellbeing of the student, including regular food and toilet breaks as needed.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Classroom Reflection Desk	For the remaining period of the class period only.	Classroom teacher	Recorded in SENTRAL as an Orange Incident
Restorative Conferences	Within 1-2 days after an Orange incident, lasting 10 - 15 minutes	Relevant Head teacher	Recorded in the student's SENTRAL file.
Suspension Resolution Meetings	After the suspension period ends, typically 10-30 minutes.	Deputy Principal / Principal	Documented in the Suspension Resolution Meeting Document.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Restorative Chats	As needed, 5-15 minutes per session. To resolve peer conflict and issues	Head Teacher Wellbeing / Student Support Officer	Documented in SENTRAL
Deputy / Head Teacher Reflection	Student withdrawn from regular class for the day and supervised by the DP or HT	DP / HT	Recorded in the student's file in SENTRAL.

Note: All reflection and restorative sessions include regular food and toilet breaks to ensure student wellbeing. The duration of these practices is tailored to the student's age and developmental level.

Review dates

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026

Student Guidelines

All students and parents / carers are provided with a copy of this which outlines our positive rewards system, behaviour expectations and consequences for inappropriate behaviour, bullying and conflict procedures.

[Student Guidelines 2025 Full Book.pdf](#)