



Terrigal High School Behaviour Support and Management Plan 2025



Overview

At Terrigal High School “we strive for excellence in all aspects of our school life”. As a school we aim to achieve this by providing a calm, positive, inclusive and safe learning environment so that each individual student is “known, valued and cared for”.

(<https://education.nsw.gov.au/about-us/education-data-and-research/cese/publications/research-reports/every-student-is-known-valued-and-cared-for-environmental-scan>).

Ensuring an environment of this nature will be achieved by developing and maintaining an ongoing working link across three distinct areas:

- Differentiated, academic research based and data led **learning**.
- **Student wellbeing** that is both proactive and reactive to the wide variety of needs in a student population of approximately 900 students ranging in age from 11 to 19.
- Simple clear **behavioural expectations** developed through collaboration with staff, students and the local community

Our goal is to ensure a successful and safe learning environment that will continue to develop and grow through professional conversations, clear planning and regular data driven reviews of all programs, both academic and wellbeing. This will ensure all students can “connect, succeed and thrive” both at school and in their future lives.

The school has developed this behaviour support and management plan in line with the DoE Behaviour Code for students

(<https://education.nsw.gov.au/content/dam/main-education/policy-library/public/supporting-documents/pd-2006-0316-01-behaviourcodestudents.pdf>)

and is aligned to our school core values of **respect, responsibility, excellence and integrity**. The core values underpin the Behaviour Support and Management Levels (see later), the We Strive Student Recognition system (see later) and the THS Learning expectations (see later). These are all documented in the Terrigal High School Student Information book.

https://terrigan-h.schools.nsw.gov.au/content/dam/doe/sws/schools/t/terrigan-h/2025-files/2025_Student_Information_Booklet.pdf

The school is presently in the process of finalising our Inclusive Classroom Expectations in preparation for 2025 and beyond.

The school Wellbeing and Learning Support Team work collaboratively, both internally with classroom teachers, executive and senior executive and externally with the Learning and Wellbeing Officer, Assistant Principal Learning and Support, Home School Liaison Officer (HSLO), and Aboriginal Education Officer to determine appropriate and meaningful supports for students. The Wellbeing and Learning Support Team implement preventative, early intervention, targeted and individualised behaviour strategies to recognise, celebrate and support positive behaviour. This provides the foundation for high behavioural expectations to allow all students to have a positive and enjoyable high school educational experience.

Our School Behaviour Support and Management Plan draws on:

- Terrigal High School published “Behaviour Support Management Levels”, Classroom Expectations and the We Strive reward process.
- [the NSW Department of Education Behaviour Code for Students \(2024\)](#) included in student information booklet.
- [the NSW Department of Education Suspension and Expulsion Procedures \(2024\)](#)
- [Student Behaviour Policy \(2024\)](#)
- [The NSW Department of Education Detention and Time-Out Procedures \(2024\)](#)
- [The Department of Education and Terrigal High School Mobile Phone Policy](#)
- [the NSW Department of Education Wellbeing Framework \(2015\)](#)
- [the NSW Department of Education Inclusive Education Statement](#) and is informed by trauma informed practices as established for all students in NSW Government schools.

The School Behaviour Support and Management Plan includes many varied strategies and support:

Time Out Slip- these are issued to a small number of students and these are reviewed by the LST on a two weekly basis. They can be issued for ongoing periods or as a one off supports for a wide variety of issues including supporting the behavioural needs of individual students. The Time Out slips can be removed for inappropriate use. Often this may occur following parental consultation.

	TIME OUT PASS	
Student Name: _____		
Year: _____ Valid for Weeks 9&10 (Term 4, 2025)		
Authorised by: _____		
HT Wellbeing / Deputy Principal		



BEAT BULLYING - Reporting Form

This form is to be completed by any Terrigal High School student who wishes to report incidents of bullying in our school. You can report bullying by completing this online form or by speaking with a teacher at the school, preferably your Year Advisor.

What is a bullying?
A pattern of repeated behavior that is meant to hurt someone and has an imbalance of power. Not every instance of mean behavior is bullying. Bullying has these criteria:

- ***Misuse of power (one-sided)**- not teasing back and forth, not a 2-sided argument, one side has more power
- ***Intentional**- not on accident
- ***Repeated**- not a one time name call or harassment
- ***Harmful**- can take three forms:
 - Physical**: hitting, spitting, stealing or damaging belongings
 - Verbal**: threats, lying to cause trouble, name-calling
 - Psychological**: intimidation, social exclusion, spreading rumors

For online assistance follow this link <https://kids helpline.com.au/teens>

If you or someone is seriously injured or needs urgent medical help please call Triple Zero(000)

Online Peer Conflict and Bullying Reporter – located on the school website.

https://docs.google.com/forms/d/e/1FAIpQLSepx-Qwcc_0Wst4dzDdXv-NFmTFCSpyJvrnVaiJhjh0vEiWw/viewform

The information received is delivered directly to HT Wellbeing and Deputy Principals. The school is then guided by its Anti- Bullying actions flow chart to resolve the issue.

Wellbeing Hub- the area is staffed by Head Teacher Wellbeing. Student Support Officer (SS) and a part-time SSO. The staff listed and Year Advisors deliver or produce much of the content of the Wellbeing Scope and Sequence with Anti Bullying and behavioural supports to be delivered to ALL students.

School behaviour support and management levels.

	Who is responsible?	Consequences	Monitoring Card	Duration Period	Classroom practice?	Moving up a Level?
Level 0	All Staff	A range of classroom management strategies. For example: seating plan, alternate tasks counselling by teacher, school service or detention can be applied.	None	N/A	All teachers are expected to employ a variety of classroom management strategies to enable students to remain at Level 0	When a student demonstrates persistent disobedience, and is documented on Sentral, the student is moved to L1
Level 1	Classroom Teacher contacts parent via phone call and Level 1 letter on SENTRAL emailed by office	1 lunch with classroom teacher	Yellow A5 Sheet given, checked and held by class teacher for 5 lessons	5 lessons of respective class	Continue with variety of classroom management strategies. Discussion involving reflection and goal setting for desirable behaviour.	The third L1 results in moving to L2. This must be done by the Head Teacher of the third Level 1
Level 2	Head Teacher contact parents via phone call and Level 2 letter on SENTRAL Emailed by office	2 lunch detentions with HT	Orange A5 booklet given and checked by HT. Carried by student to every lesson for 5 days	5 school days	Continue with variety of classroom management strategies. Discussion involving reflection and goal setting for desirable behaviour	The student can be moved up a Level by a DP at any time within the L2 duration period if the student's behaviour is not improving
Level 3	Deputy Principal contact parent via phone call and Level 3/ Suspension warning letter	3 lunch detentions with DP	Light Blue A5 Booklet given and checked by DP. Carried by student to every lesson for 5 days	5 school days	As above, plus loss of privileges: - No excursions - No offsites port - No sporting teams, for the 5 days of Level 3	A Suspension Warning will be issued at the commencement of the L3 duration period. If the student's behaviour is not improving, this may result in the suspension of student.
Suspension	DP or HT completes investigation and makes recommendation to the Principal .			Principal ensures DoE suspension policy procedures are adhered to.		

Monitoring cards are issued as an element of the School behaviour support and management levels process. This is meant to provide positive support and feedback to students who are not conforming to the classroom/ school expectations.

We Strive Recognition and reward system – Based on the school core values aligned to working behaviours

FOUR  RESPECT: <u>Always</u> interacts respectfully, and positively with staff and students. <u>Always</u> displays respect for school property and the property of others. RESPONSIBILITY: <u>Always</u> takes responsibility for their own learning and for the completion of all set tasks. <u>Always</u> wears correct school uniform, is on time to class, and their organisation and readiness to learn is <u>outstanding</u>. EXCELLENCE: <u>Always</u> participates in the classroom, consistently going beyond teacher expectations. INTEGRITY: <u>Always</u> displays honesty and fairness and offers assistance to fellow peers and teachers. <u>Always</u> demonstrates excellent behaviour. <u>Always</u> considerate and tolerant of others.	THREE  RESPECT: <u>Usually</u> interacts respectfully, and positively with staff and students. <u>Usually</u> displays respect for school property and the property of others. RESPONSIBILITY: <u>Usually</u> responsible for their own learning and for the completion of all set tasks. <u>Usually</u> wears correct school uniform, is on time to class, and their organisation and readiness to learn is <u>satisfactory</u>. EXCELLENCE: <u>Usually</u> participates in the classroom, <u>usually</u> going beyond teacher expectations. INTEGRITY: <u>Usually</u> honesty and fair and offers assistance to fellow peers and teachers. <u>Usually</u> demonstrates excellent behaviour. <u>Usually</u> considerate and tolerant of others.
TWO  RESPECT: <u>Occasionally</u> interacts respectfully, and positively with staff and students. <u>Occasionally</u> displays respect for school property and the property of others. RESPONSIBILITY: <u>Occasionally</u> takes responsibility for their own learning and for the completion of all set tasks. <u>Occasionally</u> wears correct school uniform, is on time to class, and their organisation and readiness to learn is <u>inconsistent</u>. EXCELLENCE: <u>Occasionally</u> participates in the classroom, <u>occasionally</u> going beyond teacher expectations. INTEGRITY: <u>Occasionally</u> displays honesty and fairness and offers assistance to fellow peers and teachers. <u>Occasionally</u> demonstrates excellent behaviour. <u>Occasionally</u> considerate and tolerant of others.	ONE  RESPECT: <u>Rarely</u> interacts respectfully, and positively with staff and students. <u>Rarely</u> displays respect for school property and the property of others. RESPONSIBILITY: <u>Rarely</u> takes responsibility for their own learning and for the completion of all set tasks. <u>Rarely</u> wears correct school uniform, rarely on time to class, and organisation and readiness to learn is <u>developing</u>. EXCELLENCE: <u>Rarely</u> participates in the classroom, <u>rarely</u> going beyond teacher expectations. INTEGRITY: <u>Rarely</u> displays honesty and fairness and offers assistance to fellow peers and teachers. <u>Rarely</u> demonstrates excellent behaviour. <u>Rarely</u> considerate and tolerant of others.

A variety NSW Department of Education endorsed **Individual Education Plans / Personal Learning Plans / Behaviour Support Plans and Risk Management Plans**

[illegible][illegible]



Education

Student Tailored Risk Management Plan

Student name & grade _____

School name: Penrith High School

Risk factor/s: _____

Date created/revised: _____

SITUATION	ANTICIPATE	FIND OUT	ELIMINATE OR CONTROL	TALK OTHERS	YOU
Did the behaviour occur? Is it increasing or decreasing? Is it a concern?	What are the signs and symptoms of the behaviour? What are the possible causes of the behaviour? What are the possible consequences of the behaviour?	What are the signs and symptoms of the behaviour? What are the possible causes of the behaviour? What are the possible consequences of the behaviour?	What are the signs and symptoms of the behaviour? What are the possible causes of the behaviour? What are the possible consequences of the behaviour?	What are the signs and symptoms of the behaviour? What are the possible causes of the behaviour? What are the possible consequences of the behaviour?	What are the signs and symptoms of the behaviour? What are the possible causes of the behaviour? What are the possible consequences of the behaviour?

Integrated funding support- to support students with learning disabilities by close monitoring with feedback to the LST and executive staff. This is especially relevant as research indicates children with disabilities are more likely to be bullied than students without a disability.

Partnership with parents and carers

The Terrigal High School SBSMP 2025 has been guided by the principals of the school's core values and the School Community Charter through established collaborative respectful consultations. Good communication has helped form the foundation of our interaction with parents and community members. The school believes strongly that good communication and consultation with the local community is essential to continue to develop a safe learning environment.

Many parent/ carers participate in ensuring a quality education for our students through active participation in school events such as Parent Teacher Nights, Subject Selection Night, HSC Information Night, Orientation Evening, sporting and academic achievement assemblies. Terrigal High School executive work extensively with the Parents and Citizens Association (P&C) which has a small but vocal membership who are a positive and great support of the work being done at Terrigal High School to ensure all students feel safe in their learning. They meet each month when they review practices, activities and documentation. In addition our Aboriginal Team operate closely with the Aboriginal Education Consultative Group Inc. (AECG) for both general school advice and specific culturally support. The school has an established effective positive pathways program with TAFE and universities, local businesses and community groups. In conjunction with this, the school liaises regularly with outside agencies, including external mental health providers, paediatricians, behaviour specialists, Headspace, CAMHS, RYSS, Gosford Council Youth Workers, NSW Police and NSW Health, to design and run programs for students to build resilience, improve self-esteem, lower bullying, address risk taking behaviours and develop individual student strengths.

Parents, carers and the community are encouraged to connect with the school through:

- The Terrigal High School website
- The Terrigal High school Facebook page
- The Terrigal High School Instagram page
- Phoning individual staff via the school office: 4384 4677
- Email terrigan-h.school@det.nsw.edu.au

School Wide expectations and rules



School wide expectations, at Terrigal High School are published across the school for all parties to refer and work towards. They are also found in the Student Information Book.

Expectations – Learning Spaces	Expectations -Playground / Toilets	Expectations – Before / After School and Excursions
Respect all members of Terrigal High School.	All students are expected to behave in a safe and respectful manner at all times in every area of the school.	Student behaviour is expected to be exemplary, at all times before, during and after excursions as they are ambassadors of the school.
Expected to ensure attendance is over 90%	Students can go to the toilets in lesson time but the expectation is that they will use the bathrooms at recess, lunch and lesson change over	Students are to arrive at school after 8:30am unless they have a period zero lesson that commences at 8:00am
Be on time- Students are expected to make their way promptly to each class and wait outside the room until directed by a teacher to enter.	Students are expected to remain within school grounds once they have reached school in the morning and at all other times	Students are expected to make their way promptly to each class and wait outside the room until directed by a teacher to enter.
Abide by the NSW schools no phones policy- THS says “ phones in pouch”.	In wet weather, students may go indoors and are expected to sit in designated areas (main hallway up to Library) before school.	To ensure safety: • Be prepared with appropriate information given to staff • Make good decisions • Follow instruction from adults • Actively participate
To ensure as much learning as possible for each individual student: • Be prepared • Make good decisions • Follow instruction • Actively participate		

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 is translated into multiple languages and is available here: [Behaviour code for students](#).

Whole school approach across the care continuum

Care Continuum	Strategy or Program	Details	Audience
Prevention / Targeted / Individual Intervention	Wellbeing Hub	The Terrigal High School Wellbeing Hub provides opportunities for students to access wellbeing supports, such as: • Self-Regulation and de-escalation spaces • Mental health tools, programs and referrals • Financial supports and information - food and equipment support • Head Teacher Wellbeing and Student Support Officer •	Students 7-12 / Staff
Prevention / Targeted / Individual Intervention	2-week time out pass	A small number of students are issued with a 2-week Time Out card to seek: • Emotional support • Time for self-regulation and de-escalation spaces • Conversation time Students are supported through the Wellbeing Hub and participate in skill development through resilience and wellbeing strategies. The strategies are tailored to suit the student's needs with use of online resources and wellbeing booklets to complete	Students 7-12 / Staff
Prevention / Targeted / Individual Intervention	"We Strive" recognition and reward system	On seven occasions the teaching staff score each student on a scale of 1 to 4 following score descriptors which are based on the schools four Core Values. All students scoring an average of 3.4 or more are rewarded: • Termly • Semester 1 • End of Year	Students 7-12 / Staff / Families and Community
Prevention	THS Expectations	THS Expectations to be regularly discussed in conversations about poor choices and behaviours	
Prevention	Bully, No Way! Day	Whole school recognition and learning experience. The whole school celebrates anti-bullying recognition and undertakes a learning experience developing strategies on managing and reporting incidents.	Students 7-12 / Staff / Families and Community
Prevention	Life Changer Program	Resilience, anti-bullying and team building program. The program draws on 5 pillars of health = Health / Skills / Self / Purpose / Tribe – to teach pre-emptive, holistic and sustainable wellbeing strategies.	Students 7-9 / Staff

Care Continuum	Strategy or Program	Details	Audience
Prevention	Trauma Informed Practice PL	It is planned that the THS staff will undergo Trauma Informed Practice PL imminently. This will allow all teachers to identify and help support targeted students through this framework.	Staff
Prevention	Year Assemblies	All Year assemblies have a topic based around a pre-determined theme.	Students 7-12 / Families and Community
Early / Targeted / Individual Intervention	Phone Intervention Program - Attendance	The Attendance Team alongside the Principal, Deputy Principals, Year Adviser and Head Teacher Wellbeing contact parents and carers each term, for students with attendance below 90%.	Students 7-12 / Staff / Families
Prevention / Targeted / Individual Intervention	Positive Attendance Rewards	THS encourages positive attendance by sending emails to all parent/carers, conversations with YA/ HTWB/DP. Students with attendance above 90% are rewarded by being placed in a draw at the end of Semester 1 and 2. The school Attendance Policy can be accessed at https://terrigh.schools.nsw.gov.au/about-our-school/rules-and-policies/attendance-policy.html Students also receive a certificate for positive attendance.	Students 7-12 / Families and Communities
Prevention	Non classroom designated Learning Spaces for additional study	All around the school there are designated areas that are for private study where students can often access teacher advice. These areas are inclusive and safe learning areas.	Students 7-12 / Staff
Prevention / Targeted / Individual Intervention	Mobile Phone Policy	Terrigal High School adheres to the NSW Government Phone Ban in Schools. THS uses a locked phone pouch: Students place their phone in a magnetically locked pouch and are unable to use their phone. Pouches are magnetically unlocked at the end of the school day. Phones found outside of pouches during designated times follow the THS Digital Technology Policy.	Students 7-12 / Staff / Families and Community
Early / Individual intervention	Online Conflict and Bullying Reporting link	Students and parents / carers have the opportunity to report incidents of bullying through the school website. This allows for effective communication of incidents, including outside of school hours, providing an opportunity for support and reporting. This information is then electronically delivered to appropriate staff. https://terrigh.schools.nsw.gov.au/supporting-our-students/student-health-and-safety.html	Students 7-12 / Staff / Families

Care Continuum	Strategy or Program	Details	Audience
Prevention / Targeted / Individual Intervention	Diagrammatic outline of Anti Bullying approach at Terrigal High school	This can be found at: https://terrigh.schools.nsw.gov.au/supporting-our-students/student-health-and-safety.html	
Early / Individual intervention	THS Anti Bullying Flowchart	In both the Year 7 and Student Handbooks there is the THS Anti Bullying flowchart. This can also be seen all around the school and accessed on the school website. This can be used by students/ parent/ carers and staff to access appropriate support in dealing with or reporting bullying.	Students 7-12 / Staff / Families
Early Intervention	The Aspire Program	A program developed by the Soroptimist International Brisbane Water and University of Newcastle. The program develops stronger relationships, while engaging in therapeutic activities. Participants learning strategies in goal setting, mindfulness and social skills development. 10 students participate in the program each term. The program is delivered in small groups by the SSO	Female students 7-10 / Families and Community
Early Intervention	Equipment Support	Ensuring all Terrigal High School students have access to the right equipment for successful learning each day, including access through the school for students who require financial assistance.	Students 7-12 / Staff / Families
Targeted / Individual Intervention	Learning Support Team	The Learning Support Team consists of the School's Deputy Principals, Head Teacher MC Unit, Head Teacher Wellbeing, School Counsellor, Learning and Support Teachers and Student Support officer. The LST works with teachers, students and families to support students who require personalised learning and support.	Students 7-12 / Staff / Families
Prevention / Targeted / Individual Intervention	Year 7 SEEDs renamed Friendship Fusion program	During the course of 2025 <u>all</u> students will be invited to participate in the Year 7 <i>Friendship Fusion</i> program. This short program aims to foster friendship skills and help further develop what a healthy friendship might look like. With these skills students will better be able to reduce conflict and also reduce the impact of bullying.	Students 7-10 / Staff / Families
Targeted Intervention	Top Blokes	Top Blokes is a program that teaches students resilience, empathy and self-respect. The program delivers learning experiences in peer pressure, cyber-bullying, healthy relationships, risky behaviour and anger management strategies. Cohort is normally Year 8 and 9 in classes of 16 maximum	Male Students Year 8 and Year 9 / Families and Community
Targeted Intervention	Seasons for Growth	Seasons for Growth is a small group education program that supports children and young people to develop the knowledge, skills and	

Care Continuum	Strategy or Program	Details	Audience
		attitudes to understand and respond well to experiences of change, loss and grief. Seasons for Growth supports children and young people who have experienced change and loss, including, although not limited to friendship changes; family separation; loss or death of someone they care about; loss of a pet; relocation and forced migration; living away in out of home care; physical or mental illness; or impacts of war, terrorism or pandemics. We suggest that children and young people impacted by bereavement wait 6-12 months before participating in a Seasons for Growth program.	
Prevention	Focussed professional learning	During 2025 it is planned that all staff will have undertaken the Trauma in Practice DOE training.	Teaching staff and /SLSOs
Prevention	Pre Venture	PreVenture® is a prevention program for youths aged 12-18 that uses personality-focused interventions to promote mental health and reduce the risk of substance use. Our workshops are designed to help students learn useful coping skills, set long term goals, and channel their personality traits towards achieving them, so that they can thrive in all areas of their lives.	
Individual Intervention	Kick and Chat	The aim of Kick and Chat is to foster healthy conversations and emotional support for boys, again to avoid negative behaviours. The boys will be chosen from students mainly in the lower school.	
Targeted	Year 8 Future Men	The program looks a variety of topics at: • Decision making • Anger management • Social media • Bullying • Respect and resilience Often aimed at Years 7 and 8	
Targeted	Year 8 Future Women	The Future Women's program is similar to the Mens program but focus areas vary to support the needs of Year 8 female students.	

Care Continuum	Strategy or Program	Details	Audience
Individual Intervention	School Counselling Service	School counselling staff support students by providing psychological counselling and intervention services. School counsellors work with students of all year cohorts and their families.	Individual Students / Staff / Families
Individual Intervention	Behaviour Contract	Student Behaviour Contract – an agreement between the student and the Deputy Principal to identify specific behaviours that required targeted support	Individual Students / Staff / Families
Individual Intervention	Individual Behaviour Plan	Individual Student Behaviour Plan – Students work with the Learning Support Team, identifying 3 SMART goals and targeted supports, in order to reduce the frequency and impact identified behaviours are having on a student's learning experience. These plans are implemented over a period of time and reviewed.	Individual Students / Staff / Families
Individual Intervention	Behaviour Response Plan	Behaviour Response Plan – outlines the different behaviours a student may present with throughout the escalation cycle, allowing the student to identify when and what strategies they can draw upon. This also allows THS staff to identify the best supports to help de-escalate situations across the diverse learning environments at THS.	Individual Students / Staff / Families
Individual Intervention	Student Tailored Risk Management Plan	Risk Management Plan – provides recognition and direction on how to support students where behaviours may have an impact on health and safety.	Individual Students / Staff / Families
Individual Intervention	Monitoring Booklets	A visual guide that allows students and teachers to recognise and record how a student's behaviour is progressing during the day. Teachers indicate whether a student's behaviour has been Excellent / Good / Satisfactory / Unsatisfactory during the lesson and comment on how their behaviour reflected this. Student's on Behaviour Monitoring Booklets check in with a Deputy Principal in GR1 or have Head Teacher Reflection session and parents sight and sign off on the booklet each day.	Individual Students / Staff / Families
Individual Intervention	Functional Behaviour Assessment	A functional Behaviour Assessment (FBA) involves a series of steps to evaluate the function of a student's behaviour and how the school can best support them. This entails in class observations, School Counsellor support and questionnaires completed by teachers, student and parents / carers.	Individual Students / Staff / Families

Care Continuum	Strategy or Program	Details	Audience
Prevention / Targeted / Individual Intervention	Wellbeing Hub	The Wellbeing Hub is occupied by the school SSO and SLSO (Wellbeing). This area can be utilised for planned time out and also to deliver a variety of targeted/ individual programs. The SSO/ SLSOs utilise the online program “Biteback” and Wellbeing Journals for individual students especially in attempting to develop positive behaviours in the classroom.	Individual Students / Staff / Families
	School planned activities including Harmony Day R U Ok day White Ribbon Day Ride to school day Autism awareness day International Women’s Day International Men’s Day	Many of the one day programs that are national and international are adhered to in school. They are a useful resource to put across positive messages that are replicated beyond the gates of Terrigal High School	

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

All Terrigal High School staff are encouraged to identify both positive and negative behaviours, behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- concerns reported through Online Peer Conflict and Bullying Reporter. This may include disclosing information that is not previously known, either because it is new information or because it has been kept a secret.
- directly observing a student’s behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks).
- concerns raised by a parent, community member or agency.

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour – All Staff	Intervention Responses to minor inappropriate behaviour – Teacher Level	Targeted/Individualised Responses to behaviours of concern – Executive Level
Clear and concise behaviour expectations – taught, modelled and displayed across all learning spaces, school information sources and social media	Teachers use a range of behaviour management skills across all learning environments for minor inappropriate behaviour, including proximity, tone of voice, redirection, verbal cues, non-verbal cues, positive reinforcement, feedback.	Responses will differ pending nature of behaviours but may include contact with parents/ carers, level, close monitoring, DP restorative behaviour review meeting
Anti bullying education: encouraging students to act as an upstanders and not bystanders if an incident occurs encouraging students to make reports	Teachers utilise IEPs / PLPs / Behaviour Support Plans to inform best practice when designing learning experiences and catering for our diverse range of student needs. These plans contain scripts / SMART Goals / seating plans / course work modifications / Student Mentors / Self-Regulation Card.	Responses will differ depending on: nature of the bullying and severity etc Responses may include further monitoring, observations, parental conversation, levels and suspension
Parent / Carer Contact – THS staff call home to establish a positive connection with families	Teachers use a range of behaviour management skills and return call at agreed time following close observation/ monitoring of behaviour and progress. Often reflective time and level placement.	Restorative and reflective conversations alongside Level placement and further contact home.
Student Voice involved in the creation of whole school expectations	Parent / Carer contact – teacher makes a phone call home to discuss negative responses to the behaviour expectations set out for all students.	Head Teacher Reflection session – student attends a reflection session with the Head Teacher of a faculty. A session can last up to 20 minutes at recess or lunch. A Head Teacher may request a student return for a different day / time or on multiple days / times – this will be clearly communicated to the student. If a student does not attend a session they, will be given another day and time, if they do not attend the catch up, it will be escalated to DP level, though the supervision may still remain with HT.
Values Awards assembly – held each semester	THS Reflection session – teachers may ask a student to return at a specified time during Break 1 or 2 to complete unfinished course work or reflect on THS behaviour expectations. A THS Reflection Session can last between 5 minutes and 20 minutes. A teacher may request a student return for a different day / time or on multiple days / times – this will be clearly communicated to the student. If a student does not attend a session, they will be given another day and time, if they do not attend the catch up, it will be escalated to a Head Teacher Reflection session.	
Anti-Racism Contact Officer sessions – Sessions delivered by the THS ARCO Team to cohorts, celebrating positive supports and outlining reporting process	SENTRAL record – the minor inappropriate behaviour is recorded on SENTRAL and referred onto the appropriate level of support or support person, for example Head Teacher or Teacher Mentor.	Attendance Plans – Attendance support plans to facilitate re-engagement with school and maximise contact with school supports. Designed in consultation with the Learning Support Team, Home School Liaison Officer, Aboriginal Attendance Officer and Learning and Wellbeing Officer.

NCCD – systems and processes	Blue Slips – recognising and celebrating positive behaviour	Suspension procedures: - Suspension Caution - Suspension - Expulsion
	ARCO Report / Reflection – ARCO resolution	Learning Support Team referral– all staff can make referrals and can also raise referral questions from parent/ carers
		ARCO Report / Reflection – Senior Executive / ARCO resolution
		Assistant Principal Learning and Support (APLaS) and / or Learning and Wellbeing Officer (LWO) referral for behaviour support
		Home School Liaison Officer (HSLO) referral – HSLP application for attendance support

Responses to serious behaviours of concern

- See [Appendix 1: Behaviour management flowchart](#)
- The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) apply to all NSW public schools.
- Responses to all behaviours of concern apply to student behaviour that occurs:
 - at school
 - on the way to and from school
 - on school-endorsed activities that are off-site
 - outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
 - when using social media, mobile devices and/or other technology involving another student or staff member.

Reporting and recording behaviours of concern

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

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

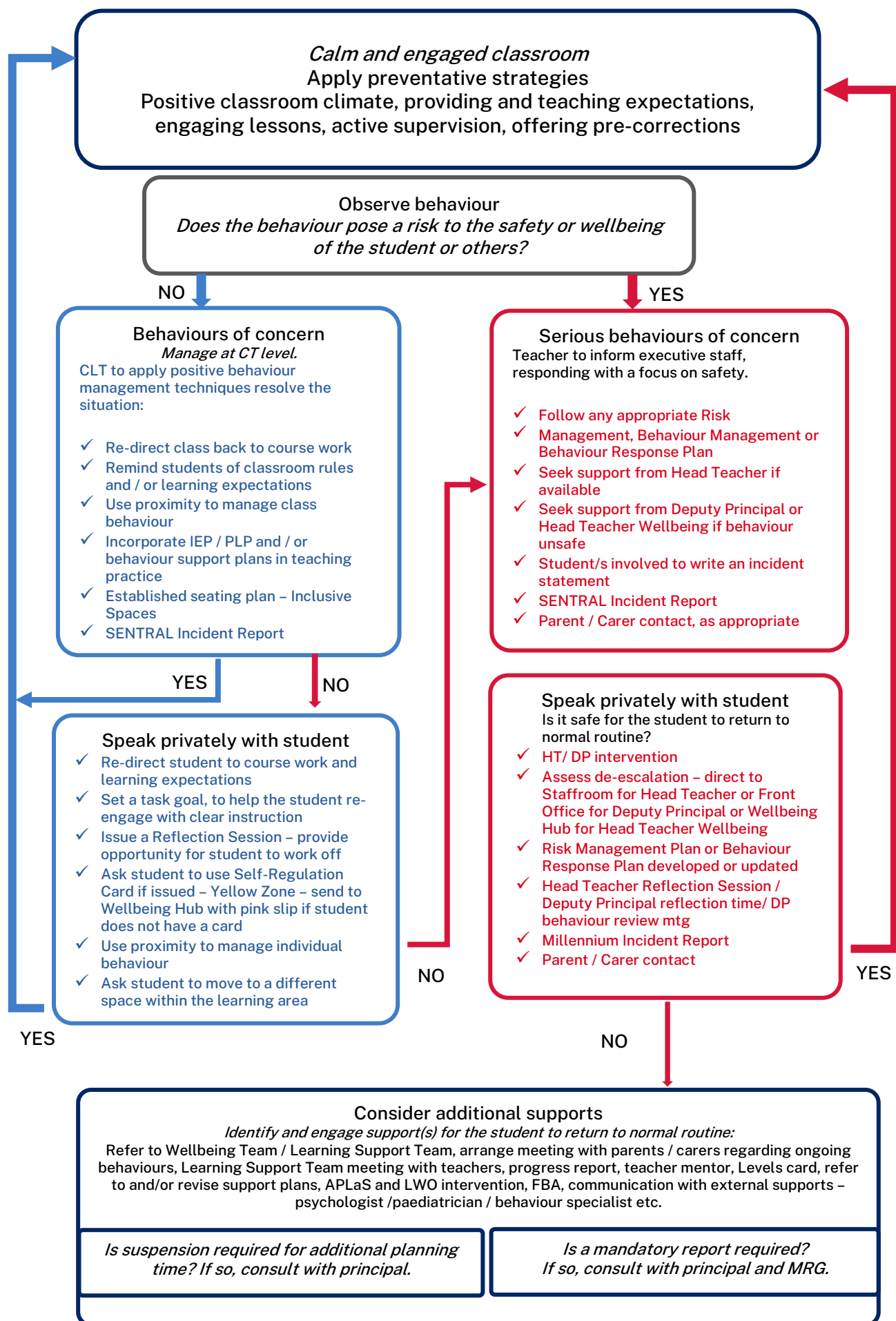
Detention, reflection and restorative practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
Immediate Restorative Conversation	Less than 5 minutes during or at the end of the lesson	Classroom teacher	Immediate Restorative Conversation on SENTRAL
Class Teacher Detention/ Reflection time	Issued for recess or lunch lasting up to 20 minutes to allow student to eat and visit toilet	Classroom Teacher	CT Reflection time on SENTRAL
Head Teacher Detention/ Reflection time	Issued for recess or lunch lasting up to 20 minutes to allow student to eat and visit toilet	Head Teacher	HT Reflection time on SENTRAL
Deputy Principal Reflection time	Deputy Principal	Deputy Teacher	DP Reflection time on SENTRAL
DP Restorative behaviour review conversation	Up to 20/ 30 minutes at a pre-arranged time	Deputy Teacher with other invited staff as required.	Restorative behaviours conversation on SENTRAL

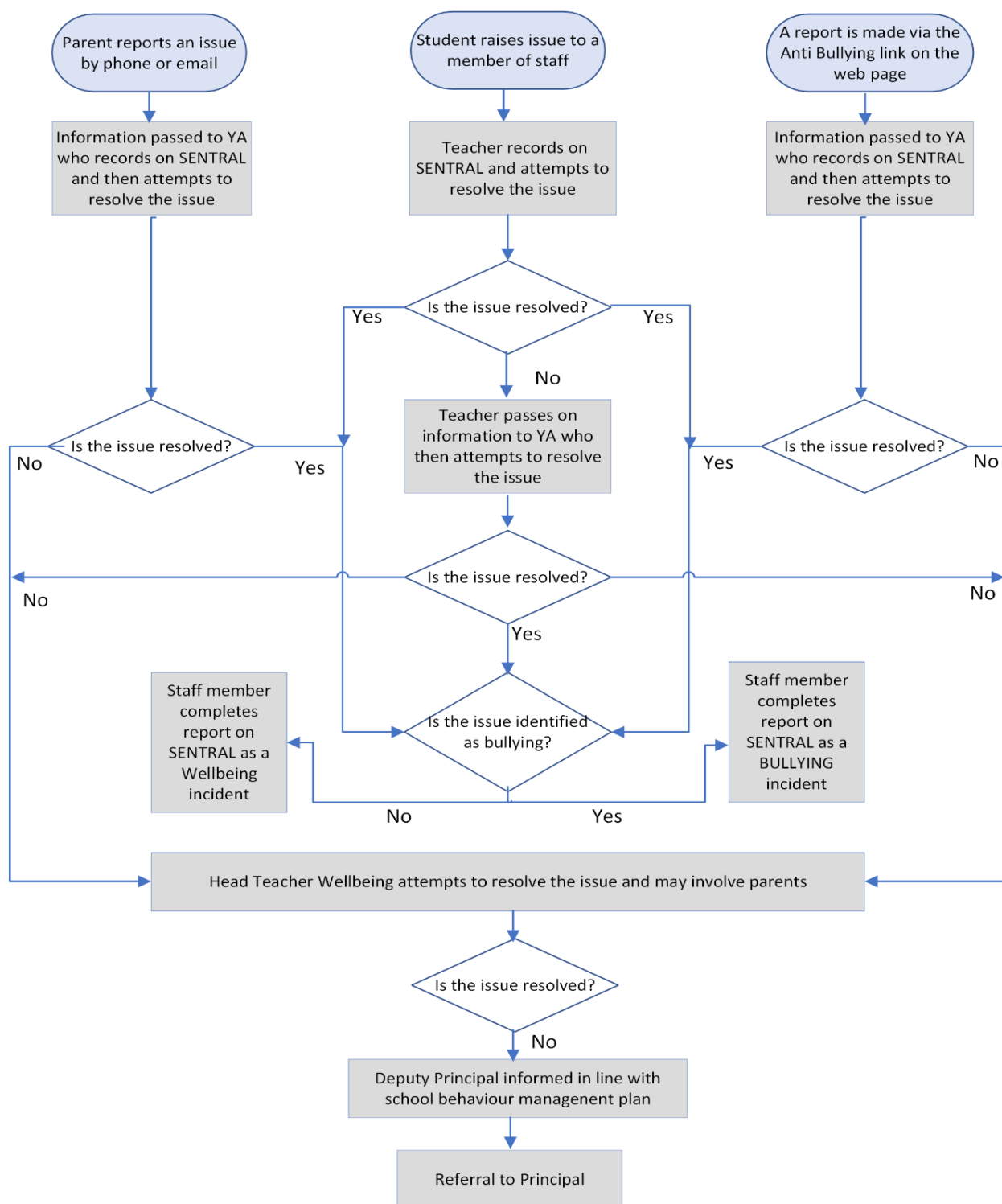
Initial review date: 27/06/2025, Term 2

Next review date: By 30/06/2026, Term 2

Appendix 1: Terrigal High School Behaviour management flowchart



Appendix 2a: THS Anti Bullying Flow Chart



Book D1

Bullying Response Flowchart timing and actions

