

# NSW Department of Education

## Thomas Reddall High School

### Behaviour Support and Management Plan

School

#### Overview

At Thomas Reddall High School we are passionate about fostering inclusive education and fostering education opportunities that allow students to access and fully participate in learning, alongside their similar-aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. Inclusion is also embedded in all aspects of school life, and is supported by culture, policies and everyday practices. Inclusion means education environments that adapt the design and physical structures, teaching methods, and curriculum as well as the culture, policy and practice of education environments so that they are accessible to all students without discrimination.

Our approach to wellbeing and learning at Thomas Reddall High School is built on the foundations of the NSW Wellbeing Framework whereby we are committed to creating quality learning opportunities for young people to connect, succeed and thrive in an enabling and inclusive school environment. As a school we take into account that wellbeing encompasses many dimensions of health which include the physical, emotional, social, mental, spiritual and environmental aspects of the individual.

Our approach to wellbeing and learning ensures that students create meaningful and positive relationships which are shaped by the Thomas Reddall High School values and expectations. Within our framework of values and expectations students are encouraged to become self-reflective, adaptable, self-motivated, resilient and creative students who are encouraged to become lifelong learners and responsible young citizens within society.

As a school we are dedicated to knowing and working with each student and their family, to ensure that the journey of learning is a shared and consultative process for students to reach their full potential and personal goals.

Students are provided leadership opportunities and are invited to apply to become a member of the School Representative Council (SRC) to become a voice of their year group and of the school.

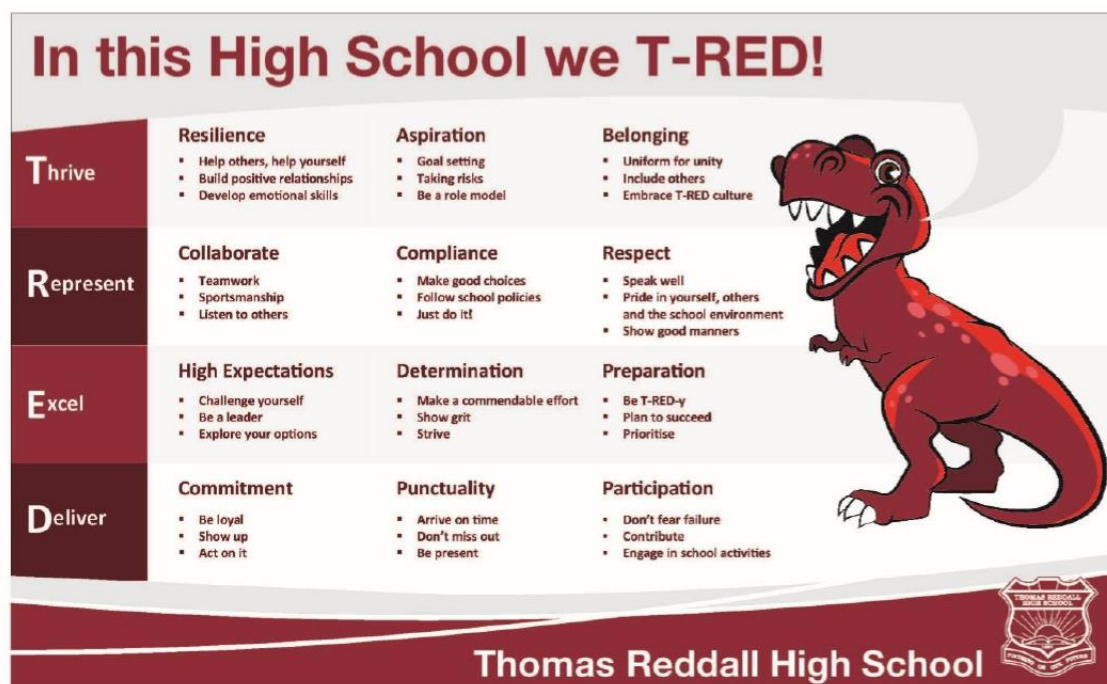
All staff are responsible for fostering a positive climate and assisting in monitoring and supporting the wellbeing and learning of young people both in and out of the classroom. Staff lead and support students through a Trauma Informed Lens (TIP) approach and regularly embed the Berry Street Education Model (BSEM) framework into their practice. Teaching practice is coupled with explicit teaching and high expectations to foster student growth and attainment.

#### Partnership with parents and carers

The best education happens when parents and schools work together. Working together as partners is fundamental to maintaining positive student behaviour in schools. NSW public schools help to promote positive behaviour and support vulnerable students by building strong links with parents, carers and school communities. Parents and Carers are regularly invited to engage in their son/daughter/ward education through individual planning meetings. Parents and carers are encouraged to communicate with the school when concerns arise and take advantage of the school social media platforms to assist with keeping up to date.

## School-wide expectations and rules

Thomas Reddall High School school-wide expectations and rules align with the T-RED school values. An overview of the school-wide expectations can be viewed via the following image:



Thomas Reddall High School implements universal routines and structures to support a positive learning environment. An overview of the universal routines and structures can be viewed via the following image:

## THOMAS REDDALL HIGH SCHOOL

### UNIVERSAL ROUTINES AND STRUCTURES FOR A POSITIVE LEARNING ENVIRONMENT



BEFORE	START	DURING	AFTER
<ul style="list-style-type: none"> <li>Be aware of student plans.</li> <li>Display T-RED Values.</li> <li>Display T-RED Awards poster.</li> <li>Display House Points poster.</li> <li>Display any specific classroom rules.</li> <li>Prepare a seating plan (where required).</li> <li>Plan differentiated and engaging learning activities to meet student needs.</li> </ul>	<ul style="list-style-type: none"> <li>Greet students at the door.</li> <li>Visible Learning - LISC displayed and explained to class.</li> <li>Review classroom expectations.</li> <li>Focus on and explain the expectations for a key behaviour.</li> <li>Provide a 'Do Now' activity.</li> </ul>	<ul style="list-style-type: none"> <li>Redirect attention.</li> <li>Restate instructions.</li> <li>Allow students take up time.</li> <li>Strategic teacher movement.</li> <li>Non-verbal strategies.</li> <li>Embed a brain break.</li> <li>Use process praise.</li> <li>Adjust seating plan.</li> <li>Reward positive behaviour.</li> <li>Modify learning task.</li> </ul>	<ul style="list-style-type: none"> <li>Exit Slip.</li> <li>What Went Well.</li> <li>Recap LISC.</li> <li>Positive Sentral entries.</li> <li>Positive phone call.</li> <li>Positive letter home.</li> <li>Postcard home.</li> </ul>

## Behaviour Code for Students

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

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01>. This document translated into multiple languages is available here: [Behaviour code for students](#).

## Whole school approach across the care continuum

We offer a range of support at Thomas Reddall High School which includes a tailored approach through individual, targeted and universal strategies. Students have specialised support from the School Counsellor, NASCA team and through the Engagement Hub. Year Advisers also run tailored programs, which focus on building skills, attributes and resources that the young person requires to experience positive wellbeing and learning. Throughout the course of the school year parents/ carers will be informed of events via School Bytes notifications.

Care Continuum	Strategy or Program	Details	Audience
<b>Prevention</b>	Whole school Wellbeing and Learning Programs	Initiatives are backed by data and planned on an individual, targeted and universal platform for each year group. Programs cater for holistic wellbeing and support students across the wellbeing domains allowing students the opportunity to connect, succeed, and thrive in an enabling school environment.	All students
	T-RED School Values	The T-RED school values are a proactive approach to behaviour management. The T-RED school values assist in supporting student engagement, wellbeing and learning.	All students

	School Breakfast Program	The school breakfast program provides students with an opportunity to access breakfast and connect with wellbeing staff. This opportunity sets students up positively for the day ahead.	All students
<b>Early intervention</b>	Brain Breaks	Structured brain breaks support students during class time to maintain positive behaviour and engagement within the classroom environment.	All students
	<p>Student Plans</p> <ul style="list-style-type: none"> <li>-Personalised Student Growth Plans (PSGPs)</li> <li>-Personalised Learning and Support Plans (PLaSPs)</li> <li>-Personalised Learning Pathways (PLPs)</li> <li>-Out of Home Care Plans (OoHC)</li> <li>-Behaviour Support Plans (BSPs)</li> <li>-Risk Management Plans (RMPs)</li> </ul>	Individualised plans outline specific learning goals, strategies and accommodations to support students with their wellbeing and learning. This in turn supports student engagement within the classroom environment.	All students
	Berry Street Education Model (BSEM)	The Berry Street Education Model supports students through a Trauma Informed Practice lens. It assists students with their wellbeing and	All students

		learning, which in turn supports engagement.	
<b>Targeted intervention</b>	Targeted Wellbeing and Learning Programs	Targeted Wellbeing and Learning Programs are structured to further support students at school. Examples of programs run include but, are not limited to: MacqLit (literacy support), Quicksmart (numeracy support), Student Support Officer (SSO) targeted wellbeing programs (i.e. My-Self Program), Wellbeing Officer programs (i.e. Fit for Life Program).	Students identified as requiring additional support.
	Transition Programs	Students receive transition support at each of the stages of learning. This includes support from year 5 and year 6 moving into year 7 and also stage 5 and stage 6 tailored programs through our Educational Pathways Program (EPP) and Support through our Transition and Careers Staff.	Students identified as requiring additional support.
<b>Individual intervention</b>	Access to School Counselling, Student Support Officer and Wellbeing Staff	Students have the opportunity to access a number of wellbeing supports within the school context to assist in supporting holistic wellbeing. This also includes referral support to external agencies.	Students identified as requiring additional support.
	Stepped Care Model	Planning for student wellbeing is approached through the Stepped Care Model. This allows students to access timely and appropriate supports.	Students identified as requiring additional support.
	Team Around School Support	The Team Around School works collaboratively with the school to support students who require additional support. This includes but, is not limited to support from the Home School Liaison Officer (HSLO), Aboriginal Attendance Officer (AAO), Networked Specialist Facilitator (NSF), Learning Wellbeing Advisor (LWA), Learning Wellbeing Officer (LWO) and Assistant Principal Learning and Support (APLaS).	Students identified as requiring additional support.

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

Thomas Reddall High School works to support student wellbeing holistically which includes promoting prosocial behaviours through our school-wide Anti-Bullying Plan. For more information about our school Anti-Bullying Plan please refer to the following link: <https://thomasreddall.schools.nsw.gov.au/about-our-school/rules-and-policies/anti-bullying-policy.html>

Positive behaviour at Thomas Reddall High School is recognised through the T-RED awards system. The overview of the system can be viewed via the following image:

**T-RED AWARDS**

**AWARDS**

- 5 Positive Entries = Year Advisor Award
- 3 Year Advisor (15) = Head Teacher Award
- 3 Head Teacher (45) = Deputy Principal Award
- 3 Deputy Principal (135) = Principal Award

**MEDALLIONS**

- 2 Principal Awards (270) = Bronze Medallion
- 2 Bronze Medallions (540) = Silver Medallion
- 2 Silver Medallions (1080) = Gold Medallion
- 2 Gold Medallions (2160) = Platinum Medallion
- 2 Platinum Medallions (4320) = Titanium Medallion

**T-RED HOUSE POINTS**

**Classroom Positives from Teachers for things such as:**

- Consistently Being on Time to Class
- Bringing Equipment Every Day
- Trying Hard in Every Lesson
- Showing Enthusiasm and Cooperation
- Participating well in class discussions

**1**

- Assisting School Staff - eg: Office Runners, Carnival Helpers
- Attending a Once-Off Program - eg: Careers Workshop
- Entering a KLA Competition
- Attending Carnivals
- Wearing House Colours to Carnivals
- Entering a Carnival Event

**3**

- Earning a Positive Postcard
- Assisting in a School Event - eg: Fundraising, NAIDOC, T-RED Day
- Consistent Attendance at an Ongoing Program - eg: Ohana, NASCA
- 3rd Place at a Carnival
- Participating in a Knockout Competition
- SSW Try-Out
- No Uniform Entries (2 weeks)
- No Mobile Phone Entries (5 weeks)

**5**

- KLA Competition Place Winner
- Entering External Competitions - eg: Haka Warriors, Maths Olympiad
- Being Part of a Winning School Sport Team
- 2nd Place at a Carnival Event
- No Late Arrivals to School (5 weeks)
- No Negative Behaviour Referrals (5 weeks)
- No N-Warning Letters or Letters of Concern (5 weeks)

**8**

- 10 T-RED Tokens
- Representing the School at a Community Event
- Performing at a School or Community Event
- 1st Place at a Carnival
- Representing the School at Zone
- First In Class Award (At Formal Assembly)
- 90-94% Attendance (Each Term)
- Nominated by the School for an External Award or Scholarship
- Hosting or Being the Main Organizer of a School Event

**10**

- Completing a Major Program - eg: Creating Chances, ABCN
- 95-99% Attendance (Each Term)

**15**

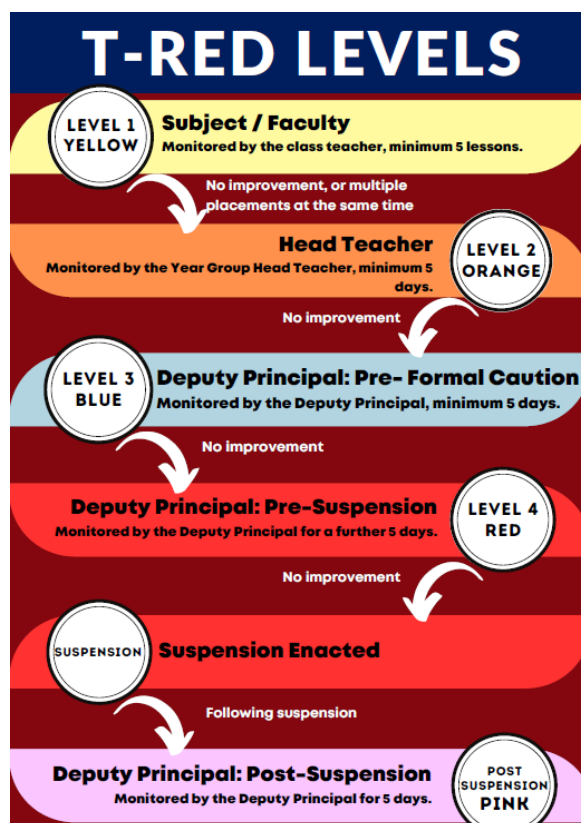
- SRC Participation (Once per year)
- Representing at Region
- First In Course
- 100% Attendance (Each Term)
- Winning an External Scholarship or Award

**20**

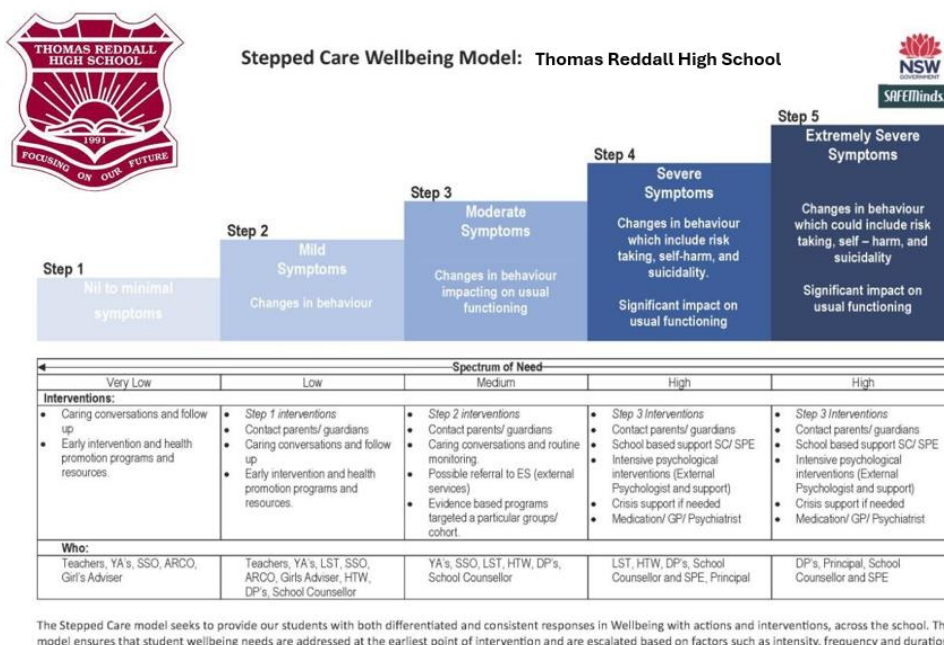
- Representing at State or Nationals
- Winning a Major Award at Presentation Night

**25**

Students are encouraged to showcase pro-social behaviour, the T-Red level system supports students to adhere to these values. The overview of the system can be viewed via the following image:



The Stepped Care Model is used to provide students with additional support, targeted to meet their individual wellbeing needs. The overview of the Stepped Care Model can be viewed via the following image:



## Responses to serious behaviours of concern

- 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

The Thomas Reddall High School behaviour guide supports students with following school rules.

TRHS BEHAVIOUR GUIDE		
INSIDE CLASSES / IN THE OFFICE	IN THE CORRIDORS	IN THE PLAYGROUND
<ul style="list-style-type: none"> <li>• Be on time for school and classes.</li> <li>• Speak politely to others.</li> <li>• Use acceptable language.</li> <li>• Show kindness and inclusivity towards everyone.</li> <li>• Wear uniform.</li> <li>• Leave banned items at home.</li> <li>• Keep your mobile phone and earphones turned off and placed in your Yondr pouch.</li> <li>• Make safe choices at all times.</li> <li>• Make good food and drink choices for maximum thinking.</li> <li>• Bring your equipment.</li> <li>• Try your best with all tasks and activities.</li> <li>• Be careful with equipment.</li> <li>• Listen carefully to instructions for lessons.</li> <li>• Follow the directions of adults right away.</li> <li>• Sit in the assigned seating plan.</li> <li>• Stay in the class for the whole lesson, and leave only when you have written permission.</li> <li>• Speak quietly at appropriate times, while working.</li> <li>• Contribute positively to class discussions</li> <li>• Have a change of clothes for PE lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Be on time for school and classes.</li> <li>• Speak politely to others.</li> <li>• Use acceptable language.</li> <li>• Show kindness and inclusivity towards everyone.</li> <li>• Wear uniform.</li> <li>• Leave banned items at home.</li> <li>• Keep your mobile phone and earphones turned off and placed in your Yondr pouch.</li> <li>• Make safe choices at all times.</li> <li>• Move quietly between classes.</li> <li>• Line up for your lesson and wait quietly.</li> <li>• Walk through corridors safely.</li> <li>• Have a permission slip when moving through the corridor during lesson time.</li> <li>• Show consideration for other classes who are working.</li> <li>• Show consideration for staff working in their classroom or staffroom.</li> <li>• Keep corridors clean and tidy.</li> <li>• Show courteous behaviour to adults.</li> <li>• Offer to help adults who are moving between classes with equipment.</li> <li>• Move as directed during emergencies.</li> </ul>	<ul style="list-style-type: none"> <li>• Be on time for school and classes.</li> <li>• Speak politely to others.</li> <li>• Use acceptable language.</li> <li>• Show kindness and inclusivity towards everyone.</li> <li>• Wear uniform.</li> <li>• Leave banned items at home.</li> <li>• Keep your mobile phone and earphones turned off and placed in your Yondr pouch.</li> <li>• Make safe choices at all times.</li> <li>• Stay in bounds.</li> <li>• Participate in activities in the designated spaces.</li> <li>• Follow staff directions at all times.</li> <li>• Show care for the playground equipment.</li> <li>• Be a good sport when playing games.</li> <li>• Line up appropriately for the canteen.</li> <li>• Use bathroom spaces appropriately.</li> <li>• Ignore anyone at the perimeter fence who is not a student in attendance on that day.</li> <li>• Report conflict with others to adults.</li> <li>• Accept adult support to resolve conflict.</li> <li>• Report intentional vandalism by others.</li> <li>• Speak politely to staff and official visitors.</li> </ul>



# TRHS STRATEGY GUIDE

ALL ADULTS	HEAD TEACHERS	DEPUTY PRINCIPAL/PRINCIPAL
<ul style="list-style-type: none"> <li>Acknowledge and reward positive behaviours through T-RED/House Points awards.</li> <li>Verbal and non-verbal reminders.</li> <li>Visual reminders on board.</li> <li>Warnings.</li> <li>Move the student's seat for the lesson.</li> <li>Change the seating plan.</li> <li>Mediate between students in conflict.</li> <li>Instruct the student to place their phone in their pouch.</li> <li>Direct student to take their phone to the office where there is no pouch or the instruction is not followed.</li> <li>Issue a reflection session.</li> <li>Interview with student and teacher.</li> <li>Interview with student, teacher and Head Teacher.</li> <li>Phone call / Email home.</li> <li>Placement on a faculty/subject card (Level 1) for 5 days.</li> <li>Log behaviours and actions taken to resolve on Sentral.</li> <li>Issue N Warning Letter / Letter of Concern where the behaviour is around the non-completion of coursework or assessment items.</li> <li>Refer the student to the Head Teacher Year Group, if required.</li> <li>Refer to in-school supports - wellbeing and learning support.</li> </ul>	<p><b>HEAD TEACHER FACULTY</b></p> <ul style="list-style-type: none"> <li>Assist teacher in the classroom.</li> <li>Support teacher with Level 1 cards.</li> <li>Accompany students to the office with their pouches and phone.</li> <li>Verbal reminders.</li> <li>Reflection session.</li> <li>Phone call / Email home.</li> <li>Interview with parent/carer and student.</li> <li>Meet with the student and teacher.</li> <li>Consider temporary placement in an alternate class with the Head Teacher.</li> <li>Refer to in-school supports - wellbeing and learning support.</li> </ul> <p><b>HEAD TEACHER YEAR GROUP</b></p> <ul style="list-style-type: none"> <li>Placement on Head Teacher Year Group Level (Level 2) for 5 days.</li> <li>Verbal reminders.</li> <li>Reflection session.</li> <li>Call home.</li> <li>Email home.</li> <li>Arrange parent/carer and student interview.</li> <li>Consider temporary placement in an alternate class with the Head Teacher.</li> <li>Log behaviours and actions taken to resolve on Sentral.</li> <li>Refer to in-school supports - wellbeing and learning support.</li> <li>Refer the student to the Deputy Principal of the Year Group, if required.</li> </ul>	<p><b>DEPUTY PRINCIPAL YEAR GROUP</b></p> <ul style="list-style-type: none"> <li>Place on Deputy Principal Pre Formal Caution Level (Level 3) for 5 days.</li> <li>Consider withdrawal from class (temporarily).</li> <li>Consider class change (in consultation with staff)</li> <li>Reflection session.</li> <li>Phone call / Email home.</li> <li>Interview student and parent/carer(s).</li> <li>Log behaviours and actions taken to resolve on Sentral.</li> <li>Formal interview and issue of Formal caution, if required.</li> <li>Develop IBSP and RMP.</li> <li>Placement on Deputy Principal Pre Suspension Level (Level 4) for 5 days.</li> <li>Recommend issue of suspension to Principal, where required.</li> <li>Arrange return from suspension interview and place on Post Suspension Level.</li> <li>Refer to internal and external services where required.</li> </ul> <p><b>PRINCIPAL</b></p> <ul style="list-style-type: none"> <li>Give approval for suspension where appropriate.</li> <li>Approval for CP/CWU/ISH/Media Unit/H&amp;S RMP</li> <li>Consult with the Deputy, parent/carer and, DOE supports i.e. Behaviour Specialists, APLaS, ACLO, HSLO, LWO, SLP (in complex cases).</li> <li>Approve Access Request submissions.</li> </ul>

## Review dates

Last review date: 3rd February 2025

Next review date: 19th December 2025