Overview

At Wyong high school we are a diverse, inclusive community that strives to be successful, confident individuals in a hardworking learning environment. Our school community works above and beyond to provide everyone with opportunities, and encourage students to be proud, respectful and responsible learners, preparing them to be the kind, determined leaders of the future.

We believe in every student and support them to achieve their potential by enabling lifelong learning. Students will be prepared for life as informed, critical thinkers with a love of learning – ready to contribute to the wider community as active citizens.

Positive Behaviour for Learning (PBL) principles underpin our teaching and learning practices where explicit, modelled and guided instruction develop a productive, safe and supportive school culture. The framework assists in improving social, emotional, behavioural and academic outcomes for all students.

The creation of a supportive teaching and learning environment is enhanced by the challenging opportunities that Wyong High School's broad curriculum provides. This ensures student strengths are identified and enriched regardless of what their future pathway post-Wyong High School may be.

Partnership with parents and carers

Wyong High School highly values the partnership with families and carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies, including bullying behaviour by:

- inviting community feedback through formal and informal means for example, but not limited to Tell Them From Me Surveys, school surveys/parent feedback consulting with the schools P&C Association and local AECG to review school systems, data and practices.

Wyong High School will communicate these expectations to parents/carers through the school communication systems including the school website to provide links to information and resources in the Behaviour Support Toolkit, including Mental Health.

School-wide expectations and rules

Wyong High School expectations are displayed in each classroom and in common learning areas around the school. Our whole school approach to behaviour management is based around the published expectations.

Positive Behaviour for Learning (PBL) signage is thought Wyong High School displaying our core values and expectations of students. The Wyong Way Document also provides a more detailed matrix of expectations for all areas of the school.

Expectation	Demonstrated by:	Demonstrated by:	Demonstrated by:
Respect	**Active Listening** - Paying Attention - Facing the front	**Consider Others** - Let learning Happen - Follow Instructions	**Be Polite** - Appropriate Language - Right tone of voice - No name calling - Respectful to others
Responsibility	**Right Place Right time** - On time to school - On time to lessons - No truanting	**Be Safe** - Safe in the playground - Hands off	**Own Your Actions** - Seek help - Follow school rules - Be accountable - Mobile phone, off and away
Learning	**Be Prepared** - Have all books - Have all equipment - Be in uniform	**Make An Effort** - Try your best - Mobile phone, off and away	**Try Your Best** - Complete classwork - Complete assessments on time

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.

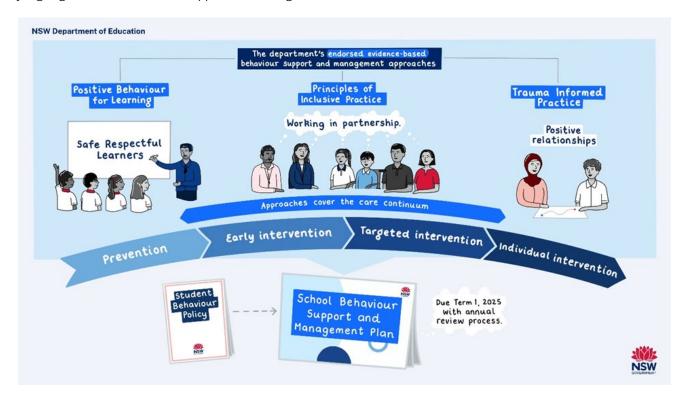(This document translated into multiple languages is available here: Behaviour code for students).

The Care Continuum

Prevention	Whole-school proactive and prevention approaches aim to establish and maintain safe, respectful learning environments for all students. Proactive approaches include explicit teaching of the expected behaviours. These learning environments include classrooms, playgrounds, online and any other school endorsed events and should encourage prosocial behaviour. These interventions underpin effective teaching and will reduce minor behaviours of concern when applied consistently.
Early Intervention	Some students require early intervention to deal with emerging, low-level behaviours of concern. Early interventions provide early support for students or groups of students who are identified as being at risk of developing behaviours of concern. Schools need to develop a range of initial responses and approaches to work with students displaying emerging, low-level behaviours of concern. Early responses to behaviours of concern include preventive strategies, explicit teaching of expected behaviours, logical consequences, and consultation.
Targeted Intervention	Some students may require targeted support to encourage positive behaviours, particularly if they exhibit more complex and challenging behaviours, or where the frequency of the behaviour of concern may put students' learning and social success at risk if it is not addressed quickly. School staff should facilitate positive behavioural supports, including explicit teaching of expected behaviours as well as making targeted and reasonable adjustments in the classroom to support effective teaching and learning practices.
Individual Attention	Students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents, Team within a school and Team Around a School. Strategies for these students require individual assessment, planning, implementation, monitoring and evaluation. Schools need to build capacity of school teams and teaching staff to be able to undertake functional behaviour assessments (FBA), develop individual student support plans and risk management plans for individual students.

Whole school approach across the care continuum

The care continuum is a whole-school system that helps schools to put in place a positive and prevention-focused approach to meet the needs of all students. The care continuum includes interventions for:

- all students - creating a safe and respectful learning and play environments for all students. Along the care continuum this is known as prevention or universal interventions.
- some students - providing early intervention and targeted support for disruptive student behaviour, including students at risk of developing negative behaviours. Along the care continuum this includes early and targeted interventions.
- a few students - supporting students with complex and challenging behaviour needs, including students who have been diagnosed with particular conditions, through intense, individual interventions.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Morning assembly	Morning assemblies are used to check students uniform. Teachers will provide any announcements that are needed for that day	Whole School
	Student Leader PBL announcements	Student leaders will provide a daily update to the PBL Fortnightly focus	Whole School
	PBL Classroom expectations	Classroom expectations are displayed in all rooms and followed by the school community	Whole School
	Breakfast club	All students have access to breakfast club at the Wellbeing Hub from 8:30am until roll call.	Whole School
	Modelled behaviour	School staff and leaders will continually model the expected behaviour	Whole School
	PDHPE Curriculum	**Health, Wellbeing and Relationships** – students develop the knowledge, understanding and skills important for building respectful relationships. They develop strategies to manage change, challenges, power, abuse, violence and how to protect themselves. **Healthy, Safe and Active Lifestyles** – students develop the knowledge, skills and understanding to empower themselves to make healthy and safe choices and to take action to promote health, safety and the wellbeing of communities. Anti-bullying units of work (nsw.gov.au)	Whole School

	Positive reinforcement of behaviour expectations	Gotcha free and frequents Gotcha Draws Attendance draws Presentation of awards	Whole School
	Access to Year Advisor	All students have a dedicated Year Advisor that manages wellbeing for the year group. These dedicated staff members are available to meet with students to provide support on a needs basis.	Whole School
Early intervention	Literacy and Numeracy rotations	Literacy and numeracy rotations occur in Stage 4 and offer a targeted team teaching approach for students. This allows for increased systematic and explicit teaching at the identified point of need.	Selected students
	Mentoring groups		Selected students
	Rock and Water	The Rock and Water program provides students with a pathway to self-awareness, increased self-confidence and social functioning.	Year 7 and 8
	White Wellbeing Card	Issued by executive staff member and utilised as student support allowing access to specific strategies to assist regulation	Point of need
	Wellbeing Hub	A check in check out system providing students with access to the Student Support Officer, Student Wellbeing Officer or Chaplain at point of need	Point of need
	Access to HT Wellbeing	Head Teacher Wellbeing works closely with the Year Advisor and Wellbeing Team to support students	Point of need
Targeted intervention	Creating Chances	Builds confident, capable and future ready young people. Sport is used to explore personal development, community involvement social change and can offer post school pathways.	Targeted students
	Clontarf	A program that focusses on studnet engagement, attainment and post school pathways. Clontarf is available to our male Aboriginal students. Clontarf offers wellbeing support, fitness programs, excursions and educational support.	Aboriginal Boys
	Cultural groups	Didge group, Dance Group	Aboriginal Students
	HSC Hub	Access to specific HSC support staffed by teachers. The space allows students working towards their HSC to study and access targeted support for their specific subjects.	Year 12 students

	Red Wellbeing Card	Issued by Deputy Principals allowing students to take time out of the classroom and independently implement regulation strategies. They may also use this card to access the Wellbeing Hub.	Point of need
	DP Involvement	Deputy Principal involvement will occur at a point of need. Supports will be allocated and discussed with the student.	Point of need
Individual intervention	School Counsellor Intervention	Our School counsellors are available to provide individual support for students in crisis. Students can be referred through the Learning and Support Team or can make self referrals.	1:1 support at point of need
	Personalised Learning Pathways	A Personalised Learning Pathway is a plan for Aboriginal Students to individualise their learning while planning for their future and taking into consideration the cultural heritage and connections.	
	Personalised Learning and Support Plans	A Personalised Learning and Support Plan is created for students who are identified through school processes as needing individualised support to meet learning outcomes. These plans are created in consultation with the student, staff, parents/carers and the external support agencies working with the student. These plans are implemented through delivery by the class teachers.	Individual students, families and supporting staff
	Individual Behaviour Support Plan	An Individual Behaviour Support Plan is created to support students who are identified through school processes as needing targeted support for behaviour. This plan is developed in consultation with staff, the student, parents/carers and other support services working with the student. The strategies that are implemented as part of the plan are communicated with staff working with the student.	Individual students, families and supporting staff
	Safety Plan	A safety plan is devised with the input of the student, staff and parents and is created on a needs basis. This is then communicated with the staff that work with the student to communicate suggested strategies.	Individual students, families and supporting staff
	Risk Management plan	A document created for school use to manage specific behaviours. Wyong High School will seek the support of the Health and Safety team to complete the document and communicated strategies to staff.	Individual students and supporting staff

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

Positive behaviour is acknowledged by all staff at Wyong High school and is rewarded by the following, (See Appendix 1):

- Gotcha and Attendance draws
- Positive letters via Sentral
- Positive rewards days/ excursions
- Deputy Principal awards
- Principal awards

Responses to behaviours of concern

A behaviour of concern in challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low level inappropriate or developmentally appropriate behaviour.

Planned responses to behaviour that does not meet the expectations of the Department of Education and Wyong High School are either managed at a classroom teacher or executive level. Professional judgement is used when deciding whether a behaviour is teacher or executive managed. Staff consider whether the behaviour impacts the learning or poses a risk to the safety, and/or wellbeing of themselves and others (See Appendix 2).

Behaviours of concern are either:

- Teacher Managed – Low level behaviours that are managed in the classroom or playground by teachers. Corrective responses may include but are not limited to:
- Rule reminders
- Redirection or offer of choice
- Prompts
- Reteaching
- Seat change / playground redirection
- RAP chat
- Communication with parents / carers
- Executive managed- Continuing misbehaviour or behaviours of concern that are managed by executive. Corrective responses may include but are not limited to:
- RAP Session
- Reflection
- Head Teacher or Deputy Principal Monitoring Cards
- Regular check-ins

Bullying

Bullying has three key features and. It involves a misuse of power in a relationship, is intentional, ongoing and repeated and involves behaviours that can cause harm. Bullying can be physical, verbal or social. At Wyong High School, Bullying is managed as a behaviour of concern. See DoE website for more information. See appendix 4 for management flowchart.

Students and/or parents/carers can report cyberbullying to the eSafety Commissioner and eSafety Parents. Further links for most sites, games and apps can be found at the eSafety Guide.

Responses to serious behaviours of concern

Responses and management for serious behaviours of concern, including students who display bullying behaviour, are recorded on SENTRAL. These may include:

- Review and document incident
- Determine appropriate response/s, including supports for students involved, staff or other students impacted
- Refer/monitor the student through the school learning and support team
- Develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- Detention, reflection and restorative practices (listed below)
- Liaise with Team Around a School for additional support or advice
- Communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- Formal caution to suspend, suspension or expulsion.

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.

The NSW Department of Education Student Behaviour policy and Suspension and Expulsion procedures apply to all NSW public schools.

Reporting and recording behaviours of concern

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

Incident Notification and Response Policy

Incident Notification and Response Procedures

Student Behaviour policy and Suspension and Expulsion procedures.

Staff at Wyong High School are mandatory reporters and will follow Department of Education guidelines if there are serious concerns for the students safety or wellbeing. Staff at Wyong high school follow the Department of Education's Code of Conduct and feedback is taken on through the complaints management process.

Sentral Audits

Sentral Audits take place fortnightly at a Year Advisor (YA)/Deputy Principal (DP) level for the purposes of student wellbeing. Prior to meeting with the DP, YA will audit the year group on Sentral under the categories of Behaviour, Attendance, Wellbeing Referrals and Commendations. Students will be noted for discussion. During the meeting with the DP, plans will be made regarding follow up for each of the categories. Follow up with students will then occur following the incident flowchart. The audit summary page is communicated to all staff.

Prevention	Early Intervention	Targeted/Individualised
Responses to recognise and reinforce positive, inclusive and safe behaviour	Responses to minor inappropriate behaviour	Responses to behaviours of concern
1. Behaviour expectations are modelled and referred to regularly. Student leaders speak of the PBL focus every morning at assembly and student voice is utilised to plan the next fortnightly focus.	1. Classroom Teacher strategies such as Responses such as proximity, signals, non-verbal cues, attend to needs, praise, corrective feedback	1. Contact HT/DP if there is immediate danger. If immediate assistance is not required, inform the executive team ASAP
2. Verbal and non-verbal feedback is provided with a tangible reinforcement to acknowledge students that are meeting behaviour expectations	2. RAP chats. Documented on Sentral	2. Immediate steps to restore order are to be taken. Strategies may include redirection to another area, offering choices, Immediate SSO or school counsellor assistance
3. Tangible reinforcements are provided such as Gotchas, positive letters home, Deputy Principal or Principal awards, academic achievement awards,	3. Rap chats and direct responses such as choice, rule reminders, re-teach, specific interventions for displayed behaviour. Documented on Sentral	3. Executive team member collects information and reviews the incident from all perspectives to determine next steps. Incident and outcome are recorded on Sentral. Contact to Parent/Caregiver is made to discuss incident and further action
4. Targeted wellbeing sessions, reward days and camps are held through the wellbeing team	4. Documented on Sentral and notify HT. Monitor and inform family if repeated. Appropriate referrals may need to be made such as ARCO, School counsellor, SSO.	4. Planning to further support student is commenced. This may include referral to Learning and Support Team, developing a Behaviour support plan, developing a behaviour response plan, developing an individualised learning plan etc.
Teacher/Parent Contact	Teacher/Parent Contact	Teacher/Parent Contact
Teacher may contact parent to discuss prevention strategies or positive behaviours.	Teacher contacts parent by phone or email when a range of corrective responses have not been successful. Discussions around individual planning and suggested strategies may occur	Executive staff member contacts parent to discuss supports available and behaviour responses. Thies may include but are not limited to Learning and Support Team, developing a Behaviour support plan, developing a behaviour response plan, developing an individualised learning plan etc.

Detention, reflection and restorative practices

Reflect and Plan (RAP) chats and sessions encompass the restorative practices to provide students with the opportunity to reflect on their behaviour, plan and develop appropriate strategies and supports to redirect behaviour aligning with Department of Education and Wyong High School expectations.

A RAP chat is designed as an instant reflection allowing the classroom teacher and student to discuss and correct minor behaviours. This allows for the student to make instant change and minimise the impact of their behaviour on the learning of themselves and others.
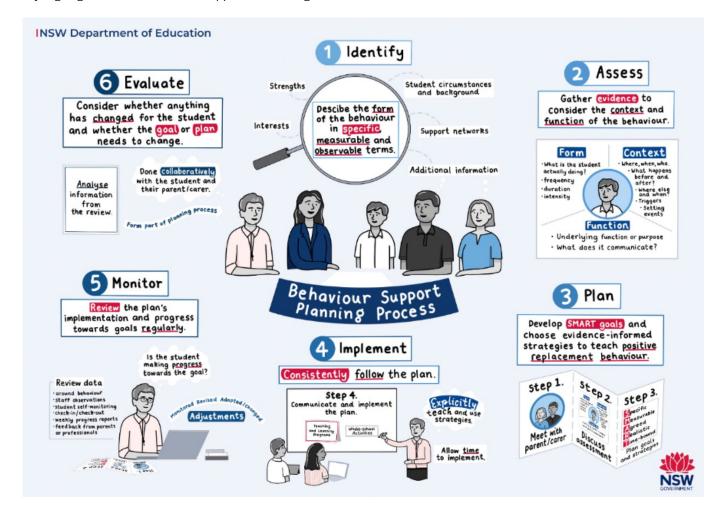
A RAP session is conducted during a break where a RAP has not been successful. This follows a more formalised approach in correcting minor behaviours, focussing on reducing the impact of their behaviour on themselves and others.

An Executive RAP session is designed to provide further opportunities of support in addressing continued behaviours of concern. These are held during a break with a member of the executive team.

Action	When and how long?	Who coordinates?	How are these recorded?
Reflect And Plan (RAP) Chat	Point of need. Brief discussion.	Classroom Teacher	Sentral - Wellbeing
RAP Session	Point of referral from Class Teacher. Targeted Discussion	Classroom Teacher or Head Teacher	Sentral - Wellbeing
RAP Session - Executive	Point of referral from Head Teacher Focussed Discussion	Head Teacher or Deputy Principal	Sentral- Wellbeing

Individual Student Plans

Individual student plans are created at a point of need and reviewed regularly following the detailed chart below.

Individual Behaviour Support Plan

Behaviour support planning is a continuous cycle of planning and improvement. The process of continuous reflection and improvement is focused on understanding underlying triggers and causes from the perspective of the individual student. Behaviour support planning can assist schools to provide additional support and guidance to identified students

Personalised Learning Pathways (PLPs) for Aboriginal students

A Personalised Learning Pathway is a document used by schools to ensure Aboriginal and/ or Torres Strait Islander students and their families are actively engaged in meaningful planning and decision-making in education. PLP conversations are of great importance as they identify and strengthen shared understandings of aspirational goals, expectations and responsibilities.

Personal Learning and Support Plan

A Personal Learning and Support Plan (PLaSP) assists a wide range of students with additional learning needs. Schools. Schools, parents/carers, the student and other professinals where needed, will work together to identify learning goals and provide adjustments and support to meet these goals. This will be reviewed on a regular basis and adjusted to meet the individual students needs over time.

Risk Management Plan

A Risk Management Plan is a document created with the Health and Safety team that is implemented when there is perceived risk around a behaviour. This plan will outline mitigation strategies to ensure the safety of students, staff and the school community. The H&S team and the school will work together to implement appropriate strategies to mitigate perceived risk. This will be reviewed at appropriate times.

Review dates

Last review date: [31/01/25: Day 1, Term 1, 2025]

Next review date: [31/03/26: Term 1, 2026]

Appendix 1:

WYONG HIGH SCHOOL
Achieving Success for Respectful, Responsible Learners

The Wyong Way
Positive Behaviour Flowchart

GOTCHA (Behavioural)
0 Points
In class or in the playground
- Arriving to class on time
- In Uniform
- Phone off pouched and away

Class Award (Academic)
1 Point
In class:
- Achieving Success Criteria
- Completion of Class Activity
- Achieving personal best
- Electronic on Sentral

Head Teacher Award (Academic)
5 Points
In class:
- Head Teacher Discretion
- 5 Class Awards
- Physical and recorded on Sentral
- Presented at Assembly

Special Award/ Commendation Letter
10 Points
Whole School:
- Representing School
- Assisting with School
- Determined by Exec and Senior Exec

Weekly GOTCHA Draw
- $5 Voucher
- Blue Gotcha for Uniform

Semester Reward Day

Presentation Day Awards

The Wyong Way

At Wyong High School	Throughout the school (including all settings)	Learning Spaces (including classrooms, labs, and the library)	School Assembly	Corridors, stairwells and the playground	Sport	Excursions
We show RESPECT by	Following school rules and staff instructions Taking care of our space and keeping it free from rubbish and graffiti Using good manners Wearing school uniform appropriately	Lining up outside and waiting for staff instructions Following instructions quickly and respectfully Valuing our own property and resources as well as those belonging to others	Remaining quiet and listening to announcements Acknowledging the efforts of others with appropriate clapping, encouragement and feedback	Keeping our hands and feet to ourselves Moving quietly and using appropriate language and volume	Following the rules and playing fairly at all times Using equipment and facilities correctly and appropriately Cooperating with teachers and venue staff	Wearing appropriate uniform or clothing Following rules and staff instructions Cooperating with teachers and venue staff
We are RESPONSIBILE by	Being prepared with the right equipment for each day Using the YONDR phone pouch system Being in the right place at the right time Moving around and interacting safely Being accountable for our own actions	Arriving on time and fully equipped for learning Placing equipment and bags in designated areas Using the YONDR phone pouch system Remaining seated unless otherwise directed	Arriving on time, being seated and facing the front Sitting in alphabetical order and in the correct roll class Keeping hands and feet to ourselves	Walking safely on the left-hand side of corridors and stairwells. Respecting people and property	Wearing Sports uniform Appropriately Bringing the necessary money and equipment	Being in the right place at the right time Being fully equipped to participate in activities Interacting safely with others
We LEARN by	Always trying for our personal best	Participating in appropriate activities and discussions Engaging to the best of our ability and staying on task Respecting the rights of others to learn	Paying attention to presenters and performers Moving promptly to class after being dismissed	Going directly to our destination without disruption Participating in set activities to the best of our ability	Participating actively in set activities Demonstrating good sportsmanship	Being an active and respectful participant in activities

Appendix 2:

WYONG HIGH SCHOOL
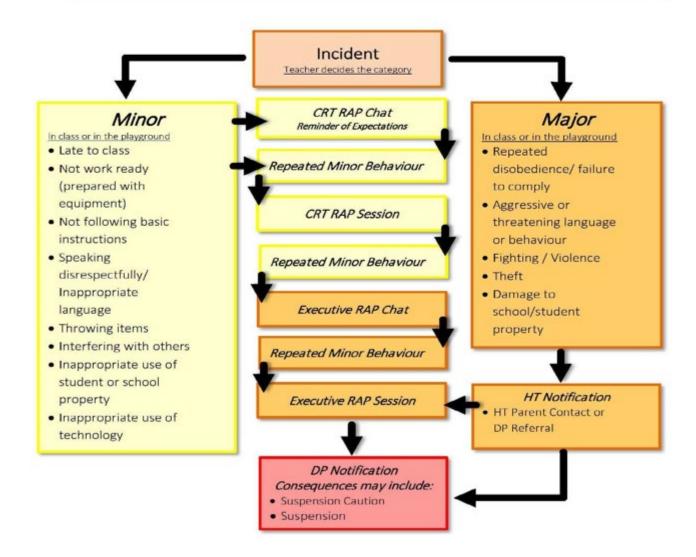*Achieving Success for Respectful, Responsible Learners*

Incident Flowchart

Students at Wyong High School achieve success by being Respectful, Responsible, Learners,
The Wyong Way

Possible Consequences
- Relocation in classroom
- Relocated to another space

Alternate activities
CRT Phone call or letter to parent/carer

Incident
Teacher decides the category

Minor
In class or in the playground
- Late to class
- Not work ready (prepared with equipment)
- Not following basic instructions
- Speaking disrespectfully/ Inappropriate language
- Throwing items
- Interfering with others
- Inappropriate use of student or school property
- Inappropriate use of technology

CRT RAP Chat
Reminder of Expectations

Repeated Minor Behaviour

CRT RAP Session

Repeated Minor Behaviour

Executive RAP Chat

Repeated Minor Behaviour

Executive RAP Session

Major
In class or in the playground
- Repeated disobedience/ failure to comply
- Aggressive or threatening language or behaviour
- Fighting / Violence
- Theft
- Damage to school/student property

HT Notification
- HT Parent Contact or DP Referral

DP Notification
Consequences may include:
- Suspension Caution
- Suspension

Appendix 3:

WYONG HIGH SCHOOL
Achieving Success for Respectful, Responsible Learners

PBL RAP SHEET

NAME: _____   CLASS: _____   DATE: _____

What happened?

Who did it affect and how?

How can we work together to help you improve?

Student Signature:_____   Teacher Signature:_____

PBL RAP Sheet v1   PBL Team Drive

Appendix 4:

Wyong High School

PO BOX 406   53 Alison Road, WYONG NSW 2259

Tel: 02 4353 1088 Fax: 02 4351 2591

Web: www.wyong-h.schools.nsw.edu.au

Email: wyong-h.school@det.nsw.edu.au

Classroom Management Checklist

Potential HT Notification- Behaviour of Concern

Student Name		Year		Date	
CRT		HT			
Behaviour/s of Concern					

Please identify and reflect on all Interventions you have implemented.

Early Interventions	Comments
☐ List classroom management strategies • _____ • _____ • _____ • _____ • _____ ☐ RAP Chat (Informal conversation- see Document) ☐ PBL Strategies	
THINGS I DO (Follow Up and Follow Through)	**Comments**
☐ RAP Session (formal conversation questions and paperwork attached) ☐ Phone call home- documented on SENTRAL ☐ Record of behaviour on SENTRAL (Brief and Factual) ☐ Review Student Profile and Plans (PlaSP, NCCD, Health/Care etc) ☐ Differentiation of Learning programs to meet individual needs ☐ Check-in report and feedback ☐ Seek additional support- colleagues, Wellbeing Team	
Reflections	**Comments**
☐ Debrief with HT ☐ Professional Learning (MyPL) – search	
Head Teacher recommendations and next steps	

◆Respect   ◆Responsibility   ◆Learning

Appendix 5:

Wyong High School

PO BOX 406   53 Alison Road, WYONG NSW 2259

Tel: 02 4353 1088   Fax: 02 4351 2591

Web: www.wyong-h.schools.nsw.edu.au

Email: wyong-h.school@det.nsw.edu.au

HT Intervention Checklist (Behaviour of Concern)

Potential Request for DP Intervention

Student Name		Year		Date	
CRT		HT			
Behaviour/s of Concern					

Please identify all interventions you have implemented

THINGS I DO (Follow up and follow through)	Comments
☐ Conversation with CRT seeking understanding and impact ☐ Review record of behaviours on SENTRAL ☐ Classroom teacher has completed the CRT checklist (copy required) **FACULTY STRATEGIES:** ☐ HT RAP chat ☐ HT RAP Session ☐ Class withdrawal ☐ Senior class placement ☐ Seating plan ☐ Monitoring card ☐ Classroom observation/Class Walk through ☐ Team Teaching ☐ Phone call home ☐ Letter home	
SEEK MORE SUPPORT	Comments
☐ Other Head Teachers ☐ Wellbeing Team ☐ Senior Executive ☐ LST Referral completed and followed up	
DP Recommendations and next steps	

◆Respect　　　　　　　　　◆Responsibility　　　　　　　　　◆Learning

Appendix 6:

Bullying Flow Chart

First hour: Listen
- Provide a safe, quiet space to talk and reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- As a mandatory reporter, if you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours.

Day 1: Document
- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student and check with the student to ensure you have the facts correct
- Enter the record in Sentral
- Notify school executive of incident if required in line with the Wyong High Schol Incident Flowchart.
- Notify parent/s that the issue of concern is being investigated

Day 2: Collect
- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day 3: Discuss
- Evaluate the information to determine if it meets the definition of bullying (see above)
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day 4: Implement
- Document the plan of action in Sentral
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day 5: Review
- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in Sentral

Ongoing folllow-up
- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in Sentral
- Refer matter to the Learning and Support Team within 48 hours if the situation is not resolved
- Look for opportunities to improve school wellbeing for all students

Appendix 7:

Stepped Care Model of Support

	STEP 1: SEEKING SUPPORT	STEP 2: WELLBEING & SOCIAL SUPPORT	STEP 3: WELLBEING INTERVENTION	STEP 4: PSYCHOLOGICAL SUPPORT	STEP 5: COMPLEX SUPPORT NEEDS
LOOKS like	• Changes in presentation • **Low degree of distress**	• Changes in presentation impacting on usual functioning. • **Mild degree of distress.**	• Ongoing changes in presentation significantly impacting on usual functioning. • **Medium degree of distress.**	• Ongoing changes in presentation which pose a significant and negative impact on usual functioning. • **High degree of distress.**	• Ongoing changes in presentation which pose a significant and negative impact on usual functioning and / or risk to themselves or others. • **Severe degree of distress.**
EXAMPLES of student issues	• Academic stress • Friendship issues • Classroom/playground harassment • Social concerns • Transition into high school • Return to school following absence	• Distress regarding friendship • Distress regarding relationship breakdown. • Experiencing some social anxiety. • Issues impacting engagement in class • Moderate number of absences	• Distressed regarding friendship/relationship breakdown. • Experiencing social anxiety that is impacting their school engagement • Ongoing issues impacting engagement in class • Large number of absences	• Student is experiencing depression, suicidal ideation or has a history of self-harm. • Student with significant/ongoing difficulty engaging within school environment. • Substantial absences due to mental health concerns	• Student with suicidality and self-harm, extremely severe depression, PTSD or other high need conditions/situations. • Student with ongoing significant safety, wellbeing, attendance concerns • Substantial absences, eg. requiring HSLO referral
WHY Its done	• Feeling heard and understood by someone you trust is often the most valuable and effective intervention.	• A student may need social and wellbeing support, such as targeted programs specific to need.	• A student may need targeted social and wellbeing support but does not want/require psychologist intervention or assessment.	• The student has ongoing difficulties with their mental health. • More information is required to support their needs (assessment)	• Some students will need support across many areas and a coordinated and shared approach is necessary.
WHAT to do	• Listen, Validate, Connect • Caring conversations • Behavioural follow up • Routine monitoring • Routine contact with parents/carers	• Caring conversations • Mediations • Referral to Programs / Support • Wellbeing discussions with parents/carers • Referral to LST • Risk Assessment • Problem Solve	• Supportive Counselling • Wellbeing discussions with Parents/ Carers • Targeted Wellbeing Intervention programs • Referrals to Internal/ External Services • Risk Assessment • Referral to LST	• Targeted brief psychological interventions • Discussions with parents/carers. • Referrals to Internal / External agencies • Risk Assessment and safety planning. • Cognitive and Behavioural Assessment • Crisis support if required • Referral to LST	• Discussions with parents/carers. • Care-coordination through regular meetings. • Intensive psychological intervention. • Liaising with external agencies. • Crisis support and safety planning. • Referral to LST
WHO	Class Teachers, SLSO's	HTs, Year Advisors, Wellbeing Team	DP, HT Wellbeing, Wellbeing Team	DP, Wellbeing Team, School Counsellors, External Services,	DP's, School Counsellors and External Services
	Supervised by: Faculty HT's and HT Wellbeing		Supervised by: Executive Team		

Updated: 15/5/2024

Appendix 8:

Stepped Care Model of Support

NOTICE	INQUIRE		PLAN
ALL STAFF Refer to **Stepped Care Model of Support** in Teacher Handbook > Staff observation identifies student wellbeing concern. 1. Staff Member document on Sentral: 2. Email YA details of concern (Sentral Record) **Category TBA**	**ALL STAFF** Staff Member inquires with student about the concern. Complete **Wellbeing Data Record** on SENTRAL	**YEAR ADVISOR** Monitors Wellbeing Data Record **>** Completes **Wellbeing Team Referral** on SENTRAL (if required)	**WELLBEING TEAM** Wellbeing Team Coordinator monitors **Wellbeing Team Referrals** Completes: **Safety Map** Plan and implement interventions.
Is there a 'risk of significant harm'? (ROSH) **IF YES,** Contact DP **immediately** either in-person or via phone. If relevant DP unavailable report to alternative DP or Principal.	**ALL STAFF** 1. Completes **Wellbeing Data Record** on SENTRAL 2. Include any STEP 1 Interventions and follow up - e.g. records of conversations with student/parents 3. Mark 'complete' if no further action is needed 4. If additional wellbeing support required, **Tag:** Year Advisor in Data Record	**YEAR ADVISOR** 1. Year Advisors monitors Wellbeing Data Records 2. Identifies emerging pattern of concern. 3. Include any STEP 2 Interventions and follow up - e.g. records of conversations with student/parents 4. If additional wellbeing support is required, completes **Wellbeing Team Referral**	**WELLBEING TEAM MEEETING** **Wellbeing Meetings:** A. New referrals B. Existing referrals **Case Management:** 1. Case Discussion 2. Appropriate Intervention identified 3. Supports allocated 4. If needed, **Referral to School Counsellor** and/or SSO and/or External Agencies completed by Snr Exec. 5. Student wellbeing concerns linked to learning or safety communicated to all staff. 6. Follow up actions documented until referral is closed

All staff at WHS are **Mandatory Reporters** and have a responsibility to recognise and report safety and wellbeing concerns to the principal or deputy principal.