

## NSW Department of Education

# Tuggerah Lakes Secondary College The Entrance Campus Behaviour Support and Management Plan

## Overview

*Tuggerah Lakes Secondary College The Entrance Campus* is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged in their learning.

Our goal is to inspire every child to participate positively in society. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful learners in a caring learning community.

The principles of positive behaviour support, trauma-informed practice, inclusive practice, and social emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

Our processes are founded on the idea that students must learn to take responsibility for their own actions and to ensure all staff respond to these challenges consistently to support students to acknowledge harm and learn from their behaviour.

To achieve our mission, key approaches and programs prioritised and valued by the school community are:

- Wellbeing programs aligned to our school values of Respect, Responsibility and Relationships

These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying.

## Partnership with parents and carers

Tuggerah Lakes Secondary College The Entrance Campus will partner with families in establishing expectations for parent engagement in developing and implementing student behaviour management strategies, including for bullying behaviour by:

- inviting families and student feedback through formal and informal means, for example, through Tell Them From Me Surveys, school surveys, consulting with the school Parent Advisory Committee and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Tuggerah Lakes Secondary College The Entrance Campus will communicate these expectations to parents/carers through the school newsletter, website and social media platforms and provide links to information and resources in the [Behaviour support toolkit](#).

## School-wide expectations and rules

Tuggerah Lakes Secondary College The Entrance Campus aligns the school wide expectations with the DOE behaviour code for students. Students are:

To be respectful and responsible learners who value and build positive relationships

## 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 \(nsw.gov.au\)](#)

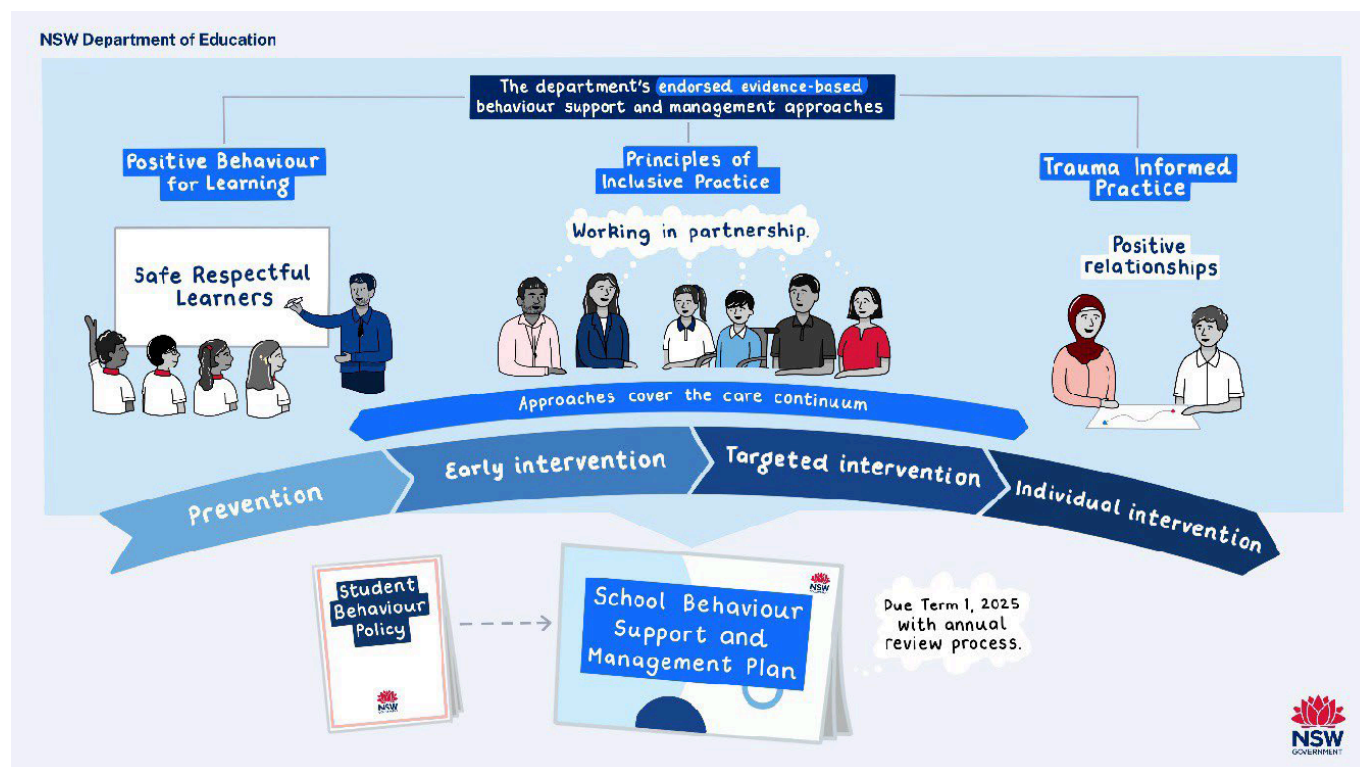
## Whole school approach across the care continuum

Our school embeds student wellbeing and positive behaviour approaches and strategies across the care continuum and responds to behaviours of concern, including bullying and cyberbullying behaviour. Behaviours that do not constitute bullying include mutual disagreements or isolated incidents.

These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships. These practices include:

- explicitly teaching classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- actively supervising students
- maximising opportunities for active engagement with learning
- providing carefully sequenced engaging lessons that provide options for student choice
- differentiating learning content and tasks to meet the needs of all learners.

## Care continuum – Multi-tiered system of support



<p>Prevention</p>	<p>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.</p> <p>These learning environments include classrooms, playgrounds, online and any other school endorsed events and should encourage prosocial behaviour.</p> <p>These interventions underpin effective teaching and will reduce minor behaviours of concern when applied consistently.</p>
<p>Early Intervention</p>	<p>Some students require early intervention to deal with emerging, low-level behaviours of concern.</p> <p>Early interventions provide early support for students or groups of students who are identified as being at risk of developing behaviours of concern.</p> <p>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.</p>
<p>Targeted Intervention</p>	<p>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.</p> <p>School staff should facilitate positive behavioural supports, including</p>

	<p>explicit teaching of expected behaviours as well as making targeted and reasonable adjustments in the classroom to support effective teaching and learning practices.</p>
<p>Individual Intervention</p>	<p>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.</p> <p>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 and risk management plans for individual students.</p>

Care Continuum	Strategy or Program	Details	Audience
Prevention/ Early / Targeted / & Individual intervention	<a href="#">Restorative Practice</a>	Promotes positive proactive strategies to provide opportunities to develop, strengthen, repair and maintain healthy relationships. Includes circles and restorative conversations.	Staff, students 7-12, families
Prevention	Resilience project	Students engage in emotionally engaging lessons delivered by HT Wellbeing that provide practical, evidence-based mental health strategies to build resilience and happiness.	Staff, Wellbeing team, students years 7 - 11, families
Prevention	<a href="#">Life ready program</a>	Students engage in session covering the 6 pillars of life ready: safe travel, independence, mental health and wellbeing, drug and alcohol education, relationships, sexuality and sexual health and mental health and wellbeing	Students years 11 and 12
Prevention	Social and emotional lessons (SEL)	Students engage in social and emotional wellbeing lessons, which are reinforced by staff regularly, including at year and whole-school assemblies.	Students years 7-10 support unit
Prevention	Morning Routine/ check in	Daily checkins with students, monitoring readiness for learning. Regulation activities implemented after check in.	Students 7-10 support unit
Prevention / Early Intervention / targeted / individual	Australian eSafety Commissioner <a href="#">Toolkit for Schools</a>	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyber-bullying incidents.	Students 7-12, staff, families
Prevention	Communication with parents	To increase parent's understanding of how our school addresses all forms of behaviour.	Staff, students 7-12, families
Prevention	Wellbeing weeks	Staff review student data, resulting in increase contact home, positive awards and awareness of changes in student behaviour	Staff, students 7-12
Prevention	Recognition of national and state wide awareness days	Our school participates in numerous awareness days including but not limited to R U OK day.	Staff, students 7-12
Prevention	Transition Year 10 into 11 (whole cohort) 7-10 support students	Focusing on a safe and successful movement from middle campus to high school.	Incoming Year 10 students and 7-10 support students
Prevention	<a href="#">Safe on social</a>	Students engage in workshops that promote positive online behaviour and are provided with practical applications of using the positive behaviours	Students 7 - 12 and staff
Prevention	<a href="#">Transition into TEC</a>	Focusing on ensuring an informed transition into stage 6 through collaboration with middle campuses, as well as stage 4 and 5 ED classes	Incoming students
Prevention	<a href="#">Transition to Year 13</a>	School wide workshops for students to prepare for transition into the world beyond school	Students in years 11 - 12

Prevention / Early intervention	<a href="#">Student support officer</a>	Supports the implementation of the school's approach to wellbeing. Runs small groups targeting student needs.	Student 7 - 12
Prevention/ Early intervention	<a href="#">School counselling</a>	School counsellor works with individual students and small groups.	Students 7-12
Targeted / individual intervention	<a href="#">Learning and Support</a>	The LST works with teachers, students and families to support students who require personalised learning and support.	Staff, individual students 7-12, families
Targeted intervention	Leadership programs	The school runs a string leadership program with students from all areas of the school.	Students 11-12
EarlyIntervention /Targeted intervention	Small group programs	Students are referred to programs that include but are not limited to: better blokes and glow group,	Students 11-12
Individual intervention	Progress booklet	A period of time on a daily progress card to change a pattern of behaviour.	Students 7-12
Individual intervention	<a href="#">Attendance monitoring</a>	Address barriers to improve attendance and set growth goals.	Students, Year Advisor
Individual intervention	<a href="#">Individual behaviour support planning</a>	This may include developing, implementing monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Students, parent/carer, LaST, HT Wellbeing

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

### Identifying behaviour of concern, including bullying and cyberbullying

A behaviour of concern is 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. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm.

See Appendix 1.

Tuggerah Lakes Secondary College The Entrance Campus staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- directly observing a student's behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
- a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
- concerns raised by a parent, community member or agency.

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support, for example through their year advisor or school counselling service.

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, where there is a clear and close connection between the school and students' conduct.

### **Preventing and responding to behaviours of concern**

- Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others. Teacher managed – low level inappropriate behaviour is managed by teachers in the classroom and the playground.
- Executive managed – behaviour of concern is managed by school executive.

Corrective responses by teachers may include:

- rule reminder
- re-direct, offer choice or error correction
- prompts
- reteach
- seat change/play or playground re-direction
- stay in at break to discuss/complete work/walk with teacher
- conference
- detention, reflection and restorative practices
- communication with parent/carer

### **Responses to serious behaviours of concern**

Responses 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 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.

The NSW Department of Education [Student Behaviour policy](#) and [Suspension and expulsion procedures](#) apply to all NSW public schools.

Tuggerah Lakes Secondary College The Entrance Campus uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour are teacher-managed.	Targeted/Individualised Responses to behaviours of concern are executive managed
<p>1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.</p>	<p>1. Refer to school-wide expectations.</p>	<p>1. Contact office to seek help from HT/DP straight away if there is a risk. Otherwise notify executive ASAP and before the end of the school day.</p>
<p>2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.</p>	<p>2. Use indirect responses e.g. Proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p>	<p>2. HT/DP/CT to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirecting to another area or activity, providing reassurance or offering choices. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.</p>
<p>3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on SENTRAL</p>	<p>3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before a low-level consequence is applied.</p>	<p>3. HT/DP collects information and reviews the incident from multiple perspectives to determine the next steps. HT/DP/CT to record incident on SENTRAL and contact parent/carer by email or phone. DP/P may consider further action for e.g. formal caution/suspension.</p>
<p>4. Targeted wellbeing sessions are held throughout the year under the life ready framework. Occasionally whole school assemblies are required to reinforce positive behaviours.</p>	<p>4. Teacher records on Behaviour /Wellbeing concerns on SENTRAL by the end of the school day. Monitor and inform the family if repeated. For some incidents, a referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.</p>	<p>4. Refer to the school's Learning Support Team considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.</p>
<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>
<p>Student recommendation certificates are given out to those meeting school wide expectations. Students are recognised at assembly weekly through presentation of merit certificates. Parent carer may be contacted by CT by phone or email to notify of both positive and negative behaviours..</p>	<p>Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.</p>	<p>Parent/carer contact is made by HT/DP/P to discuss any support and behaviour responses, including referral to the LST school counsellor, outside agencies or Team Around a School.</p>



## **Reporting and recording behaviours of concern**

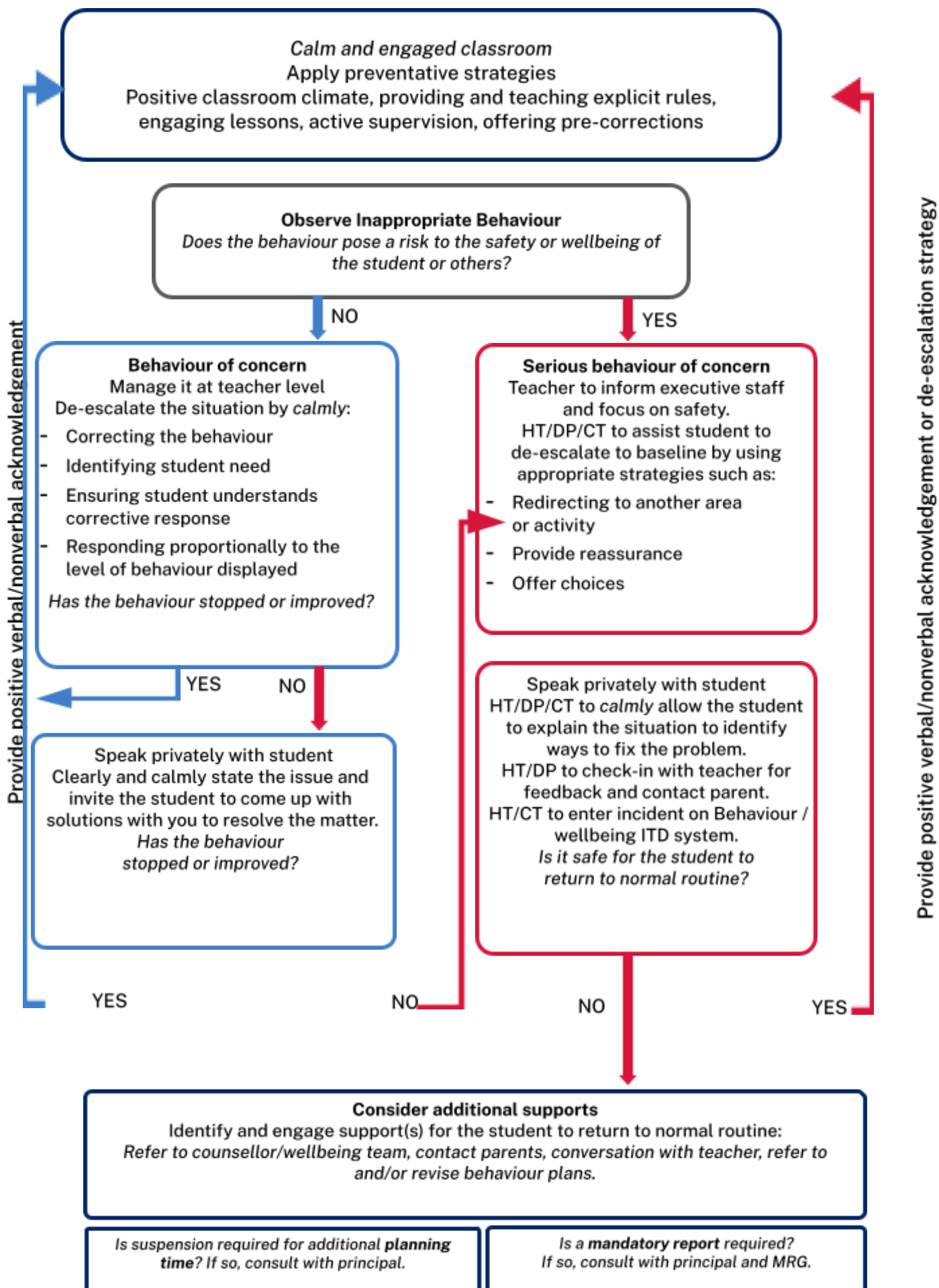
Staff will comply with reporting and responding processes outlined in the [Incident Notification and Response policy](#); [Incident Notification and Response Procedures](#); [Student Behaviour policy](#) and [Suspension and expulsion procedures](#)

Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](#) and reporting links for most sites, games and apps can be found at the [eSafety Guide](#).

## **Detention, reflection and restorative practices**

Toilet and food breaks are always included when students are withdrawn from the playground as a planned response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

### Appendix 1: Behaviour management flowchart



## Bullying Response Flowchart

The following flowchart explains the actions Tuggerah Lakes Secondary School The Entrance Campus staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.

