



**THE RIVERS**  
SECONDARY COLLEGE

LISMORE HIGH CAMPUS

*The heart of secondary education for Lismore*

**Student Behaviour Support Policy  
The Rivers Secondary College  
Lismore High Campus  
(For School Community)**



## Policy Title: Discipline Policy

This policy sets out Student Behaviour Support at the Lismore High Campus

### 1. Policy Statement

- 1.1 Lismore High Campus Behaviour Support Policy and Procedures aims to ensure that all students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation and discrimination.
- 1.2 Lismore High Campus supports the learning, wellbeing and safety of all students. Collaboration between staff, students and parents/carers is fundamental to maintaining positive student behaviour and effective support in public schools.
- 1.3 We foster engagement in learning by setting high standards of behaviour and discipline to ensure our students will be respected, valued, encouraged, supported and empowered to succeed.
- 1.4 The Student Behaviour Support Policy and Procedures are founded on the needs of individual students and their right to receive a quality education and is based on Core Rules in *NSW Government Schools and procedural fairness*.

### 2. Applicability

2.1 Teachers / Administrative staff / Students and Carers

### 3. Context

3.1 Inclusive, Engaging and Respectful Schools Policy 2022

#### 3.2 Document history and details

##### Approval date

28<sup>th</sup> February 2023

##### Approving officer

Chris Williams

##### Implementation date

26<sup>th</sup> April 2023

##### Superseded documents

Lismore High Campus, Student Behaviour Support Policy, Ver.1.2022

##### Main changes since previous version

- Student Behaviour Policy and Procedures, 2022
- Restrictive Practices Policy and Procedures, 2022

##### Document history

N/A

### 4. Responsibilities and Delegations

- 4.1 The Principal as the site manager will ensure the policy is implemented
- 4.2 All teaching and administration staff are required to implement the policy
- 4.3 Students and carers are expected to abide by the policy and support the implementation of it

### 5. Monitoring, Evaluation and Reporting Requirements

5.1 As part of the continual improvement process, the Principal will review the policy on an annual basis

### 6. Policy Contact

Principal, Lismore High Campus (02) 66212122

##### Related Information

Staff Handbook  
Student Handbook  
Work Health and Safety Policy

# Contents

<b>Acknowledgement of Country</b> .....	3
<b>NSW Department of Education Behaviour code for students in NSW Public Schools</b> .....	3
<b>Lismore High Campus core rules and student expectations</b> .....	4
<b>Our Guiding Principles</b> .....	5
<b>The Care Continuum</b> .....	5
<b>PREVENTION</b> .....	6
Strategies to promote effective student support and productive learning.....	7
Strategies to recognise student achievement.....	7
AWARDS (Gold, Silver, Bronze) .....	7
<b>BEHAVIOUR SUPPORT - PREVENTION</b> .....	8
<b>INTERVENTIONS</b> .....	9
Strategies for dealing with unacceptable behaviour .....	9
<b>BEHAVIOUR SUPPORT - INTERVENTIONS</b> .....	10

## Acknowledgement of Country

jingeela bugal bayaan blanganmirr, gala gadii wijabal wyabal jugun gunuu, ngali ngaa naa gariimaa gala jurabil jugun gunuu, ngali ngaa naa gariimaa guuriie naa bayaan barii naa guurajbal, blanganmirr gadii gariimaa wadjee na jinangee babaa gala jurabil jugun, ngali ngaa naa gariimaa jugun gunuu.

Hello good day. This here is Wijabal Wyabal Country, we all respect and look after this sacred Country, we all respect Elders past and present. Everyone here must respect the way you talk and walk on this Country. We all respect this Country.

## NSW Department of Education Behaviour code for students in NSW Public

## Schools

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

### **In NSW public schools, students are expected to:**

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

### **Behaviour Code for Students: Actions**

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education. We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

#### **Respect**

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

#### **Safety**

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

#### **Engagement**

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

The Principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education will back the authority and judgment of Principals and school staff at the local level.

*The critical role of parents and care-givers is recognised as the primary influence on each child's character and behaviour and as essential partners in supporting the behaviour code and the successful education of their children.*

## **Lismore High Campus core rules and student expectations**

Lismore High Campus core rules are based on the Behaviour code for students in NSW Public Schools and encompasses them. These three rules are taught at the school and are the basis of student expectations. The welfare curriculum at the school from Year 7 to Year 12 emphasises these three rules. Lismore High Campus has high expectations of students and their behaviour.



### Our Guiding Principles

At Lismore High Campus we are;

- safe
- fair
- learners

*who strive for success by being proud of ourselves and our school*

### The Care Continuum

*The school has a student behaviour support plan which details our expectations and the prevention, early, targeted and individual interventions that may be adopted by staff at the school.*

Behaviours span across a continuum from positive, inclusive and respectful to complex, challenging and unsafe behaviours. Students may require different types of intervention delivered in different ways along a continuum of need to best meet their needs. This is called the care continuum.

### **What is the care continuum?**

The care continuum includes interventions for:

- all students - creating a safe and respectful learning environment
- some students - providing early intervention and targeted support for students at risk of developing negative behaviours
- a few students - supporting students with complex and challenging behaviour needs through intense, individual interventions.

The care continuum is a whole-school system that can assist schools to adopt a prevention-focused approach and help to address the full spectrum of student needs including:

- prevention
- early intervention
- targeted intervention
- individual intervention.



### **PREVENTION**

The Key Principles related to Prevention include:

1. Inclusive, proactive prevention-focused approach – developing positive behaviours and self-regulation skills in all students
2. Explicit teaching of behaviours and skills – Explicit teaching works best when working directly with students to develop their social, emotional and behavioural skills
3. Development of evidence and data – Continue to strengthen understanding of what works best to support positive behaviour, school performance and student outcomes
4. Shared parent & community responsibility and action – Foster shared responsibility between schools, parents and carers, and community for student wellbeing and learning outcomes

### **INTERVENTIONS**

The Key Principles related to Interventions include:

1. Quality implementation of effective evidence-based interventions – Staged approach to establish and sustain a whole-school approach to positive behaviour
2. Supports and resources: capacity building – Ensure that staff are positioned to develop and manage student behaviour
3. Managing challenging behaviour – Explore and develop new options and approaches for managing challenging behaviour
4. Collaborative partnerships – Cross-sector collaboration to promote effective approaches
5. Specialist workforce – Targeted and intensive support accessed by school to provide expert guidance, advice and input

### **PREVENTION**

## Strategies to promote effective student support and productive learning

Behavioural problems are far less likely to occur if all students, staff and caregivers feel that their needs are recognised and catered for. Staff also need to be aware of various strategies to maintain and promote productive teaching and learning in all contexts. All parties will be regularly updated on current curriculum decisions, classroom management strategies and educational issues in line with DoE policy.

The broad curriculum available, the support for the special needs of individuals, the extra-curricular and leadership opportunities available to students are all designed to help students achieve their best possible outcomes.

Parents are encouraged to be active participants in the learning of their children, including supporting the efforts of the school to enhance student welfare and influence their children's understanding of acceptable behaviour. They are encouraged to participate in parent forums and work with school staff to establish and maintain fair and reasonable expectations within the school community.

Under the *Disability Standards for Education 2005* there are obligations with the education of students with disabilities. As such consideration and structured support needs to be provided to these students.

## Strategies to recognise student achievement

The emphasis at Lismore High Campus is on positive reinforcement and recognition of student achievement and appropriate behaviour. This ranges from the classroom level where teachers are encouraged to recognise student achievement/appropriate behaviour with verbal praise, awards and formal recognition at assemblies where parents are invited to attend award ceremonies. The student behaviour support policy is therefore intertwined with the wellbeing and anti-bullying policies.

### AWARDS (Gold, Silver, Bronze)

These are awarded to students who prove themselves to be exemplary members of Lismore High Campus.

#### Awards Flow (Paper Certificate)



*NB: These awards will be issued at fortnightly assemblies at the discretion of senior executive based on current achievement and effort and may be held over for a period of time in the event of inappropriate behaviour.*

## BEHAVIOUR SUPPORT - PREVENTION

Behaviour	Teacher	Head Teacher	Deputy Principal	Principal
<b>Attendance &amp; Punctuality</b>	<ul style="list-style-type: none"> <li>• Be on time for class</li> <li>• Engaging lessons</li> <li>• Roll marked in first 5 minutes of lesson</li> <li>• Encourage students to move off playground at end of recess/lunch when on PGD</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage students to move off playground at end of recess/lunch when on PGD</li> <li>• Encourage students to move quickly</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage students to move off playground at end of recess/lunch</li> <li>• Encourage students to move quickly to classes within blocks</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage students to move off playground at end of recess/lunch</li> <li>• Attendance Policy accessible to staff and students online</li> <li>• Attendance awards on fortnightly assemblies</li> </ul>
<b>Uniform</b>	<ul style="list-style-type: none"> <li>• Praise students for wearing school uniform</li> <li>• Uniformed students photographed for newsletter and other school media</li> </ul>	<ul style="list-style-type: none"> <li>• Praise students for wearing school uniform</li> <li>• Uniformed students photographed for newsletter and other school media</li> </ul>	<ul style="list-style-type: none"> <li>• Uniform details on website and included in Year 7 student package information</li> <li>• Uniform endorsed by the P&amp;C</li> <li>• Uniformed students photographed for newsletter and other school media</li> <li>• Assembly reminders</li> </ul>	
<b>Playground &amp; Community behaviour</b>	<ul style="list-style-type: none"> <li>• Encourage students to: <ul style="list-style-type: none"> <li>- be courteous, polite and considerate</li> <li>- keep their sitting area clean</li> <li>- listen during assemblies</li> </ul> </li> <li>• Verbally acknowledge students' positive playground &amp; community behaviour</li> <li>• Acknowledge positive behaviour through the Awards system on Sentral</li> </ul>			
<b>Learning Behaviours</b>	<ul style="list-style-type: none"> <li>• Speak in a calm, clear and respectful tone</li> <li>• Consistent and fair approach</li> <li>• Prepare interesting and well-planned lessons</li> <li>• Repeat instructions if necessary</li> <li>• Actively supervising classes, moving around the learning space</li> <li>• Have students in areas in the room that support their learning</li> <li>• Know student plans</li> <li>• Regularly use formative assessment</li> <li>• Establish positive connections with students</li> <li>• Reward and reinforce positive behaviours</li> <li>• Acknowledge positive behaviour through the Awards system on Sentral</li> </ul>	<ul style="list-style-type: none"> <li>• Random class 'drop-ins' and compliment students on their positive learning behaviours</li> <li>• PL for teachers at Faculty meetings</li> <li>• Faculty awards organised for scheduled fortnightly assemblies</li> </ul>	<ul style="list-style-type: none"> <li>• SLSO, AEO, AEW organisation</li> <li>• Random class 'drop-ins' and acknowledge positive learning behaviours</li> <li>• PL for teachers at Staff meetings</li> <li>• Awards Assembly</li> <li>• Proud &amp; Deadlys</li> </ul>	<ul style="list-style-type: none"> <li>• Random class 'drop-ins' and compliment students on their positive learning behaviours</li> <li>• PL for Exec at Exec meetings</li> <li>• Rewards excursion each year</li> </ul>



## INTERVENTIONS

### Strategies for dealing with unacceptable behaviour

Every teacher at Lismore High Campus will work within a framework of actions that are supportive of student engagement with clear consequential pathways designed to ensure a safe and equitable learning environment for all students and staff.

Students at Lismore High Campus are aware that infringements of school rules will result in varying consequences. These consequences initially involve the classroom teacher, but with repeated infringements involve other people in the school. At various stages of this process, or in response to the severity of the student's inappropriate behavior a: classroom monitoring card, HT monitoring card, Deputy monitoring card, Formal Caution to Suspend via the Deputy or suspension may be issued. (Only on 1 card at one time).

<p>Reasons for referrals may include:</p> <ul style="list-style-type: none"><li>• Persistent lateness to class</li><li>• Disruptive behaviour</li><li>• Inappropriate language</li><li>• Continual refusal to follow instructions</li><li>• Persistent failure to bring equipment</li><li>• Persistent failure to complete class work</li><li>• Persistent failure to complete homework</li><li>• Wilful damage</li><li>• Physical violence/bullying</li><li>• Harassment/Discrimination</li></ul>	<p>Whole School cards are issued by the Deputy Principal to students who:</p> <ul style="list-style-type: none"><li>• Persistently truant lessons</li><li>• Are placed on multiple faculty monitoring cards at any given time</li><li>• Are responsible for a serious breach of school rules</li><li>• Are returning from suspension</li><li>• Are responsible for serious incidents connected with sport/playground duty</li></ul>
--	---

Students who are currently on Whole School Monitoring Cards **may** be unable to take part in school events, incursions or excursions (with the exception of mandatory curriculum) due to WHS concerns,. This decision will be made at the discretion of Senior Executive and the event coordinator. Involvement in Rewards Excursions will also be at the discretion of the Year Advisor, excursion coordinator and Senior Executive. Students with a history of poor behavior throughout the year may not be deemed eligible to attend an excursion.

Students who fail to modify their behaviour while on a Whole School Card will be interviewed by the Deputy and may be issued a formal caution to suspend for 50 days with possible removal of privileges.

Principals may use suspension as a behaviour management response when a Principal determines a behaviour is of concern, that is the behaviour:

- causes actual harm to any person; or
- poses an unacceptable risk to health and safety, learning, and/or the wellbeing of any person, including where such a risk is posed by: a student's continuing, consistent, unproductive and disruptive behaviour that results in a detrimental impact on the educational interests of other students and all possible interventions and supports to redirect or minimise this behaviour have already been attempted
- a student's behaviour that causes damage to or the destruction or loss of property. Actual harm or unacceptable risk to health, safety, learning and/or the wellbeing of any person may include the student exhibiting the behaviour/s of concern.

Behaviours of concern could include physical violence, verbal abuse or psychological abuse. Other examples may include:

- bullying (see Bullying of Students - Prevention and Response Policy) and cyber-bullying (see Cyber-bullying of staff)
- drugs in schools (see Drugs in Schools Policy)
- weapons and knives in schools (see Knives in schools Legal Bulletin)
- assault (see Assault harassment, stalking and intimidation of students and staff at school)
- racism or discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity (see Anti-Racism Policy)
- mis-use of technology (see Technology misuse in schools)

## BEHAVIOUR SUPPORT - INTERVENTIONS

*(May involve one or more of the following)*

BEHAVIOUR	INTERVENTION TYPE	CLASSROOM TEACHER	HEAD TEACHER	DEPUTY PRINCIPAL/ PRINCIPAL	OTHER SUPPORT
<b>Attendance &amp; Punctuality</b> eg late to school late to class truancy fractional truancy etc	<b>EARLY INTERVENTIONS</b>	<ul style="list-style-type: none"> <li>student reflection</li> <li>place on Class Card</li> <li>parent/carer interview - phone (consult HT)</li> <li>referral to faculty HT (text DP for truancy during lesson)</li> </ul> Must include <i>SENTRAL</i> entry			<ul style="list-style-type: none"> <li>SLSO/AEO/AEW</li> <li>Counsellor</li> <li>HSLO</li> <li>Year Advisor</li> <li>LaST</li> <li>Attendance coordinator completes a fortnightly check <i>SENTRAL</i> truancy report of students in KLA</li> <li>PIP</li> <li>Post compulsory attendance plan</li> </ul>
	<b>TARGETED INTERVENTIONS</b>	<ul style="list-style-type: none"> <li>trouble-shooting with individual student, e.g. assist with problem with timetable</li> <li>confirm access to curriculum</li> <li>YA referral</li> </ul>	<ul style="list-style-type: none"> <li>student interview &amp; reflection</li> <li>truancy letter home (<i>SENTRAL</i>)</li> <li>place on an Attendance Card</li> <li>parent interview (phone or in person)</li> </ul> Must include <i>SENTRAL</i> entry	<ul style="list-style-type: none"> <li>interview/reflection with Deputy/Principal</li> <li>place on Attendance Monitoring card</li> <li>place on DP Card</li> <li>parent/carer interview (phone or in person)</li> <li>partial attendance plan</li> <li>formal caution to suspend</li> <li>suspension</li> </ul> Must include <i>SENTRAL</i> entry	
	<b>INDIVIDUAL INTERVENTIONS</b>				
<b>Uniform Non – compliance</b> not wearing the correct uniform or wearing it inappropriately	<b>EARLY INTERVENTIONS</b>	<ul style="list-style-type: none"> <li>students recorded on <i>SENTRAL</i> as unjustified/justified during roll call</li> </ul>		DP completes fortnightly check <i>SENTRAL</i> students in year group – <ul style="list-style-type: none"> <li>student interview</li> <li>discuss student assistance form</li> <li>clothing pool</li> <li>parent interview</li> <li>negotiation with Deputy /Principal</li> <li>student reflection</li> <li>place on DP Card</li> <li>formal caution to suspend</li> <li>suspension</li> </ul>	<ul style="list-style-type: none"> <li>Year Adviser</li> <li>Wellbeing Team</li> </ul>
	<b>TARGETED INTERVENTIONS</b>	<ul style="list-style-type: none"> <li>YA referral</li> </ul>			
	<b>INDIVIDUAL INTERVENTIONS</b>				

## BEHAVIOUR SUPPORT - INTERVENTIONS

*(May involve one or more of the following)*

BEHAVIOUR	INTERVENTION TYPE	CLASSROOM TEACHER	HEAD TEACHER	DEPUTY PRINCIPAL/ PRINCIPAL	OTHER SUPPORT
<b>Playground and community behaviour</b> eg not being courteous, polite & considerate not following teachers instructions littering, graffiti and vandalism out of bounds unsafe behaviour travel to and from school listening during assemblies mobile phone out YONDR pouch	EARLY INTERVENTIONS	<ul style="list-style-type: none"> <li>• student reflection</li> <li>• staff/student apology</li> <li>• restorative conversation</li> <li>• adjustment to privileges</li> <li>• referral to HT / YA / DP</li> <li>• parent/carer interview (phone)</li> <li>• text DP if student phone is out</li> </ul> Must include <i>SENTRAL</i> entry	<ul style="list-style-type: none"> <li>• school/community service</li> <li>• staff/student apology</li> <li>• restorative conversation</li> <li>• student reflection</li> <li>• parent/guardian interview (phone)</li> <li>• referral to DP if student persists</li> </ul> Must include <i>SENTRAL</i> entry	<ul style="list-style-type: none"> <li>• school/community service</li> <li>• student reflection with Deputy /Principal</li> <li>• staff/student apology</li> <li>• restorative conversation</li> <li>• technology confiscated &amp; locked in safe</li> <li>• place on DP Card</li> <li>• parent/guardian interview (phone or in person)</li> <li>• alternate break times</li> <li>• formal caution to suspend</li> <li>• suspension</li> </ul> Must include <i>SENTRAL</i> entry	<ul style="list-style-type: none"> <li>• SLSO/AEO/AEW</li> <li>• Counsellor</li> <li>• Year Advisor</li> <li>• Girls' Advisor</li> <li>• Boys' Advisor</li> <li>• LaST</li> <li>• Behaviour Management plan</li> <li>• banaams &amp; tiddas</li> </ul>
	TARGETED INTERVENTIONS	<ul style="list-style-type: none"> <li>• complete DP card each lesson</li> <li>• repetition of appropriate language</li> <li>• explicit rephrasing advice</li> <li>• explicit advice on positive behaviours</li> </ul> Must include <i>SENTRAL</i> entry			
	INDIVIDUAL INTERVENTIONS				
<b>Learning Behaviours</b> not following teacher instructions disruption in class failing to bring correct books & equipment for each lesson missing work deadlines not participating in lesson activities or	EARLY INTERVENTIONS	<ul style="list-style-type: none"> <li>• refer to Appendices 4, 6 &amp; 7</li> <li>• staff/student apology</li> <li>• restorative conversation (Appendices 8 &amp; 9)</li> <li>• adjustment to privileges</li> <li>• student reflection</li> <li>• placed on Class Card</li> <li>• letter of concern sent</li> <li>• parent/guardian interview - phone (consult HT)</li> <li>• referral to faculty HT (DP if mobile phone out)</li> </ul> Must include <i>SENTRAL</i> entry			<ul style="list-style-type: none"> <li>• SLSO/AEO/AEW</li> <li>• Counsellor interview</li> <li>• Learning Support Team</li> <li>• Wellbeing Team</li> <li>• Specialist behaviour support programs with internal/external agencies</li> <li>• Team Around a School</li> <li>• EALD teacher</li> <li>• Small group intervention</li> </ul>

## BEHAVIOUR SUPPORT - INTERVENTIONS

*(May involve one or more of the following)*

BEHAVIOUR	INTERVENTION TYPE	CLASSROOM TEACHER	HEAD TEACHER	DEPUTY PRINCIPAL/ PRINCIPAL	OTHER SUPPORT
being an active conscientious learner etc mobile phone out YONDR pouch in class	<b>TARGETED INTERVENTIONS</b>	<ul style="list-style-type: none"> <li>provide opportunity for alternate work with more defined outcomes</li> <li>complete HT/DP card each lesson</li> </ul>	<ul style="list-style-type: none"> <li>interview/reflection HT</li> <li>placed on a HT Card</li> <li>parent/guardian interview (phone)</li> <li>referral to DP if student persists</li> </ul> <p><i>Must include SENTRAL entry</i></p>	<ul style="list-style-type: none"> <li>reflection with Deputy /Principal</li> <li>place on DP Card</li> <li>parent/guardian interview (phone or in person)</li> <li>technology confiscated &amp; locked in safe</li> <li>personal reflection card</li> <li>Accelerate access</li> <li>formal caution to suspend</li> <li>suspension</li> </ul> <p><i>Must include SENTRAL entry</i></p>	<ul style="list-style-type: none"> <li>Year Adviser</li> <li>Girls' Advisor</li> <li>Boys' Advisor</li> <li>LaST</li> <li>IFS</li> <li>Accelerate access</li> <li>Koori room access</li> <li>Learning &amp; Support plan</li> <li>Behaviour Management plan</li> <li>PLP</li> </ul>
	<b>INDIVIDUAL INTERVENTIONS</b>				
<b>Harassment and Unsafe Behaviour</b> encouraging harassment verbal harassment bullying eg ignoring, excluding, name calling, put downs, mocking etc unwanted touching throwing things in class misbehaving in practical rooms	<b>EARLY INTERVENTIONS</b>	<ul style="list-style-type: none"> <li>student reflection</li> <li>restorative conversation</li> <li>staff/student apology</li> <li>loss of privileges</li> <li>parent/guardian interview – phone (consult HT)</li> <li>referral to HT, YA or DP</li> </ul> <p><i>Must include SENTRAL entry</i></p>	<ul style="list-style-type: none"> <li>student reflection</li> <li>restorative conversation</li> <li>staff/student apology</li> <li>loss of privileges</li> <li>parent/guardian interview (phone)</li> <li>place on a HT Card</li> <li>referral to DP</li> </ul> <p><i>Must include SENTRAL entry</i></p>		<ul style="list-style-type: none"> <li>SLSO/AEO/AEW</li> <li>Counsellor</li> <li>Learning Support Team</li> <li>Wellbeing Team</li> <li>Specialist behaviour support programs with internal/external agencies</li> <li>Team Around a School</li> <li>Year Adviser</li> <li>Girls' Advisor</li> <li>Boys' Advisor</li> <li>LaST</li> <li>IFS</li> <li>Accelerate access</li> <li>Koori room access</li> <li>Learning &amp; Support plan</li> <li>Behaviour Management plan</li> <li>PLP</li> </ul>
	<b>TARGETED INTERVENTIONS</b>	<ul style="list-style-type: none"> <li>model socially acceptable comments</li> <li>complete HT/DP card each lesson</li> </ul>		<ul style="list-style-type: none"> <li>reflection with Deputy /Principal</li> <li>staff/student apology</li> <li>restorative conversation</li> <li>student mediation</li> <li>place on DP Card</li> <li>parent/guardian interview (phone or in person)</li> <li>alternate break times</li> <li>sign Cease Bullying Agreement</li> <li>formal caution to suspend</li> <li>suspension</li> <li>referral to outside agencies</li> </ul> <p><i>Must include SENTRAL entry</i></p>	
	<b>INDIVIDUAL INTERVENTIONS</b>				

## BEHAVIOUR SUPPORT - INTERVENTIONS

*(May involve one or more of the following)*

BEHAVIOUR	INTERVENTION TYPE	CLASSROOM TEACHER	HEAD TEACHER	DEPUTY PRINCIPAL/ PRINCIPAL	OTHER SUPPORT
<b>Violence, Unlawful &amp; Illegal Activities</b> eg physical violence theft vandalism arson extortion alcohol or illegal drugs weapons sexual misconduct	<i>EARLY INTERVENTIONS</i>	<u>Refer to Deputy / Principal</u>  <i>Must include SENTRAL entry</i>	<u>Refer to Deputy / Principal</u>  <i>Must include SENTRAL entry</i>		<ul style="list-style-type: none"> <li>• SLSO/AEO/AEW</li> <li>• Counsellor</li> <li>• Learning Support Team</li> <li>• Specialist behaviour support programs with internal/external agencies</li> <li>• Team Around a School</li> <li>• Year Adviser</li> <li>• Girls' Advisor</li> <li>• Boys' Advisor</li> <li>• LaST</li> </ul>
	<i>TARGETED INTERVENTIONS</i>			<ul style="list-style-type: none"> <li>• Deputy/principal interview</li> <li>• parent/guardian interview (phone or in person)</li> <li>• suspension</li> <li>• police called</li> <li>• restitution for willful damage</li> </ul>	
	<i>INDIVIDUAL INTERVENTIONS</i>				