



Tempe High School

Behaviour Support and Management Plan



Review dates:

Last review date: This plan was reviewed on January 31st 2025: Day 1, Term 1, 2025.

Next review date: January 27th 2026: Day 1, Term 1, 2026.

Statement

Tempe High School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community stem from the concept of **restorative practices**. We believe that success stems from maintaining **positive relationships** with our students, staff, parents, and wider school community.

Our **care continuum** reflects our understanding that the behavioural, academic and social-emotional spheres of our students' lives **interact** and therefore our approach must do the same. We appreciate the support of our parents/carers who work with us to **reinforce key values** and school expectations.

MESSAGE FROM THE PRINCIPAL

At Tempe High School, we are proud of our ongoing focus on fostering a safe, supportive, and inclusive environment where every student can thrive academically, socially, and emotionally. To support this commitment, we have in place our comprehensive **Behaviour Support and Management Plan**, which outlines our school's approach to promoting positive behaviour and managing challenges constructively.

This plan reflects our shared values of being careful, considerate, collaborative, curious, cooperative and committed to growth. It provides clear expectations and processes to ensure consistency and fairness. It is grounded in the following principles:

1. **Positive Reinforcement:** Encouraging and recognising positive behaviours to motivate students to make thoughtful choices.
2. **Clear Expectations:** Ensuring students understand behavioural standards and the importance of these in building a harmonious school environment.
3. **Restorative Practices:** Focusing on restoring relationships and learning from experiences rather than punitive responses.
4. **Tailored Support:** Providing additional assistance for students who need guidance to meet their full potential.

We believe it is essential to work in partnership with families to ensure the success of this plan and to create a positive and respectful learning environment for all students. Your support and collaboration are highly valued as we strive to meet the needs of every child in our school.

Vanessa Williams
Principal

Partnership with parents and carers

Tempe High School 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 such as Department of Education surveys, school surveys, consulting with the P&C and the local AECG
- Using concerns raised through complaints procedures to review school systems, date and practices.

Tempe High School will communicate these expectations to parents/carers through the Principal updates, the school newsletter, website and will provide links to information and resources in the [Behaviour support toolkit](#).

Collaborative and respectful communication

Tempe High School processes and procedures are reflective of the following:

- a) [Student Behaviour Policies for all Public Schools](#)
- b) [School Community Charter](#)
- c) [Behaviour Code for Students in Public Schools](#)

Behaviour Plan: Care Continuum

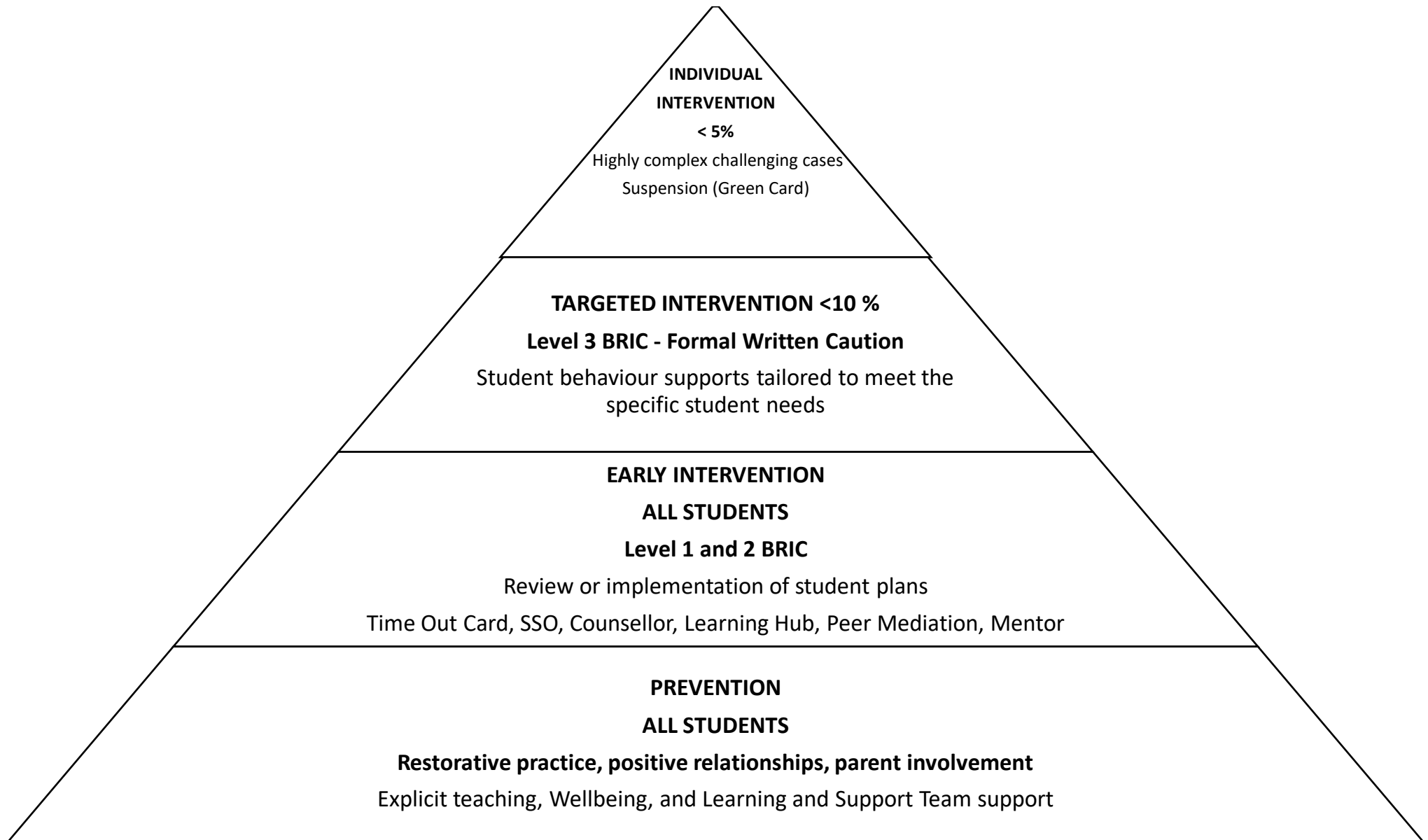
The following document has been structured in sections based on the Care Continuum Model.



Tempe High School Values in Action

Tempe Values: 5 Cs in action

✓ Be careful and considerate	<ul style="list-style-type: none"> ➤ Respect the feelings of others ➤ Respect the opinions of others ➤ Respect the property of others (including school property) ➤ Respect that we all have different abilities and backgrounds and avoid judgement
✓ Be collaborative	<ul style="list-style-type: none"> ➤ Work respectfully in pairs and group situations ➤ Include all students ➤ Show sportsmanship and a team player mentality ➤ Work out solutions through conflict-resolution so that there is a win-win outcome
✓ Be cooperative	<ul style="list-style-type: none"> ➤ Follow the teacher's/coach's instructions so that all can learn in a quality and safe environment ➤ Respond respectfully to requests from other students ➤ Show respect to community members
✓ Be curious and encouraging of others	<ul style="list-style-type: none"> ➤ Ask respectful questions of people from different backgrounds and beliefs ➤ Find out more about people to understand them ➤ Show empathy to others by considering their point of view
✓ Be committed to learning and growth	<ul style="list-style-type: none"> ➤ Approach learning with a growth mindset and focus on the effort and work ethic that leads to success ➤ Accept failure as part of the learning process and allow yourself time to bounce back from disappointment ➤ Work independently without having to be consistently monitored – see learning as your responsibility ➤ Support others to grow by being praiseworthy and supportive of their efforts ➤ Celebrate your success but remember that learning and knowledge is ongoing.

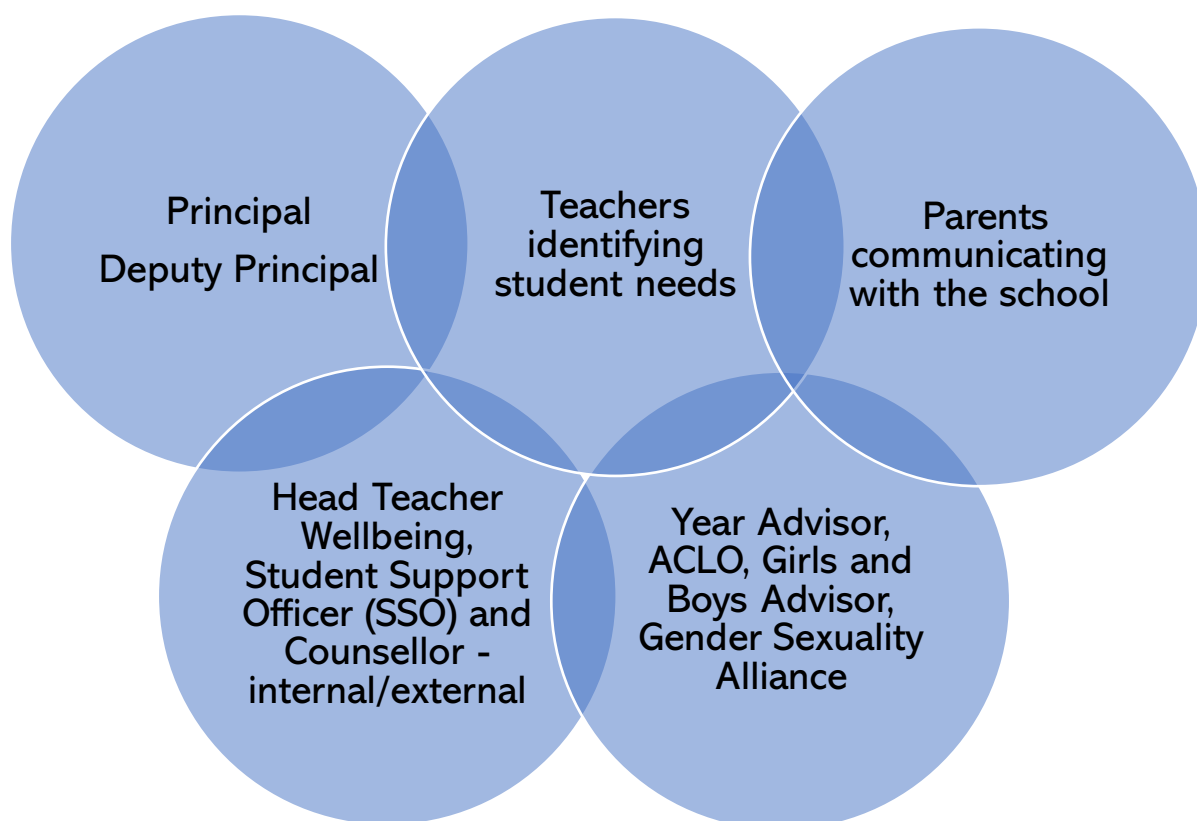


Teams approach to student wellbeing

Early intervention is vital for the effective implementation of research-based strategies that modify student behaviour. At Tempe High School a team of specialist staff work in collaboration with students, parents and teachers to identify and modify unacceptable behaviours.

The Wellbeing Team consists of Year Advisors, the HT Wellbeing, Deputies and the Principal. The team serves the wellbeing and learning needs of students across the school.

Meeting the complex wellbeing needs of all students is supported by a team of specialist staff and teachers, who form the Complex Case Team. The team serves to plan for and implement strategies to address the wellbeing and learning needs of students with highly complex needs.



Prevention: Restorative Practice




Tempe High School strongly believes that effective learning occurs through the development and maintenance of positive relationships between all members of the school community.

Teachers will practise restorative conversations with students for low level behaviours to ensure that students are given the chance to reflect on their behaviour, develop empathy and understand that they have control through the choice they make.

Restorative conversations teachers may have with students [sound like this](#):

- ***What happened?*** Value the student's voices and perspectives. Focus on the timeline of events without blame. Understand and identify the triggers.
- ***What did you want to achieve?*** Establish the need. We all behave to meet specific needs.
- ***Is it okay to want _____?*** Validate the need.
- ***Did [the behaviour] work for you?*** Identify behaviour of concern and consequences.
- ***Who has been affected by what happened?*** Think beyond those directly involved to see the 'ripple effect' of actions and consider the personal impact.
- ***What do you think you need to do to make things right?*** Devise agreed, realistic and meaningful resolutions to heal the harm.
- ***If the same thing happened again, what would you do differently?*** An opportunity for learning and verbalising alternative strategies.
- ***What could you try next time that would work for you?*** Identify replacement behaviours
- ***Do you think that might work?*** Validate replacement behaviour

Prevention: Teaching Practice

Teachers will:	Students will:	Parents/Carers will:
 <ul style="list-style-type: none"> ○ Develop a positive and respectful rapport with all students. ○ Set up clear expectations and class rules and reinforce them consistently in order to create a safe, positive and inclusive environment for all. ○ Plan engaging units of work by applying the principles of Universal Design to ensure students are engaged and learning. ○ Explain the learning intentions to students so they know the purpose and expectations of learning in each lesson. ○ Teach content and behaviour explicitly and follow the <i>I do, we do, you do</i> approach. ○ Differentiate and adjust for students so they can access the curriculum. Check and apply student plans: IEPs, PLPs and behaviour support plans. ○ Provide ongoing feedback to students. 	 <ul style="list-style-type: none"> ○ Attend school every day (unless sick) so they can consolidate their learning and achieve their personal best. ○ Follow the Behaviour Code for students in public schools ○ Communicate respectfully ○ Engage in and complete the sequence of tasks/activities outlined by the class teacher to the best of their ability. ○ Support the teacher to create a quality learning environment for all by following the 5 Cs: Tempe values: <ul style="list-style-type: none"> - Commitment to learning - Collaboration - Cooperation - Consideration and care - Curiosity and Inclusion ○ Consider the subjects they choose for electives to ensure they represent their interests and suitability. 	 <ul style="list-style-type: none"> ○ Encourage their child to attend school every day. ○ Support them in accessing the equipment/resources/uniform they need to participate in the school community and expectations. ○ Communicate with the school through the Year Advisor/Deputy if there has been any change in circumstance which may impact their child's capacity to learn or wellbeing. ○ Check the Sentral Weekly Notice to support their child with organization and knowing what is going on at the school each week. ○ Reinforce the 5 Cs: Tempe Values so that there is a partnership of values between school and home.

Prevention: Wellbeing Programs

Tempe High School embeds wellbeing in lesson plans and activities across the curriculum. Appropriate programs are implemented in subjects such as Drama, English and PDHPE.

Whole School support events and programs are aimed at building resilience, increasing connection to the school community and embracing individuality. Further to whole school programs, targeted, age-appropriate programs are planned for, evaluated and delivered to address the unique needs of year groups.

Specific programs for each year group	
Year 7: Growing Resilience in Teens (GRIT) Y-Safe Cybersafety Deep Harmony	Year 8: RISE Program
Year 9: Smashed (alcohol)	Year 10: Wired (Cyberbullying and Mental Health) Love Bites (Respectful Relationships) Road Safety
Year 11: Study without stress (students opt in) Life Ready Course	Year 12: Yr 12 Teacher-Mentors program P&C Yr 12 Wellbeing program

Prevention: Aboriginal Connections

Our Aboriginal and Torres Strait Islander students are provided with a forum to express their voice, connect to culture and access curriculum support through the implementation of the following strategies, programs and spaces:

- Dedicated Aboriginal Community Liaison Officer
- Dedicated 'Ngurra Resource Room'
- Koori garden with yarning circle space
- Individual Learning Plans (IEPs) are collaboratively designed between students, parents and caregivers, and support staff
- National Aboriginal Sporting Chance Academy (NASCA) program
- Marrickville Youth Centre programs – Yarning Circle
- 'Songbirds' Choir

Prevention: ANTIBULLYING PLAN

Department Policy on Bullying

[Bullying of Students - Prevention and Response
\(nsw.gov.au\)](https://www.nsw.gov.au/bullying-of-students-prevention-and-response)

Tempe High School ANTIBULLYING PLAN

Rationale:

Tempe High School is an inclusive environment where we value diversity and respect individual differences. Students and staff have the right to expect that their school will be free from bullying, harassment, intimidation and victimisation. Bullying **is not acceptable** in any form.

Through the combined efforts of students, teachers and parent/caregivers we are committed to dealing with and managing any incidents of bullying that may arise at school. We are equally committed to promoting respectful relationships in our school community.

What is bullying?




Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Acts of bullying can be in-person or online; this is called cyberbullying. Bullying can involve humiliation, intimidation, victimisation and forms of harassment including those based on sex, gender, race, disability, homosexuality, transgender status. Bullying of any form or for any reason can have long term effects. Conflicts or fights between equals or single incidents are not defined as bullying.

The 3 main features of bullying are:

- the misuse of power in a relationship
- it is ongoing and repeated
- it involves behaviours that can cause harm

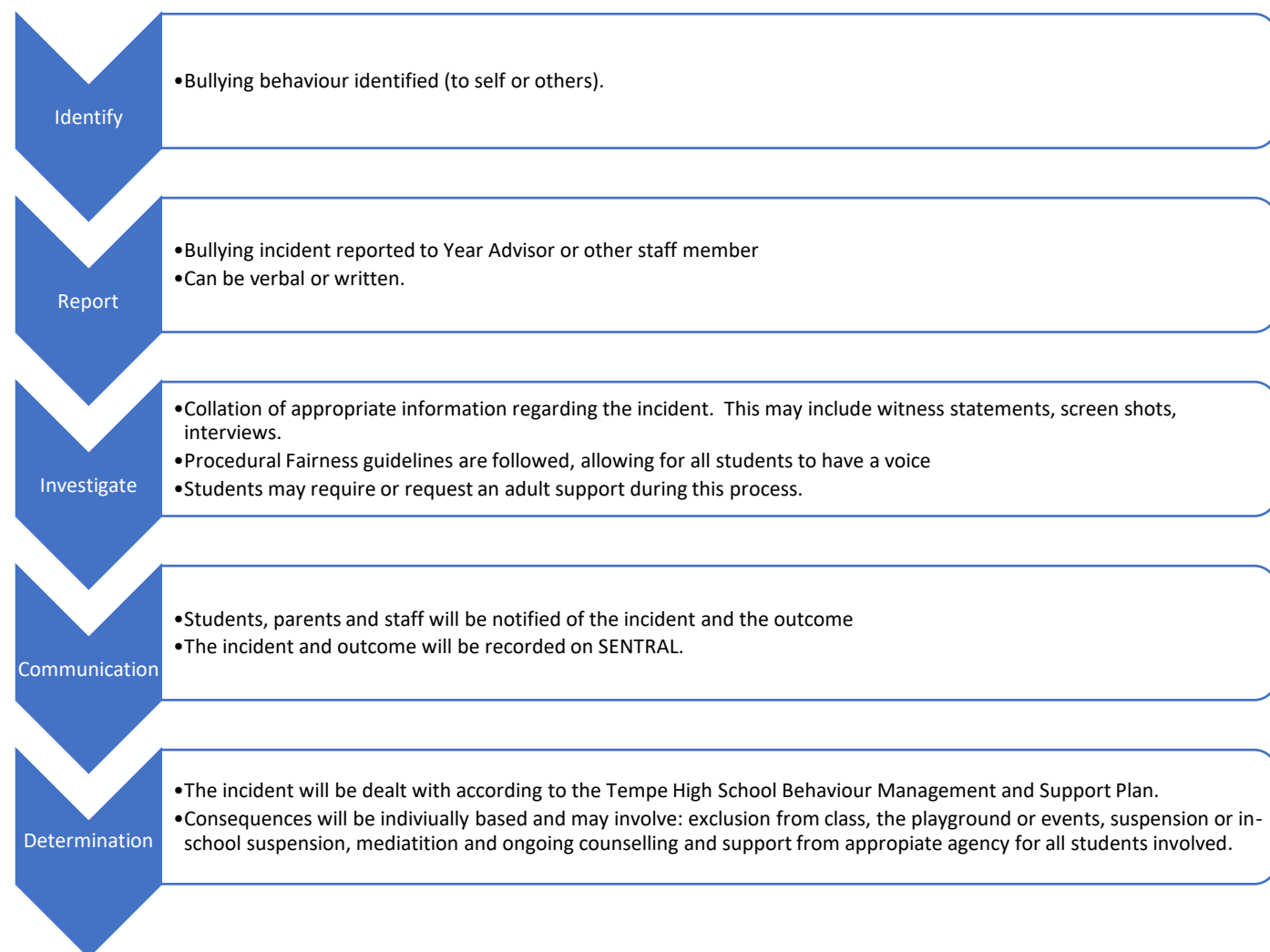
Preventing and responding to bullying behaviour in learning and working environments is a shared responsibility of all staff, students, parents/caregivers and members of the school community. All members of the school community contribute to the prevention of bullying by modelling and promoting appropriate and respectful relationships. Further, curriculum and classroom pedagogy support students to develop an understanding of bullying and its impacts.

Roles and responsibilities:

Teachers will:	Students will:	Parents/Carers will:
		
<ul style="list-style-type: none"> • respect and support students • model and promote appropriate behaviour • support students to become resilient • have knowledge of school and departmental policies relating to bullying behaviour • document the incident • respond in a timely manner to incidents of bullying • ensure open lines of communication between home and school to respond to bullying situations 	<ul style="list-style-type: none"> • behave appropriately, respecting individual differences and diversity • behave as responsible digital citizens – this means interacting with others online in a positive and respectful manner, and ensuring that comments, images, videos and other material shared online, respects the privacy and reputation of all • have a clear understanding of the different forms of bullying. i.e. psychological, cyber and physical • being aware of the consequences associated with bullying • behave as responsible upstanders • report incidents of bullying 	<ul style="list-style-type: none"> • model and promote positive relationships that respect and accept individual differences and diversity within the school community • support their children to become responsible citizens and to develop responsible online behaviour • be aware of the school Anti-Bullying Policy and assist their children in understanding bullying behaviour • support their children in developing positive responses to incidents of bullying • support their children to confidently report incidents of bullying at school or online • work collaboratively with the school to resolve incidents of bullying

Reporting cases of bullying

Reports of bullying can be made to any staff member in person, via email or via phone. All bullying concerns are taken seriously and dealt with according to NSW Department of Education processes and procedures.



Prevention:

- Tempe High School staff are provided with support and professional development to discourage, prevent, identify, and respond to student bullying behaviour. The school will implement strategies to prevent bullying by:
- the promotion of the respectful and responsible behaviour across all school communication platforms
- the ongoing professional development of staff
- raising community awareness and input relating to bullying, its characteristics, and the school's programs and response
- provision of programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving
- the explicit teaching and modelling of expected behaviours
- embedding anti-bullying strategies and consistent messaging across the curriculum
- promoting and encouraging of student voice through the Student Representative Council, Peer Support Leaders, Year Advisors, ACLO, CLO, ARCO, SSO, GSA, Boys and Girls Advisors.

Wellbeing Programs: A range of anti-bullying initiatives are embedded into the Tempe High School Calendar of Events, including:

- Harmony Day - develops intercultural understanding
- RUOK? Day emphasizes the need for strong relationships and the importance of friendship in mental health and wellbeing
- Wear if Purple Day emphasizes the need to foster supportive, safe and inclusive environments for rainbow young people.
- International Woman's Day is a global day celebrating the social, economic, cultural and political achievements of women. The day also marks a call to action for accelerating gender parity.
- Recognition and awards for positive behaviour – Merit Award program
- Peer Support
- Wellbeing Weeks programmed into each term – the wellbeing focus varies according to the requirements for each Year group
- Year 7 and Year 10 camp
- Year 12 Wellbeing Program supported by P&C
- Growing Resilience in Teens (GRIT) – Yr 7 program

Process for Parents

When your child tells you they have experienced bullying, it is important to respond with both emotional support and a clear plan for action. This process ensures their wellbeing is prioritised, the matter is addressed fairly, and the school is able to follow up appropriately.

The Key Principles in this Process:

- **Supportive and non-judgemental** response to the young person.
- **Action will occur** when bullying is reported.
- **Procedural fairness** for all involved.
- **No assumption** that the initial report contains the full picture—information will be verified from multiple sources.
- **Partnership** between home and school to resolve concerns and build respectful relationships.

1. Listen and Support

- Remain calm and give your child opportunity to share what happened in their own words.
- Acknowledge their feelings and thank them for telling you.
- Avoid making assumptions or drawing conclusions before the facts are gathered.

2. Reassure Your Child

- Let them know the school takes all reports of bullying seriously and that there are processes to address it.
- Assure them they will be heard, supported, and involved in some decisions about what happens next.
- Remind them that the focus will be on restoring safety and respectful relationships.

3. Record the Details

- Write down:
 - What happened (including times, dates, locations).
 - Who was involved.
 - Any witnesses or supporting evidence (e.g. screenshots for online incidents).
- Explain to your child that this helps ensure the process is fair and accurate.

4. Report to the School Promptly

Contact the **Year Advisor** as the first point of communication.

If they are unavailable, you can also speak to:

- **Head Teacher Wellbeing**
- **Student Support Officer**
- **School Counsellor**
- **Deputy Principal**
- **Principal**

Reports can be made:

- In person
- By phone
- By email

5. Understand the School's Response Process

Once the report is made, the school will:

1. **Investigate** – gather statements from all involved, check evidence, and ensure procedural fairness so every student has the right to share their perspective.
2. **Communicate** – keep parents/carers and students informed about the process and outcomes.
3. **Decide and Act** – apply appropriate consequences and/or supports in line with the Behaviour Support and Management Plan. This may include mediation, counselling, changes to class/playground arrangements, or disciplinary actions.

6. A shared understanding

- Decisions are guided by the need to ensure the child's safety, wellbeing, and continued engagement in learning for all students involved.

- Support is available for both the targeted student and the student engaging in bullying behaviour to prevent recurrence.

7. Ongoing Communication and Support

- Stay in touch with the Year Advisor or relevant staff member to monitor progress.
- Encourage your child to continue reporting any further incidents.
- Access school wellbeing supports such as the counsellor, SSO, Girls/Boys Advisors, AEO, or GSA coordinator.
- If needed, seek additional community support services (e.g. Headspace, GP, Family Referral Service).

Confidentiality Statement:

The school will make every effort to be discreet when a bullying report is made. However, it cannot always guarantee that information will remain confidential, as maintaining **procedural fairness** requires that all involved have the opportunity to share their perspective. Staff will need to speak directly with the reporting student to gather accurate information and ensure that appropriate supports and resolutions can be put in place.

For Parents of Students Engaging in Bullying Behaviour

It is important to approach this situation with care, understanding, and a commitment to positive change. Supporting your child to recognise the impact of their behaviour and to develop respectful relationships is essential for their wellbeing and for the wellbeing of others.

1. Listen and Understand

- Talk calmly with your child to understand their perspective and any underlying issues that may be influencing their behaviour.
- Avoid blame or punishment before gathering all the facts.

2. Reinforce Expectations

- Clearly communicate that bullying behaviour is unacceptable and explain the importance of respect and kindness towards others.
- Emphasise the school's commitment to a safe and respectful environment for all students.

3. Record and Report

- Work collaboratively with school staff to address the situation.

4. Support the School's Process

- Engage positively with the school's investigation and any consequences or support measures implemented including counselling, mediation, or behaviour support programs.

5. Promote Positive Behaviour

- Help your child develop empathy and social skills.
- Reinforce the value of accountability and making amends.

6. Ongoing Communication and Support

- Maintain regular contact with the Year Adviser to monitor your child's progress.
- Seek additional support if needed, such as family counselling or community services, to address underlying issues contributing to bullying behaviour.

Additional Resources

- **NSW Department of Education – Anti-Bullying Policy**
<https://education.nsw.gov.au/student-wellbeing/anti-bullying>
- **Australian Government – Bullying. No Way!**
<https://bullyingnoway.gov.au>

Online Safety and Cyberbullying Support

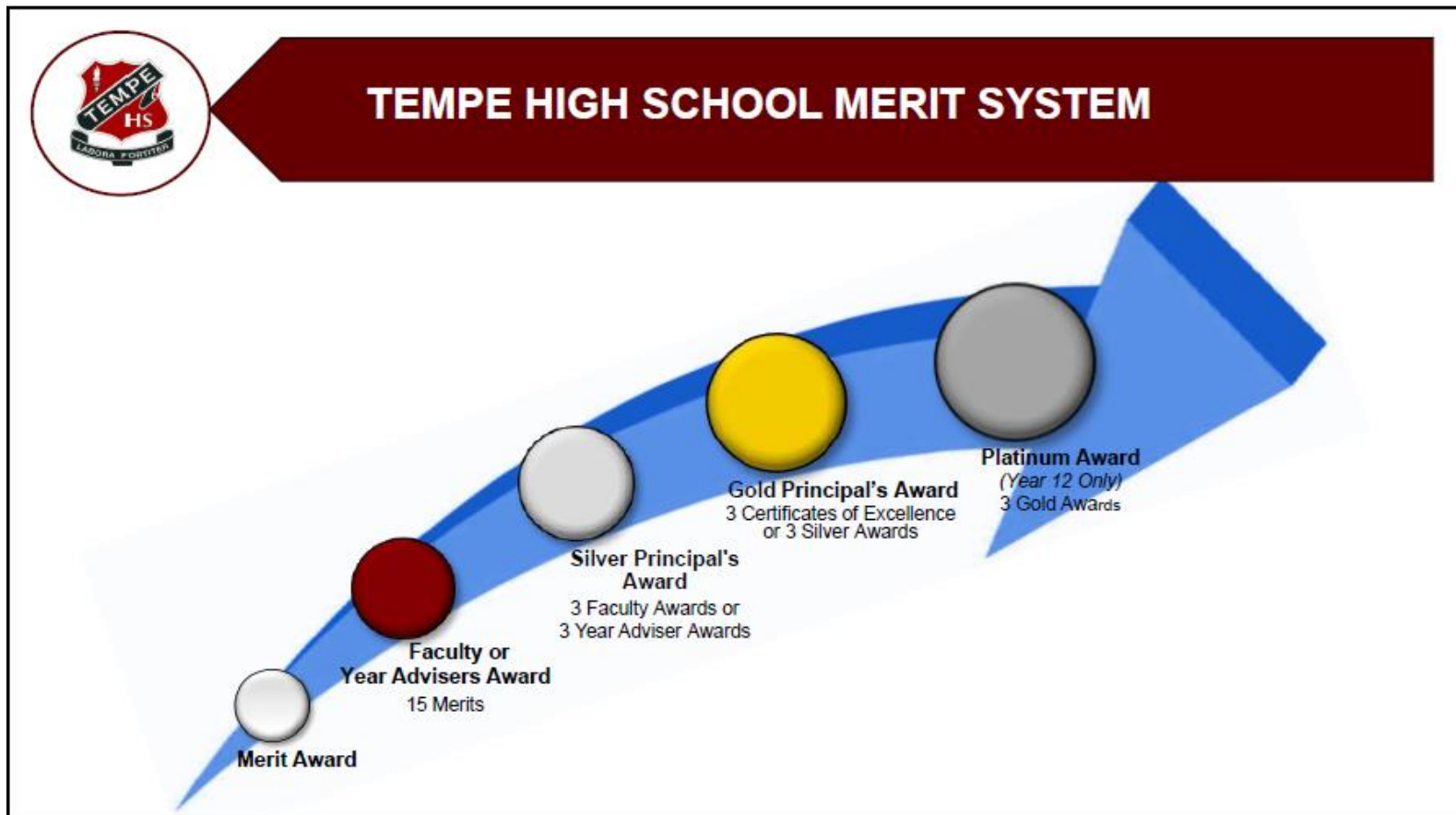
- **eSafety Commissioner**
<https://www.esafety.gov.au>
- **Report Cyberbullying to eSafety**
<https://www.esafety.gov.au/report>

Mental Health and Community Support




- **Headspace** – Youth mental health support: <https://headspace.org.au>
- **Kids Helpline** – Free, confidential phone & online counselling for ages 5–25: <https://kidshelpline.com.au> or call 1800 55 1800
- **Parent Line NSW** – Support for parenting challenges: <https://www.parentline.org.au> or call 1300 130 052

Prevention: CELEBRATING SUCCESS





At Tempe High School Student success is acknowledged and celebrated during Year meetings, assemblies and Presentation Evenings. Students are encouraged to maintain academic resilience, as well as exhibiting positive behaviours. Positive behaviours and academic success is rewarded using the Merit System.



Tempe High School Merit System

Teachers/Wellbeing Team will:	Students will:	Parents/Carers will:
 <p>Award students who demonstrate the Tempe values through our Awards system:</p> <ul style="list-style-type: none"> • Recognition – contact home • Digital Merits • Year Advisor Awards • Faculty Awards- Attendance • Fortnightly Assembly Awards • Report Awards: Application to Studies and Academic Excellence • Silver Awards Picnic • Recognition Assemblies • Presentation Night • Canteen vouchers • Peer Tutoring Certificates • P&C End of Year Vouchers • Students who participate in activities linked to extracurricular activity representations – points amassed from activities on Sentral. 	 <ul style="list-style-type: none"> • Aim to pursue growth and excellence • Take pride in achievements across the social, academic, and sporting domain • Acknowledge their own commitment to learning and celebrate their positive qualities • Celebrate and applaud the success of other students at Tempe High School 	 <ul style="list-style-type: none"> • Praise their child for achieving the award. • Focus on recognising effort, ethical responses and empathy • Communicate with the school if their child has achieved external success from the school so we can praise their efforts as well. • Reinforce the 5 Cs: Tempe Values – so that there is a partnership of values between school and home.

Early Intervention: In the Classroom

Teachers will:	Learning Support and Wellbeing Team will:	Students will:	Parents/Carers will:
			
<ul style="list-style-type: none"> ○ Implement cues to manage one-off, low-level misbehaviours. This could include: visual eye cues, teacher proximity and reinforcement of desired behaviour. ○ Contact home early to address any behaviour, academic or wellbeing concerns. ○ Identify students who may require support and either put in a Learning Referral, Wellbeing Referral or an EALD Referral. ○ Implement a class seating arrangement. ○ Place a student on a BRIC and support them to achieve goals. 	<ul style="list-style-type: none"> ○ The Learning Support and Wellbeing Teams will check referrals weekly and decide on future steps to support the student. ○ These referrals will result in an allocation of a case manager from the team who will work with the student and the family to manage/respond to identified needs. ○ The LS and Wellbeing Team will communicate this information to teachers to ensure that all staff are aware of the needs of the student. Plans are established which may involve teacher input and action. 	<ul style="list-style-type: none"> ○ Work with the teachers to regulate their behaviour and achieve their personal best. ○ Respectfully communicate their preferences ○ Focus on movement towards goals through a growth mindset, developing habits that support their personal success. ○ Participate in programs to maintain their engagement in school. ○ Use the time-out card (if provided) before situations escalate. 	<ul style="list-style-type: none"> ○ Attend parent-teacher night or communicate with teachers early if they are concerned about their child's progress. ○ Support the school behaviour management policy. This will help students regulate their behaviour through consistent messaging at home and at school. ○ Reinforce the 5 Cs: Tempe Values – so that there is a visible partnership and consistent messaging at school and at home.

BRIC – Behaviour Restoration and Intervention contract

The BRIC (Behaviour Restoration and Intervention Contract) is designed to support the student in restoring their behaviour to a level that encourages positive relationships with students and staff. The contract is designed to focus on identifying and modifying specific behaviours. The aim of the contract is to allow an opportunity for the teacher and student to have a restorative conversation, as well as allow the student time to modify their behaviour.

LEVEL 1: CLASS TEACHER BRIC

Student displays one of the following (ongoing) behaviours in a class setting:	Teachers will:	Parents will:
<p>Level 1 behaviours can include:</p> <ul style="list-style-type: none"> • Rudeness in tone or comment • Not following instructions • Inappropriate language/gestures • Disruptive • Lack of application • Technology misuse • No equipment/texts • Lateness to class • Truancy (1 only) • Bullying • Out of bounds • Littering • Other behaviour that is deemed inappropriate at a classroom level <p>The teacher will initially identify the inappropriate behaviour and then explicitly model the required behaviour. If the behaviour continues, despite warnings and explicit modelling then a BRIC will be initiated.</p>	<ul style="list-style-type: none"> ✓ Investigate any issues that may be impacting behaviour – wellbeing, learning support or social situations with friendships. ✓ Make a learning support or wellbeing referral where necessary ✓ Mandatory contact home ✓ Document incidents on Sentral ✓ Print off the BRIC contract so the student can visually see the goals they are working on. ✓ Give a consequence which may be linked to the misbehaviour: <ul style="list-style-type: none"> ○ 10 mins of restorative conversation ○ community service ○ seating re-arrangement ○ ban on use of technology for a short time. ✓ Monitor the students for up to 3-4 lessons. Let the student know how they are going with achieving their goals. ✓ Student is removed off the BRIC and encouraged to maintain their positive behaviour. 	<ul style="list-style-type: none"> ○ Work with the school to reinforce the Tempe values and expectations at home. ○ Support their child with organisational needs which may be impacting their behavioural responses. ○ Respond with consequence in the home environment, especially if related to technology misuse.

LEVEL 2 – HEAD TEACHER BRIC

Student has shown that they cannot regulate and restore their behaviour in a minimum of 2 lessons:	Head Teachers will:	Parents/Carers will:
<p>Persistent behaviours of the following behaviours mentioned for Level 1</p> <p>and</p> <p>Head Teacher Roving on Playground Duty:</p> <ul style="list-style-type: none"> • Will work with the playground duty teacher to ensure that a consequence is issued then and there for misbehaviour which may include community service, such as picking up papers. • Serious breaches of Tempe High School values will be referred to the Deputy Principal of the relevant Year. 	<ul style="list-style-type: none"> • Investigate triggers for the student's ongoing misbehaviour. • Make a learning support or wellbeing referral if not made by the teacher. • Mandatory contact home • Print off the HT BRIC contract so the student can visually see the goals they are working on. • Give a consequence which is linked to the misbehaviour: <ul style="list-style-type: none"> - 20 mins of restorative conversation - after-school detention - faculty suspension of up to 2 periods - ban on use of technology for a short time. • Monitor the students for up to 3-4 lessons. Let the student know how they are going with achieving their goals. Reinforce behaviours that we want to continue to see. • Student is removed off BRIC and congratulated for their effort. • Note: If the student returns to misbehaving in the class teacher's space for the same behaviour within 2 weeks of the BRIC, the HT will: <ul style="list-style-type: none"> • Notify the Deputy • Consider another HT consequence • If the behaviour is different, the class teacher will reinforce the BRIC with new goals set for the student. • If a student is on 2 or more HT BRICs, the deputy will issue the student with a formal caution and move them to a DEPUTY BRIC. 	<ul style="list-style-type: none"> • Investigate any factors in the home environment which may be impacting their child's behaviour at school and communicate with the school. • Engage with conversations with the Year Advisor as to how to best support their child to improve. Is a session with our SSO or counsellor needed? • Investigate external support networks/specialists where necessary. • Respond with consequence in the home environment

Targeted intervention

LEVEL 3: DEPUTY BRIC – PURPLE CARD

Targeted Intervention

<p>Student has shown that they cannot regulate and restore their behaviour despite being on a Level 1 and 2 BRIC with consequences applied:</p>	<p>Deputy will:</p> <ul style="list-style-type: none"> - Issue a Formal Written Caution (50 days active) - Place the student on a Deputy BRIC <ul style="list-style-type: none"> – 5 days monitoring in every class. <p>Deputy may also recommend:</p> <ul style="list-style-type: none"> - Internal time-out – Learning Reflection Hub and/or Deputy lunch detention - Other suitable referral or consequence 	<p>Parent/Carer will:</p>
<p>Persistent behaviours of the low-level behaviours mentioned earlier:</p> <p style="text-align: center;">OR</p> <p>The student may demonstrate one or more of the following MAJOR behaviours:</p> <ul style="list-style-type: none"> • Vaping/Smoking or related behaviour • Swearing at a teacher • Threatening/ Intimidation of others • Physical fighting (may go straight to a suspension) • Filming a fight • Deliberately photographing students without consent after warned • Property damage • External incident • Cyberbullying and ongoing bullying • Repeated racist comments/ actions • Repeated truancy 	<ul style="list-style-type: none"> • Request learning support create a functional behaviour assessment on the student to identify areas for replacement behaviours. • Mandatory contact home • Print off the DEPUTY BRIC contract so the student can visually see the goals they are working on. • Give a consequence which may be linked to the misbehaviour or ongoing: <ul style="list-style-type: none"> - community service - after-school detention - ban on use of technology for a short time. • If the behaviour continues to be persistent, work on a behaviour support plan with the student and communicate this to parents/staff. • Monitor the student for each lesson through teacher responses. Let the student know how they are going with achieving their goals. • Student is removed off BRIC and encouraged to maintain their positive behaviour. 	<ul style="list-style-type: none"> • Consider attending the school for an interview with the deputy to discuss the behaviour support plan if possible. • Check-in daily with the student to monitor progress. • Encourage and reinforce any positive behaviour from the student, especially linked to the goals on the behaviour plan. • Investigate any internal or external support services to assist the student where needed.

BRIC Summary

Note: At each level, the Learning Support and Wellbeing Teams will be notified so they can establish a connection with the student where necessary and assess any factors which may be triggering inappropriate behaviour. In some cases a Behaviour Management Plan may be recommended.

CLASS TEACHER

1. Student shows ongoing misbehaviour and teacher has checked for any learning support or wellbeing issues.
2. Placed on a BRIC to support monitoring and develop personal responsibility for behaviour choices.

3. Teacher contacts home.

4. Teacher applies a relevant consequence.

3. Teacher identifies the behaviour goals based on the incidents and these must be on the BRIC for the student to see and work on.

4. Student works on behaviour goals for 3-4 lessons.

LEVEL 1 BRIC

HEAD TEACHER

1. Student is experiencing challenges with meeting the class teacher goals.
2. Head Teacher contacts home and then applies an escalating consequence.
3. Head Teacher continues to investigate any additional support the student may need to improve behaviour.

4. Head Teacher prints off BRIC and the student is monitored by the class teacher for 3 lessons. The Head Teacher may continue to apply consequences if the student maintains their misbehaviour.

5. If the misbehaviour is only in one faculty, the head teacher may contact the parent/carer for an interview.

LEVEL 2 BRIC

DEPUTY

1. If the student is still experiencing challenges despite numerous interventions the student is referred to the Deputy.

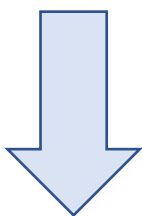
The student may be placed on a Deputy BRIC where all class teachers monitor the behaviour each lesson for 5 school days. Misbehaviour in a lesson may result in a consequence by the Deputy.

2. Students who are on 2 or more HT BRICS across a number of faculties or teachers, may be placed on a DEPUTY BRIC and issued with a Formal Written Caution and consequence.

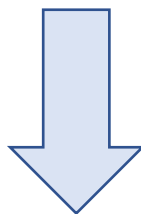
3. The Deputy may issue a Formal Written Caution, initiate a support plan or assign the student to the Learning Hub for Time-Out, in response to the specific behaviours.

4. If a student re-engages with the same behaviour within 2 weeks of coming off a Deputy BRIC, they will start the process again at a Head Teacher BRIC.

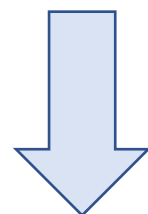
LEVEL 3 BRIC



Student has behaved consistently and BRIC is removed.



Student has behaved consistently well, and HT BRIC is removed. If the student misbehaves within 2 weeks off this card, they will return to this level and bypass the class teacher level.

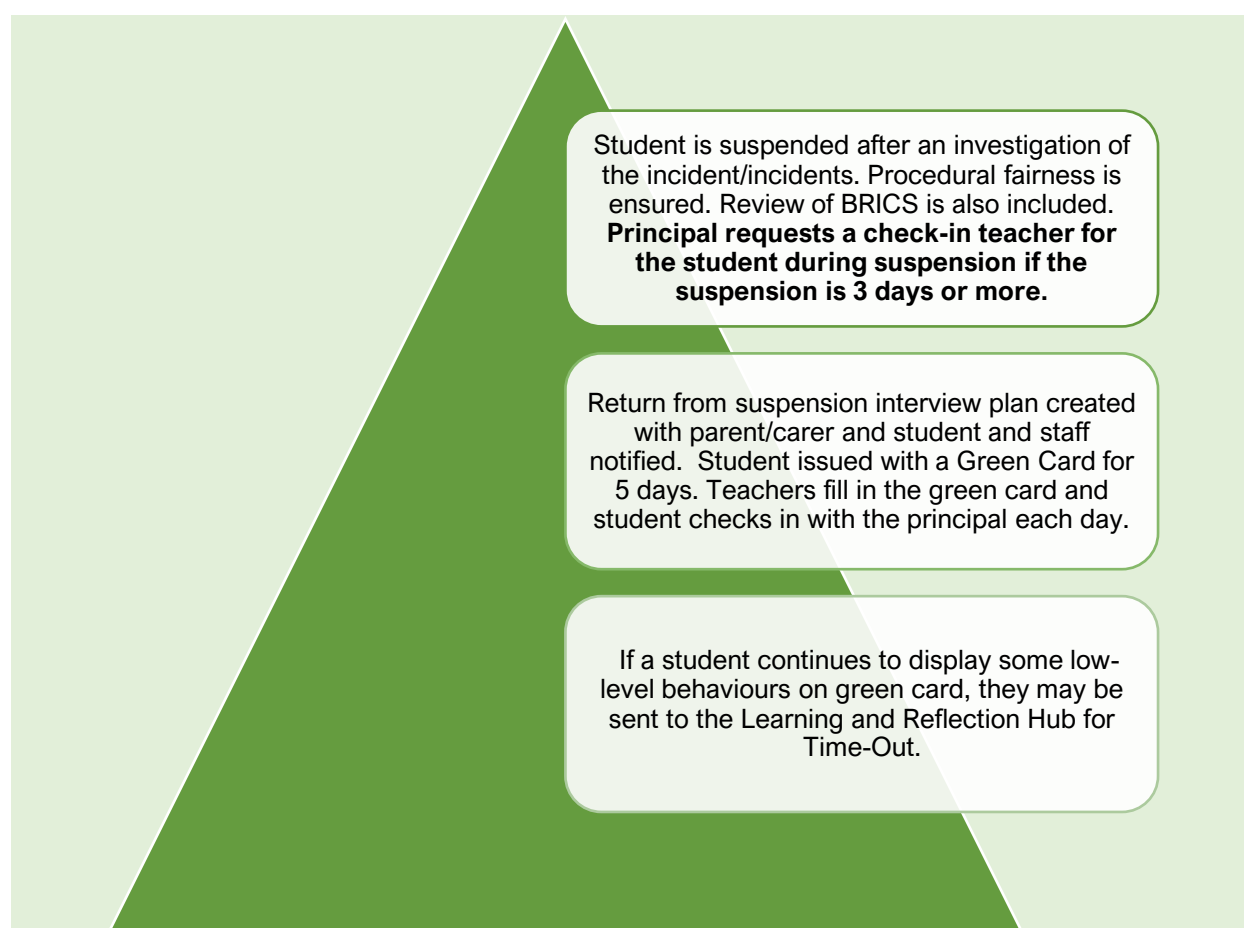


Student has behaved consistently, and Deputy BRIC removed; student who misbehaves within 1 week of being on a DEPUTY BRIC may be reissued the contract and consequence.

Targeted Intervention: Principal Level

Principals can use suspension as a behaviour management intervention when a behaviour or behaviours of concern pose an unacceptable risk to others or to teaching and learning. When assessing grounds for suspension, principals should consider the diverse learning and wellbeing needs of students, including developmental age, trauma, child protection concerns, cultural considerations, disability and individual needs and circumstances.

The purpose of the suspension is to allow the school to implement appropriate supports during the student's absence to address the student's complex and challenging behaviour or behaviours. This is to ensure a successful return to school, and mitigate any unacceptable risks posed to teaching and learning, and the health, safety and wellbeing of staff and/or students.



Targeted Intervention: Learning Hub





The Learning and Reflection Hub is a dedicated space to support the following students:

- Students with time -out cards issued by a referral process – short reset and then back to class.
- Students who have been placed on an internal time-out by the Deputy or Principal.

Whilst in the Learning Hub, students may:

- Students will work on lessons that their peers are working on in class or a modified version.
- Small group tutoring for targeted intervention in literacy or numeracy.
- Complete an activity suitable to their current needs.

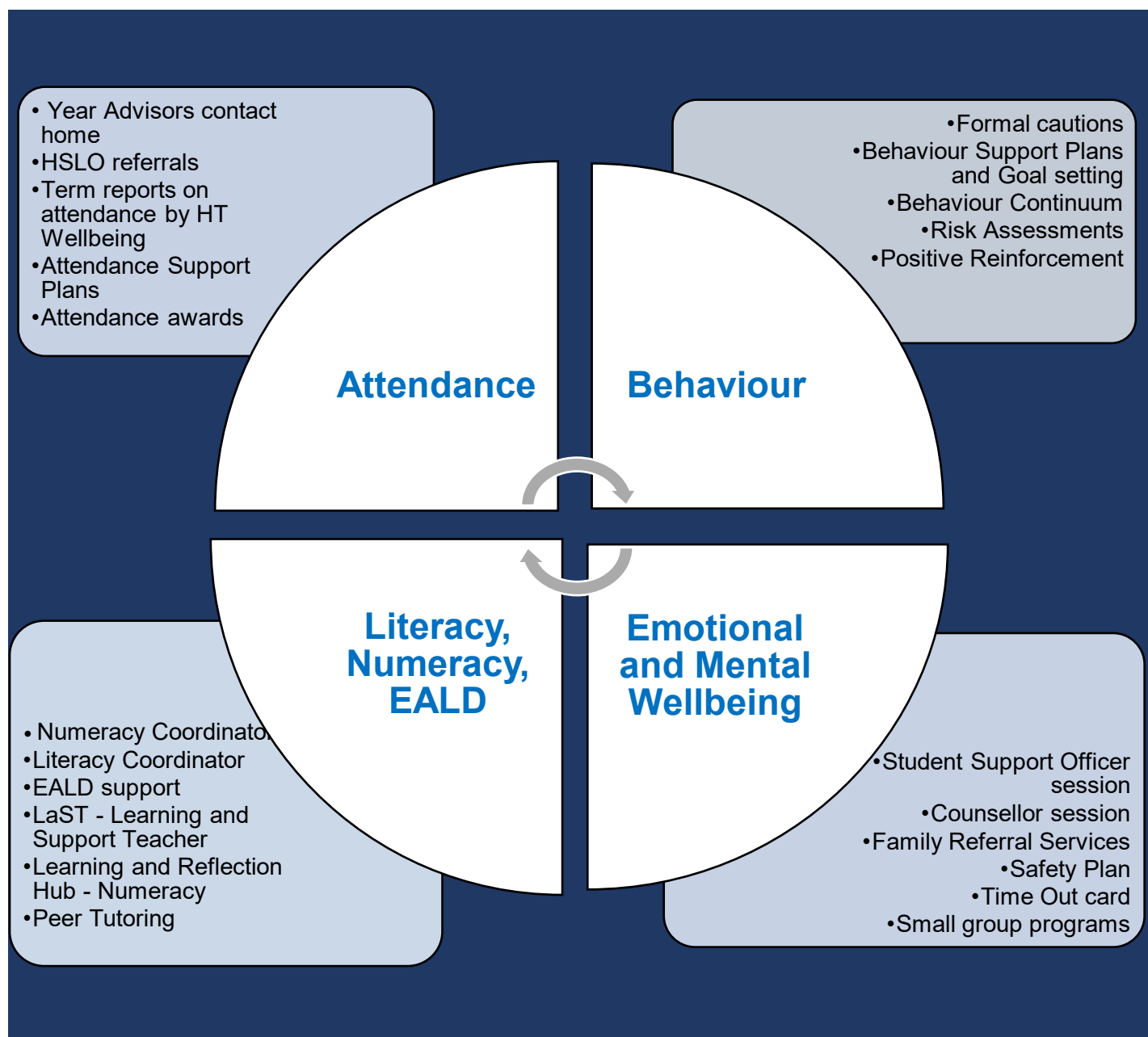
Individual Intervention: Factors

Teachers/Head Teachers will:	Learning Support and Wellbeing Team will: Deputy will:	Students will:	Parents/Carers will:
			
<ul style="list-style-type: none"> Continue to engage in ongoing restorative conversations with students to build their sense of personal responsibility and understand the consequences associated with choices. Review Behaviour Support Plans, IEPS and PLPS and read LS and Wellbeing minutes 	<ul style="list-style-type: none"> The LS team may do a Functional Behaviour Assessment on the student if they reach more than one HT BRIC or a DEPUTY BRIC. Year Advisor Report will be collated to check on student progress across all classes, especially in relation to the identified issues. This will be communicated to parents. The LST and Deputy will investigate any interventions needed for literacy and/or numeracy with head teachers and teachers. Recommend participation in targeted wellbeing program or refer to the Complex Case Team 	<ul style="list-style-type: none"> Work effectively with the school teams to address their needs and/or behaviour, reinforcing their understanding of the Tempe Values. Seek to develop positive habits through replacement behaviours to successfully complete their behaviour contract. Contribute to their own journey by reflecting on the successful strategies and support structures and request ongoing support as needed. 	<ul style="list-style-type: none"> Communicate with the school to review any associated plans and report any concerns or updates. Investigate appropriate external supports such as Counsellor, Head Space, GP, Family Referral Service. Consider the recommendations for testing for a diagnosis from the Learning Support Team. Continue to support their child's organisational and behavioural needs.

Individual Intervention: Different Approaches

Note: Disability Provisions for assessments/exams may be part of the support offered to students in Years 7-12. There is a separate application process for HSC Disability Provisions during the HSC examinations. [Click on this link for more information.](#)

Targeted and individual intervention will differ depending on the needs of the students:



Individual Intervention: Community

Key Players:	Actions/Approaches
Teachers will:	<ul style="list-style-type: none"> Document on Sentral any ongoing incidents and notify the Principal
<p>Principal and deputy principal will work with the Learning Support and Wellbeing Teams:</p> <p>HT Wellbeing and Learning Support</p> <p>Counsellor</p> <p>SSO</p> <p>Girls Advisor</p> <p>Boys Advisor</p> <p>Gender Sexuality Coordinator</p> <p>ARCO</p> <p>ACLO</p> <p>LaST and SLSO</p>	<ul style="list-style-type: none"> Create an access request to investigate funding support for the student or investigate specialized alternative school settings which may be more suitable for the student. Develop an attendance support plan with the student and parent/carer which aims to re-engage the student in consistent attendance. Place the student in the Learning and Reflection Hub where wellbeing and learning support can be given during the day and where the student may work with the Learning and Reflection Coordinator on their lessons for the day. Time-out from the classroom can allow them to re-engage with class work away from distractions which may be critical to their return to the classroom. If returning from suspension, a return-to-school plan is developed at the student and parent/carer resolution meeting and communicated to all staff to enable the student to succeed on their return. Careers Advisor may touch base with the student and investigate student needs which may include school to work options. The school may engage with the Child Wellbeing Unit or external behaviour specialists for extra support. This will depend on student circumstances and needs. The counsellor/SSO may investigate family referral services that can support students and families. They request consent for this referral.
Students will:	<ul style="list-style-type: none"> Use time out card responsibly if offered this as part of return from suspension Engage with the behaviour support planning and goal setting to ensure they achieve growth. Actively adopt new habits to sustain their success
Parent/Carers will:	<ul style="list-style-type: none"> Actively support the behaviour planning process and communicate with the school when necessary Enable their child to succeed through investigating internal and external pathways for support Consider referrals such as counselling or external diagnosis to allow the school to integrate supportive systems and access funding.

Detention, reflection and restorative practices

The purpose of detention is to allow for a restorative conversation between the student and the teacher. It is also an opportunity for students to reflect on their behaviour and with the teacher's support consider ways to improve in future. Students must be given a chance to eat and go to the toilet before their next class.

Action	When and how long?	Who coordinates?	How are these recorded?
Class Teacher places student on detention in order to have a restorative conversation. Teacher will check SENTRAL for any Wellbeing entries or associated Plans Class Teacher to contact parents	10 minutes	Teacher	Sentral
Head Teacher – student does not report to Class Teacher detention and does not have a valid reason Head Teacher to contact parents	20 minutes 2 periods	Head Teacher May remove student up to 2 periods in a course with their supervision <i>Faculty Suspension</i>	Sentral
Deputy lunch detentions: if a student does not turn up to the Head Teacher detention and does not have a valid reason. Deputy may initiate a Level 3 BRIC or other appropriate consequence relating to the initial inappropriate behaviour.	2 x 20-minute detentions	Deputy	Sentral
After School detention: can only be given by an executive member - for uniform 3 times or more - for lateness and/or truancy - non-completion of class work due to repeated truancy where the student is expected to complete the work in a supervised room	3.05- 4pm 24 hour notice will be given to parents either through text or phone call.	Head Teacher supervises if after-school detention is for their subject or may ask Deputy for support. Deputy coordinates and supervises for their after-school detentions. Principal supervises uniform detentions. Parents can contact the Principal if there is an issue with the time.	Sentral
Sport Reflection Room: For students who: - do not have sport uniform and no note from parent/carer - ongoing misbehaviour at Sport - have an injury and cannot do sport – permitted to do homework Note: continued misbehaviour at sport may result in a formal caution and Deputy BRIC if it is on 3 or more occasions.	During sport time for Years 7-10 on a Tuesday in E3	Sport Reflection Room Coordinator - receives a blue slip from sport teacher and enters the student into Sentral - the SASS staff check the sport roll at the end of the day. - Students to complete the Sport Booklet during this time. - Refer repeated entries to the Sport Coordinator.	Sentral

DEPUTY BRIC

Deputy places student on a formal caution (pre-suspension) and a DEPUTY BRIC (purple) for 5 days. All class lessons monitored.

Deputy contacts home and requests interview. Depending on the behaviour and its persistent/unsafe nature, the deputy may:

- Refer student to the LR Hub for a series of periods or 1-2 days.
- Remove privileges
- Remove student from the playground
- Institute a technology ban
- Arrange an afternoon detention.

Deputy checks the DP BRIC each day and assigns further consequences if the student cannot maintain behaviour. Persistent behaviour may result in the principal suspending the student to arrange support on their return.

On return from suspension, the principal will issue the student with a green card for 10 days.

NOTE: Student misbehaves within one week off DEPUTY, returns to Deputy BRIC. Within 2 weeks, starts at HT BRIC level.

HEAD TEACHER BRIC

Head Teacher calls home to let parents know the student has moved onto a HT BRIC. 20-minute restorative conversation (lunch/recess) where goals are reinforced with suggested actions. Head Teacher may decide to remove student from class.

Teacher monitors the Head Teacher BRIC in class and if the misbehaviour continues in 1 lesson, the head teacher removes the student for a maximum of 2 periods- faculty suspension/after-school detention.

Student has not improved despite head teacher efforts to work with them to restore behaviour.

Student on 1 head teacher BRIC: head teacher interview with parent and student. 1 more chance on HT BRIC before moving to Deputy.

Student on 2 or more HT BRIC: move straight to DEPUTY pre-suspension and DEPUTY BRIC.

Student misbehaves within a 1 week off HT BRIC – goes to Deputy BRIC.

CLASS TEACHER BRIC

