



WENTWORTH POINT
HIGH SCHOOL

SCHOOL BEHAVIOUR SUPPORT AND MANAGEMENT PLAN

2025



School Behaviour Support and Management Plan

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Overview

Wentworth Point High School is committed to building a safe, inclusive, and connected learning environment where every student is supported to grow and thrive. Our motto, *Courage to Grow, Strength to Connect*, guides every aspect of our approach to behaviour: encouraging students to take responsibility for their actions, persevere through challenges, and build strong, respectful relationships with others.

We are proud to serve a highly diverse and dynamic community, and we embrace our identity as a comprehensive co-educational public school where all students feel valued, supported, and known. Our behaviour expectations are a shared commitment to ensuring our school is a place where everyone can learn, belong, and succeed.

In line with the NSW Student Behaviour Policy:

- All students have the right to access and fully participate in learning.
- Our school is a calm and safe environment that supports high-quality teaching and learning.
- All members of our community have the right to be treated with dignity and respect

Partnership with parents and carers

At Wentworth Point High School, we recognise that education is a partnership between the school, students, and their families. Positive behaviour and student wellbeing are best supported when schools and families work together with shared expectations and open communication.

Our Behaviour Support and Management Plan was developed in consultation with parents and carers through the P&C and community conversations. Their feedback helped shape our approach to student behaviour, ensuring it reflects the needs, values, and aspirations of our community.

This partnership is grounded in **trust, respect, and shared responsibility**, with the common goal of supporting every student to grow with courage and connect with strength — in learning, in relationships, and in the broader community.

NSW Department of Education Policies and Support Documents:

Student Behaviour Policy

- [Behaviour Code for Students](#)
- [Detention and time-out procedures](#)
- [Suspension and Expulsion Procedures](#)
- [Student Behaviour and Support Management Plan](#)

Anti-Bullying

- <https://education.nsw.gov.au/schooling/schooling-initiatives/anti-bullying/educators>
- <https://bullyingnoway.gov.au/support-and-advice/for-schools>
- [CESE Anti-Bullying Interventions in Schools - what works?](#)

Incident Notification and Response Policy

- [Incident Notification Form](#)

NSW DoE Behaviour Code for Students

In NSW public schools students are expected, to the best of their ability, to:

- show respect to 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
- act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- resolve conflict respectfully, calmly and fairly
- meet the school's agreed uniform policy or dress code
- attend school every day (unless legally excused)
- respect all property
- be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools
- not bully, harass, intimidate, or discriminate against anyone in our schools.
- Schools take action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning

All students have a right to:

- safety at school
- access and fully participate in their learning
- be treated with respect by other students, teachers and school staff
- express their views, set goals and self-advocate.

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments and apply an appropriate action when students are not meeting these expectations. The department is responsible for the provision of 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.

Behaviour code for students: Student actions

Promoting the inclusion, learning, wellbeing, and safety of all students in NSW public schools is a high priority for the NSW Department of Education.

We implement teaching and learning approaches across a range of settings to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

To meet the expectations set out above, students in NSW public schools, to the best of their ability, should adhere to the following principles.

Respect

- Treat one another with dignity.
- Communicate and behave courteously.
- Act and work cooperatively with other students, teachers, and school staff.
- Develop positive and respectful relationships.
- Value the interests, ability and culture of others.
- Respect the learning needs of other students.
- Dress appropriately by wearing the agreed school uniform or dress code.
- Take care with school property and the property of staff and other students.

Safety

- Model and follow school and class rules and expectations around behaviour and conduct.
- Negotiate and resolve conflict.
- Be aware of and take responsibility for how their behaviour and actions impact others.
- Care for self and others.
- Be safe and help others to make safe choices that do not hurt themselves or others.

Engagement

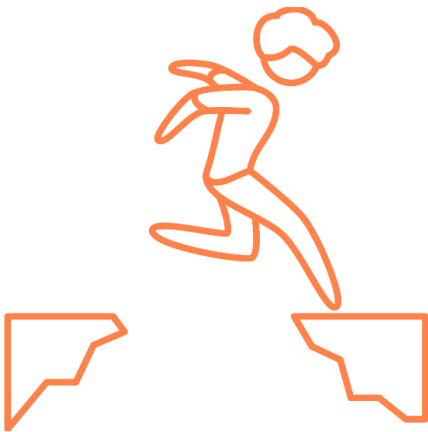
- Arrive at school and class on time.
- Be prepared for every lesson.
- Actively participate in learning.
- Aspire and strive to achieve the highest standards of learning.

Our School Motto

Courage to Grow, Strength to Connect

The school motto, *Courage to grow, Strength to connect*, underpins all student behaviour management. This is reflected in our approach through the following principles:

Courage to grow



- Supporting students to take responsibility for their behaviour and learn from mistakes.
- Encouraging persistence and self-discipline, especially when faced with challenges.
- Promoting reflective practices that help students develop emotional maturity and resilience.
- Creating opportunities for students to step outside their comfort zone, take academic and social risks, and strive for self-improvement.

Strength to connect



- Building strong, respectful relationships between students, staff, and the wider school community.
- Reinforcing inclusive behaviours and a sense of belonging for all students.
- Encouraging empathy, kindness, and support for others — especially in how students resolve conflict or repair harm.
- Valuing connection as the foundation for effective teaching, learning, and wellbeing.

School-wide behaviour expectations

As a newly established school, the management of student behaviour—and the expectations around it—have needed to be particularly explicit and detailed, more so than might be typical in an established school setting. These strategies will continue to evolve as the school grows and ongoing evaluation informs future improvements.

Before school

Management

- The small entry gate to the school will be unlocked (though closed) for students to enter the school grounds from 7:00am.
- The internal and external sliding gates will open at 8:00am for students to enter the main playground.
- Ground level toilets will be accessible.
- Students will walk their bikes/scooters through the playground to the bike bay
- A warning bell will ring at 8:40am and the LS1 bell at 8:45am

Student Expectations

- Students who arrive between 7:00-8:00am will **sit** in the outdoor alcove (between the two gates).
- Students must stay on the ground floor only throughout the morning. They may sit in the outdoor tiered learning space (stairs) between Level G and 1.
- Students must walk their bikes/scooters through the playground.
- At any time before 8:00-8:40am, students are permitted to:
 - ✓ Play ball games
 - ✓ Eat
 - ✓ Use their laptop in the breezeway/canteen only
 - ✓ Order their lunch from the canteen
 - ✓ Go to the bathroom
- Students may access the staffrooms between 8:30-8:40am
- Students should start moving to LS1 at 8:40am when the warning bell rings and are expected to be outside their classroom by 8:45am.

Late to school

Management

- There will be a warning bell at 8:40am
- The bell for LS1 will ring at 8:45am
- Parents will receive an SMS when their child is late to school.
- The '3 Level Process' will apply to students frequently late to school.

Student Expectations

- Students need to be lined-up outside their classroom for LS1 by 8:45am
- Students who arrive after this time must go to the Student Admin Office and sign in.
- Students will be given a slip at the office which they must then take with them to class and give to their teacher.
- Students must politely knock on the classroom door when late, handover slip, apologise for lateness and quietly sit in their seat and start the work.
- '3 Level Process' applies to lateness to school.

Uniform

Management

- Where possible, the Principal and DP will identify students out of uniform prior to the 8:40am warning bell and send them to change into uniform items.
- Students will be given uniform by DP/P/Office and P will keep student uniform in office.
- The student's name will be recorded on Sentral at the student office window.
- Classroom teachers are then expected to check all students' uniform in the first 10 minutes of LS1 from Tues-Fri. On Monday, it will be done at the end of the assembly.
- Students are to be sent with an Out of Class pass to the Deputy Principal's office where they will be given spare uniform items to change into.
- The P will keep the student's non-uniform item, and the student will come at the end of the day to change out of the school uniform items lent to them.

Student Expectations

- Students are expected to be in full school uniform every day. This includes black, leather-upper shoes.
- Full academic uniform is to be worn every day **except** Tuesday when the sport uniform may be worn.
- Students who are out of uniform will be sent to the Deputy Principal to change into school uniform either before school starts or during the first 10 minutes of LS1. This will be recorded on Sentral.
- Students who are out of uniform will be required to change into the school uniform, and the DP will retain the non-uniform items until 3:10pm. Students will then come and swap their uniform for their non-uniform items.
- Students must bring their sport uniform to school on the days they will have practical PE classes and change into the sport uniform for that lesson. They will then change back into their school uniform at the end of the lesson, unless it is a lesson at the end of the day (LS4) in which case they may wear it home.
- The '3 Levels Policy' will apply to incorrect wearing of uniform, with students receiving a lunchtime detention once they have been out of uniform on 3 or more occasions.

Monday Assemblies

Management

- A whole-school assembly will be held every Monday morning in the Library
- At the 8:40am bell, students will make their way to the library, place their bags in the bag area, and move to the back of the library
- Rolls will be marked at the start of the assembly
- All staff are responsible for managing student behaviour.

Student Expectations

- Students will start moving to the library when the 8:40am warning bell rings, place their bags in the bag area and move to the back of the library
- Students will sit in DISCOVER class order
- Students are to listen attentively, show appreciation appropriately (e.g., clapping), and respect the speakers.
- Students are to actively participate when appropriate (eg, singing National Anthem, School Song)

Movement around the school

Management

- All staff are responsible for the safe movement of students around the school.
- Given the high-rise nature of the school and the fact that all walkways and stairwells are external, it is important that staff are vigilant at all times.
- All staff should model appropriate movement around the school, including not looking at their mobile phone.
- While it is difficult to enforce a 'keep left' rule, staff are asked to strongly encourage students to keep to the left on walkways and stairwells.
- Unless students have been issued a lift pass, students are not permitted to use the lifts, and staff are not to allow students to ride with them in the lift.
- Staff may use the lift for students when taking a class from Ground level to Level 5
- When required, parents are to request a lift pass for their child with an email to the Deputy Principal.

Student Expectations

On Walkways and Stairwells

- Students should have no items in their hands while walking along the walkways.
- Students are to walk at all times.
- Students are to keep their hands to themselves.
- Weather permitting, students are to keep to the left.
- Students are to move directly to the classes on the walkways and stairwells (no loitering).
- Students are to walk 2 abreast only.
- Students should ensure their bags are closed and be mindful of others with their bags

Lifts

- Students are not permitted to use the lifts unless they have been issued a lift pass by the Deputy Principal. These must be requested by parents and directed to the Deputy Principal, and be supported by a doctor's certificate.

Transition times

Management

- All staff must actively supervise transition times and are jointly responsible for duty of care and maintain expected student behaviours.
- All staff should model appropriate movement around the school, including not looking at their mobile phone.
- Staff are to minimise activities that would cause a delay in arrival time at the following class.

Student Expectations

- Students are to move directly and promptly to class using the nearest stairs
- Students are not to eat or go to the canteen during transition times.
- Students may go to the toilet but are expected to arrive to class on time. They may choose to go to the room, drop their bags and register their attendance, and then ask to go to the toilet (period 3 only)

In the Playground

Management

Toilets

- Block C, Ground level toilets will be opened by the GA for before school access and locked at the start of LS1
- Non-teaching staff will unlock all ground floor toilets (*excluding C-block PE changerooms*) for the break periods 5 minutes before breaks commence, and lock them 5 minutes after they finish
- All breezeway toilets (levels 1-5) will be unlocked all day for student access during classes
- Security of PE changeroom toilets is to be managed by the PE faculty via the locking of access gates
- Teachers are to ensure that monitoring the toilets is a significant part of their playground duty routine
- If a toilet appears to be occupied for an unusually extensive period of time, teachers are to knock on the door and investigate if the student is OK.

Permitted Activities

- Teacher on basketball court duty is to open storage area for students to access equipment
- Students will record their name if they borrow equipment (this will move to handing in their ID cards once they have them)

Rubbish

- Teachers should be active in asking students to place rubbish in the bins.

At the Canteen

- The teacher on PGD at the canteen should arrive as early as possible to manage lines
- Teachers must be active on this duty in ensuring students are not pushing in, asking kids to buy them items and engaging in harassment of other students
- A clear space should be kept around the canteen area. Students who are not buying at the canteen should be asked to move away from the area.

Student Expectations

Toilets

- Students may use any of the designated toilets on the ground floor
- Only 1 student per toilet cubicle
- Sanitary items only to be placed in the allocated bins. The toilets with sanitary bins have a sticker on the door.
- No vaping/smoking in the toilets
- Only toilet paper to be flushed
- Turn taps off before leaving.

Permitted Activities

- During Break 1 and 2, students may:
 - ✓ Sit in the designated areas
 - ✓ Play ball games
 - ✓ Go to the library
- Students are to return equipment to the equipment storage space when the transition bell sounds

Rubbish

- Students are expected to place all rubbish in the bins before they leave the playground

At the Canteen

- Students must line-up in single-file lines
- Students must not push-in or they will be asked to go to the back of the line
- Students must buy only for themselves
- Students who are not going to the canteen must stand well clear of the area
- Students are expected to use manners when buying
- Students are expected to exercise patience
- Students may use their mobile phones to pay for items, but must be brought out of their pocket at the last moment

In Lessons

Management

Entering the classroom

- As much as possible, teachers are to be at the classroom at the start of the LS time.
- Teachers are expected to ensure all classes line-up in 2 straight lines.
- Teachers should front-load expectations before students enter the room (*'Remember, when we enter the room, we...'*)
- Teachers should have a 5-minute Do Now activity prepared for students to start as soon as they are seated at their desk.
- Teachers should mark the roll during the Do Now activity

Equipment

- Teachers should monitor if students are bringing the equipment necessary for their subject.
- Record on Sentral students who **consistently** do not bring their equipment
- Check-in with students who are repeatedly not bringing equipment for possible underlying wellbeing concerns and report to YAs where necessary

Participation in class

- Set Clear Expectations:
 - Clearly communicate classroom expectations at the start of the year and revisit them regularly.
- Model Positive Behaviour:
 - Demonstrate active listening, respectful communication, and enthusiasm for learning.
- Reinforce Positive Participation:
 - Use praise to highlight students following expectations.
- Have High Expectations around Listening
 - Establish a routine for gaining the attention of the class (eg: counting backwards from 3: "and I want your attention in 3, 2, 1") and stick with it
 - Always wait for silence before addressing the class. If you are waiting on students, you

Student Expectations

Entering the classroom

- Students must arrive to class by the time the bell rings for the lesson to start
- Students are to line-up in 2 straight lines outside the classroom in the designated area for each learning space. They may not enter classrooms without the permission of a teacher.
- When instructed to enter the room, students are to:
 - ✓ enter quietly
 - ✓ sit in their designated seats (if a seating plan is being used)
 - ✓ get their books and equipment out and place it on their desk
 - ✓ place their bags on the floor or in cubby holes in specialist rooms
 - ✓ start the Do Now activity

Equipment

- Students are to bring all necessary equipment to class for each individual subject
- Students who consistently fail to bring equipment will have it recorded on Sentral
- Students will receive a detention for repeated failure to bring equipment.
- Students should talk to their teachers if they are having trouble accessing equipment.

Participation in class

- Respectful Communication:
 - ✓ Raise your hand to speak or ask for permission to leave your seat.
 - ✓ Listen actively when others are speaking and respect different perspectives.
- Appropriate Behaviour:
 - ✓ Walk inside the classroom.
 - ✓ Keep your hands, feet, and objects to yourself.
- Focus on Learning:
 - ✓ Participate actively in all learning activities.
 - ✓ Bring required materials and complete assigned tasks.
- Follow Instructions:
 - ✓ Adhere to the teacher's directions and classroom routines.
 - ✓ Ask questions if you are unsure about an activity or expectation.

can make statements like: 'And I'm waiting on 2 of you. Now one of you. Thank you.'

- If students are calling out responses instead of putting their hands up, intentionally ignore them and pick someone else (praising them for putting their hand up). When the student calling puts their hand up, praise them.

Promote Inclusivity:

- Ensure all students have the opportunity to contribute by using strategies like cold calling, think/pair/share, etc
- **Maintain a Safe Environment:**
 - Have high expectations around the treatment of others and respond to issues quietly with the student at a later point in the lesson (if a fairly minor thing), or with the whole class if it is something they will all benefit from discussing (if it's a teachable moment)
 - Intervene immediately if behaviour risks the safety of others (e.g., throwing objects).
 - Redirect behaviours in alignment with school values and policies.
- **Foster Engagement:**
 - Discuss LISC at the start of the lesson
 - Use varied teaching methods to engage different learning styles and maintain student interest.
 - Provide clear instructions and structured tasks to minimise downtime.
- **Follow the Behaviour Management Policy:**
 - Record significant behavioural incidents on the school's system (e.g., Sentral).
 - Escalate repeated disruptions to the Head Teacher as needed.

Going to the bathroom during class

- Students may be given permission to go to the bathroom during class.
- Allow only ONE student out of class at any time
- Give the student an 'Out of class pass'
- They must use the breezeway bathrooms on the same level as their classroom
- Record that the student went to the bathroom on Sentral so as patterns can be determined.

Use of digital devices (laptops)

- Students may borrow laptops from the library between 8:30-9:10am
- Set clear expectations around laptop usage
- Monitor usage actively

- **Maintain a Clean and Safe Space:**
 - ✓ No food or drinks (other than water) in the classroom. Specialist rooms are strictly no food or drink.
 - ✓ Dispose of rubbish appropriately and keep the space tidy.
- **Positive Interaction:**
 - ✓ Be kind and respectful to your teacher and peers.
 - ✓ Avoid behaviours that disrupt the learning of others, such as shouting or calling out.
- **Accept Responsibility for Behaviour:**
 - ✓ If you receive two warnings, understand the consequence on the third warning.
 - ✓ Reflect on disruptive behaviour and work toward improvement using school values as a guide.

Going to the bathroom during class

- Students may ask to go to the bathroom during class.
- Students must use the breezeway bathrooms on the same level as their classroom.
- Students will *not* be given permission to go to the bathroom in the first 15 minutes of a lesson after a break (periods 1,2&4), or, in the last 15 minutes of a lesson.

Use of digital devices (laptops)

- Students are to use devices as per teacher instructions based on activity
- Two warnings if using devices incorrectly
- Third time – need to complete alternate task without the device

- Use devices when they are the most effective tool for student learning.
- Develop routines for getting laptops out, using them for a new activity, when you need student attention, and for closing laptops.
- Address off-task behaviour promptly and establish clear consequences for misuse from the start
- Check task progress periodically to ensure students are completing assigned work.
- Offer non-digital backup options for activities when appropriate, ensuring students without devices can participate.

Using Equipment

- Establish clear guidelines/rules for the use of specialist equipment
- Monitor students closely when using specialist equipment
- Respond quickly to student misuse of equipment

End of lesson

- Establish a clear routine for ending the lesson. This should include:
 - Students start packing up only when you direct them
 - Pushing chairs in and standing behind them
 - Ensuring no rubbish on the floor
 - Frontloading of instructions re walking the walkways (nothing in their hands, have a drink before they leave and place bottle back in bag, keeping to the left)
 - Ensure students only leave once you have instructed them to do so

- Ongoing behaviour issue – two lessons in a row – completes alternate task and only participates in observation
- All consequences to be recorded on Sentral

Using Equipment

- Students must follow teacher instructions when using specialist equipment
- Students must wear all safety gear to participate in any activity requiring it

End of lesson

- Students must wait for their teacher to instruct them to pack up
- Students will push their chairs in, stand behind them and wait to be dismissed
- Students will ensure the room is tidy before they leave

After School

Management

- Gates will be shut 15 minutes after the bell, though the small gates will be unlocked.
- Primary school students waiting for their siblings may wait in the outdoor alcove between the two sliding gates
- The sliding gates will be open when the bell sounds for the end of the day.
- Support Unit students will prepare to leave 5 minutes before the bell rings.

Student Expectations

- Students should leave the school grounds once school has finished.
- If a parent is running unexpectedly late to pick up a student, they must wait in the office foyer.
- Students are to walk their bikes/scooters through the school grounds.

Behaviour Management Flow Chart

CLASSROOM TEACHER					
MINOR BEHAVIOUR			MAJOR BEHAVIOUR		
<ul style="list-style-type: none"> Homework not attempted Lack of equipment Lesson disruption Lack of participation Incorrect device use Teasing/nasty comments 			<ul style="list-style-type: none"> Inappropriate language Unsafe behaviour Disrespectful to peers Late to class Truancy from class Uniform (Specialist subjects, eg PE) 		
<ul style="list-style-type: none"> Failed CRT interventions Offensive language to the teacher Disrespectful to the teacher Dangerous behaviour Racial/sexual comments Insolence/defiance Non-compliance/disrespect Talking back/defiance/arguing 			<ul style="list-style-type: none"> Property damage/misuse Persistently late to class Bullying/harassment Physical contact (e.g. pushing & shoving) Excessive and persistent inappropriate language use Forging documents 		
PREVENTATIVE TACTICS			PREVENTATIVE TACTICS (to prevent escalation)		
<ul style="list-style-type: none"> Model ideal behaviour Recognise and reward positive behaviour Redirect 			<ul style="list-style-type: none"> Stay Calm and Neutral Acknowledge and validate emotions Use verbal de-escalation techniques 		
<ul style="list-style-type: none"> Prompt Proximity Non-verbal communication 			<ul style="list-style-type: none"> Provide clear and simple instructions Restate expectations Time to regulate (set up seat in view in LC) 		
<ul style="list-style-type: none"> Tactical ignoring Reteach 'Two choices' 			<ul style="list-style-type: none"> Offer choices Remove the audience Proactive intervention Positive reinforcement 		
CONSEQUENCES			CONSEQUENCES		
<p>Classroom:</p> <ul style="list-style-type: none"> Moved in class Isolated in class Temporary removal from activity 			<p>Playground:</p> <ul style="list-style-type: none"> Removed from class and counselled (in view) Detention Time out Walk with teacher Interview and counselled 		
RECORD			RECORD		
Incident and teacher action recorded on Sentral [Convert to completed - no referral needed]			Incident and teacher action recorded on Sentral Notify HT and DP (where necessary)		

LEVEL 2 – HEAD TEACHER

REFERRED TO HT		CONSEQUENCES	RECORD	REPEATED BEHAVIOUR
Minor behaviours have continued in lesson despite CRT intervention 4+ Sentral entries in one term	More serious behaviours	<ul style="list-style-type: none"> HT Detention Parent phone interview After school detention Faculty Monitoring Card 	Incident and HT action recorded on Sentral	<ul style="list-style-type: none"> HT re-issues consequence(s) and counsels student Parent interview >4 entries HT refers to DP for continual disobedience

LEVEL 3 – DEPUTY PRINCIPAL

REFERRED TO HT		CONSEQUENCES	RECORD	STUDENT SUPPORT
CONTINUED DISOBEDIENCE <ul style="list-style-type: none"> Behaviour has continued despite Head Teacher intervention Refusal to comply with Head Teacher 	MAJOR BEHAVIOUR <ul style="list-style-type: none"> Directly swearing at a teacher Directly threatening a teacher/student Physical aggression/violence Indecent contact Sexual harassment of student/staff Deliberate property damage/graffiti Weapon/anything that can be used as a weapon Illegal substances 	<ul style="list-style-type: none"> DP reviews incident Student interviewed by DP Student provides a written statement DP informs student of the violation States expected behaviour & issues DP Detention DP - after school detention Parent phone interview Face to face parent interview Removal from playground DP Monitoring card (10 days) Consultation with Principal - Formal Caution/ suspension 	<ul style="list-style-type: none"> Incident and DP action recorded on Sentral 	<ul style="list-style-type: none"> Learning Support Team Referral Implement/review Risk Assessment Implement/review Behaviour Support Plan Refer to Wellbeing Team Refer to School Counsellor Refer to external support services Regular check in (DP/HT Wellbeing/YA) Liaise with HT/CRT to support student re-entry to class. Resolve initial issue Return from suspension interview - set goals Alternative education programs Communicate to relevant staff

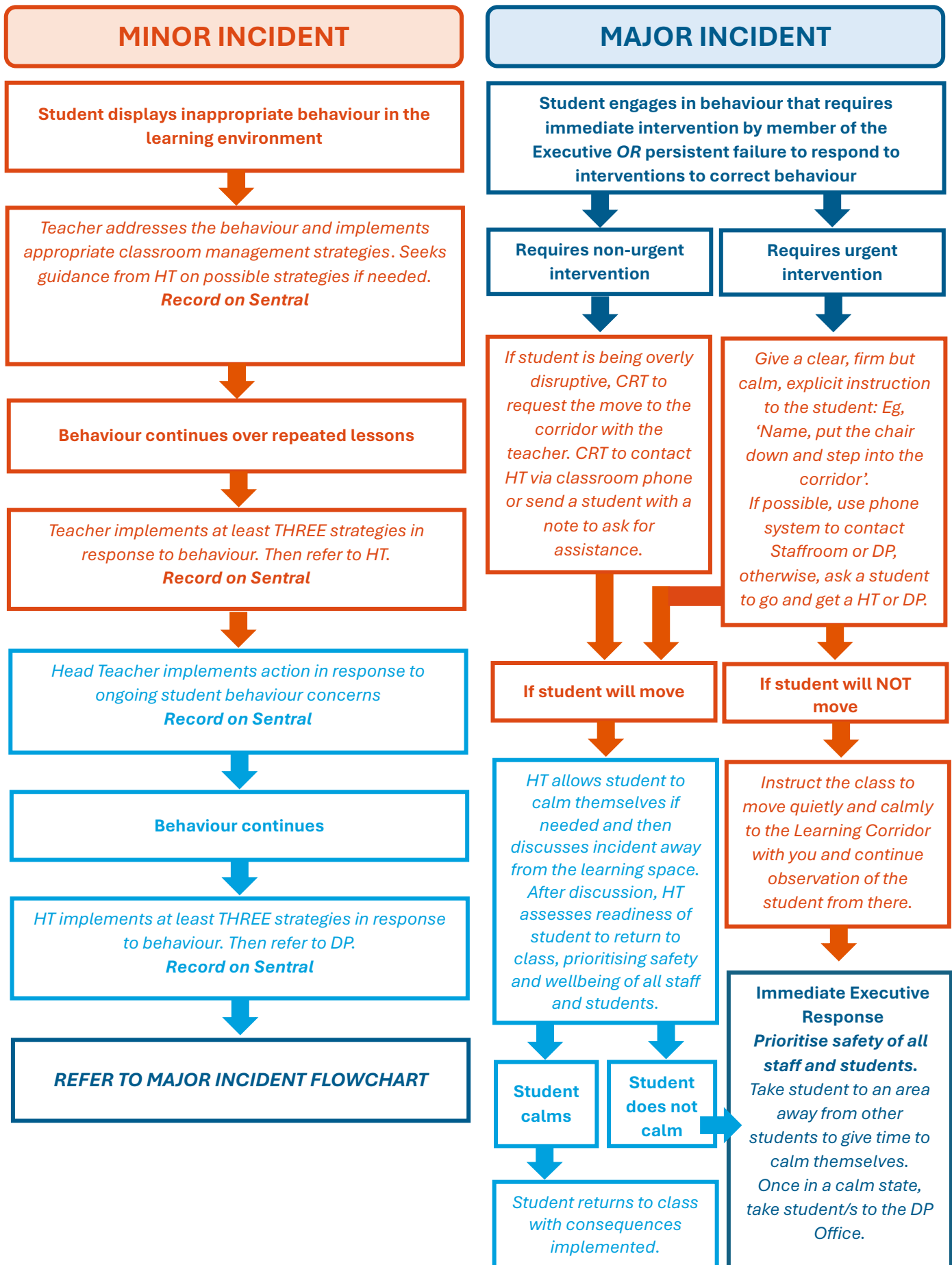
LEVEL 4 – REFERRAL TO PRINCIPAL

Principal reviews all of the documentation and applies Department of Education Suspension and Expulsion policy.



WENTWORTH POINT HIGH SCHOOL

Behaviour Management Flowchart



3 Level Process

The **3L Process** will apply to the following incidents:

- Late to school
- Out of uniform
- Mobile phones

Incident	Level 1	Level 2	Level 3	Further incidents
Late to school (Resets every 5 weeks)	Student is recorded as late on Sentral	Student is recorded as late on Sentral	Student receives a lunchtime detention with DP, writes a Reflection Statement which will be emailed to parents	4+ incidents will lead to an afternoon detention with DP
Out of Uniform (Resets every term)	Student changes into uniform and incident is recorded on Sentral	Student changes into uniform and incident is recorded on Sentral	Student changes into uniform and receives a lunchtime detention with DP, writes a Reflection Statement which will be emailed to parents	4+ incidents will lead to an afternoon detention with DP
Mobile phone (Resets every term)	Student takes phone to office where it stays for the rest of the day. Recorded on Sentral Email sent to parents.	Student takes phone to office where it stays for the rest of the day. Recorded on Sentral Email sent to parents.	Student takes phone to office where it stays for the rest of the day. Recorded on Sentral Parents are called to let them know they must pick the phone up after 3:15pm. Student given Level 2 detention.	Student takes phone to office where it stays for the rest of the day. Recorded on Sentral Parents are called to let them know they must pick the phone up after 3:15pm. Student given Level 3 detention.

Detention, reflection and restorative practices

[Include information about food and toilet breaks and the maximum length of time appropriate to the age/developmental level of the student]

Strategy	When and how long?	Who coordinates?	How are these recorded?
In-class	Good behaviour management during the lesson should be the foundation for managing most student behaviour.	Classroom teacher	
Short post-lesson discussion	Used for low-level classroom behaviour issues Implemented by the relevant CRT, usually straight after lesson 5-10 minutes only	Classroom teacher	Recorded on Sentral
Time off the Playground	Used for inappropriate behaviour on the playground, particularly when 'mucking around' escalates into unsafe or disrespectful behaviour, or when students respond to minor incidents with an excessive emotional or physical reaction.	Deputy Principal	Recorded on Sentral
Level 1 Detention	Used for persistent 'minor' behaviours in the classroom Implemented by the relevant CRT Maximum 15 minutes (half of break) Reflection task may be completed	Classroom teacher	Recorded on Sentral
Level 2 Detention	Used when CRT has implemented at least 3 strategies in response to ongoing student behaviour concerns Implemented by Head Teachers Maximum 15 minutes (half of break) Reflection task completed Parent contact made by HT	Head Teacher	Recorded on Sentral
Level 3 Detention	After school detention Implemented in response to '3 strike' policy or by DP after HT has implemented at least 3 strategies in response to ongoing student behaviour concerns Parents will be informed 45 minutes after school Student may go to bathroom before detention Student will engage a reflection activity	Deputy Principal	Recorded on Sentral

Reflection Activity

Where appropriate, teachers are encouraged to have students complete a Reflection Activity when detentions have been issued. Numerous '**Courage to Grow**' Reflection Sheets have been created for various specific behaviours to ensure that consequences are paired with meaningful opportunities for learning and growth.

These reflections are a structured opportunity for students to think critically about the choices they made, the impact of those choices on others and themselves, and how they might respond differently in future. Many of the activities are guided by the principles of Choice Theory and restorative practice, prompting students to take ownership of their actions and make amends where appropriate.

In alignment with our school motto, *Courage to Grow, Strength to Connect*, the reflection process supports students to develop resilience, emotional awareness, and stronger interpersonal skills.

The conversation teachers have with students once students have completed their reflection is an important part of this process.

Reflection Sheets

Courage to Grow: *Exclusion and Social Dynamics*

Courage to Grow: *Damaging Property*

Courage to Grow: *Disruptive Behaviour*

Courage to Grow: *Not wearing uniform*

Courage to Grow: *Rough or unsafe play*

Courage to Grow: *Teasing or hurtful joking*

Anti-Bullying Procedure

Introduction

At Wentworth Point High School, we are committed to creating a safe, inclusive, and respectful environment for all students. Guided by the NSW Department of Education's Anti-Bullying Policy, our Anti-Bullying procedure aims to prevent, address, and respond to bullying effectively. We prioritise early intervention, clear communication, and restorative practices to support students in understanding the impact of their actions while promoting positive relationships. Our approach includes education on respectful behavior, accessible reporting mechanisms, and a commitment to working collaboratively with students, families, and staff to ensure every student feels valued and secure. Together, we strive to maintain a culture of kindness, courage, and connectedness.

Definition of Bullying

Bullying is:



The 3 key features of bullying:

It involves a misuse of power in a relationship

It is intentional, ongoing and repeated

It involves behaviour that can cause harm

Bullying also:

Can involve an individual or a group

Can happen in person or online

Can be obvious (overt) or hidden (covert)

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Forms of Bullying

There are four main types of bullying behaviour:

Physical bullying	Examples include: hitting, pushing, shoving or intimidating or otherwise physically hurting another person, damaging or stealing their belongings. It includes threats of violence
E-bullying/ Cyber-bullying	Any form of bullying behaviour that occurs online or via a mobile device. It can be verbal or written, and can include threats of violence as well as images, videos and/or audio.
Social bullying	Sometimes called relational or emotional bullying – examples include: deliberately excluding someone, spreading rumours, and sharing information that will have a harmful effect on the other person and/or damaging a person's social reputation or social acceptance
Written	Examples include: name-calling or insulting someone about an attribute, quality or personal characteristic

Overt or covert bullying

Bullying can be easy to see and detect (overt) or hidden, subtle and hard to detect (covert). This means that schools need to be alert to possible subtle signs of bullying and check in regularly with students.

Overt Bullying

Involves physical actions such as punching or kicking or observable verbal actions such as name-calling and insulting.

Covert Bullying

Can be very difficult for someone outside of the interaction to identify. It can include hand gestures and threatening looks, whispering, excluding or turning your back on a person, and restricting where a person can sit and who they can talk with. Social bullying (spreading rumours, manipulation of relationships, excluding, isolating) is often covert bullying.

Bullying is *not*:

Mutual conflict that involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation

Single-episode acts of nastiness or physical aggression, or aggression directed towards many different people, is not bullying

Social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others
retaliation

Effects of Bullying

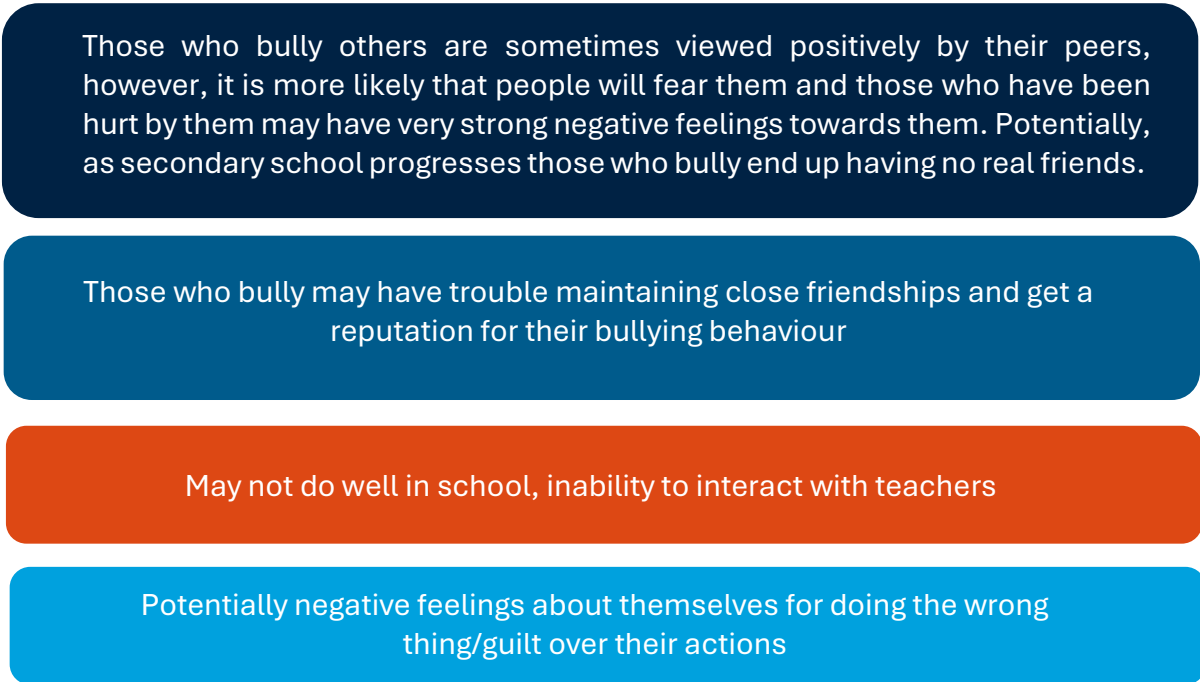
Both those who are bullied and those who bully are negatively affected by bullying behaviours. Continual bullying can have serious short-term and sometimes long-term effects on the wellbeing of those involved.

For those who are bullied, the effects may include:



For those who bully, the effects may include:

Short-term effects



Long-term effects

A high proportion being less successful in school

Higher risk of not completing post-secondary education

Possibility of performing below their potential throughout their careers

Risk of not forming healthy relationships

For those that witness bullying behaviour:

May be reluctant to attend school

May feel fearful or powerless to act to stop the bullying

May feel guilty for not acting to stop the bullying

Impact on staff and the school:

Risk of developing an environment of fear and disrespect

Students may experience difficulty in effective learning

Potential feelings of insecurity

Staff and school may be perceived as having little control and not caring about students

Purpose of the Guidelines

Students, staff and parents can expect:

- that all members of the WPHS community will be safe at school
- to know what is required of them and others in relation to the Anti-Bullying Guidelines
- that everyone involved will be provided with appropriate assistance should bullying occur

Students, staff and parents have a responsibility to:

- promote positive relationships that respect and accept individual differences
- support the school's Anti-Bullying Guidelines
- actively work together to resolve incidents of bullying behaviour

Specific Responsibilities

Students are expected to:

- behave appropriately with respect and acceptance of others
- respond to incidents of bullying according to the Anti-Bullying Guidelines

Students can expect to:

- know that staff will respond to their concerns
- be provided with appropriate support
- be involved with learning experiences that address issues such as building positive relationships, personal safety, harassment and discrimination

Parents are expected to:

- assist their children in understanding bullying behaviour and its consequences
- support their children in developing positive responses to incidents of bullying consistent with the Anti-Bullying Guidelines

Teachers have a responsibility to:

- listen and be open to talking to students who seek help with any problems that may arise through bullying
- respond in an appropriate and timely manner to incidents of bullying in accordance with the Anti-Bullying Guidelines

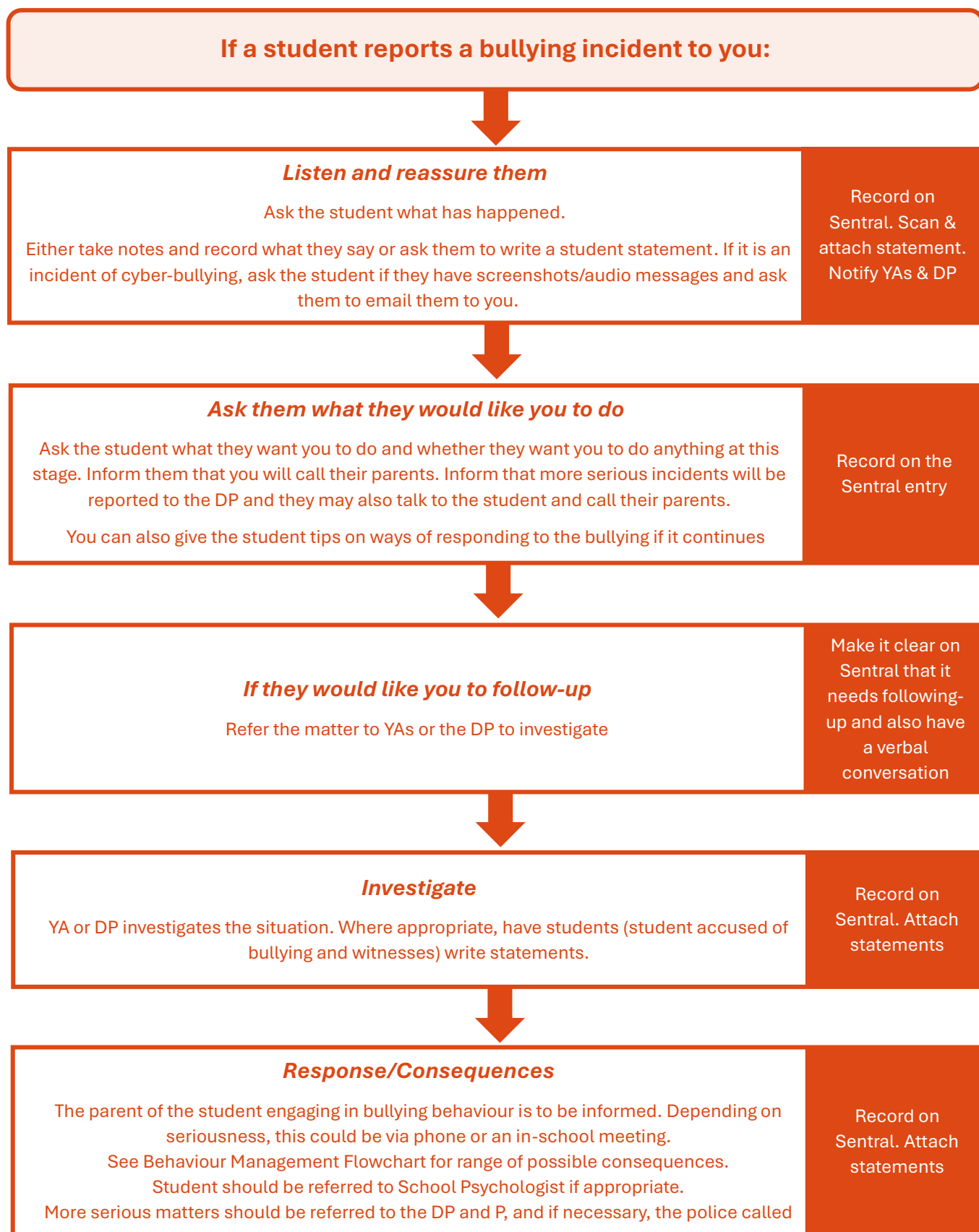
WPHS has a responsibility to:

- provide learning experiences which promote a safe, positive and supportive environment
- ensure the Anti-Bullying Guidelines clearly identifies the behaviours that are unacceptable, strategies that may be used for dealing with bullying and consequences of inappropriate behaviour
- inform students, parents and staff about school expectations of behaviour as outlined in the Behaviour Support and Management Plan and about the Anti-Bullying Guidelines
- respond to reports of bullying, harassment, intimidation and victimisation
- provide students with positive strategies for responding to incidents of bullying including the responsibilities of targets, perpetrators and bystanders
- ensure all teachers receive on-going training as specified in the Anti-Bullying Guidelines

Reporting Bullying Flowchart (For Students)



Reporting Bullying Flowchart (For Teachers)



Teacher Guide – How to Respond to Bullying

SOURCE:
(Clickable link)



If a student reports bullying to you

1. Reassure them that you will try to help them.
2. Avoid minimising the issue or saying dismissive things that imply the issue is not important.
3. Find a suitable place to talk or make a time to discuss the problem privately.
4. Ensure that your voice is calm and your body language is open as you listen.
5. Listen without interrupting, using only encouraging questions or sounds to show you are listening.
6. Only after you have heard their whole story should you ask specific questions if you need more details.
7. If they haven't already told you, ask the student when, how and where the bullying happens, including:
 - a. what words have been said or written
 - b. has anyone been physically hurt and how
 - c. who is usually around
 - d. who else have they told about this
 - e. if it is happening online, ask if there is any evidence of what has happened.
8. Ask questions to help you distinguish between single incidents of conflict and an ongoing pattern of bullying.
9. Write down the information or ask an older student to write down the details themselves and give it to you.
10. Reassure the student it's never okay to be bullied.
11. Reassure the student it is not their fault that the other person is behaving in such a way.
12. Praise the student for speaking out, acknowledging that talking about it takes lots of courage.
13. Ask the student what they want you to do and whether they want you to do anything at this stage.
14. If they want your assistance to stop the bullying, tell them you will follow your school's policy for investigating and responding to their report.
15. Reassure them that the school takes this seriously and advise when you will get back to them.
16. Ask the student if they feel safe in the short term in case you need to take preventative safety measures.

Remember to ensure:

(a) Confidentiality

Confidentiality and privacy require that all staff ensure that information regarding students is restricted to those who genuinely need to know. Furthermore, those people should only be told as much as they need to know and no more.

(b) Record Keeping

Records will be kept of bullying matters in Sentral. The record will include the nature of the offence, the process followed and the consequences applied.

Care Continuum

Care Continuum	Strategy or Program	Details	Audience
Prevention	Yr 6 into 7 transition program	Comprehensive 6 into 7 transition programs which includes liaising with main feeder primary schools, Orientation Day, the implementation of required supports for individual students.	Incoming Year 7 students
	PDHPE Curriculum 7-10	The 7-10 PDHPE curriculum covers numerous issues which target student wellbeing.	Students 7-10
	Student leadership	SRC and other specific opportunities for students to lead (eg presentations during assembly on Ramadan, Harmony Week, International Women's Day)	All students
	Year 7 Wellbeing Program	Fortnightly lessons with Year Advisers which target different issues	Year 7 students
	Presentations on a range of topics	Eg: Optus Digital Thumbprint	Year 7 students
	Transition Check-in Interviews	Interviews with a cross-section of students to assess transition processes	Year 7 students
Early and Targeted Intervention	Support Unit Transition Program	A specific transition program for students joining the Support Unit	Students entering the support unit
	Wellbeing Team Meetings	Fortnightly meetings of YAs, DP and School Psychologist to identify students of concern	Students of concern
	Monitoring of Attendance Data	Attendance data is produced fortnightly and students whose attendance is below 90% are identified and interviewed and parents contacted where unexplained or ongoing concerns	Students with attendance below 90%
Individual Intervention	Attendance monitoring	Students with ongoing poor attendance are monitored by HT Admin, DP, and where necessary, HSLO	Students with attendance below 75%
	Individual Education Plans	Created for students on IFS and students in Support Unit	Students on IFS
	Personalised Learning Plans	Created for Aboriginal and Torres Strait Islander Students	First Nations students
	School Counsellor/ Psychologist support	As needed for individual students having trouble regulating emotions and managing behaviour	Identified students
	Referral to external agencies	Where necessary, students will be referred to external agencies for support	Identified students

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](#).

NSW Department of Education



Quick guide to the Incident Report and Support Hotline



If you require urgent assistance from police, fire or ambulance, contact emergency services on **Triple Zero (000)** prior to calling the Hotline.

To contact the Incident Report and Support Hotline call

1800 811 523

Follow the prompts:

Press 1
To report a critical incident involving emergency services or impacting school or workplace operations.

Press 2
To report all other incidents and injuries that have not resulted in significant disruption to school or workplace operations.

Press 3
For all general enquiries or health and safety advice.



Scan for more information

Unacceptable behaviour towards our operators will not be tolerated and your call may be terminated. This behaviour may be reported as a breach of the Code of Conduct for the NSW Department of Education.

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