



# SCHOOL BEHAVIOUR MANAGEMENT SUPPORT PLAN (SBMSP)

## PURPOSE

Sylvania High School's approach to managing student behaviour is underpinned by the shared understanding that teachers have the right to teach and students have the right to learn in a safe and secure environment. All members of the school community have the responsibility to ensure that their actions and behaviours upholds these rights.

Staff and students have the right to:

- teach and learn without being disrupted by others;
- teach and learn in a clean and safe environment;
- be proud of our school
- feel safe at our school
- be treated with respect and dignity.

Our approach means that we use data to track progress and identify areas for intervention, use school wide expectations and rules in specific settings to explicitly teach appropriate behaviour, use a positive incentive program to encourage appropriate behaviour and use effective consequences to discourage inappropriate behaviour.

## POLICY STATEMENT

At Sylvania High School, we are committed to creating a safe, inclusive, and engaging environment by implementing evidence-based behaviour management strategies. Our [School Behaviour Management Support Plan \(SBMSP\)](#) emphasises:

- Promoting positive behaviour through clear expectations and positive reinforcement.
- Addressing inappropriate behaviours with consistent, fair, and restorative approaches.
- Ensuring equity and support for all students, including those with additional needs.

## PROCESSES AND PROCEDURES

Our [Behaviour Code for Students](#) is built around the principles of Safety, Respect, and Engagement. It applies to conduct within the school, during commutes to and from school, during school-endorsed off-site activities, and in digital interactions connected to the school. To ensure consistency, these expectations are prominently displayed in all classrooms.

A whole-school approach underpins behaviour management, encompassing prevention strategies that establish and explicitly teach clear behavioural expectations, early intervention to provide targeted support for students exhibiting behaviours of concern, and individual interventions tailored for students with complex needs.

Collaboration with parents and carers is vital. Families are engaged to address behaviours of concern, with regular communication and updates provided on interventions to ensure a unified approach to supporting student development.

## PARTNERSHIP WITH PARENTS AND CARERS

When teachers and parents work together to support positive student behaviour, behaviours of concern are often resolved before any further escalation.

Informing parents and/or carers of the behaviours of concern is a key intervention strategy that can support students to regulate their behaviour. Teachers will contact parents regarding a child's behaviours of concern if the need arises.

If behaviours of concern are not resolved and students are referred by the classroom teacher to the Head Teacher and/or Deputy Principal for persistent misbehaviour, there will be ongoing contact to parents/carers which may result in further disciplinary action.

## BEHAVIOUR CODE FOR STUDENTS, SCHOOL-WIDE EXPECTATIONS AND RULES

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

Our school-wide expectations of student behaviour are built around an alignment between our school principles of **Scholarship, Honour, Service**, and the principles of the [NSW Behaviour Code](#) for Students: **Safety, Respect, Engagement**.

Our school wide expectations extend to the following areas:

- At school
- On the way to and from school
- On school-endorsed activities that are off-site

- Outside schools and off school premises where there is a clear and close connection between school and a students conduct i.e. McDonalds/Hungry Jacks

- When using social media, mobiles devices and/or other technology involving another student or staff member, where there is a clear and close connection between the school and the students' conduct

The below is displayed in all classrooms around the school and forms the basis of common language to ensure students meet Sylvania High School's behavioural expectations.

## BEHAVIOUR EXPECTATIONS FOR STUDENTS

- At school.
- On the way to and from school.
- On school-endorsed activities that are off-site.
- Outside school hours and off school premises where there is a clear and close connection between the school and your conduct.
- When using social media, mobile devices and/or other technology involving another student or staff member, where there is a clear and close connection between the school and students' conduct.

### Scholarship (Engagement)

Strive to achieve at the highest standard in learning and behaviour

- Complete your work.
- Be prepared.
- Follow teachers' instructions.
- Be in the right place at the right time.
- Actively participate.

### Honour (Respect)

Promote respectful relationships and pride in our school

- Speak politely.
- Work cooperatively.
- Wear the agreed school uniform.
- Respect others' learning, interests, abilities and culture.
- Pick up your rubbish.
- Maintain a positive image in the community.

### Service (Safety)

Maintain safety across all aspects of the school community

- Follow the behaviour expectations.
- Take care with school property and the property of others.
- Follow the safety rules within the classroom.
- Act in a safe manner when in the local community.

## WHOLE SCHOOL APPROACHES ACROSS THE CARE CONTINUUM

At Sylvania High School, we are committed to fostering a supportive and inclusive learning environment through a comprehensive whole-school approach to student care. Guided by

the NSW Department of Education's evidence-based frameworks, we implement strategies that promote positive behaviour, emotional well-being, and respectful relationships.

Students may require different types of intervention delivered in different ways along a continuum of care.

The care continuum includes interventions for:

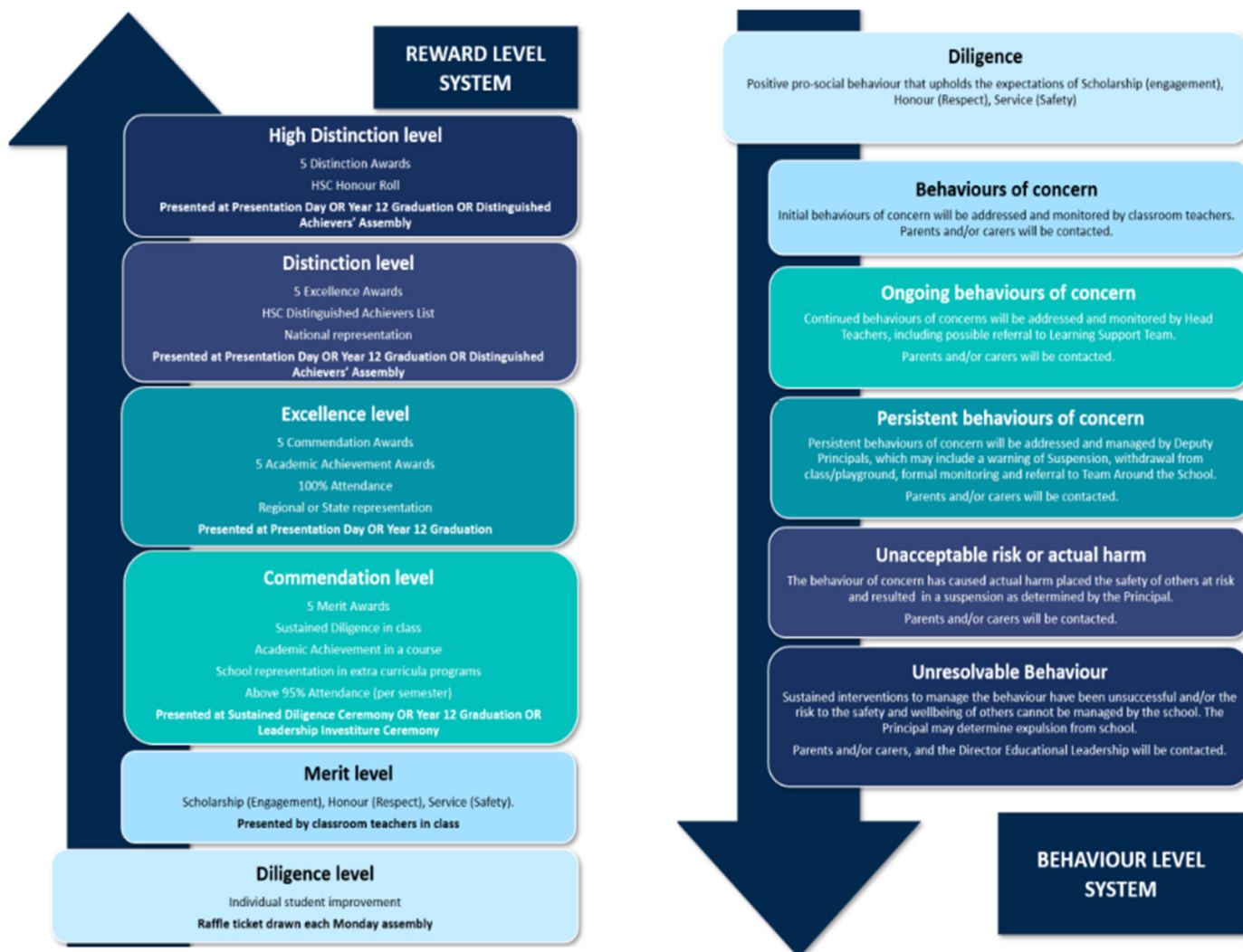
- All students - creating a safe and respectful learning environment for all students. Along the care continuum this is known as prevention or universal interventions.
- Some students - providing early intervention and targeted support for disruptive student behaviour, including students at risk of developing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

Our programs and initiatives do the following:

- Delivery of proactive framework that establishes clear expectations and reinforces positive behaviours across all school settings.
- Ensuring staff are equipped to understand and respond sensitively to the needs of students who have experienced adversity, creating a safe and supportive environment for all learners.
- Upholding the principles of equity and accessibility to ensure every student feels valued and supported in their individual learning journey.
- Implementing targeted strategies to address bullying and cyberbullying, empowering students to cultivate kindness, respect, and accountability in their interactions.

Through these initiatives, Sylvania High School provides a continuum of care that prioritises student well-being, promotes positive behaviours, and builds a strong, respectful school community. Together, we inspire our students to thrive academically, socially, and emotionally.

Students are recognised through the below reward level system as well as redirected towards positive behaviours in the behaviour level system.



The below tables represent the programs and initiatives that take place at Sylvania High School across the whole school and individual year groups to support and encourage positive student interactions and behaviours.

<b>Category</b>	<b>Strategy or Program</b>	<b>Details</b>	<b>Audience</b>
<b>Prevention</b>	School-wide Behaviour Expectations	School-wide implementation focusing on defining, teaching, and reinforcing positive behaviours. Defines, teaches, and reinforces expected behaviours with a focus on positive reinforcement.	All students
<b>Prevention</b>	Anti-Bullying Program	Comprehensive initiatives, including workshops, peer mentoring, and campaigns to promote inclusivity.	All students
<b>Prevention</b>	Community Breakfast	Weekly breakfast to build belonging and improve attendance through positive interactions.	All students
<b>Prevention</b>	Lunchtime Wellbeing Hub Activities	Activities such as crafting, board games, and textiles to foster social connections during breaks.	All students
<b>Prevention</b>	Police Youth Liaison Officer (PYLO) talks	Sessions fostering safety and empowering decision-making.	All students
<b>Prevention</b>	NAIDOC Week	Celebrations and activities promoting awareness and respect for Indigenous cultures.	All students
<b>Prevention</b>	E-Safety Workshops	Online safety education focusing on cyberbullying and responsible digital behavior.	All students
<b>Prevention</b>	Harmony Day	Celebrates diversity and fosters inclusivity through events and discussions.	All students
<b>Prevention</b>	Transition Day	Orientation activities for incoming students to ease the transition to high school.	Year 7
<b>Prevention</b>	Year 7 Camp	Team-building and social bonding activities to support	Year 7

		transition and belonging.	
<b>Prevention</b>	Explicit Teaching of Behaviour	Focused sessions in Term 1 on expected behaviours and values by Deputy Principals.	Years 7–12
<b>Prevention</b>	Life Ready Program	Health and safety education as students gain independence.	Year 11
<b>Prevention</b>	Year 12 Goal Setting	Meetings with the Principal to establish and track goals.	Year 12
<b>Prevention</b>	Activity Day	Year-end events fostering connection and social-emotional skills.	Years 7–10
<b>Early Intervention</b>	Referral to Student Support Officer (SSO)	Personalized support for students referred by teachers or parents.	All students
<b>Early Intervention</b>	Check-In/Check-Out	Goal-setting and progress-tracking program for at-risk students.	All students
<b>Early Intervention</b>	Learning & Support Teams (LaST)	Collaborative problem-solving and support for academic and behavioral concerns.	All students
<b>Early Intervention</b>	Behaviour Monitoring Systems	Multi-level monitoring from classroom teachers to Head Teachers and Deputy Principals.	Some students
<b>Early Intervention</b>	Restorative Practices	Conversations and activities to resolve conflicts and rebuild relationships.	All students
<b>Early Intervention</b>	Parent Communication	Proactive communication with families to address emerging issues.	All students
<b>Early Intervention</b>	Warrior Women Program	Group program building resilience and self-esteem for young women.	Years 7–8 (selected)
<b>Targeted Intervention</b>	Social and Emotional Learning (SEL) Programs	Includes programs like anger management, empathy-building, and resilience training.	Selected students
<b>Targeted Intervention</b>	RAISE Mentoring	One-on-one mentoring to support well-being and life skills.	Years 8–9
<b>Targeted</b>	Top Blokes	Mentorship for young males	Years 9–10

<b>Intervention</b>		focusing on positive identity and social skills.	
<b>Targeted Intervention</b>	Riding the Wave	Program supporting resilience and emotional regulation.	Years 7–11 (selected)
<b>Targeted Intervention</b>	Functional Behaviour Assessment	Tailored assessments to address behavioral challenges.	Selected students
<b>Targeted Intervention</b>	Leadership Programs	Opportunities like SRC, Principal’s Advisory Council, and Peer Support Leaders.	Years 7–11
<b>Targeted Intervention</b>	Cool Kids/Chilled	Programs addressing anxiety and emotional challenges.	Selected students
<b>Individual Intervention</b>	Individual Behavior Support Plans	Tailored plans addressing specific student needs, including risk assessment and monitoring.	Identified students
<b>Individual Intervention</b>	School Counsellor/Psychologist Support	One-on-one counseling sessions for mental health and well-being.	Referred students
<b>Individual Intervention</b>	Aboriginal & Torres Strait Islander Personalised Learning Pathways	Individual plans for academic and cultural support.	Indigenous students
<b>Individual Intervention</b>	Out of Home Care Individualized Education Program (IEP)	Personalized education plans for students in care.	Eligible students
<b>Individual Intervention</b>	Home School Liaison Officer (HSLO)	Support for students with significant attendance issues.	Referred students
<b>Individual Intervention</b>	Peer Mediation	Structured conflict resolution led by trained staff.	Referred students
<b>Individual Intervention</b>	Funding and Integration Support	Financial and resource assistance for students with disabilities.	Eligible students

## PLANNED RESPONSES TO POSITIVE BEHAVIOUR, INAPPROPRIATE BEHAVIOUR AND BEHAVIOURS OF CONCERN

To effectively support student behaviour, Sylvania High School employs a range of strategies tailored to recognise and reinforce positive, inclusive, and safe behaviour, to address minor inappropriate behaviour, and to respond to more serious behaviours of concern. The following table outlines our school's approach across the continuum of



prevention, early intervention, and targeted/individualised responses:

<b>Prevention</b> Responses to recognise and reinforce positive, inclusive and safe behaviour	<b>Early Intervention</b> Responses to minor inappropriate behaviour	<b>Targeted/Individualised</b> Responses to behaviours of concern
<b>Positive Reinforcement:</b> <ul style="list-style-type: none"> <li>• Verbal praise, merit certificates and weekly raffle draw to acknowledge, encourage and reinforce positive behaviour</li> <li>• Sustained Diligence assemblies to acknowledge learning application and behaviour excellence</li> <li>• Modelling respect</li> </ul>	<b>Restorative Discussions:</b> <ul style="list-style-type: none"> <li>• Engage in brief restorative conversations with students to address minor behavioural issues before they escalate</li> <li>• Brain breaks to manage stress and refocus on learning</li> <li>• Verbal and safety interventions</li> </ul>	<b>Executive Intervention</b> <ul style="list-style-type: none"> <li>• Head Teacher and Deputy Principal monitoring card to reinforce behaviour expectations and monitor progress</li> <li>• Executive detention for ongoing breaches of behaviour code despite corrective strategies implemented</li> </ul>
<b>Restorative Practices:</b> <ul style="list-style-type: none"> <li>• Peer mentoring to build relationships and create a supportive school climate</li> <li>• Whole-school initiatives to build school culture and engagement</li> <li>• Learning, behaviour and wellbeing programs</li> <li>• Targeted EAL/D and learning support programs, HPGE framework, Literacy and Numeracy programs, volunteering, CoSAW events</li> </ul>	<b>Behaviour Monitoring:</b> <ul style="list-style-type: none"> <li>• Teachers record all negative incidents on Sentral, notifying classroom teachers and year advisers as appropriate</li> <li>• Records to identify patterns of behaviour and consistency of response</li> <li>• Monitoring cards issued by classroom teachers to help students recognise and manage their emotions using</li> </ul>	<b>Functional Behavioural Assessments:</b> <ul style="list-style-type: none"> <li>• Conduct assessments to identify the function of challenging behaviour and develop appropriate intervention strategies</li> <li>• Collaboration with parents/carers to develop individual plans</li> <li>• Referral to Learning Support Team when indicated</li> </ul>

	self-regulation strategies	
<p><b>Wellbeing Programs:</b></p> <ul style="list-style-type: none"> <li>• Teach social and emotional skills to promote self-awareness, empathy, and positive interactions</li> <li>• Respectful Relationships cohort-wide instruction and engagement</li> <li>• Annual Wellbeing Days</li> <li>• Leadership Investiture Ceremony</li> <li>• Distinguished Achievers' Ceremony</li> <li>• Annual Presentation Day</li> <li>• Externally recognised Awards (e.g Premiers Reading Challenge)</li> <li>• Digital Citizenship Education: Schools incorporate digital safety and online behaviour lessons into the curriculum to educate students on safe, respectful, and responsible online conduct.</li> <li>• Anti-Bullying Campaigns and Awareness Programs</li> </ul>	<p><b>Behaviour Restoration:</b></p> <ul style="list-style-type: none"> <li>• Recess or lunch detentions to allow for reflection by student and reinforcement of expectations</li> <li>• Off-playground withdrawal to allow for de-escalation of inappropriate behaviour</li> </ul>	<p><b>Behaviour Support Plans/Risk Assessment Plans</b></p> <ul style="list-style-type: none"> <li>• Use of collective data to identify students requiring targeted support</li> <li>• Implement individualised plans tailored to address specific behaviours of concern</li> <li>• Adjustments to learning to support student needs</li> <li>• Use of functional behaviour analysis process in consultation with the Team Around the School (APLaS and/or Network Specialist Facilitator) to investigate patterns of behaviour and determine approach support mechanisms</li> </ul>
<p><b>Behaviour Expectations:</b></p> <ul style="list-style-type: none"> <li>• Behaviour expectations taught, referred to and modelled by staff</li> </ul>	<p><b>Ready to Learn Plans:</b></p> <ul style="list-style-type: none"> <li>• Develop individualised plans to support students in managing their</li> </ul>	<p><b>Restorative Meetings:</b></p> <ul style="list-style-type: none"> <li>• Facilitate conferences to address serious incidents, repair harm, and develop strategies for future positive behaviour and re-</li> </ul>

<ul style="list-style-type: none"> <li>Behaviour expectations reinforced via visual displays in every classroom</li> </ul>	behaviour and re-engaging with their learning <ul style="list-style-type: none"> <li>Seating plans to maximise classroom engagement and productivity</li> </ul>	engagement with learning
<p><b>Cohort and Community Engagement:</b></p> <ul style="list-style-type: none"> <li>Whole-school assembly to reinforce behavioural requirements as needed</li> <li>Parent and Community Engagement: Schools involve parents through social media, information sessions, and online resources to build awareness and encourage consistent behaviour expectations at home and school</li> </ul>	<p><b>Family Engagement:</b></p> <ul style="list-style-type: none"> <li>Communicate with parents/carers to collaborate on strategies for addressing minor inappropriate behaviours at home and school.</li> </ul>	<p><b>School Counselling and External Referrals:</b></p> <ul style="list-style-type: none"> <li>Provide access to school counselling services and refer students to external agencies for additional support if needed.</li> </ul>

**PLANNED RESPONSES TO BULLYING AND CYBER-BULLYING**

Every person at Sylvania High School has the right to learn and work within a safe, secure and inclusive environment. They also have the right to experience positive and respectful relationships between all members of the school community. We believe that teachers, students, parents, carers and members of the broader school community have a responsibility to work together to prevent and respond to bullying, harassment or discriminatory behaviour within a transparent and well-structured framework that promotes a safe, secure and inclusive environment.

Our school recognises that bullying, harassment and discriminatory behaviour:

- is less likely to occur in a positive environment and in a culture that promotes inclusion;
- is a shared responsibility between all staff, students, families and the wider society;
- requires the active involvement of staff, students and families to promote positive

behaviour;

- can devalue, isolate and frighten individuals and groups;
- affect an individual's potential, sense of belonging, and advocacy; and
- can have long term negative effects on:
  - the students engaging in bullying, harassment or discriminatory behaviour;
  - the students who are the targets of bullying, harassment or discriminatory behaviour; and
  - the students who are bystanders.

Our school is committed to:

- maintaining a safe, secure and inclusive environment;
- providing a reporting mechanism to investigate and act upon complaints of bullying, harassment or discriminatory behaviour;
- promoting Anti-Bullying and Anti-Harassment strategies across the school; and
- promoting and sustaining a culture of respect, safety, and engagement.

## **ROLES AND RESPONSIBILITIES – MANAGING BULLYING AND CYBER-BULLYING**

Reports of bullying, harassment or discrimination of students or groups of students are taken seriously by all members of the school community. Our school rejects these behaviours in all their forms and is committed to maintaining a safe, respectful and inclusive school environment.

### **The Principal has a responsibility to:**

- lead the school community in developing and successfully implementing the school's Anti-Bullying Plan and facilitate its annual review;
- promote whole-of-school positive student behaviour approaches and inform staff, including new and casual staff, about their responsibilities;
- provide teachers and other school staff with support and professional development regarding positive behaviour management approaches and interventions for bullying, harassment and discriminatory behaviour and
- monitor school-level data and information to identify patterns of student behaviour, including bullying behaviour, and initiate school action to respond (with support from school staff).

### **School executive, teachers, school learning support teams, student advisers and school support staff have a responsibility to:**

- proactively manage student behaviour by accessing school and system supports for the student, as early as possible;

- have knowledge and understanding of school and departmental policies relating to bullying behaviour, including the school's *Anti-Bullying Plan* and *Behaviour Policy*;
- promote and model inclusive, respectful and culturally responsive school practices;
- promote school culture where bullying is not acceptable, and teach students to identify, report and respond to bullying at school and online;
- respond to and report any instances of bullying, harassment or discriminatory behaviour;
- support parents or carers and students to understand expectations and possible strategies to support positive behaviour and prevent, reduce or address bullying, harassment and discrimination; and
- provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community.

### **Parents and carers have a responsibility to:**

- work in partnership with the school to support their child to behave positively and respectfully when engaging with others both in person and online, and in resolving issues about their child's behaviour.
- communicate with school staff and the school community respectfully and collaboratively as is consistent with the School Community Charter;
- have knowledge of the school's Anti Bullying Plan and assist their children in understanding the definition, impact and consequences of bullying, harassment and discriminatory behaviour.
- encourage their children to develop positive responses to incidences of bullying consistent with the Departments Behaviour Code for Students; and
- promptly report incidents of school related bullying behaviours to the school.

### **Students have a responsibility to:**

- model expected behaviour as outlined in the Department's Behaviour Code for Students;
- follow the school's Anti Bullying Plan;
- show respect to other students, teachers, school staff and community members;
- follow school Behaviour Expectations and follow the directions of their teachers;
- 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;
- not bully, harass, intimidate, or discriminate against anyone in our school;
- behave as responsible digital citizens;
- behave as responsible upstanders;
- report incidents of bullying

- take action if they know someone is being bullied;
- offer support by talking to the student; and
- encourage the student to report the incident to a member of staff.

## **PREVENTING AND RESPONDING TO BULLYING, HARRASSMENT OR DISCRIMINARY BEHAVIOUR**

When students feel empowered to tell adults when bullying occurs, to create opportunities for positive relationships and make commitments not to engage in bullying behaviours, they can establish a positive peer culture that makes a huge contribution to the school culture as a whole and will reduce bullying.

Our students are encouraged to actively participate in school-based initiatives that address bullying, harassment and discriminatory behaviour. The following strategies promote respect, positive relationships and celebrate pro-social behaviour to help prevent bullying, harassment and discriminatory behaviours.

Reports of bullying, harassment or discrimination of students or groups of students are taken seriously by all members of the school community. Our school rejects these behaviours in all their forms and is committed to maintaining and safe, respectful and inclusive school environment. The responses to reports of these behaviours of concern differ according to the role and responsibilities of staff across the school.

Classroom teachers, Student Advisers, Executive and Senior Executive all have significant roles in responding to bullying behaviour. It is critical that the processes below are followed by all staff to ensure the bullying behaviour is addressed in a timely, restorative and appropriate manner.

## **RESPONSES TO SERIOUS BEHAVIOURS OF CONCERN**

Principals can suspend a student engaging in behaviour or behaviours of concern on grounds that could include but are not limited to:

- continued/persistent disobedience and/or disruptive behaviour
- malicious damage to or theft of property
- verbal abuse
- bullying and cyberbullying
- misuse of technology
- discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity.

Due to the immediate and/or significant risk of harm to students or staff, it is important principals consider issuing an immediate suspension to any student who engages in serious behaviour or behaviours of concern that could include but are not limited to:

- being in possession of, uses or supplies tobacco, vaping devices, alcohol and e-cigarettes
- being in possession of, uses or supplies a suspected illegal/restricted substance
- being in possession of, or using weapons including knives and firearms
- using an implement as a weapon
- seriously threatening or engaging in physically violent behaviour
- engaging in serious criminal behaviour related to the school
- engaging in sexual harassment, sexual assault or other sexualised behaviour that may pose a risk of or has caused physical, psychological or emotional harm to others.

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Sentral and the following processes are followed:

- review and document incident, this may include teacher statements and witness statements from students
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- detention, reflection and restorative practices
- liaise with [Team Around a School](#) for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- formal caution to suspend, suspension or expulsion.

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

## REPORTING AND RECORDING BEHAVIOURS OF CONCERN

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

Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](#) and

reporting links for most sites, games and apps can be found at the [eSafety](#) Guide.

## DETENTION, REFLECTIONS AND RESTORATIVE PRACTICES

This approach aims to address behaviour issues by combining detention with structured reflection and restorative practices. Detention allows time for students to consider their actions, while reflection encourages self-assessment and understanding of the impact on others. Restorative practices foster positive reconnections with peers and teachers, focusing on accountability and empathy to support behavioural change. This combination encourages students to make more constructive choices, develop respect for school rules, and build responsibility.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Recess/Lunch Detention	Detention occurs during recess or lunch, can be up to 15 mins for recess and 35 minutes for lunchtime. Food and bathroom breaks are provided before or after detention	Classroom Teachers, Head Teachers and Deputy Principals	Recorded on Sentral and parent notified by phone
Executive Detention	After school on a Tuesday from 2.08pm until 3pm.	Head Teachers and Senior Executive	Recorded on Sentral and parent notified by phone and letter
Sport Detention	During sport time on a Thursday from 1pm - 2.30pm	Classroom teachers	Recorded on Sentral and parent notified by phone
Reflection Sessions	Scheduled separately with an appropriate staff member or during a detention, these sessions allow students to engage in guided reflection regarding past behaviour	Classroom teachers, Year Advisers, Head Teachers, SSO, Head Teacher Wellbeing, Deputy Principals or Principal	Recorded on Sentral and parent notified by phone



Strategy	When and how long?	Who coordinates?	How are these recorded?
	towards staff and or students.		
Restorative Conversations	These occur after detention, reflection, or after a suspension involving a teacher or mediator to guide the student in understanding the impact of their behavior on others. Sessions may last 10-20 minutes and ideally occur on the same day as the detention or following a suspension as part of a resolution meeting.	Classroom teachers, Year Advisers, Head Teachers, SSO, Head Teacher Wellbeing, Deputy Principals or Principal	Recorded on Sentral and parent notified by phone