

Caringbah High School



School Behaviour Support and Management Plan

School Vision Statement

Caringbah High School is committed to explicitly teaching and modelling positive behaviour and supporting all students to be engaged in their learning. We are an inclusive and respectful school community that values its relationship with our parents and families.

Our core values of community, opportunity, respect and excellence form the foundation of our high expectations of student behaviour which is supported and managed by our highly trained staff. All students and staff strive to demonstrate our values in the teaching and learning that occurs in and outside the classroom.

Our aim is to support our students to learn to take responsibility for their own actions, learn from their mistakes and move forward with greater understanding of the impact of their behaviour on themselves and others.

Our wellbeing curriculum, GIFTed, provides interactive lessons on social and emotional learning where students are exposed to moral and ethical dilemmas which challenge them to develop skills in empathy, conflict resolution, collaboration and resilience.

Partnership with families

Caringbah High School will partner with families by establishing positive relationships in the development and implementation of student behaviour management strategies, including for bullying behaviour by:

- Ensuring the school's bullying policy and expectations of student behaviour are transparent and accessible for families
- Year group surveys with student follow up by the wellbeing team
- Tell Them From Me surveys
- Consultation with parent associations such as the P&C and the local AECG
- Inviting families to meet to discuss challenging inter peer conflict
- Referring families to the school counselling service
- Working to improve school systems, data and practices to support better reporting of bullying behaviour

School-wide expectations and rules

Caringbah High School has the following school-wide expectations for behaviour and learning, in line with the school’s CORE values of Community, Opportunity, Respect and Excellence.

Respectful	Resilient	Responsible Engagement
Treat all with dignity and respect	Seek help and be open to advice	Be prepared for and active in your learning
Speak and behave courteously	Care for self and others	Aspire and strive for the highest standards of behaviour and learning
Be kind and value others	Take personal responsibility for behaviour and actions	Abide by school uniform policy and rules
Resolve conflict with empathy	Be aspirational, Be your best	Attend school and class on time

Behaviour Code for Students

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

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01>.

This document translated into multiple languages is available here: [Behaviour code for students](#).

Whole school approach across the care continuum

Our school embeds student wellbeing and positive behaviour approaches and strategies across the care continuum and responds to behaviours of concern, including bullying and cyberbullying behaviour.

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

- Explicitly teaching classroom expectations
- Establishing predictable routines and procedures that are communicated clearly to students
- Encouraging expected behaviour with positive feedback and reinforcement
- Discouraging inappropriate behaviour
- Actively supervising students
- Maximising opportunities for active engagement with learning

- Providing carefully sequenced engaging lessons that provide options for student choice
- Differentiating learning content and tasks to meet the needs of all learners

Care Continuum	Strategy or Program	Details	Audience
Prevention	GIFTed	Structured lessons once a fortnight to discuss emerging issues in society and how to navigate them. Focus on global citizenship, wellbeing, future learning and critical thinking.	Staff, Students 7-10, families
Prevention	Life Ready	25-hour mandatory course for year 11 and 12 that is tailored to educate students of age-related concerns to ensure they make the best decisions to ensure their safety and wellbeing.	Staff, Students 11-12, families
Prevention	Peer Support	Year 10 students undergo leadership training and support year 7 students transitioning into high school	Staff coordinators, Students Yr7 and Yr10
Prevention	School Camps	Students engage in team building activities and develop resilience through organised activities.	Staff, Students Yr7-12
Prevention	Year Assemblies	Cohort meetings to discuss arising issues and concerns. Presentation of awards and acknowledgement of student achievement.	Staff, Students Yr7-12
Prevention	Whole School Assemblies	Increased sense of belonging and collective celebration of achievement. Values in action.	Staff, Students Yr7-12, families
Prevention	Anti-Bullying Workshops	A series of lessons taught to students to discuss the different forms of bullying, the impacts of bullying and the appropriate way to report bullying.	Staff, Students Yr7-10, families
Prevention	Merit Awards	Promotes positive behaviour in line with the school values. Celebrate student achievement through awards.	Staff, Students Yr7-12

Care Continuum	Strategy or Program	Details	Audience
Prevention	Sports teams, music ensembles, clubs and societies	Provide engagement to students outside of the classroom. Opportunity to make connections between year groups and participate in team building activities.	Staff, Students Yr 7-12, families
Prevention	PDHPE curriculum	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	Staff, Students Yr7-12
Prevention	Communication with Parents	To increase the parent's understanding of how our school addresses all forms of behaviour.	Staff, Students Yr7-12, families
Prevention	Transition – Year 6 into 7	A program that focuses on the safe and successful transition from primary to high school.	Staff, Students Yr7, families
Prevention	SRC (School Representative Council)	Student leadership group that gives students the opportunity to represent their peers and develop their leadership skills.	Students Yr7-12
Prevention/ Early intervention	Police Liaison Officer	Police Liaison Officer presents to the students regarding safe online behaviour and bullying. They will carry out one-one meetings with students identified as needing additional support and advice.	Students Yr7-12, families
Prevention/ Early intervention	ARCO (Anti-Racism Contact Officer)	Incorporates whole school anti-racism education strategies in school planning and facilitates professional learning to build awareness of the impact of racism on social cohesion, student learning and wellbeing.	Staff, students Yr7-12, families
Early intervention	Boys to Men and Girls to Women program	These programs aim to guide Year 9 boys and girls through their transition from adolescence to young adulthood. It focuses on developing characteristics indicative of a "good man / woman" – including integrity, honesty, kindness, respect for others, responsibility, accountability, and the capacity to be a positive role model. The program also emphasises leadership development and positive impact on the world.	Staff, students Yr9

Care Continuum	Strategy or Program	Details	Audience
Early intervention	Student Case Management Meetings	Fortnightly meetings held between the DP, YA and HTW to discuss the needs of students in terms of academic achievement, attendance and behaviour. Strategies are developed to support and manage these students.	Staff, Students Yr7-12
Early intervention	Check in Check out	For students who exhibit behaviours of concern. They will check in with the DP at lunchtime to discuss their behaviour in the day's classes.	Students Yr7-12
Prevention and Targeted Intervention	Academic Plus	Wednesday afternoon sessions for years 11 and 12 and Thursday afternoon sessions for years 7 to 10. Provides students with a structured environment for study. Learning Support Staff, Subject teachers and Welfare support is available.	Staff, Students Yr7-12
Targeted intervention	Learning Support	The Learning and Support Team work with teachers, students and families to support those students who require personalised learning and support. Including instructional leadership, development of risk assessments and the development of short and long-term goals.	Students Yr7-12
Targeted intervention	Individual Education Plans (IEP's)	Personalised learning plans to assist student engagement in the classroom and develop short and long-term goals.	Staff, Students Yr7-12, families
Targeted intervention	Yr12 Mentoring Program	Students are allocated a teacher mentor during their Year 12 year to assist with managing the stresses and challenges of the HSC year. Support and guidance given as needed.	Staff, Students Yr7-12
Targeted intervention	Kuranulla	A cultural and mentoring workshop program, which has a strong cultural focus designed to inspire and engage our ATSI students.	Staff, Students Yr7-12
Prevention and Targeted intervention	Careers	Support for students to provide information into tertiary education, TAFE and	Staff, Students Yr7-12, families

Care Continuum	Strategy or Program	Details	Audience
		scholarships. Provide students with a vision for the future and setting goals.	
Prevention and Individual intervention	School Counsellor	Behavioural, social and emotional support for students. Development and discussion of strategies and goals.	Students, Yr7-12, families
Prevention and Individual intervention	Student Support Officer	Behavioural and social and emotional support for students. Development and discussion of strategies and goals.	Students, Yr7-12, families
Prevention / Individual intervention	Attendance Monitoring	Address barriers to improve attendance and set growth goals. Attendance plans will be created where necessary.	Staff, Students Yr7-12, families
Individual intervention	Individual behaviour support planning	This includes developing, implementing, monitoring and reviewing behaviour support, behaviour response and risk management plans.	Staff, Students Yr7-12, families

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

Caringbah High School’s planned responses are evident in the following documents. The intentions of policy documents are explicitly communicated to students in their GIFTed classes and in the teaching and learning interactions in the classroom.

Demonstrating their higher order thinking skills our high potential learners are guided by their teachers to unpack the policies, applying them to real school situations and further develop their understanding of the intention of the policies and how they ensure a safe and supportive school environment.

Caringbah High School Behaviour Support and Management Plan

Positive appropriate behaviour	Students demonstrate the values of the school and expectations of the whole school community by behaving with integrity, compassion and respect. Positive behaviour is acknowledged formally through the school’s merit system and is encouraged and maintained by mutually respectful relationships between school staff and students.
Prevention	Explicit explanation of expectations, high quality engaging lessons, positive language, positive role modelling and positive reinforcement, strong teacher/student relationships with a restorative approach
Early Intervention	<ul style="list-style-type: none"> - Logical consequences, student timeout for reflection, consistent messages, follow through, teacher verbal correction of student behaviour, teacher redirection, teacher warning. - Teacher discussion with student - resolve conflict respectfully, calmly and fairly.

	- Teacher records on Sentral		
Level 1-targeted intervention Classroom Teacher or Head Teacher	Such as, but not limited to: <ul style="list-style-type: none"> - Not following teacher instructions - Not being prepared for learning each lesson - Disrupting the learning of others - Disengagement in learning - Non-completion of work - Misuse of technology - Littering - Negative interactions with peers 	Teachers or Head Teachers: <ul style="list-style-type: none"> - Document incident in Sentral under 'Behaviour' - Place student on Level 1 - Issue a consequence - Notify/discuss with Head Teacher Consequence such as, but not limited to: <ul style="list-style-type: none"> - Lunchtime detention - Seating arrangement Student remains on Level 1 for two school weeks. Additional negative behaviour may result in a Level 2 and further intervention	<ul style="list-style-type: none"> - Verbal discussion between teachers and student for self-reflection - Teacher student discussion and agreement/contract - Student commitment to self-regulation improvement - Teacher offers of further support and possible referral to Head Teacher
Level 2-targeted intervention Head Teacher or Deputy	Such as, but not limited to: <ul style="list-style-type: none"> - Disrespect towards a teacher or other student(s) - Repeated disrupting the learning of others - Fractional truancy - Persistent non-compliant behaviour - Offensive or discriminatory language - Persistent misuse of technology - Sharing of offensive material online - Cheating, plagiarism or sharing of examination content - Bullying or cyberbullying - Emotional and social abuse of another person - Damage of property 	Head Teacher or Deputy Principal: <ul style="list-style-type: none"> - Document incident in Sentral - Place student on Level 2 - Issue a consequence - Contact parents - Send letter home to parents via Sentral Consequences are (but not limited to): <ul style="list-style-type: none"> - Unable to represent the school (inc excursions) for five school weeks - After school detention - Reflection writing - School Counsellor/School Support Officer intervention offered - Parents contacted Student remains on Level 2 for five school weeks. Any negative behaviour in this five-week period may result in a Level 3 and further intervention.	<ul style="list-style-type: none"> - Verbal discussion between Head-Teacher, Year Adviser or Deputy Principal and student for self-reflection - Teacher student discussion and agreement/contract - Discussion with parents to collaborate on improved behaviour - Student commitment to self-regulation improvement - Teacher and Head Teacher offers of further support - Behaviour monitoring book
Level 3	Formal caution of suspension	Deputy Principal and/or Principal to provide a formal caution of suspension	Restorative resolution as above for Level 2

<p>Deputy or Principal</p>	<p>Refer to ‘Suspension and expulsions procedures’ policy</p>	<p>according to the <i>Suspension and Expulsions Procedures</i> policy Consequences are (but not limited to):</p> <ul style="list-style-type: none"> - Unable to represent the school (inc excursions) for ten school weeks - Two after school detentions - Reflection writing - School Counsellor/School Support Officer intervention offered - Parents contacted <p>Sentral entry by Deputy Principal or Principal</p>	<p>Deputy Principal and/or Principal to provide parents and school community with the validity and timeframe of a formal caution according to the ‘Suspension and expulsions procedures’ policy</p>
<p>Level 4 Principal</p>	<p>Suspension Refer to ‘Suspension and expulsions procedures’ policy</p>	<p>The Principal 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 Consequences are (but not limited to):</p> <ul style="list-style-type: none"> - Unable to represent the school (inc excursions) for ten school weeks - Reflection writing - School Counsellor/School Support Officer intervention offered - Parents contacted <p>Principal to refer to the <i>Suspension and Expulsions Procedures</i> policy Sentral entry by Deputy Principal or Principal</p>	<p>Restorative resolution as above for Level 2</p> <p>Principal to refer to ‘Suspension and expulsions procedures’ policy for return to school planning.</p>

Caringbah High School Anti-Bullying Policy

Every individual has the right to be respected and feel safe and bullying is a violation of these rights. At Caringbah High School, healthy development and citizenship are values and promoted. Bullying in our school is completely unacceptable and is not tolerated. The prevention of bullying is a shared responsibility.

Caringbah High School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations in relation to bullying:

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to bullying behaviour is managed by teachers/wellbeing team	Targeted/Individualised Responses to bullying are executive managed
<p>Behaviour expectations are taught and referred to regularly</p> <p>Peer support programs focus on development of positive peer relations</p> <p>GIFTed course content Years 7 – 10 addresses bullying prevention, bystander action and responsibilities of students to report through scenario-based learning</p> <p>Welfare programs empower students to recognise and respond appropriately to bullying and behave as responsible bystanders</p> <p>Anti-bullying survey in Yr 7, followed up by Wellbeing Team</p> <p>External productions for Yr 7 & 8 as awareness raising</p> <p>Active wellbeing team and proactive strategies of Year Advisers</p> <p>Signed BYOD agreement and code of conduct</p> <p>Junior PDHPE curriculum</p> <p>School website information for parents</p>	<p>Referral system to provide support for identified students</p> <p>Data analysis of information from previous schools to identify students who may be at risk</p> <p>Staff will recognise and intervene with any social interaction commentary/comments that has the potential to progress into bullying</p> <p>Timely response to any suspected bullying behaviour at year meetings</p> <p>Timely response to any suspected bullying behaviour with individual and groups of students</p> <p>Maintenance of SENTRAL records of all reported incidents of bullying</p> <p>Using the above data to integrate content into GIFTed lessons as issues arise</p> <p>Year Adviser and/or SSO check in with students to support and manage their social interactions and friendships</p>	<p>A member of staff will intervene and defuse immediate conflict. Any immediate concerns for the student’s safety will result in mandatory reporting</p> <p>Students, parents or staff members report bullying and the Deputy Principal will implement the anti-bullying policy including:</p> <ol style="list-style-type: none"> 1. Investigate the incident including obtaining written statements from all parties and witnesses 2. Work with both the victim and bully, ensuring they are aware of the anti-bully policy and attempt to devise strategies for conflict resolution with the aim to reach a position where both parties are satisfied with the outcome 3. The victim is supported to report any further bullying immediately and the bully is given a formal warning to cease the behaviour of concern <p>The school wellbeing staff are activated to regularly check in with and support the victim and educate the bully</p>

		<p>4. Any student who continues to bully after the warning will receive a Level 2 and parents are informed</p> <p>School based consequences are increased for the bully to a Level 3 Warning of Suspension if further incidents occur, parents are informed</p>
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Caringbah High School Uniform, Late Arrival and Mobile Phone Policies

These policies are in place per calendar year. Tallies are reset at the beginning of each year

Action	Inclusive, Engaging and Respectful School Practice
<p>Prevention / Early intervention</p>	<p>Students are reminded of the school’s high expectations regarding attendance/lateness to school, compliance with the school’s uniform and mobile phone rules at the beginning of each year.</p> <p>Students are emailed the policies and there are posters throughout the school as a reminder.</p> <p>Explicit teaching of expectations is communicated through GIFTed lessons and year group assemblies.</p>
<p>Uniform and Late Arrival Policy</p>	

Five incidents per calendar year	Level 1*, email to parents, lunch detention
An additional five incidents per calendar year	Level 2* for persistent non-compliant behaviour, after school detention and email to parents and students
Any further five incidents per calendar year	Level 2* for persistent non-compliant behaviour, after school detention and email to parents and students
Mobile Phone/Headphones and Earbud Policy	
First incident per calendar year	Verbal warning from DP, phone is confiscated, student to pick up from DP, warning letter emailed to parents and student
Second incident per calendar year	Level 1* and lunch detention issued, phone is confiscated, student to pick up from DP, Level 1 notification emailed to parents and student
Third incident per calendar year	Level 2* and an after-school detention is issued for persistent non-compliance, phone is confiscated, parent to collect phone from office, Level 2 notification emailed to parents and student
Fourth incident per calendar year	Level 3* formal caution of suspension and two after school detentions issued, phone is confiscated, parent to collect phone from office, Level 3 notification emailed to parents and student
Fifth Incident per calendar year	Suspension, phone is confiscated, parent to collect phone from office, suspension paperwork issued to parents

*Please refer to the behaviour levels above for details about each level and the corresponding school-based consequences

Responses to serious behaviours of concern

Responses to all behaviours of concern apply to student behaviour that occurs:

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

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on SENTRAL. These may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team and behaviour level system (listed above)
- develop or review individual student support planning, including 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

In addition to recording all incidents on CHS Sentral, 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](#).

Detention, reflection and restorative practices

The purpose of detention is to support the student to reflect on their behaviour and make positive choices.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Level 1: Detention with reflection and restorative conversation with the class teacher.	20 minutes at lunchtime	Class teacher, Head teacher and Deputy Principal	Sentral behaviour incident

Strategy	When and how long?	Who coordinates?	How are these recorded?
Level 2: Detention with written reflection and restorative conversation with the class teacher. Reflection to be retained in student files.	1 hour afterschool on a Thursday	Head teacher and Deputy Principal	Sentral behaviour incident. Letter to parents.
Withdrawal from peers and monitoring in a quiet space. Supportive monitoring by Deputy Principal.	1 hour Recess and lunch	Deputy Principal	Sentral behaviour incident and communication with parents.
Alternate spaces allocated for learning	Part or all of lesson	Deputy Principal	Sentral Behaviour Incident and communication with parents
ARCO educational session	20 minutes at lunchtime	Head teacher and ARCO	Sentral behaviour incident and communication with parents

Review dates

Last review date: [Day 1, Term 1, 2025]

Next review date: [Day 1, Term 3, 2025]

