



Cambridge Park High School

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Behaviour Support and Management Plan

Overview

Cambridge Park High School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community include: Positive Behaviour for Learning; Mental Models for Learning; the Cambridge Learning Model and the Cambridge Park High School Merit System.

Promoting and reinforcing positive student behaviour and school-wide expectations

Cambridge Park High School has the following school-wide rules and expectations:

- Students follow the Department of Education 'Behaviour Code for Students'.
- Students are focused and engaged in their learning.
- Students follow the CPHS Positive Behaviour for Learning expectations of being ready to learn, respectful and responsible learners.

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.

In NSW public schools, students are expected to:

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

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning.

Mental Models for Learning

Cambridge Park High School uses a range of strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Students are expected to:

- Develop strong positive relationships because they are vital to learning.
- Learn 'how to learn' because it is fundamental to learning growth.
- Act on feedback, as it is an important part of learning.
- Engage in challenge, practice and persist to develop learning mastery.
- Learn and improve.

High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention	Classroom management	Expectations of behaviour are implemented and monitored using the Learning matrix.	Students and teachers
	School merit system	Academic effort and performance in addition to co-curricular performance is recognised and celebrated throughout the year.	Students and parents/carers
	Positive Behaviours for Learning	Explicit teaching and monitoring of respectful, responsible, ready to learn behaviours for school, classroom and playground.	Students and teachers
	Wellbeing workshops/programs	Cyber-safety, drugs and alcohol, respectful relationships, safe partying, consent, Crossroads, Peer Support, Peer Mediation, Pasifika Cultural Program.	Students
	Learning engagement program	Study Skills program to build academic growth and achievement.	Students
	Goal setting and Mentoring program	Daily check-in program for students and mentors to support academic and socio-emotional wellbeing.	Students and teachers
	Personalised Learning Pathways	Set student goals, literacy and numeracy, social and attendance, helps students stay focused and on track.	Students, teachers and parents/carers
	Mentoring for Aboriginal students	Students' check-in with mentors weekly and discuss their assessments, behaviour and attendance.	Students and teachers
	Aboriginal cultural programs - Western Sydney University, Aurora	Students engage in cultural identity programs to build their knowledge and understanding of cultural identity.	Students, teachers and WSU
	Aboriginal Professional Learning for staff	Staff engage in professional learning about Aboriginal culture, Acknowledgement of Country and embedding Aboriginal perspectives in Teaching and Learning programs.	Teachers
	Whole school cultural programs and events	These events and programs aim to build cultural awareness across the whole school and build connection to culture.	Students
	Technology and required resources for Aboriginal and Torres Strait Islander students	All Aboriginal and Torres Strait Islander students are provided with laptops to enhance learning engagement.	Students and teachers
	Aboriginal Education Consultative Group consultation	Consulting with the Aboriginal Education Consultative Group regarding programs, aboriginal language, culture, history and events.	Teachers
Early Intervention	Behaviour counselling/conference, attendance, wellbeing and academic monitoring/mentoring	Working in partnership with students and families to redirect and support student learning and regulation.	Students, teachers and parents/carers

Care Continuum	Strategy or Program	Details	Audience
	Learning Centre programs on vaping, smoking, Drugs and Alcohol, Violence, Resilience, Self-care, Anti-bully and Anti-racism. Playground Hub.	Programs to educate students in areas of concern. Withdrawal space for reflection and restitution.	Students
	Learning and Support Team Student Support programs, external services referrals, social emotional learning programs, transition programs.	Case managing behaviour concerns identified by teachers and families. Curating and coordinating response strategies. Homework Centre program to student learning and engagement. Empower Me and Zones of Regulation are designed to explicitly teach emotional regulation. Programs to support students to establish and maintain positive relationships with students and teachers.	Students, teachers and parents/carers
	Wellbeing programs, Small group programs, Breakfast club, time-out, lunchtime clubs.	These programs have a component designed for students who need early intervention to support learning engagement and provides mentorship.	Students
	External Aboriginal and Torres Strait Islander mentoring programs – Aurora, Western Sydney University's Pathways to Dreaming Indigenous Mentoring, Small group tutoring.	Aboriginal and Torres Strait Islander students are targeted for small group tutoring and building literacy and numeracy skills.	Students
Targeted Intervention	Learning and Support Team	Case management process including Functional Behaviour Analysis, teaching and learning assessments, student learning and support officer resourcing, referrals to the Wellbeing Health In-Reach Nurse, Counsellor assessment and therapy.	Students, teachers and parents/carers
	Individual Education Plan, Personalised Learning Plans, Behaviour Management Plans, Risk Assessment Plans	Teachers use student plans to identify areas for individualised support and employ high leverage classroom management strategies to ensure optimum classroom learning for all students.	Students, teachers and parents/carers
	Wellbeing – Small group programs	Supporting students to regulate social and emotional behaviours and build resilience and positive relationships.	Students and parents/carers
	Anti-Racism Contact Officer	Supporting students to address issues and circumstances related to racism.	Students
	Student Support Officer	Supporting student wellbeing and community connections. Facilitating wellbeing programs and access to support services.	Students and parents/carers
	Aboriginal Community Liaison Officer	The Aboriginal Community Liaison Officer is used to assist connecting targeted students and families with external services.	Students, teachers and parents/carers
	Small group tutoring	Aboriginal and Torres Strait Islander students are targeted for small group tutoring and to continue to build/refine literacy and numeracy skills.	

Care Continuum	Strategy or Program	Details	Audience
Individual Intervention	Learning and Support Team	Case management process including Functional Behaviour Analysis, teaching and learning assessments, student learning and support officer resourcing, referrals to the Wellbeing Health In-Reach Nurse, Counsellor assessment and therapy.	Students, teachers and parents/carers
	Individual Education Plan, Personalised Learning Pathways, Behaviour Management Plans, Risk Assessment Plans	Teachers use student plans to identify areas for individualised support and employ high leverage classroom management strategies to ensure optimum classroom learning for all students.	Students, teachers and parents/carers
	Wellbeing – Small group programs	Supporting students to regulate social and emotional behaviours and build resilience and positive relationships.	Students and parents/carers
	Anti-Racism Contact Officer	Supporting students to address issues and circumstances related to racism.	Students
	Student Support Officer	Supporting student wellbeing and community connections. Facilitating wellbeing programs and access to support services.	Students and parents/carers
	Aboriginal Community Liaison Officer	The Aboriginal Community Liaison Officer assists individual students/families.	Students and parents/carers
	Delivery Support Team	Department of Education Behaviour Specialists provide advice and support.	Students, teachers and parents/carers

Detention, Reflection and Restorative Practices

At Cambridge Park High School we are engaging in restorative practices to address behaviours of concern. We discuss the issue with the student, monitor behaviour and collaboratively design a restorative contract.

Action	When? How long?	Who coordinates?	How are these recorded?
Counselled by teacher	As required. Up to 5 minutes.	Teacher	Details, actions and teacher notes are recorded on school student management database.
Recess/lunch conference with teacher	As required. Up to 15 minutes.	Teacher	Details, actions and teacher notes are recorded on school student management database.
Recess/lunch conference with Head teacher	As required. Up to 25 minutes.	Head Teacher	Details, actions and Head teacher notes are recorded on school student management database.
School detention with Head teacher / Deputy Principal / Principal	As required. 40 minutes after school.	Head Teacher Deputy Principal Principal	Details, actions and Head teacher notes are recorded on school student management database.
Meeting with Deputy Principal and Principal to discuss sanctions for behaviour *	As required.	Deputy Principal Principal	Details, actions and Deputy Principal notes are recorded on school student management database.

* The student behaviour procedures to support school sanctions:

<https://education.nsw.gov.au/content/dam/main-education/policy-library/public/implementation-documents/pd-2006-0316-06.pdf>

Partnerships with Parents/Carers

Cambridge Park High School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies.

Cambridge Park High School will communicate these expectations to parents/carers through Parent Information sessions, our school newsletter, updates via email and through parent-teacher conferences.

Consultation

Consultation regarding our Behaviour Support and Management Plan has taken place with our School community group and the Yarramundi Aboriginal Education Consultative Group.

School Anti-Bullying Plan

Cambridge Park High School's anti-bullying policy can be found here: <https://cambridge-h.schools.nsw.gov.au/supporting-our-students/student-health-and-safety.html>

In addition, you can refer to the Department of Education's Bullying of Students - Prevention and Response Policy and Anti-bullying Plan: <https://education.nsw.gov.au/policy-library/policies/pd-2010-0415>

Review Dates

Last Review Date: 27.01.2025
Next Review Date: 27.01.2026

Behaviour code for students

Information for students and parents or carers

NSW public schools are committed to providing safe, supportive, and responsive learning environments for everyone across a range of settings. We teach and model the inclusive and safe behaviours we value in our 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 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.



Suspension factsheet: supporting your child's wellbeing

Parent/carer information

How to support your child

A good place to start when supporting your child's health and wellbeing during suspension is to gather expert information and advice. For practical advice and information to support your child's wellbeing see resources on the following page:

- Wellbeing ([Wellbeing](#))

Positive and open communication between home and school helps provide students with the best chance to succeed.

- Reassure your child that they are a valued member of the school community.
- Raise any concerns with the school.
- Work in partnership with the school team to develop and implement strategies that support your child's engagement in learning.
- Attend your child's suspension resolution meeting. This may be held face to face, online or over the phone using the format that will give the best chance of a positive discussion.
- Talk to your child about appropriate behaviour that shapes positive, safe, inclusive and respectful learning environments.
- Encourage your child to actively share their thoughts and ideas respectfully.

Learning from home while on suspension

- A member of staff will contact you and your child regularly during the suspension period.
- Help your child learn by setting clear times for work periods during the day, finding a quiet space, and asking how their learning is progressing.
- Make sure they have breaks, drink water and support them if they become stressed or worried.
- Allow time for physical activity.
- Supervise your child to use technology safely. The [Using technology](#) site has information and resources that you may find useful.

Helpful Links

- [Learning packages](#)
- [Disability learning and support advice](#)
- [Behaviour support toolkit: support for parents](#)
- [Helping your child learn from home](#)
- [Kids Helpline](#) is Australia's only free phone counselling service for young people aged 5 to 25. Call on 1800 55 1800.

Telephone interpreter service

If you wish to contact the school and need assistance with English please call the telephone interpreter service on 131 450, tell them what language you need and ask the operator to phone the school. The operator will get an interpreter on the line to assist you with your conversation. You will not be charged for this service.



What do I need to know if my child is suspended?

Parent/carer information

What is suspension?

A suspension is when the school asks a student not to attend school for a period of time. Students in Kindergarten to Year 2 may be suspended for up to 5 school days and students in Year 3 – 12 may be suspended for up to 10 school days.

Principals may suspend a student when the student's behaviour of concern poses an unacceptable risk to others or to teaching and learning.

Principals may suspend when they have already tried to manage the students' behaviour/s of concern in other ways and the school needs time to plan supports for the behaviour and plan how to keep everyone safe without the student being at school. Principals must consider the behaviour and the needs of the student when deciding to suspend. If the behaviour is serious or a safety issue, your child may be placed on an immediate suspension.

What happens if my child is suspended?

The principal must tell the student verbally where appropriate. They must immediately notify parents or carers verbally, where possible, or within 24 hours. You and your child must be given a chance to meet with the school to respond to the suspension. The school will work with you on strategies and supports that can be put in place to help your child.

The principal will also provide you a written notice of the suspension, which includes the reasons your child was suspended, the details and timeframe of the suspension.

During the suspension your child will not be allowed at school. The school will provide your child with support to keep learning during the suspension and will check in with you and your child. [Information about how to support your child's wellbeing during suspension](#) is available.

Extension of a suspension

If the suspension doesn't provide enough time to plan supports or there is an ongoing safety risk that is not yet managed, the principal can extend the suspension. Parents/carers will be notified before the end of the suspension if it is extended.

Can I appeal a suspension?

Yes, if you believe that the principal made an unfair decision or didn't follow the policy and procedures correctly. Refer to [Appeals resource](#).

More information on [advocating for your child](#) is available, as well as the [School Community Charter](#) that outlines ways to communicate with schools.

What is a suspension resolution meeting?

Your child will come back to school on or before the date the suspension ends. Your positive engagement with the school is very important in managing your child's behaviour and developing solutions together. Before your child returns the school will contact you by phone to arrange a resolution meeting with school staff who work closely with your child.

The meeting can be in person, on the phone or online in the format that will give the best chance of a positive discussion. The meeting will be about how you can work together to support your child when they return to school. You can bring a [support person](#) with you to the meeting. A support person may be someone who can provide you and/or your child with practical and/or emotional support.

For behaviours of concern which need more strategies and supports, the school will work with you and your child to develop a plan to support them and reduce any risks. Your child may already have one in place. If a plan is already in place, it will be adjusted to help support your child. This plan will be shared with you and with other staff in the school who support your child.

What if the behaviour happens again?

If the behaviour of concern happens again, the principal and school learning support team will try to identify ways to support your child's learning which may include another suspension. This may include asking experts from within the department to help provide support.

What information can I get from the school?

You can ask the school for more information about what has happened and why. The school should explain to you the reasoning behind any decisions, what actions will happen and what to do if you have an issue.

Telephone interpreter service

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What do I need to know if I want to appeal a suspension or expulsion?

Parent/carer information

What is an appeal?

An appeal is when you ask for a decision to be looked at again. This happens because you are not happy with a decision that has been made.

How do I appeal a suspension or expulsion?

You can appeal a suspension or expulsion if you believe that the principal made an unfair decision or didn't correctly follow the policy and procedures. Students, parents and carers can fill out an [appeal form](#).

Appeals can be lodged with the local [Education Office](#). The local Education Office can help you understand the process. They can also help you write the appeal. Your child's school can provide contact information for your local Education Office.

A decision about the appeal will be made by a Director, Educational Leadership or Executive Director, School Performance and will take between 15 and 20 school days to process. You will be contacted when the appeal is lodged and a decision is made. If you need further information you can contact the local Education Office where the appeal was lodged.

Outcome from a suspension appeal

If the appeal about a suspension is upheld, and the decision maker agrees with your request, the principal will contact you to make sure your child returns to school as soon as possible. The appeal decision will be noted on your child's records and the suspension will be removed from your child's record.

If the appeal about a suspension is not supported, and the decision maker does not agree with your request, your child will stay on suspension until the agreed date.

Outcome from an expulsion appeal

If the appeal about an expulsion is supported, and the decision maker agrees with your request, the principal will need to work with you to resolve any serious safety concerns and put in place support measures so that your child can return to school. The appeal decision will be noted on your child's records and the expulsion will be removed from your child's records.

If an appeal about an expulsion is not supported, and the decision maker does not agree with your request there may be a range of other options available to your child. The principal will work with you to arrange an alternate setting more appropriate to your child's needs.

If the appeal about an expulsion is not supported and your child is 17 years or older, you and your child should look for options to continue learning or transition to work.

What information can I get from the school?

You can ask the school for more information about what has happened and why. The school should explain to you the reasoning behind any decisions, what actions will happen and what to do if you have an issue.

How do I make a complaint?

Information on [advocating for your child](#) is available for parents. Information on [making a complaint](#) is also available if you still have concerns about the suspension or expulsion appeal process.

Information on communicating with schools is provided in the [School Community Charter](#).

Telephone interpreter service

If you wish to contact the school and need assistance with English please call the telephone interpreter service on 131 450, tell them what language you need and ask the operator to phone the school. The operator will get an interpreter on the line to assist you with your conversation. You will not be charged for this service.