



# Campbelltown Performing Arts High School

PATHWAYS TO SHINE

## School Behaviour Support and Management Plan

### Overview

At Campbelltown Performing Arts High School, proudly situated on Dharawal Country, we foster an inclusive community where every student feels valued and empowered to express their individuality and creativity. We celebrate cultural diversity with pride, creating a safe and supportive environment where students can explore their unique identities through unity and mutual respect. Our expertise in the performing arts, combined with a range of specialised classes and enrichment opportunities supports talent development and provides students with personalised pathways to achieve growth and excellence. Through our commitment to holistic development and individualised learning experiences we create pathways to shine, empowering students with agency to pursue their future endeavours and make an enduring impact both in the community and the wider world.

The principles of positive behaviour support, trauma-informed practice, inclusive practice, and social emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses. A sense of belonging to the school community is developed by emphasising student voice through active listening and respect for cultures and student interests and building relationships between all stakeholders.

Our processes are founded on the idea that students must learn to take responsibility for their own actions and to ensure all staff respond to these challenges consistently to support students to acknowledge harm and learn from their behaviour. Restorative conversations are an important part of maintaining trust and building relationships with students.

To achieve our mission, key approaches and programs prioritised and valued by the school community are:

- RISE Values (Respect, Integrity, Safety and Engagement)
- Restorative Practice
- The Resilience Project

Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.

## Partnership with parents/carers

Campbelltown Performing Arts High School will partner with parents and carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies through:

- Inviting families and student feedback through formal and informal means, including P&C Meetings, parent and teacher interviews, parent and carer meetings for specific interventions
- Tell them from me surveys, school surveys, student focus groups
- Consulting with the school's P&C Association and local AECG

CPAHS will communicate these expectations to parents and carers through a range of communication strategies; Schoolbytes, email, phone calls and letters.

## School-wide expectations and rules

Campbelltown Performing Arts High School has 4 core values, Respect, Integrity, Safety and Engagement. These are our RISE values, and they form the basis of our expectations and rules

<b>RESPECT</b>	<b>INTEGRITY</b>
<p><b><i>Consider yourself and others</i></b></p> <ul style="list-style-type: none"><li>• Treat yourself and others with respect</li><li>• Maintain positive and respectful relationships</li><li>• Accept the interests and abilities of others</li><li>• Cooperate with others</li></ul>	<p><b><i>Be honest and accountable</i></b></p> <ul style="list-style-type: none"><li>• Treat everyone fairly</li><li>• Take responsibility for your actions</li><li>• Communicate openly and honestly</li><li>• Be reliable and honest</li></ul>
<b>SAFETY</b>	<b>ENGAGEMENT</b>
<p><b><i>Act safely and responsibly</i></b></p> <ul style="list-style-type: none"><li>• Care for self, others and the environment</li><li>• Negotiate and resolve conflict with empathy</li><li>• Practice safe behaviour</li><li>• Support others to make positive choices</li></ul>	<p><b><i>Actively participate in learning</i></b></p> <ul style="list-style-type: none"><li>• Attend each lesson prepared to learn</li><li>• Strive to achieve your best</li><li>• Collaborate with others to succeed</li><li>• Make the most of every learning opportunity</li></ul>

## 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 \(nsw.gov.au\)](#)

## Whole school approach across the care continuum

Campbelltown Performing Arts High School embeds student wellbeing and positive behaviour strategies across the care continuum.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Classroom management	Strong, respectful relationships are built between staff and students	Staff, students 7-12
Prevention	Communication with parents and carers	To increase parent's understanding of how our school addresses all forms of behaviour.	Staff, students 7-12, families
Prevention	PDHPE curriculum	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	Students 7-10
Prevention	Breakfast Club	Free breakfast is provided once a week	Students 7-12
Prevention	Performing Arts Companies	Audition based extra-curricular groups that allow deeper talent development and further performance opportunities	Students 7-12
Prevention	Pride Collective	A student led group for members of the LGBTQIA+ community and allies meeting weekly	Staff, students 7-12
Prevention	Extra-Curricular Clubs	A variety of clubs that operate at break time, led by students and supervised by staff e.g. Chess club, art club	Staff, students 7-12
Prevention	Excursions	Authentic learning experiences that occur outside of the classroom	Students 7-12
Prevention	Harmony Day	A celebration of our cultural diversity – a day of cultural respect for everyone who calls Australia home	Students 7-12
Prevention	Performance opportunities	School Spectacular, Southern Stars and other performance opportunities are offered to Performing Arts (PA) students to enhance their positive sense of belonging and showcase their talent.	PA staff, PA students 7-12
Prevention	Life Ready program	Staff able to discuss appropriate social behaviours inside the Life Ready framework.	PDHPE Staff, students 11
Prevention	Year 12 Launch Day	The first day of Term 4 marks the beginning of the HSC course. Year 12 students participate in workshops focusing on success in the HSC	Students 12
Prevention	RISE values	Explicit teaching and modelling of specific skills including RISE Values, expected behaviours and social skills through point of need RISE lessons, whole school assemblies and year meetings.	Staff, wellbeing team, students 7-12
Prevention	The Resilience Project (TRP)	The Resilience Project delivers emotionally engaging programs to	Students 7-12

Care Continuum	Strategy or Program	Details	Audience
		schools, sports clubs and businesses, providing practical, evidence-based mental health strategies to build resilience and happiness. Fortnightly lesson for Year 7 to 10. GEM chats embedded in classroom practice.	
Prevention	Year 6 to 7 Transition	Focusing on a safe and successful movement from primary to high school.	Incoming Year 7 students
Prevention	Peer Mentor Program	Builds resilience by helping students develop strong relationships and skills to manage life's ups and downs.	Students 7 and 10, and co-ordinators
Early intervention	Cybersafety workshops	Range of workshops for junior students	Students 7-8
Early intervention	Lovebites	Respectful Relationships Education Programs for young people aged 11-17 years	Students 10
Early intervention	YAMS	program for young people ages 13 to 17, in which they learn about and explore the topic of mental health	Students 9
Early intervention	School Liaison Police	Officers who work with high schools to reduce youth crime, violence and anti-social behaviour through a range of workshops and talks	Staff, students 7-12
Early/targeted intervention	Student Support Officer (SSO)	Supports wellbeing of students through strengths-based program and strategies that build resilience, coping skills and positive relationships	SSO, students 7-12
Early/targeted intervention	Behaviour Monitoring Cards	Serve as an opportunity for checking in daily with students who need support around managing behaviours.	Year Advisors, Head Teacher, Deputy, students 7-12
Targeted intervention	Student Welfare Office (SWO)	Supports wellbeing of students through case management	Students 7-12
Targeted intervention	Aboriginal Community Liaison Officer (ACLO)	Part of the Wellbeing team to develop partnerships and understanding between the Aboriginal community and the school, helping to improve the outcomes for Aboriginal students	Aboriginal and Torres Strait Islander students 7-12
Targeted intervention	Community Liaison Officer (CLO)	Part of the Wellbeing team to develop partnerships and understanding between the community and the school, helping to improve the outcomes for students	Staff, students 7-12, families
Targeted intervention	RAGE program	Strengths-based program offered to students struggling with anger	SSO, individual students 7-10
Targeted intervention	Leadership programs	A variety of opportunities are available to develop students' capacity in the Social-emotional domain of potential including Senior Leaders, SRC, Junior AECG and House Captains.	Students 7-12

Care Continuum	Strategy or Program	Details	Audience
Targeted intervention	Social skills program	A program of explicit teaching, modelling and providing opportunities to practice social skills.	L&S Faculty, individual students 7-12
Targeted/individual intervention	Learning and Support (L&S)	The LST works with teachers, students and families to support students who require personalised learning and support.	HT L&S, individual students 7-12, families
Targeted/individual intervention	EAL/D	The EAL/D teachers work with students in class and through withdrawal to give additional support in English language.	EAL/D staff, individual students 7-12
Targeted/individual intervention	HPGE Mentoring	A program to support High Potential and Gifted students	Deputy, Staff Mentors, individual students 7-12, families
Individual intervention	School counsellors	School counsellors and school psychologists who work directly with students to help them with issues related to mental health	Counsellors, individual students 7-12,
Individual intervention	Application for Integration Funding Support (IFS)	Integration Funding Support program helps schools to support students attending mainstream classes who have moderate to high learning and support needs	HT L&S, individual students 7-12, families
Individual intervention	Attendance Monitoring	Address barriers to improve attendance and set growth goals.	HSLO, HT W, Year Advisors, Students 7-12
Individual intervention	Individual Behaviour Support Plans	Co-created plans that explicitly teach positive replacement behaviours, management of environment, triggers and identification and provision of reasonable adjustments	Deputy, individual students 7-12, families
Individual intervention	Behaviour Response Plans	Co-created plans that guide the actions of staff to respond consistently to complex, high intensity student behaviour	HT L&S, Deputy, individual students 7-12, families
Individual intervention	Student Tailored Risk Management Plans	In consultation with Health and Safety, these plans are for safety, risk reduction, crisis incident intervention, response and recovery	Deputy, individual students 7-12, families
Individual intervention	Team around a school	Specialist staff within the Department who are available to support schools by consulting with staff and coordinate responses for highly complex students.	Deputy

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

Campbelltown Performing Arts High School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour are teacher-managed.	Targeted/Individualised Responses to behaviours of concern are executive managed
<p>Behaviour expectations are taught and referred to regularly using the language of the RISE values.</p> <p>Teachers model behaviours and provide opportunities for practice.</p> <p>Students are acknowledged for meeting school-wide expectations and rules.</p>	<p>Refer to school-wide expectations –RISE values.</p>	<p>Contact office to seek help from HT/DP straight away if there is a <b>risk</b>. Otherwise notify executive ASAP and before the end of the school day.</p>
<p>Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour –RISE awards</p>	<p>Use indirect responses e.g. Proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p>	<p>CT/HT/DP to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirecting to another area or activity, providing reassurance or offering choices. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.</p>
<p>Tangible reinforcers include those that are:</p> <ul style="list-style-type: none"> <li>• free and frequent -RISE awards</li> <li>• moderate and intermittent -bronze, silver, gold awards</li> <li>• significant and infrequent - Principal's Award</li> </ul> <p>Intermittent and infrequent reinforcers are recorded on Sentral.</p>	<p>Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before a low-level consequence is applied.</p>	<p>HT collects information for DP to review the incident from multiple perspectives to determine the next steps. HT/DP/CT to record incident on Sentral and contact parent/carer by email or phone. DP/P may consider further action for e.g. formal caution/suspension.</p>
<p>Social-emotional learning lessons are taught (The Resilience Project) during tri-weekly wellbeing lessons for 7-10 and GEM Chats to 7-12.</p>	<p>Teacher records on Sentral by the end of the school day. Monitor and inform the family if repeated. For some incidents, a referral is made to the school's anti-racism</p>	<p>Refer to the school's Learning Support Team considering current and previous behaviour data. Other actions may include developing an Individual Behaviour Support plan, Behaviour Response plan or a</p>

	contact officer (ARCO) or Year Advisors.	Student Tailored Risk Management plan.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contacts parents with positive email or letter. Student awards for positive behaviour are given at year group assemblies.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.	Parent/carer contact is made by HT/DP/P to discuss any support and behaviour responses, including referral to the LST school counsellor, outside agencies or Team Around a School.

## Identifying behaviours of concern, including bullying and cyberbullying

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour. See [Appendix 2](#)

Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm. See [Appendix 1](#)

Campbelltown Performing Arts High School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- directly observing a student's behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
- a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
- concerns raised by a parent, community member or agency.

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support, for example through their year advisor or school counselling service.

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, where there is a clear and close connection between the school and students' conduct.

## Preventing and responding to behaviours of concern

- Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others. Teacher managed – low level inappropriate behaviour is managed by teachers in the classroom and the playground.
- Executive managed – behaviour of concern is managed by school executive, Head Teachers, Deputy Principals and Principal.

Corrective responses by teachers may include:

- rule reminder
- re-direct, offer choice or error correction
- prompts
- reteach
- seat change/play or playground re-direction
- stay in at break to discuss/complete work/walk with teacher
- conference
- detention, reflection and restorative practices
- communication with parent/carer

## Responses to serious behaviours of concern

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
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- detention, reflection and restorative practices (listed below)
- 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.

## Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

- [Factsheet: Recording negative student behaviour incidents in schools](#)
- [Incident Notification and Response policy](#);
- [Incident Notification and Response Procedures](#);
- [Student Behaviour policy](#)
- [Suspension and expulsion procedures](#)
- [Appendix 1: Bullying Response Flowchart](#)
- [Appendix 2: Behaviour Management Flowchart](#)

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, reflection and restorative practices

A range of planned responses are available to staff based on the principle that students must learn to take responsibility for their own actions and to ensure all staff respond to these challenges consistently to support students to acknowledge harm and learn from their behaviour.

Toilet and food breaks are always included when students are withdrawn from the playground as a planned response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

Strategy	When and how long?	Who coordinates?	How are these recorded?
<b>Alternate break plan</b> - withdrawal from playground during breaks and re-allocation to office/classroom for supervised breaktime following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention)	Next break	Classroom teacher Head Teacher Senior Exec	Sentral
<b>Restorative practice</b> – students may be asked to participate in a supervised mediation, together or individually, to sign a contract of agreed behaviours. Ideal mediators could include the Year Advisor or HT Wellbeing. This strategy is communicated as a solution focussed strategy rather than a discipline measure. (peer mediation)	Scheduled as soon as all involved are available	Year Advisor HT Wellbeing	Sentral  Via email to staff
<b>Monitoring Card</b> – students may be issued with a <a href="#">monitoring card</a> from a Year Advisor, Head Teacher or Deputy. They serve as an opportunity for checking in daily with students who need support around managing behaviours.	Daily for a period of 5-10 days. Can be extended as needed	Year Advisor Head Teacher Deputy	Sentral
<b>Formal Disciplinary Interview</b> - Where a student has been found to have engaged in a significant breach of the school behaviour code/RISE values platform and their behaviour has caused actual harm or posed an unacceptable risk to the health and safety, learning and/or wellbeing of any person they will engage in a <a href="#">formal disciplinary interview</a> with two members of the senior executive. Where the outcome may be a suspension, this must include the Principal.	ASAP after the incident	Senior Exec	Sentral
<b>Formal Caution to Suspend</b> - Students issued with a formal caution will be monitored by the Deputy Principal. Multiple formal cautions or persistent low-level concerns may result in an Individual Behaviour Support Plan co-constructed with the student and their	ASAP after the incident  50 days	Senior Exec	Sentral

parent/carer. Student engagement in extracurricular and school representation opportunities will be made in consultation with the Senior Executive.			
<b>Suspension</b> - Students placed on suspension are asked to complete a <a href="#">reflection prompt</a> (restorative questions) to inform return to school planning. An Individual Behaviour Support Plan will be co-constructed with the student and their parent/carer. Other types of Student Behaviour Plans may also become necessary.	During suspension	Senior Exec	Sentral
<b>Return to School Planning</b> - Meeting to be held with Deputy Principal, parent/carer and student. Students bring completed <a href="#">reflection prompt</a> to support planning. A <a href="#">Return to School Planning</a> meeting document is to be completed to record discussion and supports. Parent/carer can give feedback to amend any Student Behaviour Plans at this meeting.	During/at Conclusion of suspension	Senior Exec	Sentral

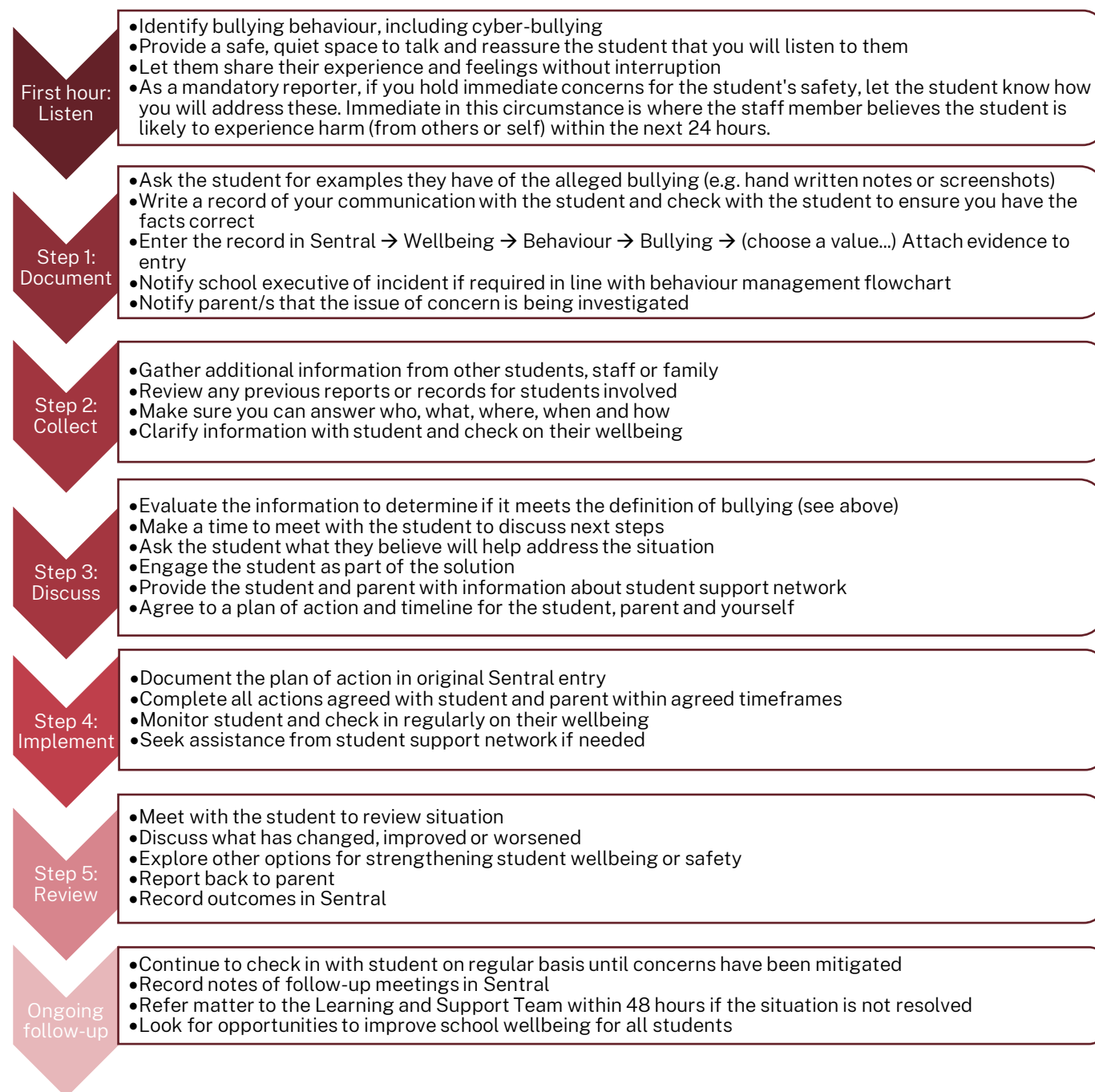
## Review dates

Last review date: December 2024

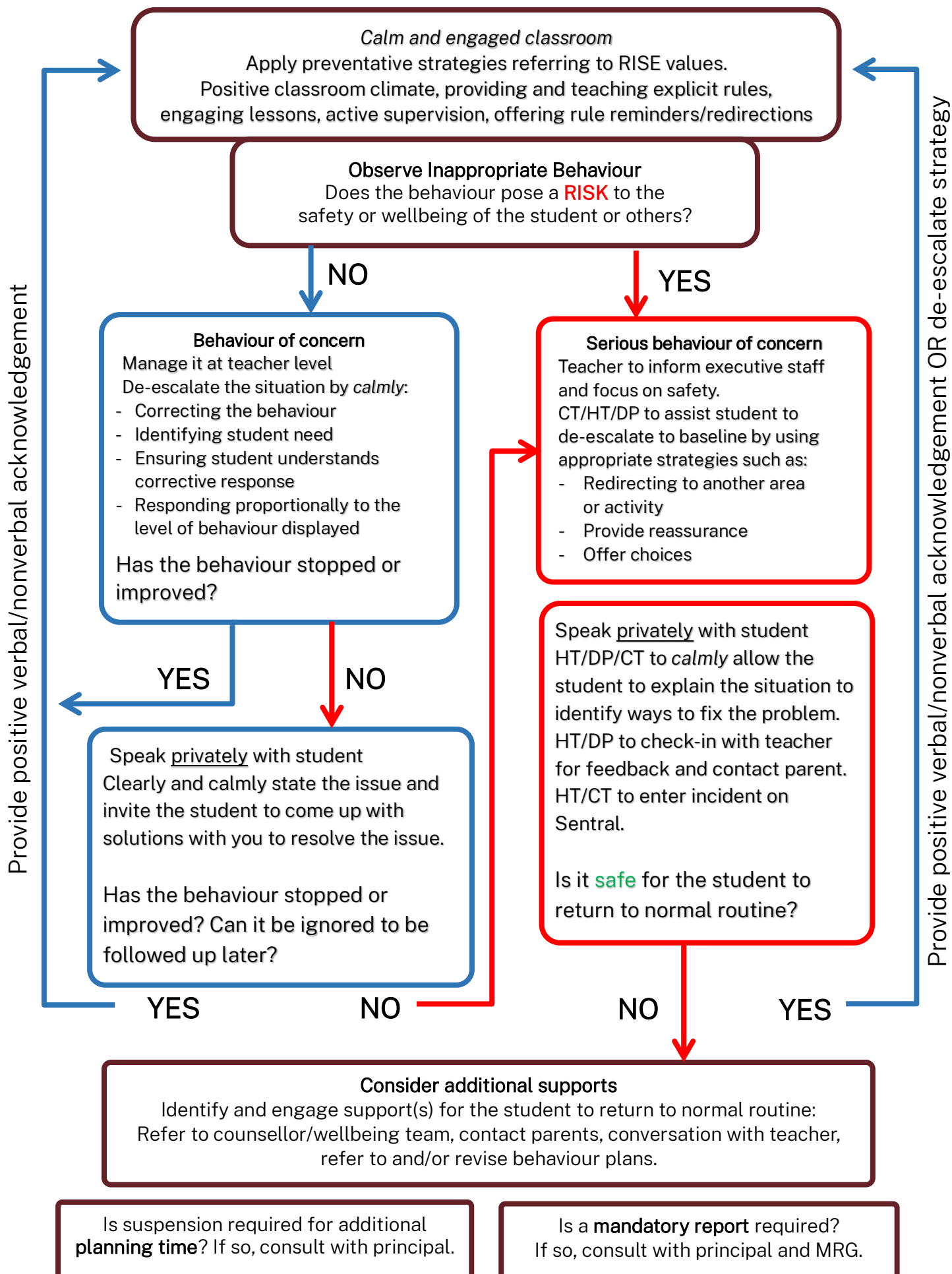
Next review date: December 2025

# Appendix 1 Bullying Response Flowchart

The following flowchart explains the actions Campbelltown Performing Arts High School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. We attempt to investigate and resolve issues promptly; however, timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.



## Appendix 2 Behaviour Management Flowchart



# Appendix 3 Monitoring Cards

Monitoring cards can be issued by:

- Year Advisors
- Head Teachers and
- Deputy Principals

They are routinely used for:

- Attendance
- Escalating behaviour in one faculty area
- Wellbeing concerns
- Persistent behaviours of concern
- Students on formal cautions
- Students returning from suspension



## CPAHS Daily Monitoring Card

Day:    1        2        3        4        5        6        7        8        9        10

<b>Student:</b>	<b>Year:</b>	
<b>Supervising Teacher:</b>	<b>Date:</b>	
<b>YEAR ADVISER</b>	<b>HEAD TEACHER</b>	<b>DEPUTY</b>

### Student Responsibilities

- Report to my supervising teacher each morning to get a new card.
- Set my goal for each day.
- To give this card to my teacher at the beginning of each lesson.
- Have parent/guardian sign my card each evening.

### My goal for today is:

Goal	Strategy	Achieved

### Teacher comments:

Period	Comment	Teacher
Roll call		
1		
2		
3		
4		
5		

**Instructions for Teachers**

For each outcome please indicate one of the following

✓ = Achieved    X = Not Achieved

Any **MAJOR** concerns/issues need to be emailed to the supervising Deputy.

	Roll call	Period 1	Period 2	Period 3	Period 4	Period 5
<b>RESEPECT – Consider yourself and others</b>						
Maintain positive and respectful relationships						
Cooperate with others						
<b>INTEGRITY – Be honest and accountable</b>						
Take responsibility for your actions						
Communicate openly and clearly						
<b>SAFETY – Act safely and responsibly</b>						
Care for self, others and the environment						
Practice safe behaviour						
<b>ENGAGEMENT – Actively participate in learning</b>						
Attend each lesson on time and prepared to learn						
Make the most of every learning opportunity						
Other:						
Teacher’s signature:						

**Student Self-assessment:**

My **behaviour** has been:                      Improving              Good              Disappointing              Poor  
 My **attitude** has been:                      Improving              Good              Disappointing              Poor

**Parent Comments:**

I am happy with my child’s progress:                      YES                      NO

I would like to be contacted to discuss my child:                      YES                      NO

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix 4 Formal Disciplinary interview

A formal disciplinary interview is conducted using the following document to scaffold the conversation with the student. To ensure procedural fairness student responses are captured.



## Formal Disciplinary Interview

Central Incident Number: \_\_\_\_\_

<b>Student Name:</b>		<b>Year:</b>	
<b>Present:</b>		<b>Date:</b>	
<b>Support Person:</b>			
<p>You have the right to choose a support person in a disciplinary meeting. This support person is an adult who can provide you with practical and/or emotional support. Would you like a support person?</p> <p><input type="checkbox"/> <b>YES</b> - I need a support person. I chose: _____</p> <p><input type="checkbox"/> <b>NO</b> - I don't need a support person.</p> <p style="text-align: right;">Student signature: _____</p>			
<b>Context:</b>			
<ul style="list-style-type: none"> <li>• Previous formal caution/s:</li> <li>• Previous suspensions:</li> <li>• Number of days suspended:</li> <li>• Refer to CPAHS Continuum of Care</li> <li>• SENTRAL record details:</li> </ul> <p style="text-align: center;">• Reported to the INCIDENT REPORT &amp; SUPPORT HOTLINE 1800 811 523 #: _____</p>			
<b>Student Response:</b>			
<b>RISE Values Platform:</b>			
RESPECT	INTEGRITY	SAFETY	ENGAGEMENT

**Recommendation:**

- School Warning
- Formal Caution
- Suspension

**Behaviours of Concern – these behaviours are grounds for suspension.**

- Continued or persistent disobedience and/or disruptive behaviour
- Malicious damage to, or theft of, property
- Verbal abuse
- Bullying and cyber-bullying
- Mis-use of technology
- Discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity
- Other – behaviour of concern.

**Serious Behaviours of Concern - these behaviours are grounds for immediate suspension.**

- Being in possession of, use or supply of tobacco, alcohol, vapes and e-cigarettes
- Possession of, use or supply of a suspected illegal/restricted substance
- Being in possession of, or using, weapons including firearms and knives (without reasonable cause)
- 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 sexualised behaviour that has caused physical or psychological or emotional harm to others
- Other - Serious Behaviour of Concern

**Principal decision:**

- School Warning
- Formal Caution
- Suspension - number of days \_\_\_\_\_

Principal's signature: \_\_\_\_\_

**Notes:**

Large empty box for notes.

## Appendix 5 CPAHS Reflection Prompt

This document was developed as a series of questions to guide students to reflect on their behaviour.



# CPAHS Reflection Prompt



Student Name: \_\_\_\_\_

**What happened?**

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**What were you thinking about at the time?**

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**What have your thoughts been since?**

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**Who has been affected by what happened?**

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**In what way have they/you been affected?**

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**What do you think needs to happen to make things right?**

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**If the same thing happened again, what would you do differently?**

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Student: \_\_\_\_\_

Parent: \_\_\_\_\_

Executive: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix 6 Return to School Planning Meeting document

The document guides the restorative conversation that supports a student's return to school after suspension.



# CPAHS Return to School Planning Meeting



Central Incident Number: \_\_\_\_\_

<b>Student Name:</b>	<b>Year:</b>
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<b>Present:</b>	<b>Date:</b>
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**Meeting Environment:**

The return to school planning meeting is being held to plan the students' re-engagement with learning school. The meeting is being held:

face-to-face online

over the phone

**Outcomes and supports documented:**

Student can articulate and understands the reasons for their suspension

Behaviour monitoring card with \_\_\_\_\_

Risk assessment developed and shared with stakeholders

Behavioural Support Plan and shared with stakeholder Peer mediation agreement

Referral to counsellor

Referral to Student Support Officer Referral to Learning and Support Team Referral to Community Liaison Officer Referral to HSLO/ASLO

Year Adviser Check-in Referral to PLO/YAMS

Referral to External Agency: \_\_\_\_\_

Access Request Timetable

adjustment Self-regulation card

Recommendation from MRG/CWU: Other considerations:

**RISE Values Platform:**

Student understands the CPAHS RISE values platform and has made a commitment to follow them: RESPECT:  Consider yourself and others

INTEGRITY: Be honest and accountable SAFETY: Act  safely and responsibly ENGAGEMENT: Actively  participate in learning

**Agreement:**

Student signature: \_\_\_\_\_

Support person signature: \_\_\_\_\_

Principal/delegate signature: \_\_\_\_\_

Date and time student is returning to class: \_\_\_/\_\_\_/\_\_\_ \_\_\_\_\_ am / pm

