

Canterbury Boys High School School Behaviour Support and Management Plan

Overview

Canterbury Boys High School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged in their learning. This fosters engagement in learning, sets clear limits, recognises appropriate behaviour and applies consequences for inappropriate behaviour. This plan reflects our school's values and is written in accordance with the [Behaviour Code for Students](https://education.nsw.gov.au/policy-library/policies/pd-2006-0316-01) (<https://education.nsw.gov.au/policy-library/policies/pd-2006-0316-01>) in NSW government schools and [The Wellbeing Framework for Schools](https://education.nsw.gov.au/schooling/school-community/wellbeing-framework-for-schools) ([https:// education.nsw.gov.au/schooling/school-community/wellbeing-framework-for-schools](https://education.nsw.gov.au/schooling/school-community/wellbeing-framework-for-schools)).

The wellbeing of students at Canterbury Boys High School is underpinned by a wellbeing matrix and a positive approach to managing student behaviour, based on Glasser/Choice Theory, and supported by knowledge of trauma-informed practice. These provide two arms of a continuum designed to develop strong values and promote positive behaviour and relationships among students, while also providing for the care and safety of students and staff. Acknowledging positive choices, effort, progress and achievement is fundamental to our ethos, as well as explicitly teaching students self-regulation strategies through structured, supportive reflection and plan-making. Our processes are founded on the concept that students must learn to take responsibility for their own actions and that staff respond to these challenges consistently to support students to acknowledge negative behaviours and learn from their behaviour. Communicating positive behaviour to parents is essential.

Key approaches and programs prioritised and valued by the school community are:

- Settlement Program
- Resilient Adolescents Program (RAP)
- Anti-bullying workshops
- Anti-racism workshops
- Raise Mentoring
- Fusion
- Life Ready
- Celebrating Inclusion - Wear It Purple Day, Harmony Day, NAIDOC Week, IDAHOBIT, Cantervale
- Social Skills Program - PEERs program
- Student leadership groups
- Development, implementation and monitoring of behaviour/learning plans (ILPs)
- Alternative pathway programs
- Targeted behaviour support (Learning and Support referrals)
- Homework Centre

- Digital Thumbprint and cyber safety programs
- National Week of Action Against Bullying Workshops

Partnership with parents and carers

Canterbury Boys High School partners closely with families and believes that building authentic relationships is integral when implementing student behaviour management strategies.

Canterbury Boys High School will partner with families in establishing expectations for parent engagement in developing and implementing student behaviour management strategies, including for bullying behaviour by:

- inviting families and student feedback through formal and informal means, for example, through Tell Them From Me Surveys, school surveys and consulting with the school's P & C Association
- using concerns raised through complaints procedures to review school systems, data and practices.

Canterbury Boys High School will communicate these expectations to parents/carers through the school newsletter, social media platforms (where appropriate) and the school website and provide links to information and resources in the [Behaviour Support Toolkit](#).

Other communications involve:

- Positive phone calls
- Year Adviser contact
- Head teacher contact
- Deputy Principal contact
- Principal contact
- Counsellor contact
- SSO contact
- Meet the Teacher afternoons
- Monitoring cards

School-wide expectations and rules

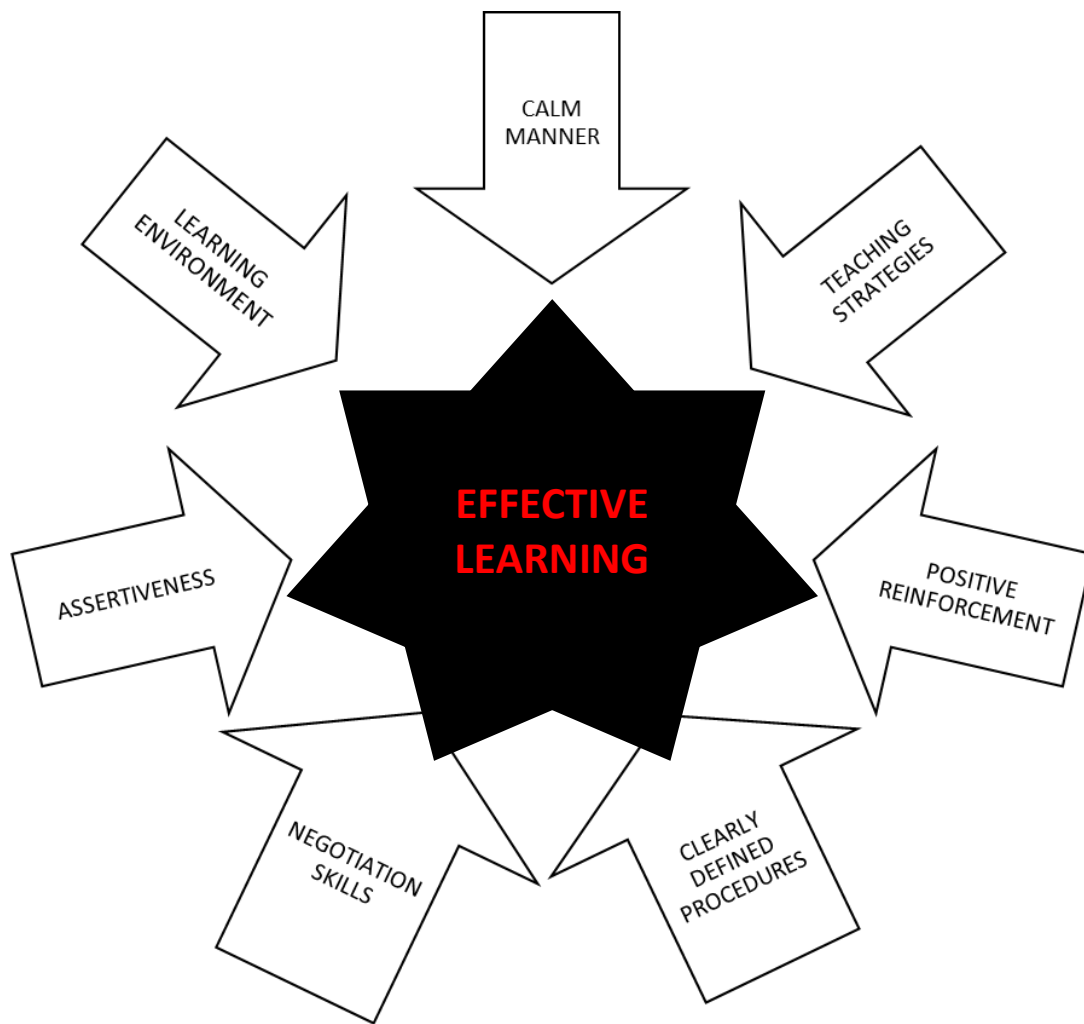
Students who make positive choices about learning in the classroom environment are rewarded and staff are encouraged to 'catch them being good'. When students do not make positive choices, they are given time to reflect, self-regulate and change their behaviour. Teachers and students work together to ensure an effective learning environment is maintained. Students understand there are consequences for inappropriate behaviours.

The policy aims to:

- encourage responsible and respectful behaviours
- promote self-regulation
- reinforce appropriate behaviour through merit awards
- address inappropriate behaviours
- maintain a positive school environment.


The student behaviour policy is underpinned by a Merit Award System, Learning Habits, Classroom Rules and self-reflection and self-regulation.

EFFECTIVE LEARNING



OUR SYSTEM FOCUSES ON 4 KEY IDEAS

- Students are responsible for their own behaviour
- Behaviour has consequences, both positive and negative
- Students have choices - if they make positive choices, there are rewards, if they make negative choices, there are consequences.
- Plan making allows teachers to assist students to develop strategies to make positive choices and build teacher/student relationships.



**CANTERBURY BOYS
HIGH SCHOOL**

CLASSROOM RULES

BE AN EFFECTIVE LEARNER BY:

- being on time for class
- being well prepared and organised
- listening to and following the teacher's instructions
- focusing on learning
- being respectful to others
- looking after the school's and other people's property
- keeping mobile phones out of sight and on silent.

PLAYGROUND RULES

Be safe and respect the rights of others to be safe

- Choose safe activities
- 'Hands off' others
- Violence of any kind is unacceptable, including 'mucking around' and throwing objects at others. Smoking/vaping is prohibited.
- Play touch football on the oval ONLY with teacher supervision

Move around the school sensibly and safely

- Walk when inside buildings
- Play in supervised areas within the school grounds
- Eat and drink in the playground, not in buildings
- Move to class promptly when the bell rings

Speak and act respectfully towards students and staff

- Use appropriate language at all times
- Follow staff instructions immediately

Keep our school clean and tidy

- Place rubbish in bins



CANTERBURY BOYS HIGH SCHOOL

LEARNING HABITS

A STUDENT WHO IS WELL PREPARED AND ORGANISED:

- comes to class on time
- brings all necessary equipment to class, e.g. PE gear, books, pens, and diary
- is ready to start at the beginning of each lesson
- records homework, assessments and important dates
- wears correct uniform every day
- brings all notes on time, e.g. late, absent, excursion.

A STUDENT WHO SHOWS INITIATIVE AND RESPONSIBILITY FOR THEIR OWN LEARNING:

- asks questions and contributes to class discussions
- keeps up to date (classwork, homework and assessments) by asking teacher for missed work after an absence
- is aware of upcoming tasks and events, e.g. assignments
- manages time to ensure all work and homework is complete and on time
- prepares for exams and assessment tasks
- seeks assistance and advice from teachers including Careers Adviser to be aware of own career choices and course requirements
- keeps mobile phone out of sight and on silent
- looks after all school resources.

A STUDENT WHO WORKS COOPERATIVELY IN GROUP SITUATIONS:

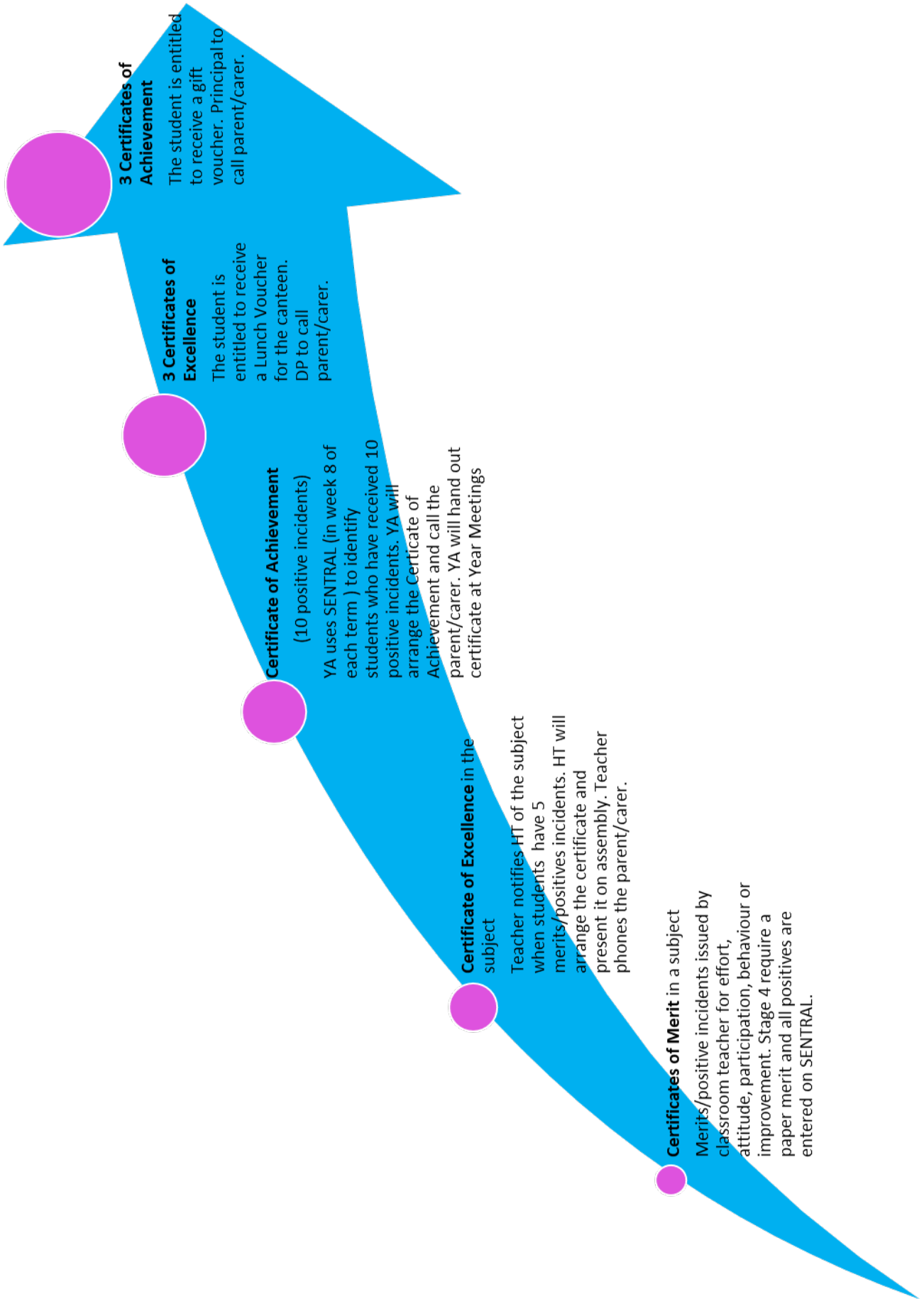
- is clear on the group task and its outcomes
- is clear on his assigned role
- shares group resources and equipment responsibly
- contributes by making suggestions and offering ideas
- encourages all members of the group to be involved
- listens to and respects the points of view of other people
- works cooperatively with the group to help complete the task.

A STUDENT WHO WORKS INDEPENDENTLY:

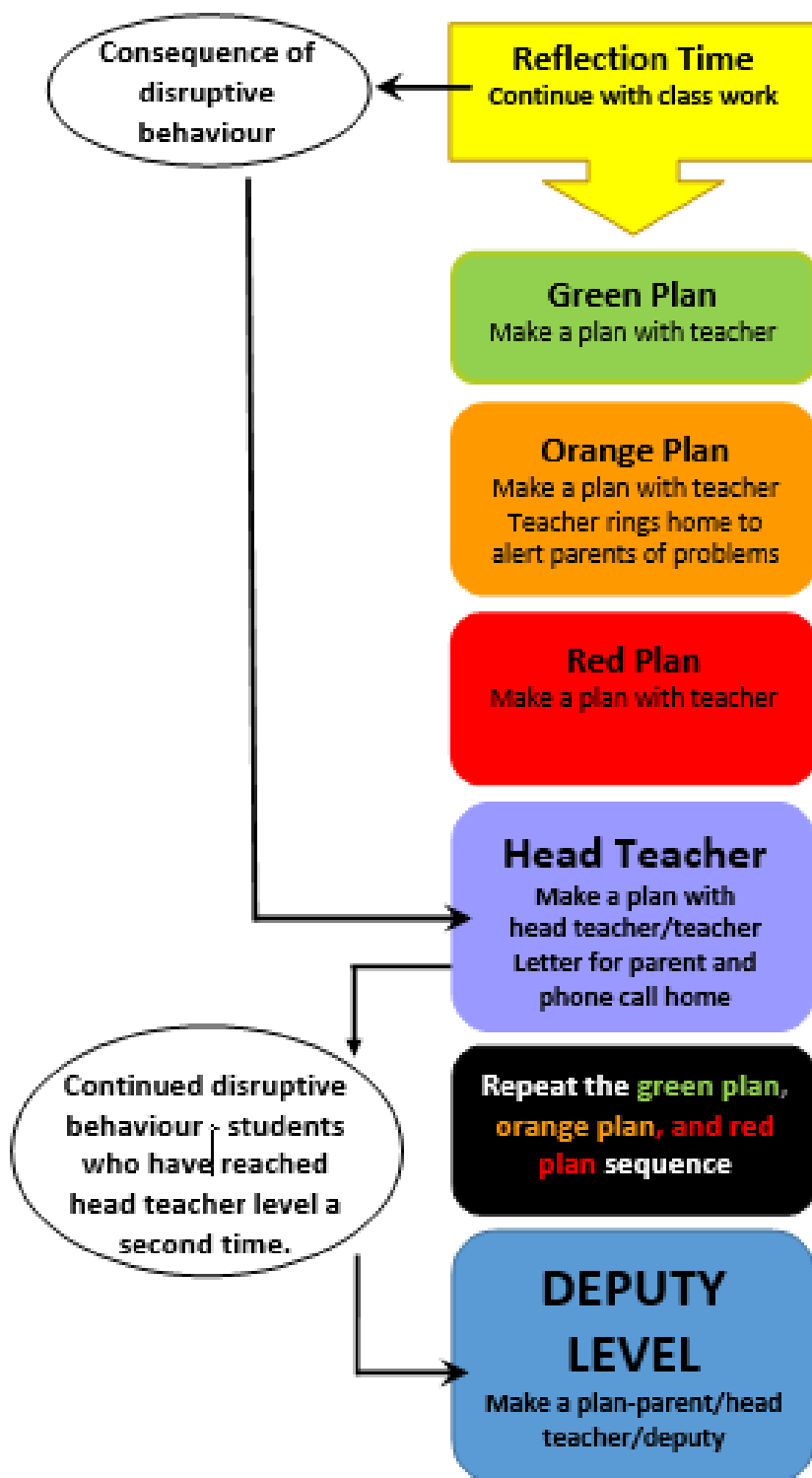
- stays on task
- is self-motivated and shows commitment to meet obligations
- identifies what is required and seeks to achieve it in a time-effective manner
- finds solutions for themselves using a variety of strategies
- strives to improve and consolidate their learning
- drafts, proofreads and edits work for improvement.

A STUDENT WHO REFLECTS ON AND EVALUATES THEIR OWN LEARNING:

- is clear about the purpose of learning
- asks questions to improve their understanding
- can identify high and low standards of work
- monitors their own learning progress
- learns from their mistakes and is receptive to feedback
- works out ways to improve their own learning
- can demonstrate what they have learned.



Wellbeing System Overview



At each stage of the process the student starts fresh at learning once the plan has been resolved.

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.

NSW Department of Education

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.



The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316-01>. This document translated into multiple languages is available here: [Behaviour Code for Students](#).

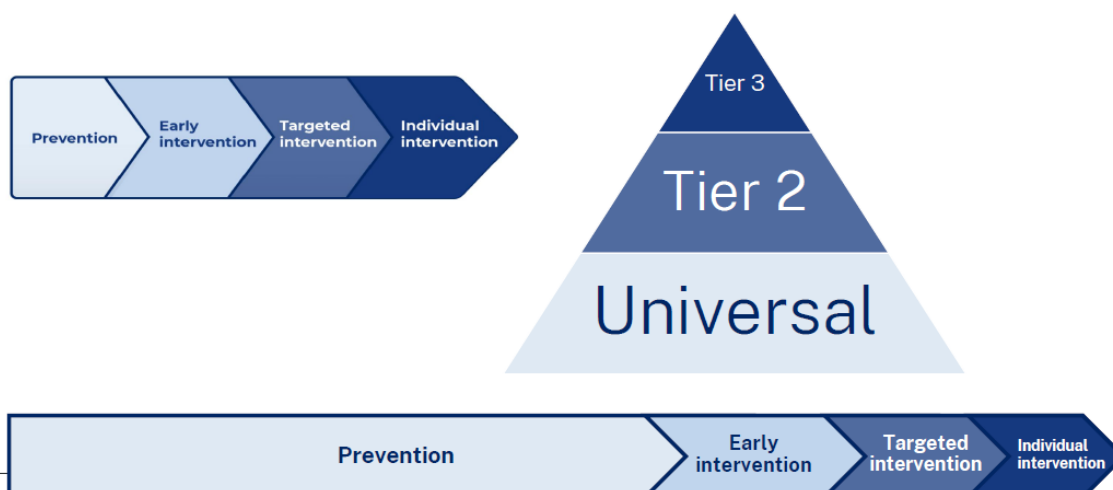
Whole school approach across the care continuum

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. Behaviours that do not constitute bullying include mutual disagreements or isolated incidents.

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



Care Continuum	Strategy or Program	Details	Audience
Prevention / Early Intervention / targeted / individual intervention	Australian eSafety Commissioner Toolkit for Schools	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyber-bullying incidents.	Students 7-12, staff, families
Prevention / Early Intervention / targeted / individual intervention	Digital Thumbprint	These workshops are used to engage students in maintaining safe online practices to prevent cyber-bullying incidents.	Students 7-12, staff, families
Prevention / Early Intervention / targeted / individual intervention	Headspace	The program is aimed to assist students in the following areas: - social skills development - communicating with confidence - interpersonal skills - self-esteem and self-respect building - managing change and transitions in life - strength and resilience building	Selected students as issues arise (Years 7-12)
Prevention / Early intervention	Student support officer	Supports the implementation of the school’s approach to wellbeing.	Student 7 - 12

Prevention / Early Intervention / targeted / individual intervention	Wear it Purple Day	Strives to foster supportive, safe, empowering and inclusive environments for rainbow people. - Advocate for and empower - Celebrate and promote the value of diversity and inclusion - Raise awareness about sexuality, sex and gender identity and challenge harmful social cultures - Champion rainbow role models	All students
Prevention	Wellbeing focus	Students engage in social and emotional wellbeing lessons, which are reinforced by staff regularly, including at year and whole-school assemblies.	Staff, Wellbeing team, 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	Wellbeing system overview	School wide and classroom system of support to explicitly teach expectations for effective learning and behaviour choices	Students 7 -12
Prevention	Communication with parents	To increase parent's understanding of how our school addresses all forms of behaviour.	Staff, students 7-12, families
Prevention	National Week of Action Against Bullying and Violence (NWAAB)	Our school participates in the annual (NWAAB) – Term 3 each year.	Staff, students 7-12
Prevention	Transition Year 6 into 7	Focusing on a safe and successful movement from primary to high school.	Incoming Year 7 students
Prevention	Social Skills program	Builds resilience by helping students develop stronger social skills to manage relationships.	Students 7 and 10, and co-ordinators
Prevention	Life Ready program	Life Ready focuses on offering opportunities for students to build the functional knowledge and skills for life post-school.	Students 11 & 12
Prevention / Early intervention	Settlement Program	A cultural and mentoring workshop program which has a strong cultural focus and is designed to inspire and motivate Aboriginal and Torres Strait Islander young people	
Targeted / individual intervention	Learning and Support	The LST works with teachers, students and families to support	Staff, individual

		students who require personalised learning and support.	students 7-12, families
Targeted intervention/ Individual intervention	Monitoring program	A period of time on a daily achievement card to change a pattern of behaviour.	Individual students 7-12,
Targeted intervention	Leadership programs	These include Student Representative Council, library and peer mentors.	Students 7-12
Prevention / Early intervention/Targeted intervention/ Individual intervention	RAISE – one of one youth mentoring	A strengths-based intervention program with a focus on building self-awareness and emotional intelligence for targeted students.	Individual students 9
Individual intervention	<u>Attendance monitoring</u>	Address barriers to improve attendance and set growth goals.	Students 7-12, Year Adviser, Head Teacher, Attendance Team, Deputy principal
Individual intervention	<u>Individual behaviour support planning</u>	This may include developing, implementing monitoring and reviewing behaviour support, behaviour response and risk management plans.	Students, parent/carer, LaST, Deputy principal

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

Our school rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

Refer to Appendix 2 for CBHS bullying response flowchart

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 consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

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.

Refer to Appendix 1 for CBHS behaviour management flowchart

- **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.

Corrective responses by teachers may include:

- rule reminder
- re-direct, offer choice or error correction
- prompts

- reteach
- seat change/play or playground re-direction
- plan making at break to discuss behaviour/walk with teacher
- conference
- 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
- reflection
- 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.

Canterbury Boys 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
Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.	Refer to school wide expectations and rules	Contact HT/DP straight away if there is a risk. Otherwise notify executive ASAP and before the end of the school day.
Verbal and non-verbal specific positive feedback is paired with a merit in a school-wide continuum for acknowledging expected behaviour.	Use indirect responses e.g. Proximity, signals, non-verbal cues, ignore, attend, praise, 'what are you doing?' redirect with 'What should you be doing?'	HT/DP/CT 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>Tangible reinforcers include those that are: Merit certificate, DP awards, Principal Awards and Truth and Honour Awards are recorded on Sentral.</p>	<p>Use direct responses e.g. student sent to reflection desk student conference/plan making with teacher. Students have an opportunity to meet the classroom/playground behaviour expectation before a low-level consequence is applied.</p>	<p>HT/DP collects information and reviews the incident from multiple perspectives to determine the next steps. HT/DP/CT to record incident on Sentral system 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 addressed through Targeted programs, PDHPE lessons, year group presentations</p>	<p>Teacher records plan on Sentral by the end of the school day. Monitor and inform the family if orange plan is reached. For some incidents, a referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.</p>	<p>Refer to the school's Wellbeing and/or Learning Support Team considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.</p>
<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>
<p>Parents are notified through positive phone calls. Student awards for positive behaviour/achievement are given in class, at assemblies.</p>	<p>Teacher contacts parents by phone or email when student is at orange plan level. Head teacher contacts parent if student reaches head teacher plan level. Individual planning and referral to Learning Support Team may be discussed.</p>	<p>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.</p>

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.

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.

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](#).

Reflection and self-regulation practices

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.

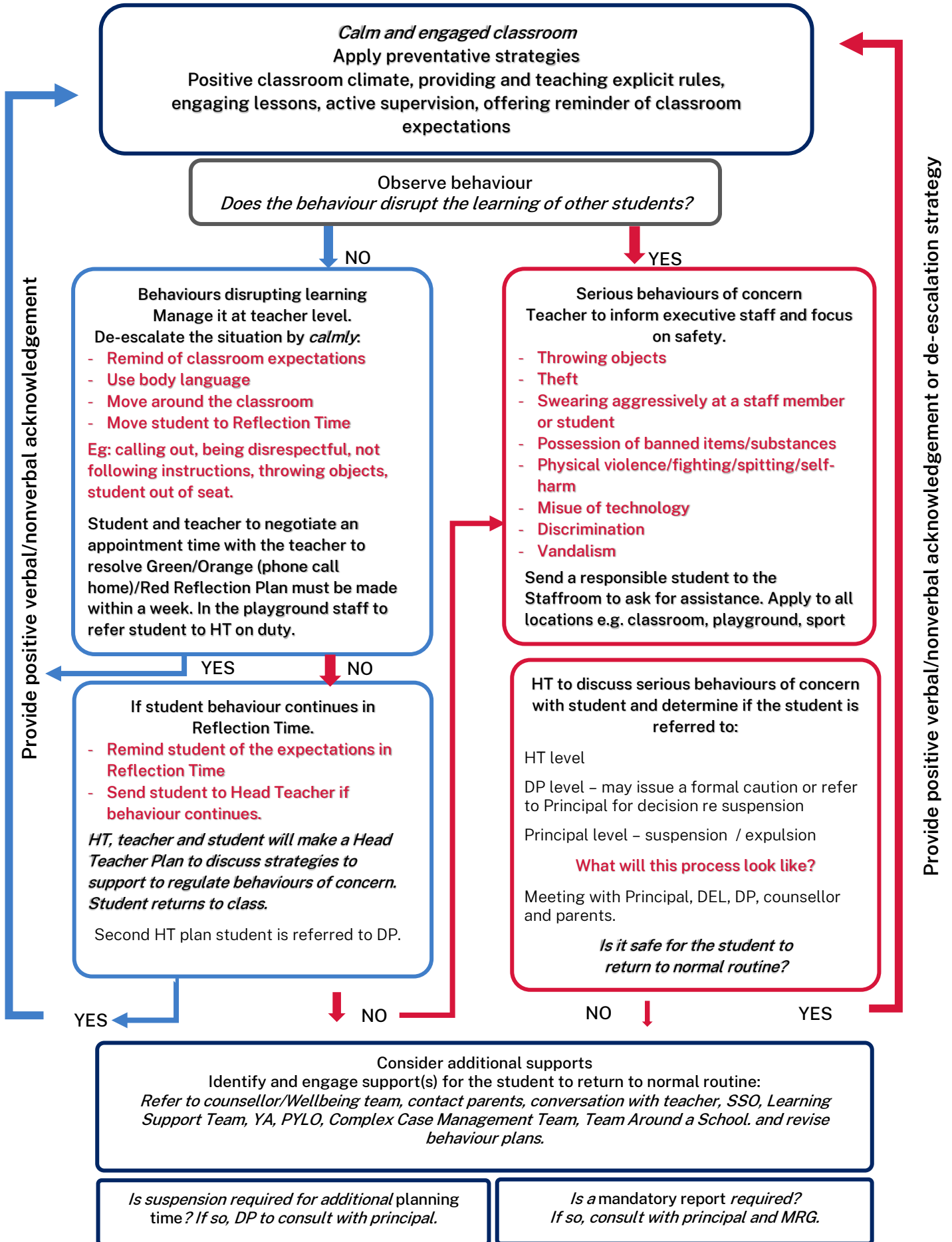
Strategy	When and how long?	Who coordinates?	How are these recorded?
Student counselling	As required	Teacher/YA/Deputy	Sentral
Plan making	As required	Teacher/YA/Deputy	Sentral
Student reflection, logical consequences, collaborative problem solving, peer mediation, restorative conversations in groups	Scheduled as soon as all involved are available	CT/Year Advisor/HT /DP/P	Sentral
Zones of Regulation	As required	HT Inclusive Education/Deputy	Timetabled
Talk Sense to Yourself	As required	HT Inclusive Education /Deputy	
Sixth Sense Program	As required	HT Inclusive Education /Deputy	
Suspension	As required	Deputy/Principal	Sentral

Review dates

Last review date: Term 4, 2024

Next review date: Term 2, 2025

Appendix 1: Behaviour management flowchart



Appendix 2: Bullying Response Flowchart

The following flowchart explains the actions Canterbury Boys 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. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.

