

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 strong, positive relationships with 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 are expected to demonstrate these values in all interactions both within 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 explicit, interactive lessons on social and emotional learning where students are exposed to moral and ethical dilemmas which challenge them to develop key skills in empathy, conflict resolution, collaboration and resilience.

Partnership with families

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

- Ensuring the school's policies, including the anti-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 (TTFM) surveys
- Consultation with parent associations such as the P&C and the local AECG
- Proactive engagement with families to address concerns, including meetings to support the resolution of peer conflict.
- Referral to the school counselling service and other supports where appropriate.
- Continuous review and improvement of school systems, data and practices to strengthen the identification, reporting and monitoring 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 positive 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 and correcting inappropriate behaviour.
- Actively supervising students.
- Maximising opportunities for active engagement with learning.
- Providing carefully sequenced engaging lessons that provide options for student choice where appropriate.
- 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, study skills, organisation, future learning and critical thinking.	Staff, Students 7-10, families
Prevention	Life Ready	25-hour mandatory course for year 11 and 12 students 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. These occur through GIFTed as well as other workshops.	Staff, Students Yr7-10, families
Prevention	Merit Awards	Promoting positive behaviour in line with the school CORE values. Celebrating 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	Strengthening parents/carers understanding of how our school addresses all forms of behaviour.	Staff, Students Yr7-12, families
Prevention	Transition Year 6 into 7	A program focused on the safe and successful transition of students 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 facilitate 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 YA, HTW, and DP to discuss the needs of students in terms of academic achievement, attendance, wellbeing 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 during breaks to discuss their behaviour during the day's classes.	Students Yr7-12
Prevention and Targeted Intervention	Academic Plus	Wednesday afternoon sessions for Years 11 and 12. Monday 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 on Wednesday.	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, individualised plans, development of risk assessments and the development of short and long-term goals.	Students Yr 7- 12, families, staff
Targeted intervention	Individual Education Plans (IEP's)	Personalised learning plans to assist student engagement in the classroom, access to the curriculum, participation in classroom learning, achievable short and long-term goals, and any targeted adjustments.	Staff, LaST, Students Yr7-12, families
Targeted intervention	Kuranulla	A culturally responsive, mentoring workshop program, designed to inspire and engage our Aboriginal and Torres Strait Islander students.	Staff, Students Yr7-12
Prevention and Targeted intervention	Careers	Support for students to provide information into tertiary education, TAFE and scholarships. Provide students with a vision for the future and goal setting.	Staff, Students Yr7-12, families
Prevention and Individual intervention	School Counsellor	Behavioural, social and emotional support for students, including the development and discussion of strategies and goals too support wellbeing.	Students, Yr7-12, families
Prevention and Individual intervention	Student Support Officer	Behavioural and social and emotional support for students, including development and discussion of strategies and goals.	Students, Yr7-12, families

Care Continuum	Strategy or Program	Details	Audience
Prevention / Individual intervention	Attendance Monitoring	Address barriers to improve attendance and set improvement goals. Collaboratively develop strategies, check-ins and Attendance Improvement Plans where necessary.	Wellbeing Staff, Students Yr7-12, families
Individual intervention	Individual behaviour support planning	This includes developing, implementing, monitoring and regularly reviewing targeted strategies and responses to address behaviours of concern, support student wellbeing and promote positive engagement in learning.	Staff, Students Yr7-12, families
Risk Management Plan (RMP)	Risk Mangement Plan (RMP)	Addressing serious behavioural issues that significantly impact on student safety, learning and wellbeing.	Students, Staff, Families, External Services

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

Caringbah High School's planned responses to positive behaviour, inappropriate behaviour, and behaviours of concern, including bullying and cyberbullying are explicitly taught through GIFTed lessons and reinforced in classroom practice. This ensures students understand not only what is expected of them, but also why these expectations are essential in maintaining a safe, respectful and inclusive learning environment.

Students are guided by their teachers to apply these expectations to authentic school situations, strengthening their understanding and ability to make positive, informed choices. High potential learners are further extended through opportunities to unpack and analyse policies, deepening their understanding of how these expectations contribute to a safe and supportive school environment.

Caringbah High School Behaviour Support and Management Plan

Positive appropriate behaviour	<p>Students demonstrate the values of the school and expectations of the whole school community by behaving with integrity, compassion and respect. Positive behaviour is:</p> <ul style="list-style-type: none"> explicitly taught and modelled across all learning environments acknowledged and celebrated formally through the school's merit system encouraged and strengthened through positive, respectful relationships between staff and students.
Prevention	<p>Universal and evidence-based practices aim to create a safe, predictable and supportive learning environment for all students through:</p> <ul style="list-style-type: none"> Explicit teaching and reinforcement of behavioural expectations high quality engaging lessons positive language, role modelling and positive reinforcement clear routines and consistent classroom practices strong, respectful teacher/student relationships a restorative approach that promotes accountability, reflection and repair of relationships.

Early Intervention

Early intervention strategies are implemented by teachers to address emerging behaviours of concern in a timely and consistent manner to help students take responsibility for their behaviour, develop self-regulation skills and re-engage positively with learning.

These include but are not limited to:

- Teacher redirection and verbal correction of behaviour
- clear communication of expectations and warnings of appropriate consequences
- time-out opportunities for reflection and self-regulation if needed
- restorative conversations to resolve conflict respectfully, calmly and fairly
- teacher records on Sentral for consistent tracking and communication
- teacher consultation with head teachers or other support staff where required.

Where behaviours persist or escalate despite early intervention, students are supported through a structured, graduated responses (Levels 1–4), as outlined on the next page.

These interventions ensure consistency, accountability and appropriate escalation of support and consequences.

<p>Level 1- targeted intervention</p> <p>Teacher or Head Teacher</p>	<p>Such as, but not limited to:</p> <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 	<p>Teachers and/or Head Teachers:</p> <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 <p>Consequence could include, but not limited to:</p> <ul style="list-style-type: none"> - Lunchtime detention - Seating arrangement <p>Students remain on Level 1 for two school weeks.</p> <p>Additional negative behaviour may result in a Level 2 and further intervention.</p>	<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
<p>Level 2- targeted intervention</p> <p>Head Teacher or Deputy</p>	<p>Such as, but not limited to:</p> <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 onlin.e - Cheating, plagiarism or sharing of examination content - Bullying or cyberbullying - Emotional and social abuse of another person - Damage of property 	<p>Head Teacher or Deputy Principal:</p> <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 <p>Consequences include (but not limited to):</p> <ul style="list-style-type: none"> - Unable to represent the school (including non mandatory excursions) for five school weeks - After school detention. - Written Reflection. - School Counsellor or SSO support as required. - Parents contacted. <p>Students remain on Level 2 for five school weeks.</p> <p>Any negative behaviour in this five-week period may result in a Level 3 and further intervention.</p>	<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.

<p>Level 3</p> <p>Deputy or Principal</p>	<p>Formal caution of suspension.</p> <p>Refer to ‘Suspension and expulsions procedures’ policy</p>	<p>Deputy Principal and/or Principal to provide a formal caution of suspension according to the <i>Suspension and Expulsions Procedures</i> policy.</p> <p>Consequences are (but not limited to):</p> <ul style="list-style-type: none"> - Unable to represent the school (including non-mandatory excursions) for ten school weeks - Two after school detentions. - Written Reflection. - School Counsellor or SSO support as required. - Parents contacted - Sentral entry by DP or Principal. 	<p>Restorative resolution as above for Level 2 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</p> <p>Principal</p>	<p>Suspension</p> <p>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.</p> <p>Consequences are (but not limited to):</p> <ul style="list-style-type: none"> - Unable to represent the school (including non-mandatory excursions) for ten school weeks. - Written Reflection. - School Counsellor or SSO support as needed. - Parents contacted. <p>Principal refers to the <i>Suspension and Expulsions Procedures</i> policy.</p> <p>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 feel safe, respected and valued. Bullying is a violation of these rights and is not tolerated. At Caringbah High School, healthy development and citizenship are values that are promoted. Preventing and responding to bullying behaviour is a **shared responsibility** of students, staff, parents and the wider school community.

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 explicitly taught and reinforced 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 and upstander behaviours and students' responsibilities and actions to report, through scenario-based learning.</p> <p>Welfare programs empower students to recognise and respond appropriately to bullying and act as responsible upstanders.</p> <p>Anti-bullying survey in Yr 7, followed by support and targeted action by the Wellbeing Team.</p> <p>External productions for Yr 7 & 8 to raise awareness.</p> <p>Active wellbeing team and proactive strategies led by Year Advisers.</p> <p>Signed BYOD agreement and code of conduct.</p> <p>Stage 4 and 5 PDHPE curriculum.</p> <p>School website provides accessible information for parents and carers.</p>	<p>Referral processes to provide timely support for identified students.</p> <p>Analysis of transition data and information from previous schools to identify students at risk.</p> <p>Staff proactively recognise and intervene on social interaction or commentary that has the potential to progress into bullying.</p> <p>Timely and proactive response to any suspected bullying behaviours at year meetings.</p> <p>Prompt responses to any suspected bullying behaviour involving individuals and groups of students.</p> <p>Maintenance of SENTRAL records of all reported incidents of bullying.</p> <p>Use of data to inform and adapt GIFTed lessons, and/or targeted student discussions.</p> <p>Year Adviser and/or SSO check ins with students to support and manage social interactions and friendships.</p>	<p>Staff members will intervene promptly and de-escalate immediate conflict and ensure student safety.</p> <p>Where there are concerns regarding a student's safety or wellbeing, appropriate action is taken in line with mandatory reporting requirements.</p> <p>Students, parents or staff members report bullying. Staff implement the anti-bullying policy including:</p> <p>All reports of bullying are taken seriously and investigating promptly, including gathering information and obtaining written statements from all parties involved, including witnesses, for fair and thorough understanding.</p> <p>Address the behaviour through Education and Intervention.</p> <p>Work with both the targeted student and the students displaying bullying behaviour, to reinforce expectations and cease the behaviour.</p> <p>Implement appropriate strategies for conflict resolution with the aim of reaching a respectful and fair outcome.</p> <p>Ongoing Support for the targeted student and encouraging immediate reporting of any further incidents.</p>

		<p>Issuing a formal warning to cease the behaviour/s of concern.</p> <p>Wellbeing Support & Monitoring School wellbeing provide ongoing support through regular check-ins with the targeted student and targeted interventions for the student displaying bullying behaviour.</p> <p>Continued bullying behaviour will result in a Level 2 behaviour, with parents informed.</p> <p>Further incidents will escalate to a Level 3 formal caution of suspension, with parents informed.</p> <p>Ongoing or serious bullying, including retribution behaviours, may result in a Level 4 suspension, in line in line with the department's Suspension and expulsions procedures.</p>
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Caringbah High School Uniform, Late Arrival and Mobile Phone Policies

These policies are in place per calendar year, with tallies are reset at the start of each year

Action	Inclusive, Engaging and Respectful School Practice
Prevention / Early intervention	<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>Policies are available on the school website 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>

Late Arrivals	
Five incidents of lateness	Email to parents and students. After school detention issued.
Additional five incidents of late arrival to school	Level 2* for persistent non-compliant behaviour. Email to parents and students

**Level 2 behaviour consequences include unable to represent the school (including non-mandatory excursions) for 25 school days. Behaviour levels outlined above.*

Uniform Policy	
First Infringement	Warning issued by uniform co-ordinator
Second Infringement	Level 1* issued by uniform co-ordinator; half lunch detention; email to student and parent
Third Infringement	Level 2* behaviour; after school detention issued by DP; email to parent
Continued Infringements	Level 2* behaviour; after school detention issued by DP; email to parent; further actions may be taken for persistent non-compliance

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 documentation 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 other students or staff impacted
- refer/monitor the student through behaviour level system (listed above), wellbeing team or learning and support team.
- 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 Caringbah High School Sentral, staff will comply with the Department of Education's reporting and responding processes:

[Reporting Incidents and Concerns](#)

[Student Behaviour Policy](#)

[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 in the future.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Level 1: Detention with reflection and restorative conversation with the class teacher and/or Head Teacher.	20 minutes at lunchtime	Class teacher, Head Teacher or Deputy Principal	Sentral behaviour incident
Level 2: Detention with written reflection and restorative conversation with the class teacher. Reflection to be retained in student files.	1 hour after school on a Thursday	Head Teacher or 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 or Deputy Principal and ARCO	Sentral Behaviour incident and communication with parents

Review dates

Last review date: [4 March 2026]

Next review date: [Term 1, 2027]