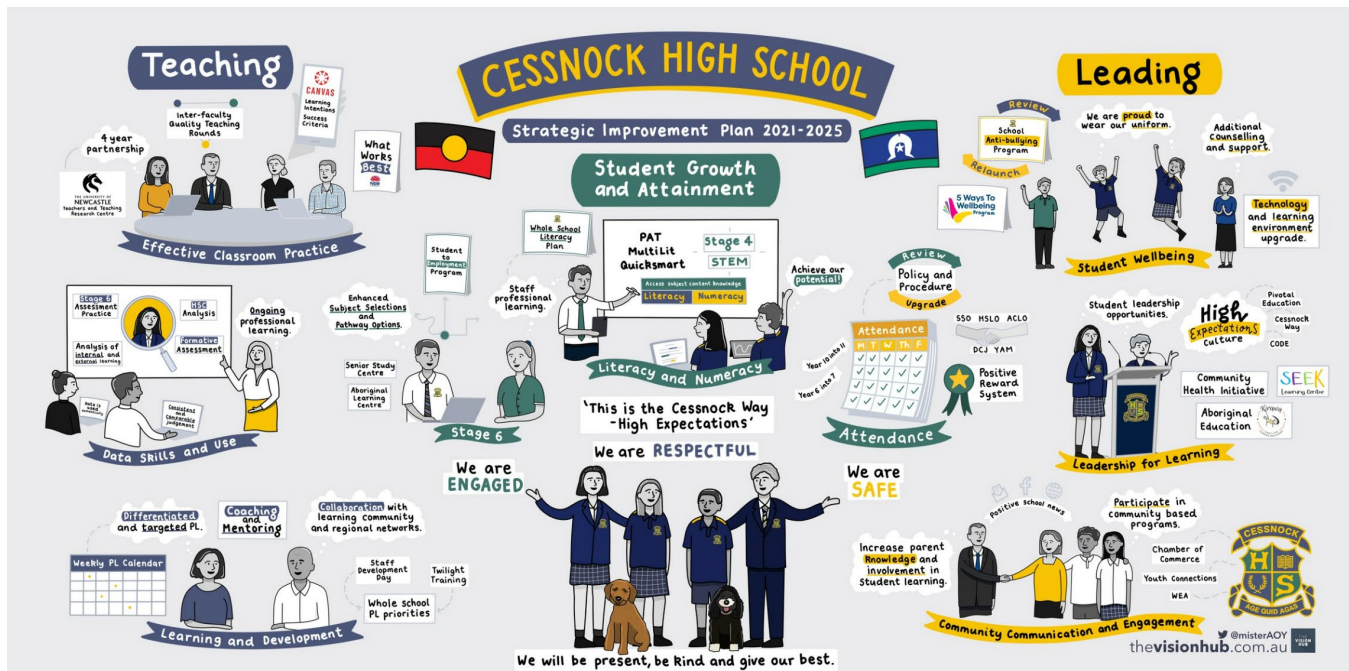


2025 Cessnock High School Behaviour Support and Management Plan



Overview

Cessnock High School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged in their learning.

Our goal is to inspire every child to participate positively in society. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful learners in a caring learning community.

The principles of 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.

Our processes are founded on the idea that students learn and take responsibility for their own actions and to ensure all staff respond to these challenges calmly and consistently to support students to acknowledge harm and learn from their behaviour. Key approaches and programs prioritised and valued by the school community include but are not limited to:

- [Trauma Informed Practice](#)
- [Restorative Practice](#)
- Pivotal Education Practices (Paul Dix)

These programs prioritise a strong culture of social and emotional learning which supports good mental health, positive relationships and the prevention of bullying.

Partnership with parents and carers

NSW Public Schools work to create positive environments for students, staff and the entire school community that support student learning. We strive to ensure that every student is known, valued and cared for.

Parents and carers play an important role in the school community. The School Community Charter informs parents and carers on how to engage positively in partnership to promote student learning and prioritising the wellbeing of staff and students.

The School Community Charter can be found at <https://education.nsw.gov.au/schooling/parents-and-carers/going-to-school/school-community-charter>

Cessnock High School is dedicated to working with parents and carers to implement effective student behaviour management strategies by:

- inviting family and student feedback through formal and informal means, for example, through school surveys, consulting with the school's P & C Association and local AECG.
- regularly communicating student behaviour and working collaboratively to achieve outcomes.
- using concerns raised through complaints procedures to review school systems, data and practices.
- Providing further information and resources such as the [Behaviour support toolkit](#).

Our 'high expectation culture' is regularly communicated through the school newsletter and [website](#).



School Community Charter

Collaborative. Respectful. Communication.

The following School Community Charter outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.

What our schools provide
NSW public schools work to create positive environments for students, staff and the entire school community that support student learning. We strive to ensure that every student is known, valued and cared for.

The best education happens when parents and schools work together.
The School Community Charter aligns with the NSW Department of Education Strategic Plan 2018 – 2022.



Positive environments
It is important that our NSW public schools are positive environments and that parents and carers are kept informed of students' progress and school announcements.

Parents and carers can expect:

- To be welcomed into our schools to work in partnership to promote student learning.
- Communication from school staff will be timely, polite and informative.
- Professional relationships with school staff are based on transparency, honesty and mutual respect.
- To be treated fairly. Tolerance and understanding are promoted as we respect diversity.

Ensuring respectful learning environments for all members of NSW Public Schools communities.

© NSW Department of Education



We create **collaborative** learning environments

We all play **our part**

We work **in partnership** to promote student learning

Communicating with our schools
Our staff will find a time to talk to you when they can give you their full attention. Please remember that while our staff are in class or dealing with other matters, they may not be available to answer your questions immediately.

Our schools and communities will make sure that written communication is appropriate, fair and easy to read. We encourage you to use email and social media appropriately to connect with your school and stay up-to-date with up-coming events in the school community.

Our guide for parents, carers and students provides useful information about the complaints process:
education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions/guide-for-parents-carers-and-students

Respectful communication is a right
In all workplaces people have the right to feel respected. Unacceptable and offensive behaviour has no place in our school communities.

To ensure the wellbeing of students, staff and the community in our schools, steps will be taken to address unacceptable behaviour. This may include restricting contact with the school community or, in more serious cases, referral to NSW Police.

Unacceptable behaviour may include but is not limited to:

- Aggressive or intimidating actions, such as violence, threatening gestures or physical proximity.
- Aggressive or intimidating language, including the use of obscenities, making sexist, racist or derogatory comments or using a rude tone.
- Treating members of the school community differently due to aspects such as their religion or disability.
- Inappropriate and time wasting communication.

Collaborative. Respectful. Communication.

School Community Charter
education.nsw.gov.au

School-wide expectations and rules

Cessnock High School has the following school-wide expectations and rules which follow the Behaviour Code for Students:

Engagement	Respect	Safety
<i>Be in the right place at the right time doing the right thing</i>	<i>Treat everyone with dignity and respect and behave courteously</i>	<i>Follow rules and procedures to make our school safe</i>
<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.• Take care with school property and the property of staff and other students.	<ul style="list-style-type: none">• 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.

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 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 NSW 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.

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
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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.

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 \(nsw.gov.au\)](https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01)

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	Strategy or Program	Details	Audience
Prevention/ Early / Targeted / & Individual intervention	Restorative Practice	Promotes positive proactive strategies to provide opportunities to develop, strengthen, repair and maintain healthy relationships. Includes circles and restorative conversations.	Staff, students 7-12, families
Prevention	Mentor Lessons	Wellbeing lessons delivered by the Year Adviser to small groups of students.	Wellbeing team, students 7-12,
Prevention	Friendly Schools	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	5 Ways to Wellbeing	'5 Ways to Wellbeing' is five simple and effective ways to improve student psychological and emotional health that are based on extensive international research.	Staff, Wellbeing team, students 7-12
Prevention	PDHPE curriculum	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	Students 7-10
Prevention / Early Intervention / targeted / individual	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	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 (NWA)	Our school participates in the annual (NWA) – Term 3 each year, as well as other specific internal and external programs to address bullying.	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	Peer support 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
Prevention / Early intervention	Student support officer	Supports the implementation of the school's approach to wellbeing.	Student 7 - 12
Targeted / individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	Staff, individual students 7-12, families
Targeted intervention	Check In Check Out (CICO)	For students who exhibit low level behaviours of concern.	Individual students 7-12,
Targeted intervention	Leadership programs	These include Student Representative Council, Senior Leaders and Junior AECG	Students 7-12
Individual intervention	Classroom Monitoring	A period of time on a faculty-based monitoring system to change a pattern of behaviour.	Students 7-12
Individual intervention	Attendance monitoring	Address barriers to improve attendance and set growth goals.	Students, Year Advisor
Individual intervention	Individual behaviour support planning	This may include developing, implementing monitoring and reviewing behaviour support, behaviour response and risk management plans.	Students, parent/carers, DP

The Five Pillars of Cessnock Practice (Pivotal)

The practices which underpin our approaches are:

Consistent, calm adult behaviour / First attention for best conduct / Relentless routines / Scripting difficult interventions / Restorative follow up.



BSEM Classroom Norms

Adopted from the Berry Street Education Model, all lessons at Cessnock High School follow the BSEM Classroom Norm format. This provides a predictable and reliable lesson structure for both staff and students.



CESSNOCK HIGH SCHOOL

Est 1937

"What e'er you do, do well"

We are present, we are kind, and we give our best.

Before Lesson Start:

- Meet And Greet/line up before entering.
- Circle.
- Check equipment.
- Mark Roll.

Lesson Start:

- Learning intention is visible and referred to.
- Success Criteria is visible and referred to.
- Do Now is completed.

Lesson:

- Intro/Hook.
- Explanation.
- Stamina building work.
- Brain Break.
- Stamina building work.
- Reflection/review/WWW.

Engagement:

- Hand up for attention.
- Deep listening.
- Positive verbal narration.
- Strategic teacher movement.
- Strategic classroom layout.
- Cessnock Way Routines and Phrases.

Lesson End:

- Clean up
- Stand behind chairs and wait to be dismissed.

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

Identifying behaviour 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. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm.

Cessnock 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 and 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.

Corrective responses by teachers may include, but are not limited to:

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

Care Continuum	Area of the Behaviour Code for Students	Examples of supports and strategies
Prevention	SAFETY & RESPECT <ul style="list-style-type: none"> Classroom management Explicit teaching of the values of respect, safety and engagement 	<ul style="list-style-type: none"> Student Behaviour Code: Respect, Safety and Engagement Mentor Lessons Role modelling, explicit teaching & planned responses Classroom Teacher Monitoring The Cessnock Way Explicit teaching and modelling of specific skills including behaviour expectations & social skills Communication with parents & carers
	ENGAGEMENT <ul style="list-style-type: none"> Curriculum delivery Learning and support 	<ul style="list-style-type: none"> Quality teaching & learning opportunities that address the individual learning needs of all students Consistent teacher expectations, routines, modelling & responses to behaviour Individual Education Plans for identified students
	RESPECT & ENGAGEMENT <ul style="list-style-type: none"> Positive reinforcement and acknowledgement 	<ul style="list-style-type: none"> CODE Plus – Commendation system Positive phone calls to parents/carers The Cessnock Way Newsletter Assemblies Parent teacher interviews Opportunities for community members to visit the school to showcase student achievement School Representation Expectations
	RESPECT & ENGAGEMENT <ul style="list-style-type: none"> Connection to culture 	<ul style="list-style-type: none"> Personalised Learning Plans for Aboriginal & Torres Strait Islander students Kirawa Learning Centre Junior AECG Cultural Events Mentor programs
	RESPECT, SAFETY & ENGAGEMENT <ul style="list-style-type: none"> Professional Learning 	<ul style="list-style-type: none"> School based and external Learning Continual Improvement of school processes and policies Mandatory training Inclusion / Behaviour / Trauma Informed

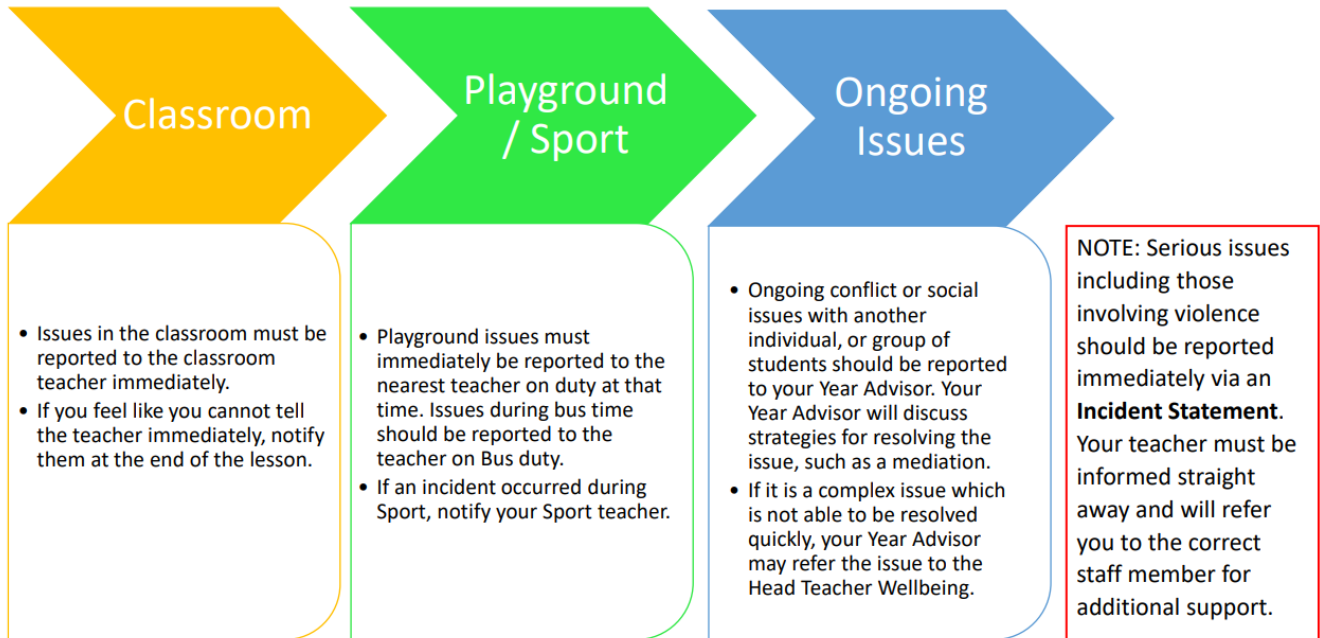
Care Continuum	Area of the Behaviour Code for Students	Examples of supports and strategies
Early Intervention	SAFETY & RESPECT <ul style="list-style-type: none"> Classroom management Explicit teaching of the values of respect, safety & engagement 	<ul style="list-style-type: none"> The Cessnock Way Classroom Teacher Monitoring Communication with parents / carers Learning Support Team intervention On site Occupational Therapy intervention School Learning Support Officer intervention Individual Ready to Learn Plans
	ENGAGEMENT & SAFETY <ul style="list-style-type: none"> Social skills Emotional and wellbeing support 	<ul style="list-style-type: none"> Wellbeing Team intervention Hub / SSO support On site Occupational Therapy intervention Peer support program Wellbeing programs delivered by school personnel and external providers i.e. PCYC
	ENGAGEMENT <ul style="list-style-type: none"> Curriculum delivery Learning and support 	<ul style="list-style-type: none"> Differentiated teaching & adjustments to curriculum to address individual learning needs of all students Learning & Support Teacher intervention Withdrawal and in class support Learning Support Team caseload School Learning Support Officer (SLSO) Kirawa Learning Centre Learning and Support Teachers
Targeted Intervention	SAFETY & RESPECT <ul style="list-style-type: none"> Classroom management Behaviour support 	<ul style="list-style-type: none"> Head Teacher / Deputy Principal monitoring Individual Behaviour Support Plan Risk Management Plan Learning Support Team Caseload Access Request – Integration Funding Support / placement in specialist setting Delivery Support team Anti-Racism Contact Officer Return to School Centre School Learning Support Officer (SLSO) Assistant Principal Learning & Support (APLaS)
	ENGAGEMENT & SAFETY <ul style="list-style-type: none"> Social skills Emotional & wellbeing 	<ul style="list-style-type: none"> Wellbeing Team intervention School Counsellor WHIN Nurse

Care Continuum	Area of the Behaviour Code for Students	Examples of supports and strategies
	support	<ul style="list-style-type: none"> • Hub / SSO support • Collaboration with external services & agencies including Allied Health specialists • On site Occupational Therapy intervention • Wellbeing programs delivered by school personnel and external providers • Referral to external providers
	ENGAGEMENT <ul style="list-style-type: none"> • Curriculum delivery • Learning and support 	<ul style="list-style-type: none"> • Significant level of adjustment to the curriculum and teaching delivery to meet individual student learning needs • NCCD inclusion • Life Skills pattern of study • Disability Provisions for assessment tasks & examinations • Inclusion in small group / 1:1 targeted literacy &/or numeracy intervention programs • School Learning Support Officer (SLSO) intervention • Learning Centre intervention • Itinerant Support Teachers for eligible students • Assistant Principal Learning & Support (APLaS) intervention
	ENGAGEMENT & SAFETY <ul style="list-style-type: none"> • Attendance 	<ul style="list-style-type: none"> • Attendance monitoring & program implementation • Truancy monitoring / school process for follow up • Part Day Exemption planning • Communication with parents & carers • Home School Liaison Officer (HSLO) • Aboriginal Attendance Officer (AAO)
Individual Intervention	SAFETY & RESPECT <ul style="list-style-type: none"> • Behaviour support 	<ul style="list-style-type: none"> • Deputy Principal intervention • Learning Support Team intervention • Functional Behaviour Assessment • Individual Behaviour Support Plan • Student Tailored Risk Management Plan • Safety Plan implementation • Delivery Support Team intervention • Complex Cases support

Bullying Response Flowchart

The following flowchart explains the actions Cessnock 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.

How do I report an issue?



Classroom Teacher Monitoring

Faculty monitoring processes sheet

Cessnock High School

Classroom Discipline Monitoring Summary Sheet

Student Name: _____
 Teacher: _____
 Year / Class: _____
 Parent Name / Contact Number: _____

Classroom Teacher Monitoring (two-week duration)

	Date	Parent Caregiver Contact (Circle)	CRT Checklist (Complete details over page)	✓
CT Action 1			Sentral entry attached Student informed HT informed	
CT Action 2		Letter Phone call Interview	Sentral entry attached Documentation of contact attached Student informed	
CT Action 3			Sentral entry attached Student informed Documentation given to HT	

Signed: _____

Head Teacher Monitoring (two-week duration)

	Date	Parent Caregiver Contact (Circle)	HT Checklist (Complete details over page)	✓
HT Action 1		Letter Phone call Interview	Sentral entry attached Documentation of contact attached Student informed	
HT Action 2			Sentral entry attached Student informed Documentation given to DP	

Signed: _____

Deputy Principal Action (within the two weeks of HT Monitoring)

	Date	Action	DP Checklist (Complete details over page)	✓
DP Action 1		Documentation reviewed Student interviewed Formal Caution Issued Letter / Phone call home	Formal Caution Attached by DP Returned to HT	
DP Action 2		Documentation reviewed Student interviewed	Sentral entry attached Documentation given to DP	
Recommendation for consideration for suspension		Documentation reviewed Student interviewed	Interview documentation attached Documentation given to Principal	

CLASSROOM TEACHER MONITORING PROCEDURE (2 WEEKS)

Acknowledge students efforts and inform parents where possible if there is improvement or if Monitoring is concluded.

CT Action 1

- ✓ Ensure that a consequence / restitution / reflection opportunity has taken place and that the details are included in your Sentral entry
- ✓ Inform the student
- ✓ Record behaviour on Sentral and attach it to the summary sheet
- ✓ Plan proactive learning strategies including adjustments to the curriculum where necessary for future lessons
- ✓ Inform HT
- ✓ **Indicate Classroom Teacher Monitoring on Sentral**

CT Action 2

- ✓ Procedures as outlined in Entry 1
- ✓ Inform parent or caregiver and attach documented communication to the summary sheet

CT Action 3

- ✓ Procedures as outlined in Entry 1
- ✓ Provide all documentation to the HT attached to this summary sheet

HEAD TEACHER MONITORING PROCEDURE (2 WEEKS)

- Head Teacher to inform Parent / Caregiver of Head Teacher Monitoring
- Head Teacher to liaise with classroom teacher regularly regarding the students progress
- **Indicate Head Teacher Monitoring on Sentral**

HT Action 1

- ✓ Ensure that a consequence / restitution / reflection opportunity has taken place and that the details are included in the teacher's Sentral entry and attached to the summary sheet
- ✓ Inform the student of unsatisfactory lesson
- ✓ Assist the teacher in planning proactive learning strategies including adjustments to the curriculum where necessary for future lessons
- ✓ Inform the parent caregiver and attach the documented communication to the summary sheet

HT Action 2

- ✓ Procedures as outlined in Unsatisfactory Lesson 1 (Parent contact by the HT or CRT at this stage is optional)
- ✓ Provide all documentation to the DP attached to this summary sheet

Deputy Principal Action:
*Review all documentation as attached to the summary sheet
 Interview student
 Issue Formal Caution*

DP Action

- ✓ Procedures as outlined in Unsatisfactory Lesson 1 (Parent contact by the HT or CRT at this stage is optional)
- ✓ Provide all documentation to the DP attached to this summary sheet

Deputy Principal Action:
*Review all documentation as attached to the summary sheet
 Interview student
 Recommend Suspension*

Cessnock 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
1. Behaviour expectations are explained and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.	1. Refer to school-wide expectations	1. Contact office to seek help from HT/DP straight away if there is a risk. Otherwise, document on Sentral and notify executive.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	2. Use indirect responses e.g. Proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	2. 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.
3. Tangible reinforcers include those that are: free and frequent, moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on the Code Plus App.	3. 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.	3. HT/DP collects information and reviews the incident from multiple perspectives to determine the next steps. HT/DP/CT to record incident on Sentral wellbeing system and contact parent/carer by email or phone. DP/P may consider further action for e.g. formal caution/suspension.
4. Social-emotional learning lessons are taught during mentor lessons.	4. Teacher records on Sentral wellbeing system 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 contact officer (ARCO) or anti-bullying co-ordinator / HT Wellbeing.	4. Refer to the school's 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.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Parents are notified weekly via email when intermittent and infrequent reinforcers are recorded on Sentral wellbeing system. 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.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Behaviour / wellbeing ITD system. 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.

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

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](#)

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

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.

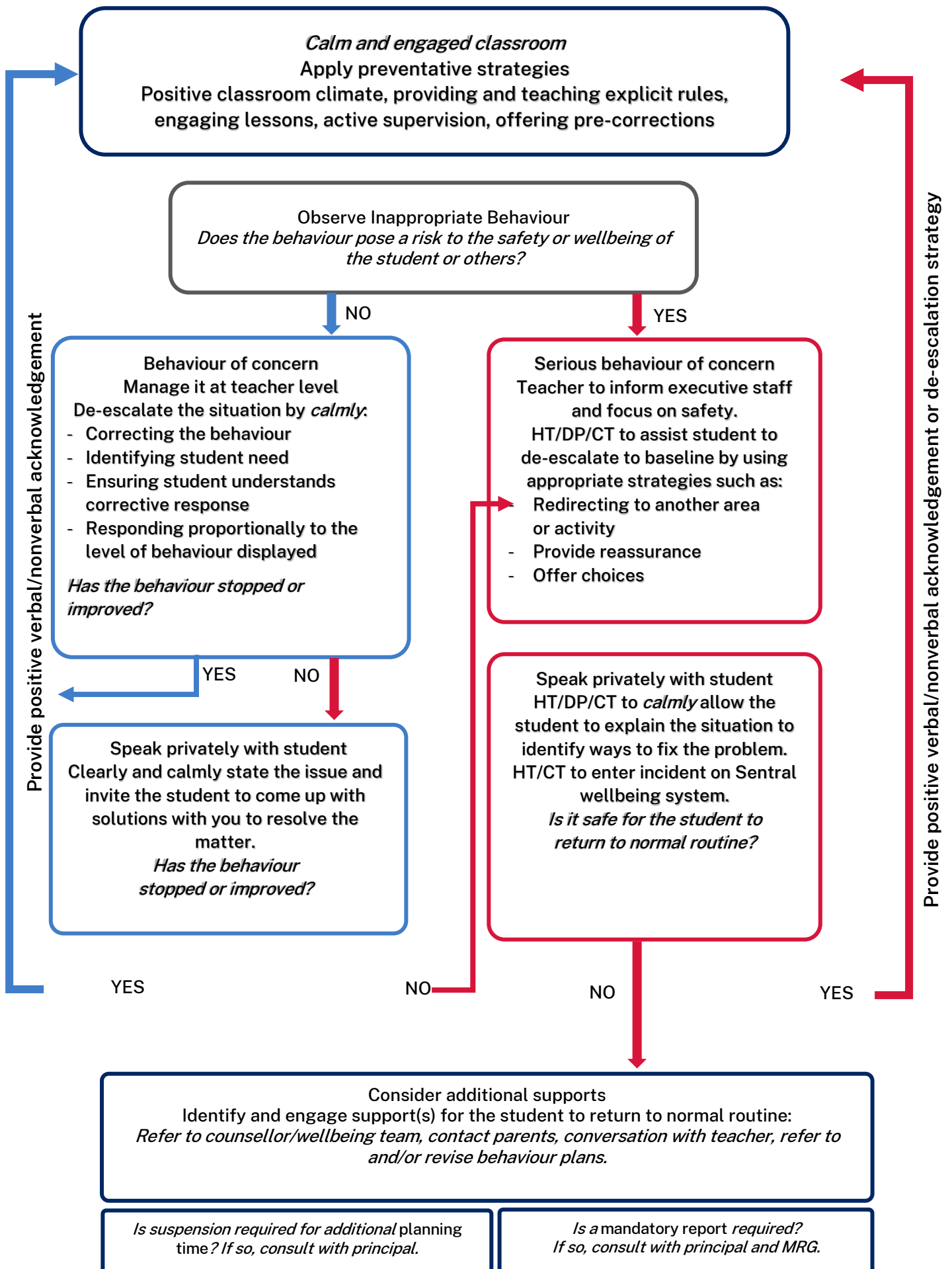
Strategy	When and how long?	Who coordinates?	How are these recorded?
Alternate break plan – withdrawal from playground during breaks and re-allocation to office/classroom for supervised breaktime following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention)	Next break or designated time	All Teachers	Sentral Wellbeing System
Restorative practice – <u>mediation</u> , class <u>circles</u> or restorative conversations in groups	Scheduled as soon as all involved are available	Class teacher, SSO, HT Wellbeing, Deputy Principal	Sentral Wellbeing System

Review dates

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

Next review date: [Day 1, Term 1, 2026]

Appendix 1: Behaviour management flowchart





CESSNOCK HIGH SCHOOL

We are present, we are kind and we give our best.

School Representation Expectations

Cessnock High School has high expectations for all students. The school has proven success in academic, sporting, creative and cultural fields. It is a privilege to represent Cessnock High School and the community, and therefore all students are expected to uphold our core values aligned to the Cessnock Way – ENGAGED, RESPECTFUL, SAFE- we are present, we are kind and we give our best.

To represent Cessnock High School you must be deemed by the school to be consistently meeting the following 7 expectations:

1. Students consistently demonstrate respectful behaviour by being polite, caring for all property and each other, and keeping the school environment clean.
2. Students consistently demonstrate responsible behaviour by following staff instructions, acting in a safe manner, being in the right place at the right time, and using technology appropriately. Students cannot have 4 or more negative behaviours (code minus) in any 5-week period leading up to representation. Students with formal cautions, suspensions or an ongoing history of poor behaviour may not be permitted to represent the school.
3. Students consistently demonstrate commitment by striving for personal best, being ready to learn, and contributing to lessons in a positive manner. Students must maintain a school attendance rate of 85% or better in any 5-week period leading up to representation. Students with an ongoing history of very poor attendance may not be permitted to represent the school.
4. Students consistently comply with the Cessnock High School Mobile Phone Policy.
5. Students consistently comply with the Cessnock High School Uniform Policy.
6. Students consistently show dedication towards their chosen representative team by being prepared and completing training sessions/rehearsals/practises.
7. Student consistently demonstrates sportsmanship by contributing to a supportive and inclusive environment that is free from intimidation, harassment or bullying.

Important Documents

- Cessnock High School Uniform Policy
- Cessnock High School Mobile Phone Policy
- DoE Attendance Policy
- DoE Uniform Policy
- DoE Behaviour code for students

* These expectations are subject to the discretion of the principal.