

Cranebrook High School Behaviour Support and Management Plan

Overview

Commitment, High Expectations and Success at Cranebrook High School

At Cranebrook High School we believe:

- in providing quality teaching and learning for every student.
- high expectations and a focus on continual improvement drive success.
- creativity and innovation in teaching and learning will develop engaged and active citizens.
- that all of our students are known, valued and cared for.
- a culture that celebrates success and fosters respect creates a sense of belonging for every member of the school community.
- strong connections with our school community helps our students succeed at school and beyond.

CHS 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.

Our processes are founded on the idea that students must learn to take responsibility for their own actions and to ensure all staff respond to these challenges consistently to support students to acknowledge harm and learn from their behaviour.

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

- Explicit teaching of school rules and expectations
- CHS Wellbeing Program
- CHS Planned Approach to Inclusion through strong systems in Learning Assistance and Support

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 school rules and 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

Partnership with parents and carers

Cranebrook High School is committed to partnering with families to set clear expectations for parent engagement in student behaviour management, including bullying prevention. These expectations will be communicated through the Behaviour Support Toolkit and various channels such as parent/carer information sessions, meetings, surveys, newsletters, phone calls, and community events. The school will maintain ongoing collaboration with parents/carers through Stage 6 Review Meetings, transition and planning meetings, and consultation with community groups like AECG. Multiple opportunities for feedback and communication are provided to ensure active family involvement in behaviour support strategies.

School-wide expectations and rules

Cranebrook High School implements a range of proactive and responsive strategies and approaches to prevent and respond to student behaviours. Strategies are consistent with Department of Education policies and procedures. Cranebrook High School has the following school-wide expectations and rules:

Cranebrook High School

EXPECTATIONS IN LEARNING SPACES



Mobile phones and other devices are off and away for the entire day.



ENTRY ROUTINE

- Be on time
- Line up quietly
- Remove your hat/hoodie
- Be in school uniform



IN CLASS

- Take equipment out
- Place bag in designated area
- Sit in your allocated seat



LEARNING

- Commence DO NOW
- Stay in your seat
- Hands up to ask/answer questions
- Do not give up if the work is challenging – keep trying and ask for help



BEHAVIOUR

- Be respectful and responsible
- Follow teacher instructions
- Hands off people and property
- No swearing or inappropriate language
- Be safe at all times



EXIT ROUTINE

- Pack up your equipment
- Wait to be dismissed by the teacher
- Push in your chair

SCHOOL RULES



POSITIVE BEHAVIOURS

Students should at all times display:
Respect and courtesy to other individuals, students, staff and community members.
A responsible attitude towards their own learning and that of others.
Safe behaviour at all times in the classroom and playground.
Peaceful resolution of conflict.



ARRIVE AT SCHOOL

On arrival to school, students should enter the quadrangle and remain there until the bell rings.
Students should come into school when they arrive and not wait at the front of the school.



BANNED ITEMS

Energy drinks, spray deodorant, permanent markers, and chewing gum are banned at school and will be confiscated.



THURSDAY AFTERNOON

School finishes at 2:20 pm on Thursday. Students who need to catch the school bus must wait in the quadrangle between 2:20 pm and 2:45 pm. Students will then move to the basketball courts and wait until a teachers calls their bus.



OUT OF BOUNDS AREAS

Students may use the following supervised areas during break times: quadrangle, Home Economics courtyard, Music courtyard, basketball courts, top oval and the grassed area between the PCNPE change rooms and basketball courts.
Out of bounds areas during the break times include the carpark, basin, and inside buildings.



UNIFORM

Students must wear the correct school uniform at all times. If on any day a student is unable to wear school uniform, they must provide a Deputy Principal with a note of explanation from their parent/carer.



SHOPPING CENTRE IS OUT OF BOUNDS

All Year 7 to 10 students are to remain at school all day and not access the shops.
Year 11 and 12 students may access the shops at lunch only.



TOILET, OUT OF CLASS AND CLINIC PASSES

Students should use the toilets during break times. Students will not be given permission to use toilets in the first 10 minutes of a lesson and the last 10 minutes of a lesson.

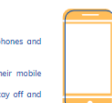
Any student out of class should have a note from their teacher outlining the reason.



CATCHING THE BUS

Students catching a bus home at the end of the day must wait on the basketball courts until a teacher calls their bus.

Respectful conduct is required at all times when travelling on a school bus.



MOBILE PHONES AND ELECTRONIC DEVICES

OFF - AWAY - ALL DAY

We encourage students to leave their mobile phones and electronic devices at home.

Each student will be required to switch off their mobile phones and devices when entering the school. The mobile phone and devices then needs to stay off and away in bags throughout the day. After leaving the school, students are able to switch on their mobile phone or electronic device.

MOBILE PHONE & ELECTRONIC DEVICES

1
Each morning students will be required to switch off their mobile phone when entering the school.

2
The mobile phone then needs to stay off and away in bags throughout the day.

3
After leaving the school, students are able to switch on their mobile phone again.

Cranebrook High School FOCUS ON UNIFORM

- Wear the correct uniform every day**
 Start your day by making sure you're in the full Cranebrook High uniform. This includes your CHS shirt, navy blue bottoms and correct footwear.
- Access the uniform shop**
 If you need any uniform items, visit the uniform shop located at school or order online.
- See your Deputy Principal for assistance**
 If you're having trouble getting the correct uniform or need support, talk to your Deputy Principal. They're here to help ensure you're equipped and confident in your school uniform.

Cranebrook High School FOCUS ON UNIFORM

Behaviour code for students

NSW public schools are committed to providing safe, supportive, and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

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

Whole school approach across the care continuum

Care Continuum Stage	Key Actions / Programs	Key Focus Areas	Target Audience
Prevention	Staff professional learning: Explicit Teaching, HPGE strategies, Positive Behaviour Support, Anti-Bullying response/strategies, Aboriginal Education and cultural competency, Inclusive education Inclusive practices and programs differentiation and NCCD data collection, learning centre Whole-school events: eg NAIDOC Week, Harmony Day, R U OK? Rewards days Whole-school leadership, sports and wellbeing programs; Merit and recognition processes / rewards system Explicit teaching: curriculum, behavioural expectations social-emotional learning Family engagement: newsletters, parent workshops, social media updates, school events Comprehensive transition initiatives and collaborative planning with stakeholders;	Promote positive behaviours Foster resilience and diversity Build cultural awareness Develop leadership Strengthen family-school partnerships Embed diverse voices Support smooth transitions Ensure equitable access Advance social-emotional wellbeing Promote belonging and growth	Students Teachers and staff Wellbeing teams Families and carers
Early Intervention	Student wellbeing monitoring and attendance tracking Comprehensive Learning Assistance and Careers Initiatives and Programs Student voice initiatives promoting agency Supportive environments: playground hubs, sensory tools, social stories Behaviour monitoring and targeted feedback Collaboration with external providers Early risk identification and response Visual and environmental supports Consistent application of support strategies Holistic student support systems	Identify risk early Use evidence-informed approaches Foster positive school culture Value student voice Build family partnerships Support inclusive safe schools Strengthen student wellbeing Collaborate with agencies	Wellbeing teams, Year Advisers, Students Support Staff, Teachers, Families
Targeted Intervention	Personalised learning and behaviour support plans/class plans Personalised Learning Pathways Mentoring, Creating Chances programs & Advisers Clontarf & Wiruwi Programs HPGE Initiative and programs Data monitoring through behaviour incident reports, attendance reviews, and deputy principal reports Tailored interventions based on identified needs	Build student resilience Increase student engagement Set ambitious goals Use data effectively Reduce outcome gaps Support targeted students Provide inclusive curriculum Promote co-curricular activities	Targeted groups, Individual students, Teachers, Parents
Individual Intervention	Intensive supports: Functional Behaviour Assessments, Individual Education Plans, Risk management: safety plans/ crisis intervention Collaborative planning via Learning Support Teams Multiagency collaboration: police, disability services, mental health teams, NDIS connection desks Referrals via Team Around the School Coordinated wraparound care addressing complex needs and barriers Ensure student and staff safety through comprehensive planning	Coordinate wraparound support Address complex high needs Enable successful pathways Align behaviour and learning Increase community confidence Promote cross-agency collaboration Remove attendance barriers Build trust and respect	Students with high needs, Families, Specialist staff

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.

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

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

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

Responses to all behaviours of concern apply to student behaviour that occurs:

- at school
- on the way to and from school
- on school-endorsed activities that are off-site
- outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
- when using social media, mobile devices and/or other technology involving another student or staff member, where there is a clear and close connection between the school and students' conduct.

Preventing and responding to behaviours of concern

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

Corrective responses by teachers may include and are documented on Sentral:

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

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

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on CHS Sentral. These may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments

- detention, reflection and restorative practices (listed below)
- liaise with [Team Around a School](#) for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- formal caution to suspend, suspension or expulsion.

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 and reflection 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?
Detention 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. In some cases, students may be banned from using a specific area of the playground for a number of breaks.	Maximum half of the recess or lunch break time	School executive, class teachers	SENTRAL Wellbeing System

NSW GOVERNMENT

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.

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.

Key themes and actions:

- We create collaborative learning environments
- We work in partnership to promote student learning
- We all play our part
- We treat each other with respect
- We prioritise the wellbeing of all students and staff
- Unsafe behaviour is not acceptable in our schools
- We work together with the school

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Review dates

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026

Behaviour management flowchart



Cranebrook High School Behaviour Toolkit

Positive & Prevention Strategies

Positive Classroom Environment	ActiveEngagement	Establishing Routine
Consider furniture, lighting, ventilation	Consider plans, diagnoses, socio-economic status, learning style, lit/num	Co-creation of rules
Planned/flexible seating	Consider lesson pace / timing	Entry routine: line up, designated bag area
Display expectations	Offer steps /chunk information	Create visual of routines
Display student work/exemplars	Provide scaffolds / differentiated tasks	Pre-Warn transitions
Display quick recognition list on board	Variety of activities - group / individual	Teach, practice, revise and reinforce routines
Display Success Criteria and Learning Intentions, step by step instructions	Offer Choice /Choice Matrix	Actionable and explicit teaching of rules
Know your students - CHS Data Wall	Explicitly teach choices	Do Now Activity
Survey students, include student voice	Verbal opportunities to respond to questions	Exit Routine: Clean up/ pack up, student lesson evaluation
Model positive behaviour	Non Verbal Opportunities to respond	
Corporate team building / icebreakers	Write / Draw a response	Encourage and motivate participation
Welcome and greet all students	Think, Pair, Share	Connect to real life
Positive Classroom Audit	Use technology to respond eg: Google Form	Address behaviour clearly, calmly and consistently
Brain Breaks	Explicit Instruction	Restorative Practice
Movement Breaks	Match lesson to literacy ability - Reading Strategy	Reflection Time
Adjustments according to NCCD	Build positive relationships with students	Specific praise and feedback
Mindfulness	Feedback - written, verbal, non-verbal, specific, long term and contingent	Rewards, Merit System, Post Card, Quick Recognition
	Reinforcers: Stickers, praise, encouragement, reward activity, raffle	Positive Phone Calls

Early Intervention Strategies (CT)

Emerging Behaviours	PossibleTeacher Actions
Inappropriate language/swearing	Calm response: immediate feedback, wait time, refocus (allow for self-regulation)
Failure to complete set work	Parent/carer contact
Not engaging in class activities	Send to buddy teacher/HT
Not bringing appropriate equipment	Adapt the curriculum*
Late to Class	Complete unfinished work
Truancy	Stay after class to discuss problem (detention)
Disrespecting Others	Year advisor contact
Failure to Follow Instructions	Method of shared concern (bullying)
Inappropriate use of electronic devices	Dignified consequences, consider student privacy
	Student voice / statement
	Least intrusive: Proximity control, non-verbal cues, eye contact, hand gestures

Targeted Intervention (HT/LST)

Behaviours of Concern	PossibleHead Teacher Actions
Continual refusal to enter classroom and trauing	"N" Award notification
Continued refusal to work or follow instructions	Referral to LaST
Persistent inappropriate verbal remarks and verbal abuse of a teacher	Isolation from class
Continually disturbing the learning of other students	Loss of privileges (use of oval, access shops for seniors etc)
Graffiti and/or damage to equipment	Counsellor referral
Persistent inappropriate behaviours/language	
Bullying, harassment and intimidation	

Individualised Intervention Strategies (P/DP)

Complex / Challenging Behaviours	PossibleDeputyPrincipal Actions
Assault and Violence Ongoing intimidation, harassment and bullying Persistent and ongoing vandalism Possession of a major banned item and/or weapon Persistent misbehaviour Return from suspension	Regional office support
	Interagency interventions
	Referral to LaST
	Alternative education program
	Counsellor referral

Aligned with DoE Care Continuum

Bullying Response Flowchart

The following flowchart explains the actions Cranebrook 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.

