



NSW Department of Education

Crestwood High School Behaviour Support and Management Plan

Overview

At Crestwood High School, we are dedicated to fostering a positive and inclusive learning environment that supports the diverse needs of our students. Our Behaviour Support and Management Plan is grounded in the principles of Positive Behaviour for Learning, inclusive practices, and social-emotional learning.

We prioritise the values of safety and respect, ensuring that all students are empowered to reach their full potential through a wide array of educational experiences. Our commitment to explicitly teaching and modelling positive behaviours is central to our mission, as we aim to cultivate a love of learning. We encourage every student to strive for excellence, embrace challenges, and appreciate improvement at all levels.

Our wellbeing programs inspire students to become ethically and socially responsible citizens, fostering a genuine sense of acceptance and inclusivity. We prepare our students to make meaningful contributions to society by organising curricular and extracurricular activities that build resilience and resourcefulness. These initiatives equip our students with the essential skills and attitudes necessary to navigate life's challenges successfully.

Partnership with parents and carers

Crestwood High School is committed to fostering strong partnerships with parents and caregivers to promote positive behaviour within our school community. We actively encourage parent engagement in the development and implementation of student behaviour management strategies through various initiatives, including:

- Inviting feedback from families and students via formal and informal channels, such as surveys and the P&C Association.
- Hosting meetings and parent teacher nights with executive staff and classroom teachers to discuss concerns and suggestions.
- Utilising feedback received through our complaints procedures to review and enhance school systems and practices.

To ensure clarity and transparency, Crestwood High School will communicate our expectations to parents and caregivers through the school newsletter, website, and email correspondence.

Advice and support for parents and carers can be found through the [Behaviour Support Toolkit](#) and the [School Community Charter](#).

School-wide expectations and rules

SAFE	RESPECTFUL	LEARNER
Be in the right place	Be kind and value others	Follow instructions
Work safely in the learning environment	Care for all aspects of the environment	Be on time
Report safety issues immediately	Say “no” to bullying	Be prepared with required equipment for all lessons and activities
	Cooperate with teachers and classmates	Actively participate to achieve your best
	Use appropriate and inclusive language	

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

Care Continuum	Strategy or Program	Details	Audience
Prevention	PBL	School based program underpinned by the values of safe, respectful, learner.	Whole school
Prevention/ Early intervention	Communication with school community	Regular assemblies, newsletters sent every fortnight, emails to parents and cohorts informing them of school policy and expectations.	Whole school community
Prevention	Enhancing teacher capacity with classroom management	Professional learning for staff, inductions for all new staff, beginning teacher induction program, mentoring and revisiting of AIM procedures and expectations.	All staff leading to whole school
Prevention/ Early intervention	Love Bites	Targeted program for Year 10 to develop respectful relationships.	Year 10
Prevention	PDHPE curriculum	The development of self-management skills enables students to take responsibility for their behaviour and actions.	Years 7 – 10
Prevention	Peer Support	Builds resilience by helping students to develop skills to help transition to high school.	Year 7
Prevention	SRC and Student Leadership	Students model high expectations, and the school provides opportunities for leadership.	Whole school
Prevention	Pastoral Care	Pastoral care lessons enhance transition and wellbeing, complimented by Peer Support.	Year 7 and 8
Prevention	Whole cohort assessment presentation	Presentation delivered to whole cohort regarding assessment policy. Students also receive a hard copy of the policy, and a digital copy is emailed to all students and parents. Key aspects of the policy are reiterated to students to support their academic success.	Students, HT Secondary Studies, DP, Year Adviser
Prevention/ Early Intervention	Anti-bullying procedures	Implementation of the whole school anti-bullying policy to ensure ongoing positive student wellbeing.	Whole school

Prevention/ Early intervention	Mobile phone policy	Implementation of the whole school mobile phone policy to ensure students maximise their focus on class and minimise the impact of negative student wellbeing stemming from inappropriate use of mobile phones and social media.	Whole school
Prevention/ Early intervention	My Strengths parent program	Parent forum and online parenting workshops to support parents in navigating common teen social issues.	Whole school and parent community
Early intervention	Discipline system	Implementation of the whole school discipline system to support behaviour expectations with a focus on positive choices and consequences for choice.	Whole school
Early intervention/ Targeted intervention	Welfare YA and SSO check-ins	Year Advisers and SSO check in on specific students to support their wellbeing and ensure positive student outcomes.	Whole school
Early intervention/ targeted intervention	Student Support Officer	Supports the implementation of the school's approach to welfare.	Students Year 7-12
Early intervention/ targeted intervention	Attendance monitoring	Attendance monitored daily, with positive reinforcement for high attendance rates and targeted/individualised programs developed to address barriers and support student attendance in some areas. Liaising with the HSLO.	Students Year 7-12, Year Adviser, HT Welfare, HT Admin, DPs, HSLO
Early intervention	Camp contracts	Proactive management of student behaviour to support camp attendance. Presentation to whole year group communicating expectations, individual contracts for students requiring individual goal setting and monitoring and reviewing to improve patterns of behaviour.	Students, Camp coordinator, DP
Early intervention/ targeted intervention	Senior/junior review panels	To address any barriers to meeting course requirements.	Individual students Year 10-12, HT Secondary Studies, DP
Targeted intervention	RAGE program	Program run by welfare team to support students in identifying and managing emotional responses.	Targeted students Years 8 – 10

Targeted intervention	Boys and Girls programs	Program run by welfare team to support students in navigating peer and social interactions, building positive self-esteem and resilience.	Targeted students in Years 8 – 10
Targeted intervention	Transition program and Alternative Pathways	Collaborative program between LaST, Careers Adviser, Senior Executive and students and parents to support students in their chosen career pathways.	Individual students Years 10-12 and parents
Targeted intervention	Level monitoring system	Goal-setting and check in and monitoring system between student and executive staff for students at risk of increasing negative behaviours and post-suspension support. Developed in collaboration with student, executive/senior executive and parents.	Individual students 7-12
Targeted intervention	ARCO	Promotes equity, inclusivity, and respect among all students while actively addressing and combating racism in our school community.	Individual students 7-12
Targeted/ individual intervention	Learning and Support and EAL/D support	Learning and support team/ EAL/D teacher work with teachers, students and families to support students who require personalised learning and support.	Staff, individual students 7-12, families
Targeted intervention	Time out passes	For students who require a safe space to regulate behaviours and emotions.	Individual students 7-12
Targeted intervention	Aboriginal and Torres Strait Islander Student Program	Development of PLPs, Aboriginal cultural immersion opportunities and academic support for Aboriginal and Torres Strait Islander students.	Aboriginal and Torres Strait Islander students 7-12 and families

Planned responses to positive appropriate behaviour, inappropriate behaviour and behaviours of concern

Positive, appropriate behaviour is explicitly modelled and taught at Crestwood High through our AIM Positive Behaviour for Learning lessons each fortnight. These 20 minute lessons are framed around explicit teaching of positive behaviour across the school context.

Positive, appropriate behaviour is further recognised through the award system, with AIM awards issued to students in recognition of positive, appropriate behaviour. These awards accumulate to higher level awards, including recognition by executive staff at school assemblies.

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.

Crestwood 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 the welfare team including the HT Welfare, their year advisor, student support officer or school counselling service. Appendix A outlines the CHS Procedures and Responses to Bullying.

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.

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.

Appendix B outlines the Crestwood High School Level Monitoring System for responding to behaviours of concern.

Corrective responses by teachers may include:

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

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Sentral Wellbeing. 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 Department of Education [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](#).

Detention, reflection and restorative practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
Restorative practice Include mediations, reflective behaviour sessions, time out passes	As needed and as soon as possible for all involved.	HT Welfare, Year Adviser, SSO, Welfare Team	Sentral Wellbeing module
Detentions The purpose is to provide opportunity for reflection on behaviour choices in a quiet space. Students also have the opportunity to discuss a more positive approach moving forward with a member of the executive during this time. Parents will be informed of after school detentions including time, location and supervision in the form of a letter requiring parental consent to attend the after school detention.	15 min at lunchtime (allowing students the remainder of lunchtime for food and toileting breaks) 45 mins after school (Mon/Tue) (Students are allowed to attend the bathroom if required during this time.) 90 mins after school (Thur) (Students are allowed to attend the bathroom and eat a snack if required during this time.)	Executive staff (HTs and DPs)	Sentral Wellbeing module
Active intervention Including management of specific student behaviours in specific areas of the school (e.g. oval, COLA) to reduce risk to staff and students and to allow for students to reflect on their own behaviour in those spaces.	As needed for a duration reflective of the level of risk.	Senior executive	Sentral Wellbeing module and communication to all staff via Sentral announcements

Review dates

Last review date: 16/12/24

Next review date: 19/12/2025

Appendix A: Crestwood High Procedures and Responses to Bullying



Procedures and Responses to Bullying.

Definition of Bullying.

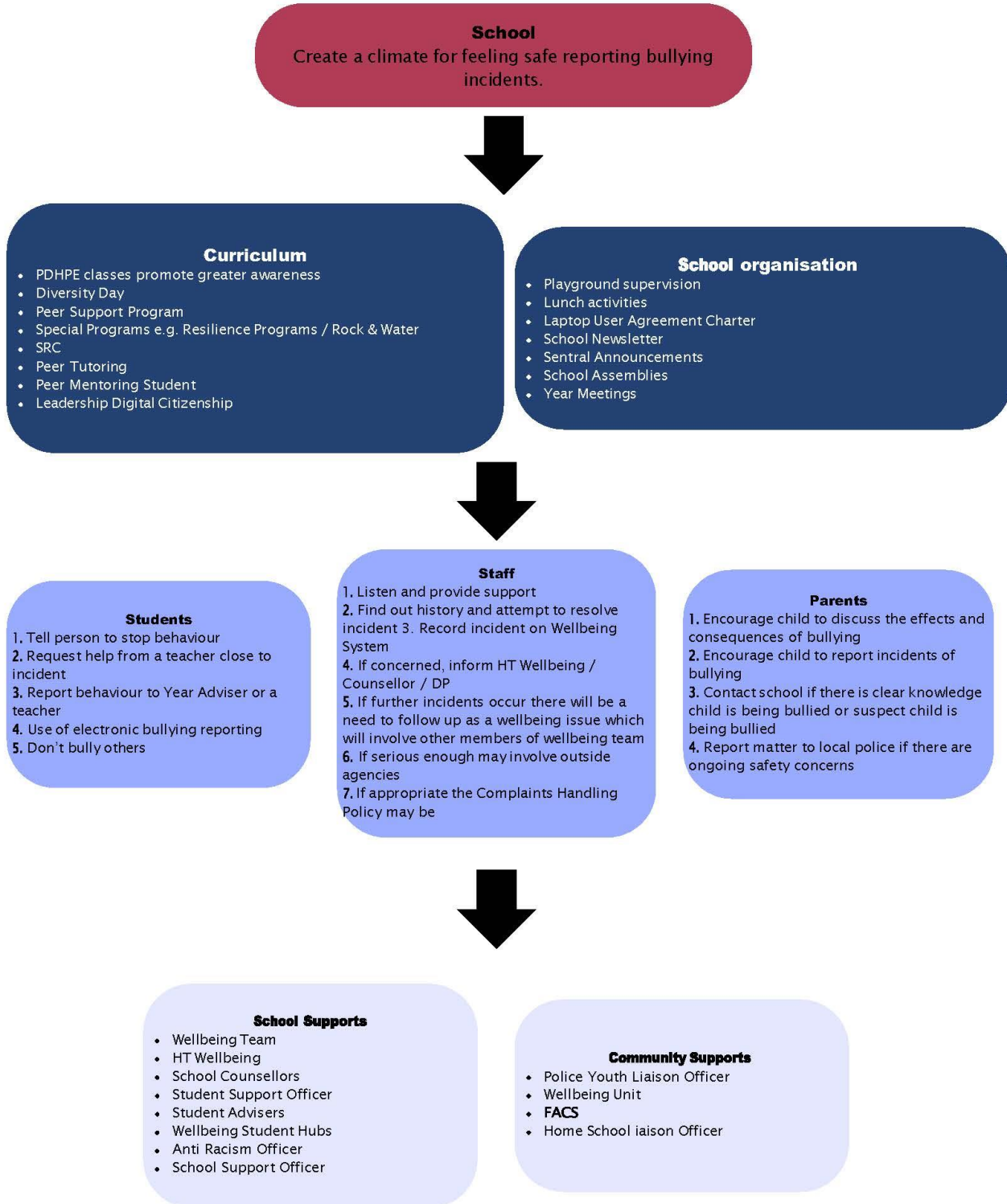
Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening. Bullying can be physical, verbal or social. It can happen in person or online, via various digital platforms and devices and it can be obvious (covert) or hidden (overt).

The procedures and response to bullying in New South Wales (NSW) Department of Education public schools are governed by policies and guidelines aimed at creating safe and supportive learning environments for all students. The NSW Department of Education has a comprehensive policy framework to address bullying, which includes the Anti-Bullying Plan and the Wellbeing Framework for Schools. These policies outline the department's commitment to preventing and responding to bullying incidents. The NSW Department of Education periodically updates its policies and guidelines to reflect best practices in bullying prevention and intervention.

	Responses to Bullying
Students	If a person feels that they are being bullied or has witnessed bullying they should: • Tell the person that they are being a bully and to stop the behaviour. • Support the person who is being bullied and request help from a teacher at the time of the incident. • Report the behaviour to a Year Advisor or a teacher of the student's choice. • Refrain from bullying others.
Teachers	If a student reports a bullying incident or a teacher witnesses incidents of bullying, they should: • Listen and provide support to the target of the bullying by acknowledging the nature and seriousness of bullying behaviour. • Find out the background and attempt to resolve the incident. • Record the incident of bullying behaviour on Sentral. • If a staff member feels that they can resolve the situation, the written record should still be handed in for information only – pass this on to HT Wellbeing or the Deputy.
HT Wellbeing / Deputy Principal	• Provide support to targets of bullying or refer them to the School Counsellor or School Support Officer. • Record and monitor incidents of bullying behaviour – student discussed at Wellbeing meeting for that year group. • Put in place anti-bullying procedures as appropriate – mediation between parties should be offered. Follow up on specific incidents to ensure mediation has worked (at Wellbeing Meetings). • Contact parents of the student who has been bullying another / others, may be done through Year Adviser, Counsellor, HT Wellbeing or DP. • Students who repeatedly offend or do not respond to mediation and counselling will be referred to the DP as a disciplinary matter. Procedures for dealing with breaches of discipline will then apply.
Parents and Caregivers:	• Encourage students to discuss the effects and consequences of bullying. • Encourage students to report any incidents of bullying. • Contact the school if you are aware that any child is being bullied or suspect that it is happening.



Anti-Bullying Plan.



Appendix B: Crestwood High School Level Monitoring System

Level	Behaviour Management Plan	Outcomes
1 White sheet	Misbehaviour and / or actions which hurt or impact others from learning. Back chatting teacher, annoying other students, out of seat, disobeying an instruction, teasing others, lateness to class, minor computer infringements. Failing to complete academic requirements within your class.	You will be placed on Level 1 for one cycle by your teacher. The teacher will explain why you are being placed on a level and suggest ways to improve your behaviour. - Your parents / care providers will be notified by a telephone call and a letter - Your behaviour will be monitored over the fortnightly cycle. - You may be required to give an apology, complete a detention and/or participate in a program to assist you Good behaviour will allow you to be removed from the level system. Information is entered on SENTRAL records keeping.
2 Blue Sheet	More serious or repeated Level 1 offences – particularly across faculties. Repeated class disruption, sustained teasing, minor computer and technology abuse, persistent lateness, minor deliberate property damage. Failing to complete academic requirements within your class. Escalation of unresolved offences from Level 1.	You will be placed on Level 2 for two weeks by a Head Teacher. - You will be counselled about your behaviour in that subject - Your parents / care providers will be notified by a phone call. - You will be monitored every day over two weeks when you will need to show you understand what you have done and how it will not happen again - You may be required to give an apology, complete a detention, and participate in a program to assist you and / or to attend additional counselling Consistently good behaviour will allow you to be removed from the level system. Information is entered on SENTRAL records keeping.
3 Yellow Sheet	More serious or repeated Level 2 offences. Persistent disruption, disobedience or defiance, vandalism, major computer or technology abuse, continual verbal abuse, intentional and/or dangerous harm to another student with / without provocation, persistent disrespect towards a teacher, consistent failure to complete academic requirements within your course of study. Use of e-cigarettes or similar behaviour. Escalation of unresolved offences from Level 2. Escalation of multiple white/blue levels	You will be placed on Level 3 for three weeks by the Principal or Deputy Principals. - You will be counselled about your behaviour - Your parents / care providers will be notified by a phone call and supporting documentation, - Your behaviour will be monitored over three weeks and an agreed standard of behaviour must be met. You will need to show you understand what you have done and how it will not occur again. You may be excluded from excursions and extra-curricular activities including school representation. - Additional counselling may be arranged. - Students who are issued with a Warning of Suspension or a Return from Suspension will be placed on a Level 3. Information is entered on SENTRAL records keeping. For particular offences the police may be notified.
4 Red sheet	Serious or repeated Level 3 offences causing significant disruption or impeding the learning of others. Sustained disruption, harassment, insolence and disobedience towards teachers or other students, serious incidents causing concern in the school / community, malicious damage or deliberate serious injury, consistent failure to complete academic requirements within your course of study. Use of e-cigarettes or similar behaviour. Escalation of unresolved offences from Level 3.	You will be placed on Level 4 for four weeks by the Principal or Deputy Principals. - You will be counselled about your <u>behaviour</u> and you may be suspended from school by the Principal. - Your parents / care providers will be notified and interviewed about your future. - Your behaviour will be monitored over four weeks - An N determination may be deemed appropriate Information is entered on SENTRAL records keeping. For particular offences the police may be notified.