



Corrimal High School

Behaviour Support & Management Plan

Overview

Corrimal 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 positive behaviour support, 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 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.

To achieve our mission, key approaches and initiatives prioritised and valued by the school community are:

- Restorative Practice
- Corrimal High School Merit System
- Wellbeing Team stepped care model
- Aboriginal Learning and Engagement Centre
- Individualised learning support

These initiatives prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying. Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.

Partnership with parents/carers

Corrimal High School will partner with families in establishing expectations for parent engagement in developing and implementing student behaviour management strategies, including but not limited to bullying behaviour by:

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

Corrimal High School will communicate these expectations to parents/carers through the school newsletter, website and provide links to information and resources in the [Behaviour support toolkit](#).



School-wide Expectations and Rules

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 \(nsw.gov.au\)](#)

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.

Whole school approach across the care continuum

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.

Corrimal High School has the following school-wide expectations and rules:

Respect	Responsibility	Pride
Be kind and value others	Be safe	Participate and engage
Use appropriate language	Be equipment ready	Challenge yourself
Work co-operatively	Be on time	Be proud of your classwork, your classroom and your peers
Accept differences	Be ready to learn	Be aspirational, be your best



Corrimal High School Whole School Approach

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/ Early / Targeted / & Individual intervention	Australian eSafety Commissioner Toolkit for Schools	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyber-bullying incidents.	Students 7-12, staff, families
Prevention	Transition Year 6 into 7	Focusing on a safe and successful movement from primary to high school.	Incoming Year 7 students, COS, Family engagement
Prevention	Wellbeing Strategies	Year Advisor, Student Support Officer, Counselling team, Girls Advisor, WHIN Nurse, LGBTIQA+ support group, wellbeing programs, attendance team, Learning and Support referrals and meetings, SLSO Support, Learning and Support programs, EALD intensive learning support, Learning Hub programs	Staff Students Parents Community
Prevention	Teaching and Learning programs PDHPE curriculum	Students engage in various topics throughout the curriculum that teach the development of self-management skills to support students to take personal responsibility for their actions and emotions.	Students 7-12, staff
Prevention	Classroom Strategies & Student management process	Differentiation, Learning Support, Student Learning Support Officers, Professional Learning, monitoring, parent communication, positive staff and student rapport. Merit System, Student reward excursions, roll call program, student behaviour process.	Students 7-12, staff



Corrimal High School Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention/ Early Intervention	Wellbeing Team	Year Advisor, Student Support Officer, Counselling team, Girls Advisor, WHIN Nurse, LGBTIQA+ support group, wellbeing programs, attendance team, Learning and Support referrals and meetings, SLSO Support, Learning and Support programs, EALD intensive learning support, Learning Hub programs	Staff Students Parents
Prevention / Individual Intervention	Aboriginal Learning and Engagement Centre	A range of cultural connection programs, developing positive relationships, mentoring, learning support and cultural engagement. Individual support and intervention with First Nation Students and families. Connection to external programs and agencies.	Staff Students Parents Community
Targeted Intervention	Targeted Programs / External Supports / Learning Support Team	Trauma informed practice, Social stories, self regulation activities. Linking to external programs including but not limited to; PCYC programs and police talks, MCCI, SYFS. ·BOOST/ THRIVE Program for targeted students ·Restorative practice ·Team around a school ·AR/IFS/Alternate settings	Staff Students Parents
Individual Intervention	Individual Support Plans	Individual Behaviour Support Plan, Risk Management Plans, Positive Behaviour Plan, Behaviour Response Plans, Reasonable Adjustment Plans, Functional Behaviour Assessments, IEP's, Student Learning Support Officer support. Counselling support, mentoring, Student Support Officer, Stepped Care Model.	Staff, students, parents and external supports
Individual Intervention	Individual Intervention	Formal caution of suspension, Suspension, Attendance programs, Behavioural Specialist, Learning and Wellbeing Officer, AP Behaviour Support, Team around a school support, HSLO, OOH support	Staff Students Parents



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: 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 and communication with parent/carer.

Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Reflection time /Restorative practice- classroom teacher	After an incident – up to 25 mins	Staff	Sentral
Detention for non-compliance, unsafe behaviour during sport	During sport time 1.5 hours	Head Teachers Sport Detention coordinator Deputy Principals	Sentral
After School detention for non-compliance with school wide rules and expectations	Thursday afternoon, up to 30 mins	HT/DP	Sentral
Executive withdrawal – Time out for reflection and individual learning	Next school day after a serious incident	Executive/ Senior Executive	Sentral
Teacher directed time out	As needed	Teachers	Sentral
Self-directed time out	As needed	Teachers, Students, Learning Support Team, ALEC	Sentral
Restorative practice – Peer mediation	As needed	SSO/YA	Sentral



Preventing and Responding to Behaviours of Concern

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

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, but does include continued disobedience. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm. [See Appendix 1 Flowchart.](#)

Corrimal 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, Student support officer 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.

School Anti-bullying Plan

See [Appendix 2](#) below for Corrimal High Schools response plan.
Refer to the [Bullying of Students – Prevention and Response Policy](#).

Reviewing dates

Last review date: November 2024
Next review date: November 2025



Positive Behaviour Whole School Approach

Corrimal 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
<p>Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.</p>	<p>Refer to school-wide approach</p>	<p>Contact office to seek help from HT/DP straight away if there is a risk. Otherwise notify executive ASAP and before the end of the school day.</p>
<p>Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.</p>	<p>Use indirect responses e.g. Proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p>	<p>HT/DP/CT to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirecting to another area or activity, providing reassurance or offering choices. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.</p>
<p>Tangible reinforcers include those that are: ·free and frequent ·moderate and intermittent ·significant and infrequent Intermittent and infrequent reinforcers are recorded on Behaviour / wellbeing ITD system.</p>	<p>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 (3 step system) before a low-level consequence is applied.</p>	<p>HT/DP collects information and reviews the incident from multiple perspectives to determine the next steps. HT/DP/CT to record incident on Behaviour / wellbeing ITD system and contact parent/carer by email or phone. DP/P may consider further action for e.g. formal caution/suspension.</p>
<p>Social-emotional learning lessons are taught throughout the school year</p>	<p>Teacher records on Sentral 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 Deputy.</p>	<p>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.</p>
<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>
<p>Parents are automatically notified through the parent portal when intermittent and infrequent reinforcers are recorded on Sentral. Student awards for positive behaviour are given at assemblies and also displayed on the parent portal.</p>	<p>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.</p>	<p>Parent/carer contact is made by HT/DP/P to discuss any support and behaviour responses, including referral to appropriate support including but not limited to the LST, Year adviser, SSO, school counsellor, Team Around a School, outside agencies.</p>



Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Sentral.

These may include:

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

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](#).



Appendix 1: Behaviour support and Management plan Roles and responsibilities

Classroom Teacher initial actions

- Remind → Warn → Act
- Escalation system is one way
- Removal of students to HT if behaviour persists after appropriate action/s have been issued or serious behaviours occur.

Classroom Teacher Follow through

- Run detention: Future focus/Restorative practise style (template available)
- Call home where required
- Place student on faculty monitoring card for 5 to 10 lessons if student was sent to HT or where required.
- If the student fails a lesson or is removed while on monitoring card notify HT for after school detention to be issued
- If student fails the monitoring card notify HT to escalate to DP .

Head Teacher actions for students removed from class

- Provide student with an alternative setting for the lesson to prevent further escalation when removed from class.
- Remind student they will have a detention at the next break with the classroom teacher. Support this detention where necessary
- Remind classroom teacher that student will return next lesson but they will need to place the student on a faculty monitoring card.
- Issue after school detention if students fail monitoring card.

Head Teacher support for continued disobedience

- Support classroom teachers
- Issue afterschool detentions where required
- Coordinate parent meetings or conference calls where required
- Support classroom teachers to make learning support referrals or other referrals where required
- Provide alternative learning environments for students (maximum 3 lessons where required)

Deputy Principal Actions

- Support classroom teachers and Head teachers
- Apply school behaviour and support management plan



Appendix 1: Continued Behaviour Support Management Flowchart

Classroom teacher initial actions

Student failure to follow school rules and/or correct behaviour

- Remind → Warn → Act
- Detention: Reflection/ Restorative practice/preventative session conducted.
- Behaviour recorded on Sentral

Classroom teacher actions for student continued disobedience

- Student receives multiple detentions and is given the opportunity to engage in restorative practise/ preventative sessions.

High level behaviour

- Student is removed from lesson to
- Head Teacher

Faculty monitoring card

- Student placed on monitoring card for 5-10 lessons
- Parent contact made (classroom teacher)
- Head Teacher supports process

Students engagement / behaviour improves

- Positive phone call home
- Student is no longer on card

Students fails monitoring card Parent contact made at each offence

1st offence: Afterschool detention issued by Head Teacher (Classroom teacher to contact home)

2nd offence: referral to DP, Exec withdrawal issued and or alternative setting issued for student

3rd offence: DP Intervention

Continued Disobedience and Serious Behaviours

- Continued disobedience across a range of subjects will be monitored by Year advisors/DPs and supported and managed by Deputy Principals.
- Continued disobedience and/or Serious behaviours will be dealt with in accordance to the Schools Behaviour and Support Management Plan.



Appendix 2: Bullying Response Flowchart

The following flowchart explains the actions Corrimal 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.



STEP 1

STUDENT REPORTS INCIDENT

- Identify bullying behaviour, including cyber-bullying
- Provide a safe, quiet space to talk and reassure the student that you will listen to them
- As a mandatory reporter, if you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours.
- Ask the student what they believe will help address the situation



STEP 2

STAFF DOCUMENT INCIDENT

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Notify school executive of incident if required in line with behaviour management flowchart
- Record actions on Sentral include notification to Year Advisor or DP
- Notify parent/s that the issue of concern is being investigated



STEP 3

FOLLOW UP OF INCIDENT

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Year Advisor and/or SSO to work with student/s and check on their wellbeing
- Engage the student as part of the solution
- Agree to a plan of action and timeline for the student, parent and yourself



STEP 4

PLAN OF ACTION AND REVIEW

- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and organise opportunities to check in.
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety where required
- Report back to parent
- Record outcomes on Sentral



STEP 5

ONGOING FOLLOW UP

- Year Advisor to organise opportunities for check ins with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings on Sentral
- Refer matter to the Head Teacher Wellbeing if the situation is not resolved
- Look for opportunities to improve school wellbeing for all students





Corrimal High School Detention guide

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<https://corrimal-h.schools.nsw.gov.au/>

Teachers and students are encouraged to work their way through this reflection, restorative practice, reflection guide.

Paint a Picture

- What happened?
- What did you want to occur?
- Did what you do work for you?
- What do we at Corrimal High School believe in regards to (add rule and/or behaviour)
- Do you believe that without this rule/behaviour the school would function correctly?
- What could you try next time that would work for you? (replacement behaviour)
- Who could support you with this?

Explore the impact: Who has been affected by this behaviour? In what ways?

Who has been affected by this behaviour? In what ways?

Solving the problem (repairing the relationships)

- Are you willing to solve the problem? (this may include conflict with staff and or other students)
- What could you do to fix the problem?

Moving forward

- What do you need to do from now on?
- Are you willing to fix the problem?
- How are you feeling about this?