NSW Department of Education

Crookwell High School Behaviour Support and Management Plan

Overview

Crookwell High School is committed to fostering a supportive and inclusive environment by explicitly teaching and modelling positive behaviour. Crookwell High School promotes the attainment of high personal standards and the pursuit of excellence within a caring environment.

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.

Wellbeing is a key focus within Crookwell High School, guided by an experienced and well-staffed wellbeing team consisting of teaching specialists, support staff, social workers, and counsellors. This team plays a critical role in supporting students' holistic development and ensuring a safe, supportive, and inclusive environment where all students can thrive.

Our practices support students across the care continuum, providing a range of preventative strategies and systems designed to address diverse emotional, social, and behavioural challenges. Crookwell High School's proactive approach aims to create a safe and inclusive learning environment where students feel supported to grow academically, socially, and emotionally.

Restorative practice and respectful relationships are central to our approach to fostering positive relationships and addressing conflict and bullying. Through restorative practices, we focus on building, maintaining, and restoring positive relationships, encouraging students to take accountability for their actions and learn from their behaviour. Our commitment to respectful relationships supports a culture of empathy, understanding, and resilience, essential for a caring and constructive school community.

Partnership with parents and carers

Crookwell High School is dedicated to fostering strong partnerships with families to collaboratively establish expectations for engagement in developing and implementing student behaviour management strategies, including positive behaviour initiatives and approaches to address bullying. Our commitment to transparent, inclusive, and responsive practices includes:

- inviting family 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, the local AECG, and the Student Representative Council SRC.
- Using the complaints procedure to address issues within the school community transparently, allowing us to review and improve our practices in response to community concerns.

Crookwell 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

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

To be respectful, responsible, prosper.

Respect	Responsible	Prosper
Be an active learner and follow teacher instructions	Work hard and take pride in your work	Aim high and achieve your potential
Use positive language only	Be considerate to the needs of others	Effective time management and organisation
Care for our learning environment	Be prepared for theory and practical lessons	Make the most of opportunities
Appreciate everyone has the right to learn		Be a life-long learner

Behaviour code for students

The NSW Department of Education's Behaviour Code for Students sets the standard for behaviour in all public schools. NSW public schools are committed to providing safe, supportive, and responsive learning environments for everyone.

At Crookwell High School, we teach and model the behaviours outlined in the Behaviour Code for Students, mirroring these principles in our school-wide expectations of being respectful, responsible and to prosper. We are dedicated to creating a community where every student feels supported and is encouraged to engage positively in their learning journey. 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)

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 using a multi-tiered approach across prevention, early intervention, targeted intervention and individual intervention.

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	Ready to Learn	Promotes and encourages explicit behaviours that are favourable to school.	Staff, students 7-12, 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.	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.	Students 7 - 12
Early Intervention	Green Zone Monitor	Teachers use the green zone to explicitly correct low level, recurring levels of concern with students in their classes.	Staff, students 7-12
Early / Targeted Intervention	Attendance monitoring	Attendance team utilises attendance check in programs to assist students whose attendance falls below satisfactory levels.	Year Advisors, staff, parents, students
Targeted / individual intervention	Learning and Support	The LaST 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	For students who exhibit wellbeing concerns and need support to check in with designated staff members.	Staff, individual students 7-12,
Targeted intervention	Leadership programs	These include Student Representative Council and peer support .	Staff, students 7-12
Targeted intervention	Ready To Learn Explicit behaviour lessons based on data	Where necessary, staff will construct explicit classes for teaching to students when patterns of behaviour are identified through data analysis.	Students 7-12, staff
Individual intervention	Individual behaviour support planning	This can include developing, implementing monitoring and reviewing behaviour support, behaviour response and risk management plans.	Students, parent/carer, LaST, HT Wellbeing
Individual intervention	Yellow, Orange and Red monitoring	Where a student has recurring behaviours and other pre-emptive strategies have been unsuccessful, they may be put on a yellow contract (Teacher), Orange (Head Teacher) red contract (Deputy Principal) so that Senior Executive work to correct behaviours across various school environments.	Teacher, Executive, students, parents

Individual intervention	External Agency referral	Interventions may include referrals to Head Space, CAHMS, Wellbeing Nurse and other agencies available in the area.	Senior Executive, Wellbeing Team, students 7-12, parents

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. Behaviours that do not constitute bullying include mutual disagreements or isolated incidents.

Crookwell 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 are linked to school and 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:

- 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

Crookwell 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. "Ready to Learn" - 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.	1. Refer to school-wide expectations and Ready to Learn	1. Seek help from HT/DP straight away if there is a risk. Otherwise notify executive ASAP and before the end of the school day via tagging on SENTRAL and/or a phone call. CT may consider Green Zone or Yellow Zone.
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. HT may consider Orange Level.
3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on SENTRAL	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 Behaviour / wellbeing ITD system and contact parent/carer by email or phone. DP/P may consider further action such as Red Zone or formal caution/suspension.
4. Social-emotional learning lessons are taught during Prosper (fortnightly) and Home Room daily. This is to promote self-awareness, empathy and positive interactions.	4. 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 YA.	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
Community are aware of expectations and procedures annually and/or upon enrolment. Students are taught school values at assemblies, home room or explicit classes organised by the executive team as they arise. Teachers are advised of these programs through meetings and staff development days.	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	School Executive	SENTRAL
Restorative practice – peer mediation, circles or restorative conversations in groups	Scheduled as soon as all involved are available	Year Advisor/HT Wellbeing/DP	SENTRAL

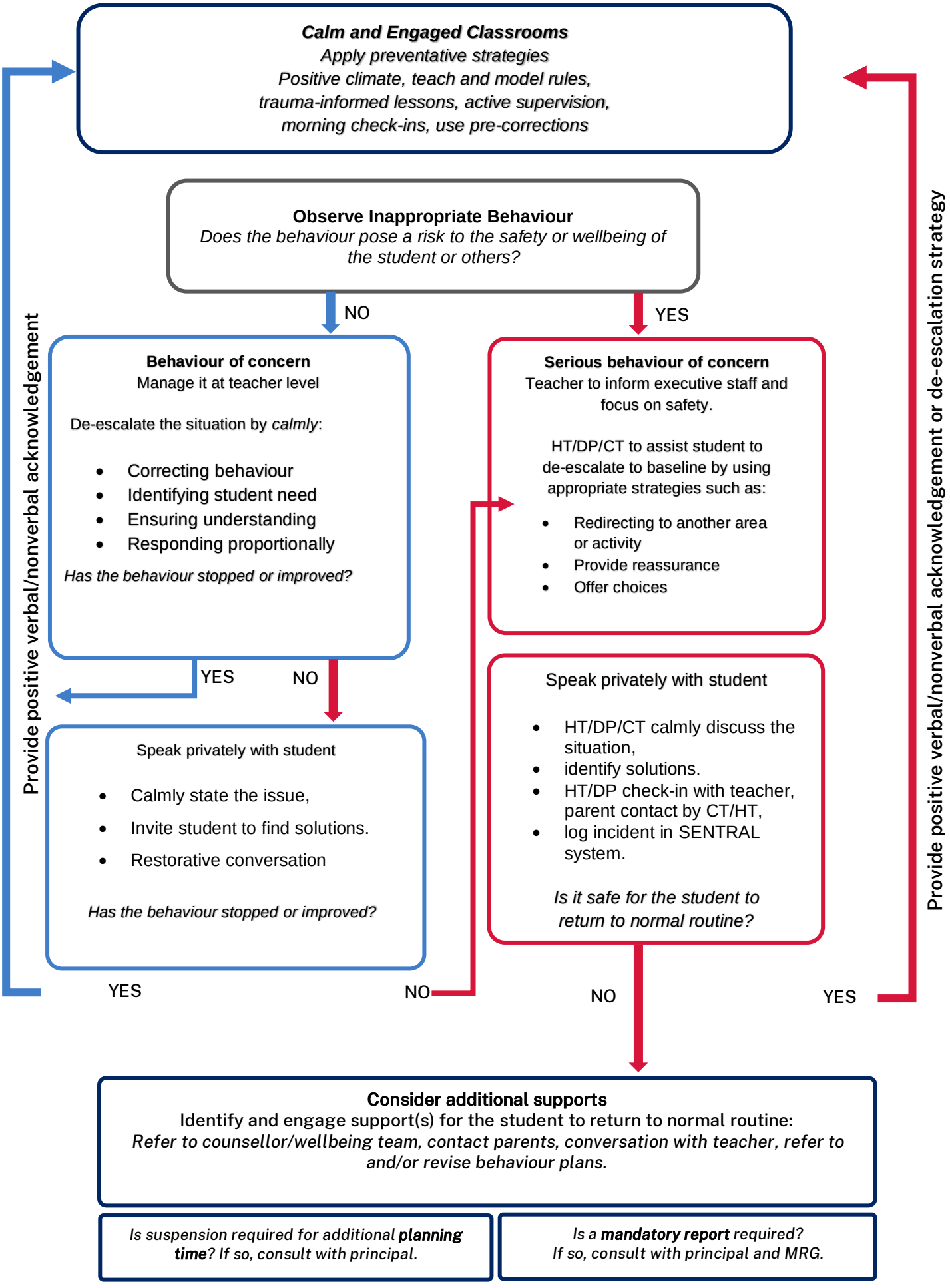
Reflection Time	Post-incident, 10-30 minutes depending on the student's needs.	Classroom teacher or support staff.	Recorded in the student's file in SENTRAL.
Suspension Resolution Meetings	After the suspension period ends, typically 10-30 minutes.	Executive staff or facilitators.	Documented in the Suspension Resolution Meeting in SENTRAL

Review dates

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026

Appendix 1: Behaviour management flowchart



Bullying Response Flowchart

The following flowchart explains the actions Crookwell 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 may vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.