

# CRONULLA HIGH SCHOOL School Behaviour Support and Management Plan 2025

## Overview

Cronulla High School is committed to fostering a culture of high expectations based on our four core values; respect, integrity, safety and effort (RISE). These are underpinned by a whole-school approach, which explicitly teaches and models expected behaviours, provides opportunities for Social-Emotional Learning and student voice and recognises student achievement, be it in the classroom, on the sporting field, in the creative and sporting arts or in leadership. Through consistent, clear consequences and restorative practices, students develop self-regulation skills and are encouraged to become active, positive members of our community. The school's processes are founded on the idea that students must learn to take responsibility for their own actions and supports staff to respond consistently to challenges, providing students with the chance to learn from their behaviour. Our goal is to equip every student with the skills to participate positively in society.

Cronulla High School rejects bullying in all its forms, including cyberbullying. We aim to provide a safe, respectful and inclusive learning environment, in which every student is afforded the opportunity to achieve their personal best.

## Partnership with parents and carers

Cronulla High School recognises the importance of effective partnerships with parents and carers, in order to best support all students to reach their full potential and positive student behaviour. Communicating with parents is a key school goal and we endeavour to do so proactively and effectively. Parents are encouraged to contact the school at any time if they have questions or concerns.

We work with families to establish clear expectations and support behaviour at-home. Our strategies including:

- Keeping parents informed proactively through letters home, phone calls, emails, newsletters, social media and the school website
- Working closely with our school's P&C

Cronulla High School communicates expectations to parents/carers through the school newsletter, assemblies, meetings, the website and 'School A to Z' handbook.

## School-wide expectations and rules

Respect	Integrity	Safety	Effort
Listen attentively and follow teacher instructions	Act with honesty	Maintain personal space	Participate positively in all learning activities

Be courteous to and inclusive of others	Take ownership of your behaviour	Use equipment appropriately	Bring all required equipment
Take care of all property	Be reliable and trustworthy	Be kind	Try your best

## 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. Cronulla High School aligns with the code by actively fostering a learning environment that prioritises safety, respect, personal integrity and applying best effort.

At Cronulla High School, we teach and model the behaviours we value in our students, promoting a consistent ethos of high expectations and responsibility. Through this, we aim to nurture a school community where every student is equipped with the skills to be their best self and contribute actively to society.

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	Friendly Schools	Students engage in social and emotional wellbeing lessons, which are reinforced by staff regularly, including at year, whole-school assemblies and daily morning assemblies.	Staff, Wellbeing team, students 7-9, 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	Do It For Dolly Day	The school raises awareness about bullying and promotes a culture of kindness through initiatives for the Dolly's Dream foundation.	Staff, Wellbeing team, students 7-12, families
Prevention	Harmony Day	The school recognises and celebrates Harmony Day annually to promote inclusivity in our school community.	Staff, Wellbeing team, students 7-12, families
Prevention	White Ribbon Month/Walk for Respectful Relationships	Our school participates in the annual Walk for Respectful Relationships in Term 4 and raises awareness of this cause.	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

Care Continuum	Strategy or Program	Details	Audience
Prevention	P.A.R.T.Y Program	Health promotion Program that enables youth to recognise and minimise risks, and make informed choices about risk-taking behaviour and activities.	Students Year 10
Prevention – Individual intervention	Student support officer	Supports the implementation of the school’s approach to wellbeing.	Student 7 - 12
Prevention/ Early intervention	Feeling FANTAsTic	Students engage in social and emotional wellbeing small group program, facilitated by staff to reinforce teacher student relationships	Year 7-9 girls
Prevention/Early intervention	Top Blokes	Boys mentoring program with a focus on risk-taking behaviour, promoting social education and improved health outcomes.	Year 9-10 boys
Targeted intervention	Leadership programs	These include Student Representative Council, library and peer mentors.	Students 7-12
Targeted intervention	MATES	Boys social and emotional development program that promotes pro social behaviour.	Year 8 boys
Targeted intervention	GEM	Girls leadership program for students at risk of disengaging from formal education with a history of complex family situations or social/behavioural issues.	Year 9-10 girls
Targeted intervention	RAISE Mentoring	Weekly mentoring program with adult mentors to support mental health, social and emotional wellbeing and engagement with school.	Students 8-9
Targeted intervention	RAGE	A strengths-based and solution-focused program aimed at engaging young people and developing their confidence. It is a hands-on workshop which provides students with the tools they need to effectively manage and regulate emotions	Year 7-8 boys
Targeted intervention	STEPS	Concepts and skills around; mindfulness, distress tolerance, emotional regulation, interpersonal effectiveness, and values clarification	Girls 7-10
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
Individual intervention	Time out passes	For students who exhibit low level behaviours of concern to encourage emotional regulation and/or help seeking behaviour.	Individual students 7-12,
Individual intervention	Access to School Counselling service	Provides mental health support and counselling services	Students requiring support
Individual intervention	Attendance monitoring	Address barriers to improve attendance and set growth goals.	Students, parent/carer, Year Advisor, HT Wellbeing, DP

Care Continuum	Strategy or Program	Details	Audience
Individual intervention	Individual behaviour support planning	This may include developing, implementing monitoring and reviewing behaviour support, behaviour response and risk management plans.	Students, parent/carer, LaST, HT Wellbeing, DP
Individual intervention	Functional Behavioural Assessment (FBA) and Behaviour Intervention Support Plans (BISP)	Comprehensive assessments to identify the function of challenging behaviours, followed by developing and implementing tailored intervention strategies.	DP, students, parent/carer, LaST, SC, HT Wellbeing
Individual intervention	AP LaST and BSO intervention	Intervention from AP Last in the form of observation and review of behaviour management strategies to support individual students. Referrals to BSO for additional behaviour support.	DP, students, parent/carer, LaST, SC, HT Wellbeing

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

Cronulla 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
- 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, HT Wellbeing, DP, SSO 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 conjunction with the RISE policy documents (see Appendix 1) in deciding whether a behaviour is teacher managed or executive managed.

### Corrective responses by teachers may include:

- Proximity, eye contact, body language, non-verbal cues
- descriptive cues/ positive corrections
- choice
- restate the expectation/ rule reminder
- re-direct
- prompts
- seat change
- brief chat outside classroom
- stay in at break to discuss/complete work
- detention with restorative reflection
- referral to executive staff/ DP
- communication with parent/carer

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour	Targeted/Individualised Responses to behaviours of concern
Behaviour expectations are made explicit through the whole-school RISE framework, incl. visual signage at key points around the school. They are also taught in termly RISE lessons and referred to regularly by all staff. Teachers model behaviours and provide opportunities for practice.	Classroom management practices (see Appendix 1)	Seek help from HT/DP straight away if there is a risk. Otherwise notify executive as per RISE documents (see Appendix 1).
Tangible reinforcers that include: 1. Free and frequent – RISE reward system 2. Moderate and intermittent – smiley letters, Year Assemblies, progressive merit-system incl. Merit Certificates, Learning	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	HT/DP collects information and reviews the incident from multiple perspectives to determine the next steps. HT/DP/CT to record incident on CHAS and contact parent/carer. DP/P may consider further action for e.g. formal caution/suspension - as per RISE policies (Appendix 1).

<p>Passport, Bronze, Silver and Gold Awards, Principal's recognition (= Learning Passport)</p> <p>3. Significant and infrequent – formal presentation assemblies incl. Special Award, EDGE, Sports and Presentation Day.</p>	<p>expectation before a low-level consequence is applied.</p>	
<p>Social-emotional learning lessons (Friendly Schools) are taught by Year Advisers once-a-term.</p> <p>RISE lessons occur once-a-term to explicitly teach expected behaviours.</p>	<p>Teacher responds to concerning behaviours as per RISE policies (Appendix 1). Teacher records on CHAS 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), Year Adviser or HT Wellbeing.</p>	<p>Refer to DP (via relevant HT). Other actions may include developing a behaviour support/response plan and/or completing a risk assessment as per RISE policies (Appendix 1).</p>

## Responses to serious behaviours of concern

Cronulla High School follows a structured approach to managing serious behaviours of concern. This includes:

- **Review and manage:**
- Seek immediate support of Executive Staff (HT or DP) if required
- De-escalate incident safely and effectively (support of Executive Staff as above if required)
- Assessment and support – assess the needs of the situation, respond appropriately and provide support to involved students. This may include removing the student from the incident to a supervised area for de-escalation and reflection
- **Communicate:**
- Document on internal school system (CHAS)
- Inform parent/ carers promptly, including the school's response and future planning. In many instances, this will require a parent meeting
- Case-conference and future planning with appropriate staff (e.g LST, Wellbeing Team and/ or DP)
- **Supports/ Intervention:**
- Consequences implemented by P or DP as appropriate. May include Formal Caution to Suspend, Suspension or Expulsion, as appropriate
- Individual supports according to frequency and severity of presenting behaviour. May include:
- Functional Behavioural Assessment (FBA)
- Student Behaviour Support Plan (BSP)
- Internal support referral (LaST, small-group program, SSO and/or School Counsellor)
- Referral to team-around-a-school (AP LaST, Complex Case Team, BSO)

- Referral to external service
- Individual student adjustments to school-day or learning environment
- Student behaviour monitoring card
- Cronulla High School follows the NSW Department of Education Student Behaviour Policy and Suspension and Expulsion Procedures in all responses.
- **Review**
- Review supports/ intervention and make adjustments as required
- Regularly engage with student's parent/carers

## 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?
Lunch time detention with restorative Classroom Teacher Reflection (CTR)	½ lunch	Classroom teacher	CHAS
Lunch time detention with restorative Head Teacher reflection (HTR)	½ lunch	Head Teacher	CHAS
Faculty afternoon detention with restorative Head Teacher reflection (HTR)	Tuesday afternoons, 50 minutes	Head Teacher	CHAS
Wednesday or Friday afternoon detention with restorative DP Reflection (DPR)	Wednesday or Friday afternoons, 50 minutes	DP	CHAS
Uniform/ lateness afternoon detention (3x lateness or uniform infringement)	Monday afternoon, 30 minutes	HT Admin/ uniform coordinator	CHAS
Restorative conversations	10-20 minutes, as necessary, usually post class incident/ ongoing challenging behaviour	CT, HT, DP	

Strategy	When and how long?	Who coordinates?	How are these recorded?
Post-suspension Return to School Planning Meeting	On return from suspension, 15-40 minutes	DP	Suspension paperwork

NB – All detention and restorative sessions are tailored to the student's age and developmental level. Students are encouraged to access toilets before or after detention, although are able to use toilet at any time in case of urgent need.

### Review dates

Last review date: [06/02/2025: Day 1, Term 1, 2025]

Next review date: [02/02/2026: Day 1, Term 1, 2026]

### Appendix 1: Behaviour management flowchart



# RISE - Whole School Flowchart

Respect, Integrity, Safety, Effort

