

School Behaviour Support and Management Plan

Cheltenham Girls' High School

Overview

Cheltenham Girls' High School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are the Wellbeing programs, Oasis program Merit award programs, Leadership and Extracurricular groups and Learning Support Programs.

Partnership with parents and carers

Cheltenham Girls' High School partners with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by providing parents with online copies of behavioural expectations, through the Student Handbook which is available to parents, and the Wellbeing Booklet. Parents are provided with student progress reports biannually, parent/teacher interviews and access to teachers via appointment if they so wish.

Relevant teaching staff including classroom teachers, head teachers, Year advisors, DP and Principal will meet with parents as required to collaborate on effective and appropriate approaches to behaviour and learning management. Cheltenham Girls' High School will communicate these expectations to parents/carers by email or parent meetings, in person, by zoom or by phone.

Parents are invited to join the P & C to provide them with a voice and input into decision making processes. Parents are surveyed and invited to give feedback on reports, student learning e.g. collaboration, various initiatives and programs and school satisfaction, Parents are invited to various school events to receive information and celebrate student achievement

School-wide expectations and rules

Expectation – Respect Behaviour	Expectations – On Task Learning
Follows Behaviour Code for Students	Follows classroom rules and procedures
Shows respect for self and others in speech and behaviour	Remains on task and does not interfere with the learning of others.
Follows teacher directions	Develops self-regulatory skills
Participate in learning inside and outside the classroom	Completes work as required.

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](#).

High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned strategies and responses and engaging with parents.

Whole school approach across the care continuum

Care Continuum	Strategy or Program	Details	Audience
Prevention	<p>Transition Processes</p> <p>Student Wellbeing Booklet.</p> <p>Universal Wellbeing Programs</p> <p>Google Wellbeing classroom</p> <p>P & C involvement</p>	<p>All students are provided with a wellbeing booklet at the beginning of each year. This booklet gives information to students on the code of conduct, anti-bullying, and where to get help and assistance. Students are supported with explicit teaching about acceptable behaviours. Teachers implement quality engaging learning and adjust learning to support inclusion for students with additional learning needs or disabilities. The school provides extracurricular activities and clubs to accommodate student voice and interests. Camps, excursions and whole school and year group or school activities support appropriate behavioural expectations. Regular formal assemblies model leadership and respectful behaviours. Universal wellbeing programs include Transition days, Peer support and Year advisor to facilitate wellbeing support. A free breakfast program is available to all students. Academic progress and interventions are supported through liaison with partner primary schools, the learning support team, faculty head teachers and all classroom teachers. All students have access to a Wellbeing Google Classroom where they can make an appointment with appropriate wellbeing staff.</p> <p>Timely liaison and communication with parents and carers through P & C to support programs. Targeted online support for parents through parent programs for adolescent wellbeing.</p>	Students/Parents

Care Continuum	Strategy or Program	Details	Audience
<p>Early intervention</p>	<p>Parent meetings</p> <p>Learning support and adjustments to learning IEP and BMP</p> <p>Whole school student programs</p>	<p>Initiate and maintain contact with families and build relationship with care givers, particularly where students have more complex needs. Staff may interview students regarding academic, social, emotional and wellbeing needs. Students are permitted to self-direct for support and are not restrained from leaving. Parent teacher interviews are conducted early to ensure learning support and other interventions are discussed and adjustments made including ILPs and behaviour plans. Students who require additional tutoring or support will have adjustments made to their learning and may receive in class SLSO support, sometimes they may be withdrawn from classes for academic reasons with parent permission.</p> <p>Whole school wellbeing programs are implemented to support students including cyber safety and respectful relationships., breakfast program and social clubs such as diversity group, voluntary religious activities, special interest and sporting clubs. A Barista training program is available to referred interested students.</p>	<p>Students and Parents</p>
<p>Targeted intervention</p>	<p>Targeted wellbeing programs</p>	<p>A specific year group or small group may be targeted to support wellbeing areas including restitution/mediation programs, cyber safety and /or anti bullying programs. Other targeted programs are age appropriate and address social emotional and educational needs for the particular year group for e.g. Love Bites and GPs in schools, the Life Ready program, study skills and digital programs. Appropriate wellbeing support is available when wellbeing programs are being conducted. The SSO may run small group Peer mediation for friendship issues and mediations meetings.</p>	<p>Year groups and small groups of students and parents where applicable.</p>
<p>Individual intervention</p>	<p>Intensive support</p>	<p>Oasis is a school funded, targeted academic, social and behavioural support Intervention program for students with intensive or high needs. The school provides 3 teachers (part time, over the week) who work with individual students to assist their attendance at school through the support using modified work, social support and a</p>	

Care Continuum	Strategy or Program	Details	Audience
	Case management	<p>space to develop self-regulation of behaviour and emotions. Students are withdrawn from lessons on a needs-basis and permitted to attend this program with parent consultation and permission.</p> <p>Case management and provision of external services which may include DCJ, CYMHS, DET Learning and Wellbeing services; behaviour support or alternative settings and services such as hearing and vision, other special services such as disability support, tutorial centres and Out of Home Care, and programs such as Police Youth Clubs, Mission Australia, Relationship Australia support,</p>	
	Psychology services /external supports	<p>School psychologists are available to all students. They use evidence-based approaches including trauma informed practices. Students may self-direct to counsellor and counselling services may be used as part of restitution on return from suspension. Counsellors may test students to support appropriate interventions. This is done with parental consent, and counsellors may also liaise with GPs and external psychologists with parental permission.</p> <p>Students with medical, physical or emotional needs who may require emergency care or administration of medical care have an appropriate health care plan. Administration of medications is implemented in line with the DET policy.</p>	

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

Prevention	Early Intervention	Targeted/Individualised
Responses to recognise and reinforce positive, inclusive and safe behaviour	Responses to minor inappropriate behaviour	Responses to behaviours of concern
<p>Student behaviour code. Explicit teaching and expectations.</p> <p>Quality Teaching and learning</p>	<p>Teacher uses low level verbal and nonverbal cues.</p> <p>Reminders of expectations</p>	<p>Engage students in low level private conversation about behaviours</p> <p>discuss behavioural expectations</p>

<p>Teachers develop positive relationship with students.</p>	<p>Have learning conversations with students. Knows the students' learning needs re IP etc. Selective ignore some low-level behaviours as appropriate Offer choice of action Re direct learning</p>	<p>Offer choice of action Use detentions if appropriate Refer when appropriate to Head Teacher Make record for event in Sentral -inform appropriate staff</p>
<p>Classroom management practices include lining up to enter classroom and seating plans. Teachers implement ILP and PLP and Behaviour plans</p>	<p>Implement IEPs as planned and seating plans. For known students assess entry behaviour. Redirect to task and walk away Chunk work Offer choice of action to students Redirect and check in every 10 mins. Engage in one to one (away for other student hearing) conversation with student to discern behaviour. Engage with parents to support.</p>	<p>Review IEP or Behaviour plans Engage in one to one (away for other student hearing) conversation with student to discern behaviour. Consult with parents and or psychologist Develop a plan - preferable with student input. Escalate when required. Apply disciplinary measures as required Formal cautions afternoon detentions.</p>
<p>Use Merit award systems to recognise all students at every level as appropriate.</p>	<p>Offer praise at appropriate times Personal verbal recognition for behaviours appropriately Small self-select rewards e.g. stationery, fiddle toys etc when you see appropriate behaviour Year group rewards acknowledgement as appropriate.</p>	

Responses to serious behaviours of concern

- Student statement and DP interview with wellbeing (Year Advisor) support present
- Parents interview – develop action plan and or risk assessment
- Formal Caution – notify parents via phone at the time

- Suspension – Notify parents at the time.
- Expulsion - usually 17 years post compulsory. Will be reflective of N Award warning letters and attendance. Seriously attempting to engage in learning.
- The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) apply to all NSW public schools.
- 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.

Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

- [Incident Notification and Response procedure](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

Detention, reflection and restorative practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
Individual one to one conversation	As determined by behaviour or event	By classroom teacher, head teacher or DP	Sentral entry
Peer mediation	When appropriate and suitable. As required once or twice.	Deputy Principal of year group or counsellor or SSO	DP, counsellor or SSO records on Sentral
Restorative practice circle	When appropriate and suitable. Until resolved or clearly cannot be resolved	Deputy Principal of year group or counsellor or SSO or classroom teacher	DP, counsellor or SSO or classroom teacher records on Sentral
Lunchtime detention	20 minutes (half of lunch). Door open and teacher present. Students referred from	Classroom teacher or head teacher	Classroom teacher or Head teacher

Strategy	When and how long?	Who coordinates?	How are these recorded?
	classroom teacher or head teacher.		
After school detention.	Run once a week for an hour. Parent permission for student to remain until 4pm. Door open and teacher present	All teachers are rostered for Afternoon Detention.	Person who places student on A/D

Review dates

Last review date: 5th February, 2025

Next review date: 5th February, 2026