

Chatswood High School

INSPIRING EXCELLENCE – ACHIEVING SUCCESS

School Behaviour Support and Management Plan



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Core Values and Expectations

Respect

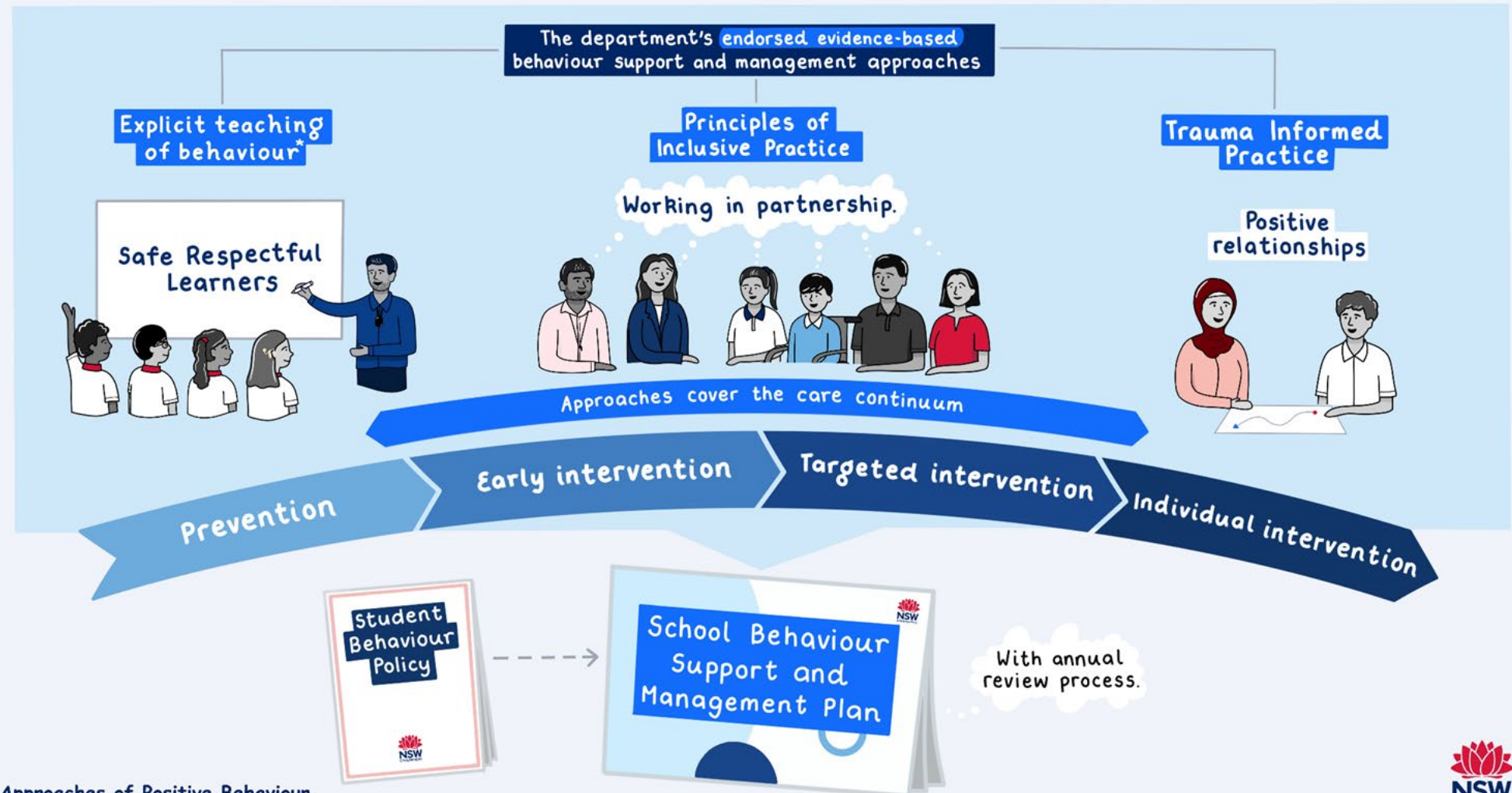
- Be kind, empathetic and value others
- Use appropriate language
- Work co-operatively
- Accept differences and celebrate diversity

Responsibility

- Be safe
- Model and follow school rules
- Care for self and others
- Negotiate and resolve conflict

Achievement

- Strive for success and personal best
- Embrace challenge
- Be prepared for every lesson and be on time
- Actively participate in learning and ask for help



*Approaches of Positive Behaviour for Learning (PBL)

Overview

Chatswood High School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged in their learning.

Responsive practice within a guiding framework

While our School Behaviour Support and Management Plan provides a clear framework to guide staff, students, and families in navigating complex behaviour matters, we recognise that no two situations are the same. Each student brings unique needs, histories, and contexts—and each incident may require a tailored response to ensure the most effective and restorative outcomes.

This plan is designed to offer structure, consistency, and shared understanding. However, there will be occasions where the nature of a matter calls for a different level or type of support than what is outlined. In such cases, our professional judgement, commitment to equity, and deep care for student wellbeing will guide us in responding in a bespoke manner.

We remain anchored in the principles of this plan, but flexible in our approach—always striving to meet students where they are, and to uphold the dignity and safety of all involved.

Our goal is to inspire every child to participate positively and contribute to society in a culturally respectful manner. We focus on fostering Respect, Responsibility and Achievement in every student, every day.

We want our students to come to school enthusiastic and energised by the possibilities of learning. We want to empower them as active participants in their own learning and foster in each of them a desire to achieve their best for themselves and for the school 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.

Chatswood High School prioritises social and emotional learning which supports student wellbeing and the development of positive relationships. Supporting the prevention and early intervention of bullying and cyberbullying is a priority across the school and is embedded into all areas of this plan.

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

- Restorative practice
- Proactive wellbeing programs for students and parents
- Respectful relationships

These programs 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 and carers

Parents and carers play a vital role in the school community and Chatswood High School recognises our strong culture of inclusion that reflects the richness and diversity of the wider school community. We have a shared commitment to school priorities which enable the success of every child.

Chatswood High School will partner with families in establishing expectations for parent engagement in developing and implementing student behaviour management strategies, including for bullying behaviour by:

Inviting families and student feedback through formal and informal means, for example

- Tell Them From Me Surveys
- Consulting with the school's P&C Association and local AECG
- Engaging with the Aboriginal Liaison Officer
- Using concerns raised through feedback and complaints procedures to review school systems, data and practices.

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

The [School Community Charter](#) outlines the responsibilities of parents, carers, educators in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.

For students whose behaviour is negatively impacting others, work with parents may include:

- Parent meetings to communicate and work in partnership
- Taking proactive steps, including additional supports and adjustments where needed
- Establishing clear boundaries and expectations for specific behaviours
- Providing warnings about consequences for future behaviours
- Requesting support at home to reinforce importance of positive behaviours

For students negatively impacted by the behaviour of others, work with parents may include:

- Parent meetings to communicate school support
- Offer of wellbeing team specialist support, e.g. School Psychologist or Student Support Officer
- Considering options for increased support and supervision

1 Select + develop STRATEGIES to **PROACTIVELY TEACH** healthy coping strategies, resilience + self-regulation

Support the development of SELF-REGULATION skills

Model healthy coping strategies

- Positive self-talk
- Discussing issues
- Asking for help
- Time management

It's good to **NAME + UNDERSTAND** your emotions

I'm feeling a bit **STRESSED**

Let's explore the **causes** and some **strategies** together.

CONFIDENTLY build relationships with new peers + teachers

MENTORING Program

Strengths

Success

Build strategies that foster RESILIENCE + SELF-REGULATION

2 Initiate strategies to build a **POSITIVE LEARNING ENVIRONMENT** in the classroom characterised by **supportive relationships + regular contact with EACH STUDENT**

Encourage STUDENT VOICE

Hi! Welcome to the class

Thanks!

feedback survey

If you need my help, let me know.

I'm a bit confused about...

Communicate changes based on student feedback

Check in with students REGULARLY

Wellbeing

WHAT WORKS **BEST** IN **PRACTICE**

Source CESE NSW

3 **TARGET SUPPORT** for **DIFFERENT PHASES** of student development and for students who **may be at risk**

Identify signs of student DISENGAGEMENT

Underlying Wellbeing issues

Design and implement additional support

Work with student and their parents/carers

Regularly REVIEW

Personalised Learning Plan

4 Use **COLLABORATIVE** strategies and **SHARE WITH STAFF** across the school, the school community, and other agencies as required to support the wellbeing of students

SHOWCASE student progress

RESPONSIVENESS in ALL COMMUNICATIONS

Departmental wellbeing policies

PARTNERSHIP built on **TRUST + RESPECT**

Student wellbeing

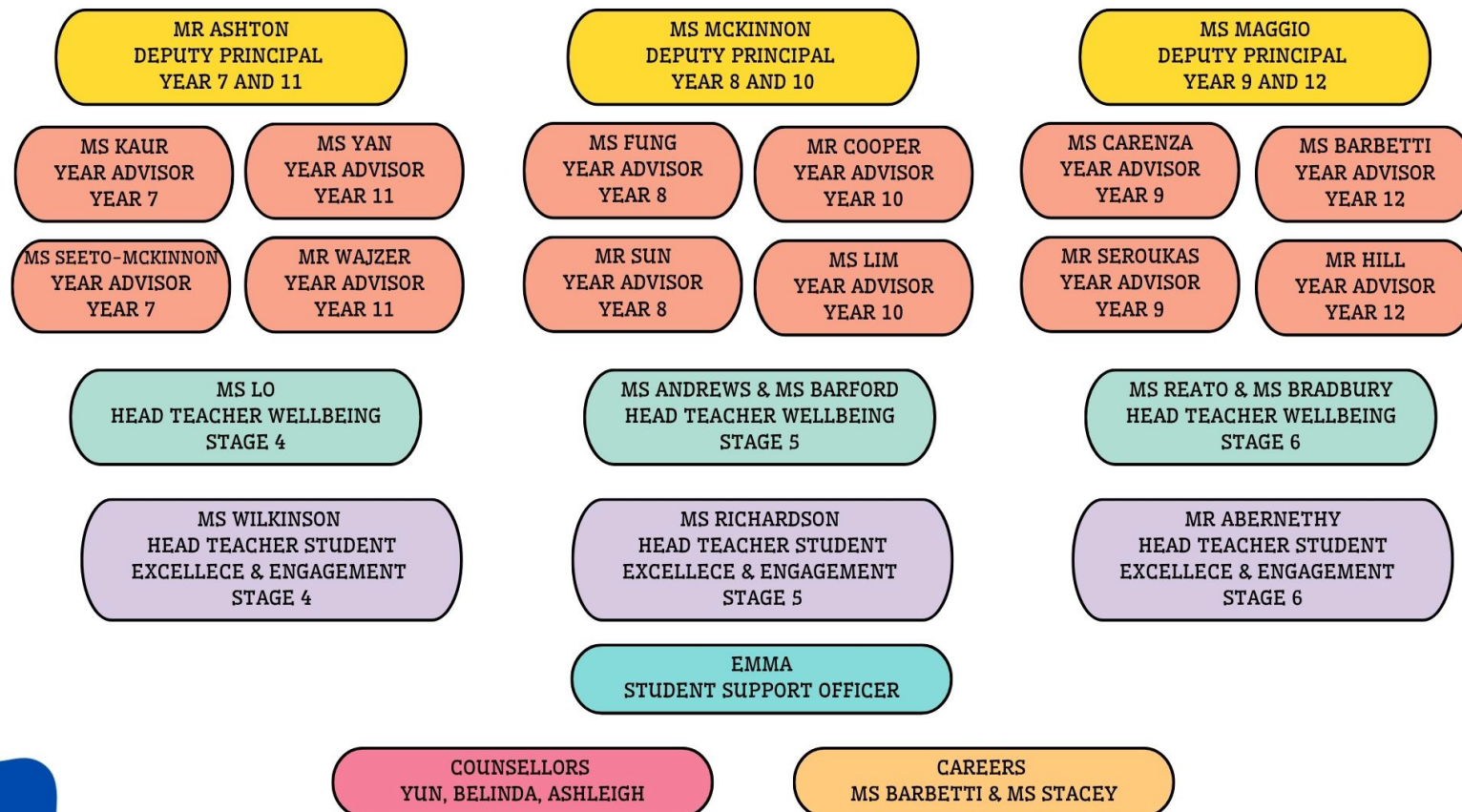
Share with **RELEVANT STAFF**

Wellbeing at Chatswood High School

Proactive and responsive wellbeing programs, positive student behaviour structures, and strong community partnerships are vital to achieve our purpose, which is to develop a deep and sustained sense of wellbeing in our school community.

This approach is led by an experienced and committed team of Head Teachers, Year Advisors, psychologists and support staff, who work across and beyond the school to provide a safe and caring environment for learning.

WELLBEING TEAM



Student Wellbeing Team

A team of qualified and experienced staff assists students and parents with any matters affecting students' learning and wellbeing at school.

Head Teachers Wellbeing are responsible for the wellbeing of all students in the school and for the coordination of the Wellbeing team. Head Teachers Wellbeing, in conjunction with the Wellbeing Team, monitors issues affecting the learning and development of students within the school and coordinates appropriate programs of action. The Head Teachers Wellbeing act as liaisons and advisers to students and their families. As a member of the school's executive the Head Teachers Wellbeing liaise with the school executive, School Counsellors, the Wellbeing Team, Careers Advisors and external agencies.

Year Advisors work alongside students in each Year group. Interviews with parents are frequently arranged in cases where students are encountering difficulties in peer relations or with progress in studies. Parents are invited to arrange for interviews with Year Advisors or Head Teachers Wellbeing when they feel that assistance is needed in matters of general student wellbeing.

Head Teachers of Student Excellence and Engagement undertake a vital role to manage the inter-connections between learning progress, student behaviour and wellbeing. Their role is to work closely with the Deputy Principal, Head Teachers Wellbeing and Head Teacher Growth and Attainment to develop and implement a range of proactive and responsive strategies that ensure all students are known, valued and cared for.

School Counsellors are educational psychologists and work under supervision of our Senior Psychologist Education. Our counsellors assist and advise students, parents and staff with regard to mental health support, including social and emotional development. A counsellor is in attendance each day of the week. Students can discuss counsellor access with their respective Head Teacher Wellbeing.

The Student Support Officer (SSO) assists with concerns related to wellbeing. The SSO works with students to access the relevant support services both in the school and youth services in the local community. The SSO also initiates and runs small group programs and whole school initiatives to increase positive wellbeing in the school community.

Careers Advisors assist students with course selections for senior years and provide individual career counselling to students. Students are given information on a range of careers and further education courses through participation in a work experience program, career seminars, career interviews, use of the Careers Office resources, excursions to places of employment and educational institutions. Students may visit the Careers Office during recess or lunch time and may make appointments for individual interviews with a Careers Advisor. Parents are welcome to do the same.

Wellbeing Curriculum

We are committed in supporting our students to connect, succeed and thrive, to provide opportunities that are rigorous, meaningful and dignified, and to do this in the context of individual and shared responsibility, underpinned by productive relationships that support students to learn. Our focus is on the continued provisions of quality teaching, learning and engagement.

The Chatswood High School Wellbeing Roadmap outlines the focus areas explored within each stage of a student's high school journey. These focus areas are identified through student wellbeing data, research on age appropriate content and expertise of our Wellbeing Team. These focus areas are regularly reviewed by the Wellbeing Team to ensure relevance of programs provided.



Chatswood High School Wellbeing Programs

Chatswood High School runs multiple wellbeing programs across Years 7-12, aligned to the Wellbeing Roadmap (above). Further information regarding these programs are provided to parents prior to the programs.

Whole Grade Preventative/Early Intervention Programs

Year 7	• Peer Support Program • Backflips Against Bullying • Camp • HeadSpace Presentation • Optus Digital Thumbprint Presentation • Surf Education • Police Youth Engagement Officer Presentation • Student Support Officer Transition Program • Elevate Study Skills • Timetabled Wellbeing Lessons	Year 8	• Backflips Against Bullying • HeadSpace Presentation • Optus Digital Thumbprint • Police Youth Engagement Officer Presentation • Elevate Study Skills
Year 9	• Consent Labs • Unplugged Psychologist • Elevate Study Skills	Year 10	• GPs in Schools • Life Changer Stress Less Program • Day Camp • Stage 6 Transition Student-Teacher Interviews • Paul Dillon Alcohol and Drug Education • Elevate Study Skills
Year 11	• Creating Chances • RYDA • Paul Dillon Alcohol and Drug Education • Elevate Study Skills	Year 12	• Macquarie University Day • HSC Transition Student-Teacher Interviews • Student-Teacher Mentoring Program • Paul Dillon Alcohol and Drug Education • Elevate Study Skills

Targeted Programs

Program	Key Information	Year Group Involvement
Raise Mentoring	This program targets students who would benefit from individual mentoring support. Students are paired with a trained adult mentor from the community to discuss topics such as building confidence, communication, goal setting and peer relationships.	Years 7, 8 & 9
Top Blokes	This program targets students who would benefit from group mentoring support with a focus on issues that impact young men in today's society, such as peer pressure, risk taking behaviours, and online activity.	Years 9 & 10
Self-Empowerment and Essential Development (SEED) Program	This program targets students who would benefit from group mentoring support with a focus on issues that impact young women in today's society, such as confidence, resilience, body image and leadership.	Years 10 & 11
Prevent Alcohol & Risk Related Trauma in Youth (PARTY) Program	This program targets students who may engage in risky behaviours, and/or are interested in the medical field. The program is aimed at providing teenagers with information so that they will be able to recognise potential injury-producing situations, make prevention-orientation choices, and adopt behaviours that minimise unnecessary risk.	Years 10 & 11

1 Consistently CHALLENGE

all students to **LEARN NEW THINGS.**

Ask challenging QUESTIONS that require **DEEPER + PROBLEM THINKING + SOLVING**



Quality examples and exemplars

Pitch each lesson at the **RIGHT LEVEL**

increase complexity +

Where to **NEXT?**



2 Establish **CLEAR + CONSISTENT** expectations for **LEARNING AND BEHAVIOUR**

LEARNING intention > SUCCESS Criteria

Keep rules **SIMPLE** and **visual**

CLASSROOM

- Rules
- Expectations
- Routines

Every **MINUTE** of every **LESSON** is important and valuable!

Modelling **APPROPRIATE BEHAVIOUR**

hard work **EFFORT** improvement

High Expectations

WHAT WORKS **BEST** IN PRACTICE

Source CESE NSW

3 **GUIDE + SUPPORT**

students towards **MEETING EXPECTATIONS**

Encourage students to offer **INSIGHTFUL/ INTERESTING** observations on the work of their peers.

CLEAR + SPECIFIC Feedback

GOOD NEWS!

4 Engage with **PARENTS + CARERS**

to encourage them to **HOLD HIGH EXPECTATIONS OF THEIR CHILDREN**

We'd like to invite you to our student **SHOWCASE!**

Partner with parents and carers

POSITIVE classroom environment

SAME SCAFFOLDS + METALANGUAGE across a faculty

thevisionhub.com.au @misterAOY

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 [here](#). This document, translated into multiple languages, can also be accessed [here](#).

NSW Department of Education



Behaviour code for students

Information for students and parents or carers

NSW public schools are committed to providing safe, supportive, and responsive learning environments for everyone across a range of settings. We teach and model the inclusive and safe behaviours we value in our students.

In NSW public schools students are expected, to the best of their ability, to:

- show respect to other students, their teachers and school staff and community members
- follow school and class rules and follow the directions of their teachers
- strive for the highest standards in learning
- act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- resolve conflict respectfully, calmly and fairly
- meet the school's agreed uniform policy or dress code
- attend school every day (unless legally excused)
- respect all property
- be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools
- not bully, harass, intimidate, or discriminate against anyone in our schools.

Schools take action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning.

All students have a right to:

- safety at school
- access and fully participate in their learning
- be treated with respect by other students, teachers and school staff
- express their views, set goals and self-advocate.

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments and apply an appropriate action when students are not meeting these expectations. The department is responsible for the provision of a policy framework and resources such as legal issues bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context, the NSW

Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

Behaviour code for students: Student actions

Promoting the inclusion, learning, wellbeing, and safety of all students in NSW public schools is a high priority for the Department of Education.

We implement teaching and learning approaches across a range of settings to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

To meet the expectations set out above, students in NSW public schools, to the best of their ability, should adhere to the following principles.

Respect

- Treat one another with dignity.
- Communicate and behave courteously.
- Act and work cooperatively with other students, teachers, and school staff.
- Develop positive and respectful relationships.
- Value the interests, ability and culture of others.
- Respect the learning needs of other students.
- Dress appropriately by wearing the agreed school uniform or dress code.
- Take care with school property and the property of staff and other students.

Safety

- Model and follow school and class rules and expectations around behaviour and conduct.
- Negotiate and resolve conflict.
- Be aware of and take responsibility for how their behaviour and actions impact others.
- Care for self and others.
- Be safe and help others to make safe choices that do not hurt themselves or others.

Engagement

- Arrive at school and class on time.
- Be prepared for every lesson.
- Actively participate in learning.
- Aspire and strive to achieve the highest standards of learning.

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, including bullying and cyberbullying behaviour. Behaviours that do not constitute bullying include mutual disagreements or isolated incidents.



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.

Chatswood High School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

Care Continuum	Strategy or Program	Details	Audience
Prevention	Classroom management literature review	Professional learning for staff outlining research-based approaches to support and manage student behaviour.	Staff
Prevention	Explicit teaching of appropriate behaviours	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.	Staff
Prevention	Positive reinforcement and the Merit System	Verbal and non-verbal specific feedback is paired with our formalised merit system acknowledging positive behaviour. This supports the aspects of PBL (see below) integrated within the school. The merit system draws attention to and promotes positive behaviour and interactions across the student community.	Staff, students 7-12, families
Prevention	Classroom management PL discussion guide	This guide is designed to help teachers and school leaders engage with CESE's literature review: "Classroom management: Creating and maintaining positive learning environments" • Positive classroom environment • Student-teacher relationships • Emotional and social competence • Structured instruction • Rules and routines • Active supervision	Staff
Prevention	Positive Behaviour for Learning (PBL)	PBL is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. Elements of this framework inform our school values and expectations.	Staff, students 7-12, families
Prevention	Wellbeing Framework	The framework supports schools to create teaching and learning environments that enable students to be healthy, happy, engaged and successful. Wellbeing in our public schools is driven by the themes of Connect, Succeed and Thrive.	Staff

Care Continuum	Strategy or Program	Details	Audience
Prevention	Student voice	Staff support and encourage student voice and representation to promote sense of belonging, responsibility and advocacy.	Staff, students
Prevention	Anti bullying policy	A whole-school approach to anti-bullying including leadership, inclusion, student voice, partnerships and support.	Staff, students 7-12, families
Prevention	Anti racism policy	The Anti-Racism Strategy is used to support learners, staff, families and communities from all cultural, linguistic and religious backgrounds to participate equitably in a racism-free school environment.	Staff, students 7-12, families
Prevention	Disability Standards for Education	Students with disability should enjoy the same opportunities and choices in their education as students without disability. Staff are trained in best practice to support and cater to the needs of all students.	Staff, students 7-12, families
Prevention	Attendance and uniform monitoring	Schools, parents and carers work together to address the needs of students to get them back into school. Attendance and uniform monitoring encourage positive engagement in school learning and extracurricular activities. Students develop a sense of belonging to the school community.	Staff, students 7-12, families
Prevention	Transition Year 6 into 7	Focusing on a safe and successful transition from primary to high school. We provide a variety of opportunities for incoming students to engage with our school community, prior to their official commencement at Chatswood High School.	Incoming Year 7 students
Prevention	Academic review meetings	Promotes student critical reflection and provides opportunities to remediate gaps in learning and improve student-determined goals and progress measures.	Students
Prevention	PDHPE curriculum	The development of self-management skills enables students to take personal responsibility for their actions and emotions. The PDHPE curriculum provides a foundation for student personal health awareness.	Students 7-10
Early Intervention	Corrective feedback	Use indirect responses e.g. Proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	Staff
Early Intervention	Direct responses	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.	Staff

Care Continuum	Strategy or Program	Details	Audience
Prevention & Early intervention	Anti Racism Contact Officer	Anti-Racism Contact Officers (ARCOs) play a critical role in countering racism in schools. Two staff members are currently in this role.	Students and staff
Prevention & Early intervention	School wellbeing programs	The development of self-management skills enables students to take personal responsibility for their actions and emotions. Information about all prevention & early intervention wellbeing programs can be found on Page 14.	Students, staff and parents
Prevention, Early intervention, Targeted and Individual	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 intervention	Learning Intentions and Success Criteria	Assist students and teachers in tracking and assessing student progress.	Staff, Students 7-12
Early intervention	Communication with parents	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Early contact with parents about behaviour concerns builds trust and ensures a shared understanding before issues escalate. It allows for timely support and collaboration, helping students feel consistently guided both at home and at school. Individual planning and referral to the Growth & Attainment Team may be discussed.	Staff, students 7-12, families
Early intervention	Classroom Teacher counselling	Redirection of student behaviour and negotiated goals for low-level matters.	Students 7-12
Early intervention	Student reflection (informal)	Through classroom teacher counselling, students reflect on behaviour in order to engage in meta-cognition to improve behavioural outcomes.	Students 7-12
Early intervention	eSafety's guide for responding to online safety incidents	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.	Staff, Students 7-12, Families

Care Continuum	Strategy or Program	Details	Audience
Early intervention	Faculty Behaviour Monitoring card	This provides a visual record for the student, teacher and faculty Head Teacher to monitor and negotiate behavioural goals. It provides an opportunity for staff to share information with parents/carers in written form.	Staff, Students 7-12
Early intervention	Recess/ lunch playground withdrawal for student reflection	Faculty recess/lunch playground withdrawal provides a calm, structured space for students to reflect on their behaviour away from the stimulation of the playground. This strategy supports emotional regulation and accountability, helping students re-enter social settings with greater self-awareness and readiness to engage positively.	Students 7-12
Early intervention	Seating plan and furniture placement	This prevents opportunities for students to engage in distracted behaviour and provides for a settled and safe classroom environment.	Students 7-12
Early intervention	Time out card	This is issued by Head Teachers Wellbeing or Deputy Principals to support students if they need time out of the classroom for wellbeing and/or behavioural matters. Students are provided supervision by Head Teachers Wellbeing or Deputy Principals	Wellbeing Team, Students 7-12
Targeted intervention	SMART goals	A framework used to set objectives that are clear and actionable, with specific criteria for success.	Wellbeing Team, Students 7-12
Targeted intervention	Head Teacher counselling	Redirection of student behaviour and negotiated goals for behavioural matters.	Head Teachers, Students 7-12
Targeted intervention	Head Teachers Wellbeing/ Wellbeing Team referral	Engage and support students referred to the team with wellbeing concerns.	Wellbeing Team, Students 7-12
Targeted intervention	Targeted Wellbeing Programs	Targeted support that builds resilience, emotional literacy, and positive identity in students through peer connection and trusted adult guidance. These initiatives foster belonging and help students navigate adolescence with confidence, purpose, and stronger relationships. Further information on these programs can be found on Page 13.	Staff, Students 7-12
Targeted intervention	School Counsellor support	Support students with specific wellbeing and learning needs and provide counselling to students individually and in groups	Students 7-12

Care Continuum	Strategy or Program	Details	Audience
Targeted intervention	Careers Advisor support	Improve engagement in school and promote alternative pathways for education.	Students 7-12
Targeted intervention	Growth & Attainment Team referral and Personalised Learning and Support Plan (PLP) development	The Growth and Attainment team works with teachers, students and families to support students who require personalised learning and support.	Staff, Students 7-12, families
Targeted intervention	Home School Liaison Officer (HSLO)	Support for students and families with attendance concerns.	Students 7-9, families
Targeted intervention	Learning and Wellbeing Officer (LWO) & Support Teacher Transition	Providing specific advice to schools on personalised learning and support for students with additional learning or behaviour needs, and those at risk of disengaging.	Students 7-12
Targeted intervention	Student Support Officer (SSO)	Supports the implementation of the school's approach to wellbeing.	Students 7-12
Targeted intervention	Executive Management	The School Executive Team is available to assist with high-risk incidents and concerns. Actions may include engagement with additional school support, parent/carer meetings or engagement with external agencies. Parents are able to contact the Executive Team during school hours through the school office.	Staff, Students 7-12, Families
Targeted intervention	Deputy Principal Meeting and/or Behaviour Monitoring Card	Deputy Principal Meeting with parents and student to identify and support ongoing behaviours of concern.	Students 7-12
Individual intervention	Engagement with External Support Staff	Comprises non-school based roles such as behaviour specialists, network specialist facilitators, NDIS coordinators, Senior Psychologist Education and itinerant teachers.	Students 7-12 and families
Individual intervention	Guide to responding to serious online safety incidents	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 and families

Care Continuum	Strategy or Program	Details	Audience
Individual intervention	Trauma informed practice	Trauma Informed Practice is a strengths-based framework which is founded on five core principles – safety, trustworthiness, choice, collaboration and empowerment as well as respect for diversity.	Students 7-12
Individual intervention	Senior Psychologist Education (SPE)	The SPE coordinates and professionally supervises a team of school counsellors and school psychologists to deliver high quality psychological services to schools.	Students 7-12
Individual intervention	Network specialist	Provides specialised support to students with specific learning and behaviour challenges.	Students 7-12 and families
Individual intervention	In-school education reflection program	Students are supervised on school grounds with a specified education program but are not to attend regular classes or interact with peers.	Students 7-12 and families
Individual intervention	Suspension	The purpose of the suspension is to allow the school to implement appropriate support during the student's absence to address the student's complex and challenging behaviour or behaviours.	Students 7-12

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.

Chatswood 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 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
- during 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 inappropriate behaviour are managed by Teachers, Executive and Senior Executive according to the Behaviour Management Process. Staff use their professional judgement in deciding whether a behaviour needs to be escalated immediately. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others. The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) should be used to prevent and respond to behaviours of concern.

Teacher managed: Classroom Teacher – Low level inappropriate behaviour is managed by teachers in the classroom and the playground.

Executive managed: Head Teacher – Behaviour of concern is managed by the School Executive.

Senior Executive managed: Deputy Principal/Principal – Serious behaviour of concern is managed by the Senior Executive.

Corrective responses by teachers may include:

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

Reporting and recording behaviours of concern

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

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

Detention, reflection and restorative practices

To ensure the safety and wellbeing of all students and staff, as well as provide an educational environment where all students can achieve and succeed, it is essential that behaviour is managed appropriately.

Seclusion is the sole confinement of a child or young person in a setting from which they are physically unable to leave, or reasonably believe that they cannot leave, for any length of time and where there is no supervision. Seclusion is not permitted and will not be used in the management of behaviour except in response to an emergency or crisis where there is an immediate risk of harm to a student, staff member or other students. At times, it may be necessary to apply fair, reasonable and proportionate disciplinary strategies, such as detention and/or reflection, to address inappropriate student behaviour. Such strategies should enable the school to provide timely support to students to assist them to achieve the desired behaviour, to reflect on their behaviour and make positive choices.

Lunch Detention

- May be coordinated by a Classroom Teacher, Head Teacher, Deputy Principal or the Principal.
- Detentions may only be issued for half of a lunch break (20 mins) or Recess (10mins). This allows time for students to access toilets, eat food and rest before their next lesson.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Alternate break plan – withdrawal from playground during breaks and relocation to office/classroom for supervised break time 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	Teacher or school executive	Behaviour/ wellbeing system
Restorative practice – <u>peer mediation</u> , <u>circles</u> or restorative conversations in groups	Scheduled as soon as all involved are available	Year Advisor/ HT Wellbeing/ SSO	Behaviour/ wellbeing system

Restorative Practice

Informal restorative practices are simple, low-key ways educators and other school staff can influence a positive environment. This can include strategies such as using 'I' statements to communicate feelings and putting the focus on how one person or one group can be impacted by the behaviour of others. The focus is on the behaviour, not the person. Questions can also be used to encourage the person who caused the harm to stop and reflect on who was affected and how they were affected. Other informal practices include proactive engagement with students and families, mentoring relationships, community service, and lunchtime table talks.

[Restorative practice fact sheet](#)

Building Inclusion - Addressing and preventing racism, sexism, homophobia and other anti-social behaviours

Chatswood High School strives to provide a safe, inclusive and welcoming learning environment for all students. We create a supportive culture that values mental health, zero tolerance for harmful behaviour and encourages both students and staff to seek help when needed.

Harmful behaviours encompass a range of actions, attitudes, or patterns of conduct that can negatively impact individuals' mental, emotional and physical wellbeing in the workplace. These behaviours may include violence, aggression, bullying, harassment, discrimination, intimidation and other forms of mistreatment that create hostile or distressing environments. Gender-based harmful behaviours occur when conduct is directed at or affects a person because of their gender, sex or sexuality, or because they do not adhere to traditional gender roles. Examples include sexual harassment, gender harassment and other forms of discrimination.

As noted in the Anti-Bullying Plan, negative behaviours do occasionally occur between students in our school and all negative behaviours that come to the attention of school staff are managed in accordance with our School Behaviour Support and Management Plan (this document).

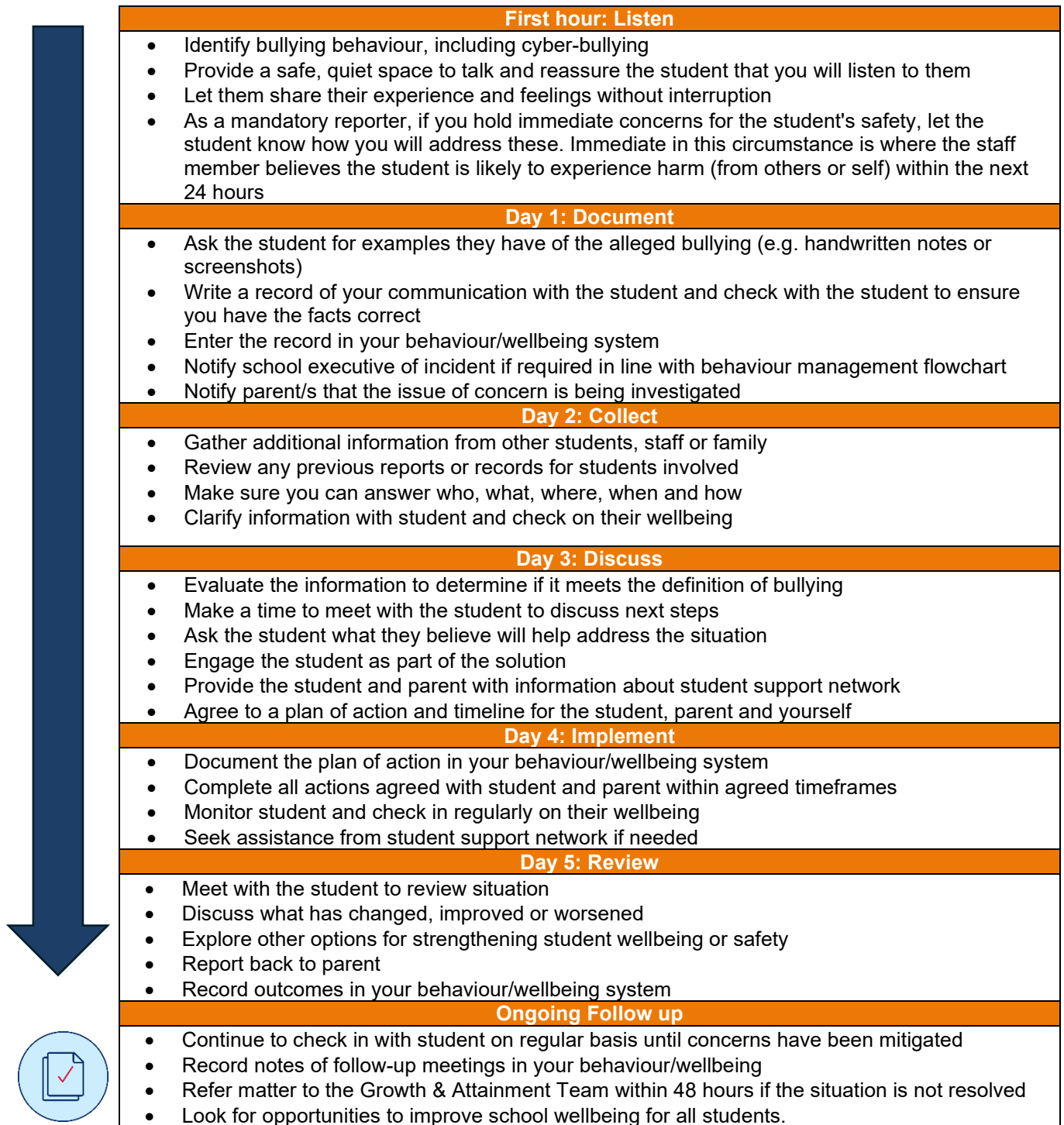
Discrimination in any form is unacceptable at Chatswood High School. We are guided by the NSW Department of Education [Anti-Racism Policy](#) at all times. We employ multiple layers of support to foster and strengthen a culture of inclusivity and combat discrimination.

These measures include:

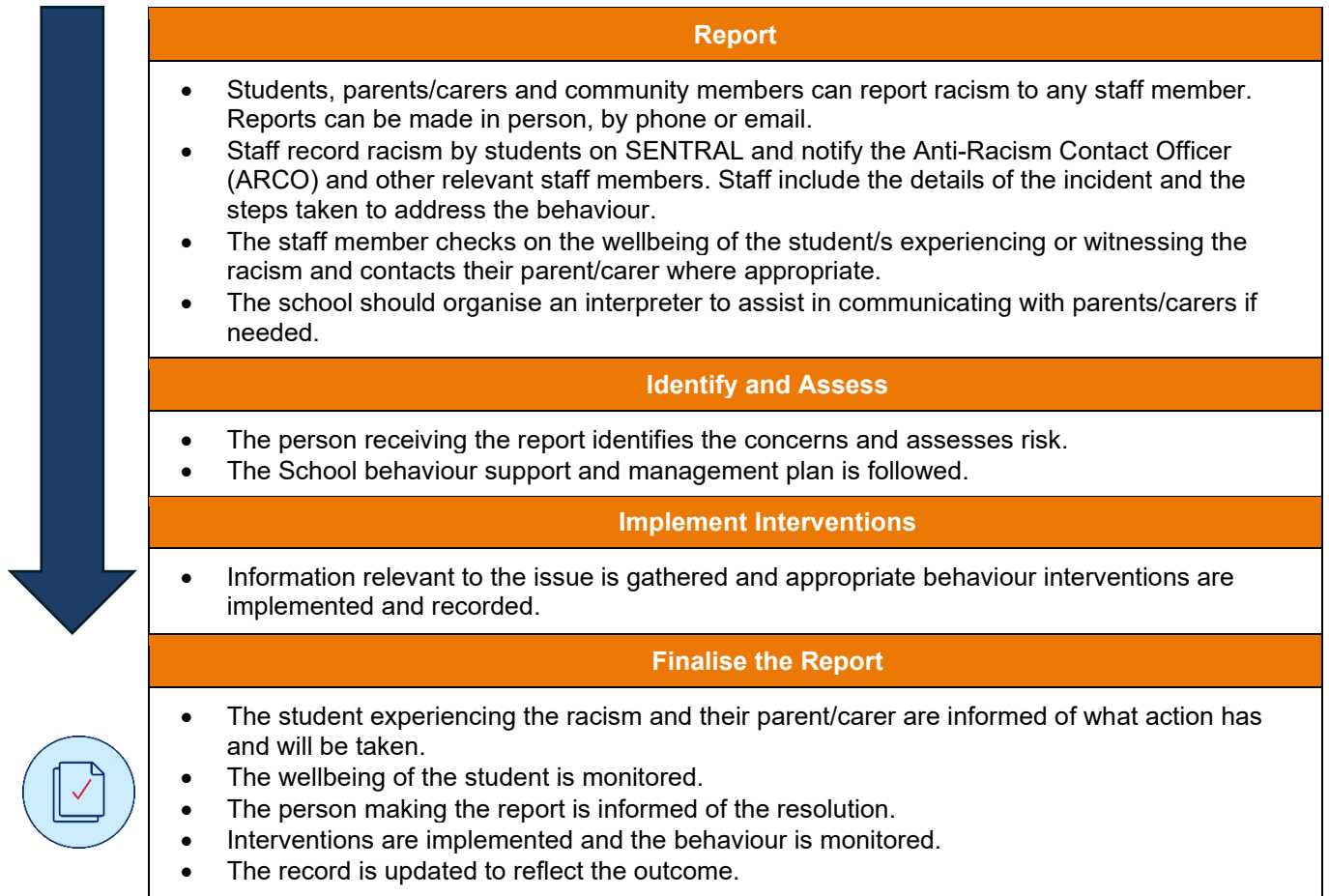
- ARCOs - We have two Anti-Racism Contact Officers, who are teachers that support students who have experienced racism (and other forms of negative behaviours) or have exhibited these behaviours and need support to change their behaviour.
- Police Youth Engagement Officer and talks from external agencies
- Small-group programs, including Wellbeing/ARCO designed programs, SSO facilitated programs, and other interventions
- Access to religious and cultural support groups, where requested
- Support for students who identify as members or allies of the LGBTQIA+ community
- Individualised support including parents and external agencies where required

Bullying Response Flowchart

The following flowchart explains the actions Chatswood 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. While this plan provides structure, consistency, and shared understanding, each incident may require a tailored response guided by our professional judgement, commitment to equity, and deep care for student wellbeing to ensure the most effective and restorative outcomes.



Management of Racism Flowchart



Merit System

The purpose of our Merit System is to recognise and reward students for their outstanding commitment and involvement at Chatswood High School across a broad spectrum of curricular and extracurricular activities. The system aims to identify and acknowledge students who uphold the school values.



Anti-Bullying Plan

Preventing and Responding to Bullying:

This section of our SBSMP aims to establish understanding of the CHS Anti-Bullying Plan and includes current strategies being utilised in our school to help prevent, reduce and respond to bullying in the school community. It is informed by Department of Education research, policy and frameworks including both the Australian and NSW Student Wellbeing Frameworks.

According to the Department of Education, bullying is defined as:

"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 happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records). Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying."

Bullying can also be classified as overt (easy to see and detect) or covert (hidden or subtle). This document aims to offer guidance on how CHS as a community detects and responds to incidents of bullying.

Understanding bullying

Chatswood High School Anti-Bullying Plan

Chatswood High School is committed to providing an educational environment in which students feel valued and secure. Students, teachers, parents, carers and members of the school community are a committed school body who reviews, implements, evaluates and communicates the school's anti-bullying plan through meetings, newsletters and committees, i.e. P&C, Wellbeing Team, staff meetings, SRC, peer support.

Chatswood High School adopts a whole school approach to safety and wellbeing, underpinned by the National Safe Schools Framework, implementing the nine elements of effective practice to counter harassment, violence and bullying:

1. Leadership commitment to a safe school
2. A supportive and connected school culture
3. Policies and procedures
4. Professional learning
5. Positive behaviour management
6. Engagement, skill development and safe school curriculum
7. A focus on student wellbeing and student ownership
8. Early intervention and targeted support
9. Partnerships with families and the community

Statement of purpose

At Chatswood High School we value and show tolerance of others in a safe and supportive environment. Our educational environment aims to strengthen the existing culture of respect towards each other by encouraging personal and collective responsibility in our community regarding behaviour and personal achievement. We foster positive relationships through our strong student welfare programs. Our anti-bullying plan aims to deal effectively with and prevent incidences of bullying within the whole school community.

There are three key features of bullying:

1. It involves a misuse of power in a relationship
2. It is intentional, ongoing and repeated.
3. It involves behaviours that can cause harm.

The Four Types of Bullying			
Physical examples include hitting, pushing, shoving or intimidating or otherwise physically hurting another person, damaging or stealing their belongings. It includes threats of violence.	Verbal / written examples include name-calling or insulting someone about an attribute, quality or personal characteristic.	Social (sometimes called relational or emotional bullying) examples include deliberately excluding someone, spreading rumours, and sharing information that will have a harmful effect on the other person and/or damaging a person's social reputation or social acceptance.	Cyberbullying includes any form of bullying behaviour that occurs online or via a mobile device. It can be verbal or written, and can include threats of violence as well as images, videos and/or audio.

Cyberbullying is a complex social issue which affects a significant amount of the population in Australia and the world.

Types of Cyberbullying Behaviour

1. Flaming –heated exchange
2. Harassing and threatening messages such as “text wars”
3. Denigration – sending nasty SMS, pictures or prank phone calls, “Slam Books” (websites or negative lists)
4. Impersonation – Using a person's screen name or password e.g. message to hate group with personal details
5. Outing or Trickery- sharing private personal information, messages, pictures with others
6. Ostracism – Intentionally excluding others from an online group
7. Sexting – Sharing explicit material

Bullying is not accepted at Chatswood High School, and a range of behaviour management strategies will be used to address this issue.

School Community Responsibilities

The safety and well-being of students is a shared responsibility, involving students, parents, carers and teachers, including the prevention and response to bullying behaviour where...

Staff will:

- Model appropriate behaviour at all times;
- Monitor and track incidences of bullying and respond in an appropriate and timely manner according to the anti-bullying plan and student welfare policy;
- Communicate any bullying behaviour to their supervisor;
- Implement school programs which promote positive relationships that incorporate strategies to deal with bullying;
- Teach students skills and strategies to deal with bullying in line with the school's student welfare and behaviour policies;
- Provide curriculum that supports students to develop an understanding of bullying and its impact;
- Communicate bullying incidences with parents;
- Create a culture where it is acceptable and encouraged to report incidents.

All staff have the absolute 'Duty of Care' responsibility to all students at all times.

Students will:

- Behave appropriately at all times - they should ensure their behaviour does not intimidate, harass, or harm others
- Show consideration and respect, supporting others;
- Take action by intervening and stopping such behaviour if safe to do so. This may involve being assertive and telling the bully that they don't like the behaviour, how it makes them feel and that they must tell a teacher about it if the person continues;
- Promptly report any incidents of bullying to school staff to address the issue effectively;
- Report any cyber-bullying to their parent/teacher/friends.

As responsible digital citizens, they should also protect their personal information by never sharing passwords, private details, or access codes with others.

Parents and carers will:

- Be aware of and support the school's anti-bullying plan and student welfare policy;
- Take an active role in their child's school life and watch for signs that their child may be being bullied;
- Encourage their child to adopt learnt strategies to identify and address bullying;
- Encourage their child to 'tell' a teacher if they are bullied;
- Inform the school if any bullying is suspected;
- Support their child in being a responsible citizen and to develop responsible online behaviour.
- Understand that most cyberbullying incidents happen at home
- Access the necessary resources to help early intervention of bullying and cyberbullying

Prevention

Bullying prevention strategies and programs are implemented across the school, embedding anti-bullying messages across the curriculum and grades.

Negative behaviours are managed in accordance with our Behaviour Support and Management Plan and where appropriate the Anti-Bullying Plan. In accordance to the Australian Student Wellbeing Framework, CHS employs a whole school approach that incorporates the five elements of Leadership, Inclusion, Student Voice, Partnerships and Support. For example,

Whole School:

- Wellbeing Team leads student programs to provide additional support. Specifically, Year 7 Wellbeing periods, the Year 12 Mentoring program and Peer Support that provides support and role modelling of ideal behaviour and building peer relationships.
- Targeted wellbeing programs including the Raise Mentoring Program, Top Blokes and the Self-Empowerment & Essential Development Program.
- Additionally, whole-grade education occurs throughout the year, provided by Chatswood High School's external partnerships to further promote inclusion, encourage the use of student voice and raise awareness of support available for victims of bullying. These include:
 - Backflips against Bullying (Years 7 & 8)
 - HeadSpace Presentation (Years 7 & 8)
 - Police Youth Engagement Officer (Years 7 & 8)
 - Optus Digital Thumbprint (Year 8)
 - Consent Labs (Years 9 & 10)
- The promotion of student voice including:
 - Student Representative Council (SRC) and Leadership Team that meet regularly to discuss the school's culture, wellbeing and improvement programs.
 - Year Captains' collaboration with year groups to create strong connections between Stages.
- Specific support is made available for both perpetrators and victims to learn to modify their behaviours and coping skills. For example, mediation, student interviews with Year Advisor, Head Teachers Wellbeing and/or Student Support Officer (SSO), counsellor support and/or referral to external support agencies including HeadSpace and KYDS may be used.
- Ongoing partnership with parents/carers and the wider community to report and eliminate bullying behaviour
- Reinforcement of school values, Respect, Responsibility and Achievement
- Anti-bullying plan is made available on the school's website
- Participation in Anti-Bullying Week (Bullying No Way) activities
- Promotion of help-seeking behaviours including;
 - Regular opportunity for wellbeing check-ins via online forms and Google Classroom.

Classrooms:

- School rules and values displayed, explicitly taught and reinforced
- Stage 4 PDHPE curriculum program that include the teaching of the skills, language to use and understanding that will lead to the elimination of bullying behaviour
- Students encouraged to report all incidents of bullying to teachers and/or Year Advisors
- Explicit teaching and modelling of positive behaviours that reflect school expectations and values

Community:

- P&C led initiatives to promote a positive school culture
- Distribution of the school newsletter to inform parents/carers of current school initiatives and helpful information around the elimination and/or identification of bullying

As necessary, responsive strategies are also employed to help address and respond to incidents of bullying promptly and effectively so that harmful behaviours and their consequences can be reduced. For example, direct warnings, sanctions including removal from class, parent contact, student interviews with the Deputy Principal and/or the Principal, behaviour management plans and, in persistent or serious cases, suspensions.

Involvement of Specialist Staff:

As previously mentioned, staff members work actively to implement the SBSMP which includes the Anti-Bullying Plan. Non-teaching staff are key participants in these efforts, including:

- CHS Student Support Officer (SSO) who is integral in providing support and facilitating partnerships with relevant service providers. Specifically, promoting whole school awareness and involvement in anti-bullying events like Bullying No Way week. Our SSO also works directly with students involved in incidents of bullying by providing education and support services related to conflict, anger management, respectful relationships and responsible decision-making, incorporating cognitive behavioural theories and social learning theories to support students in enhancing their perceptions of self and changing negative behaviours. On a broader scale, Chatswood High School's SSO helps facilitate whole-grade programs, which allow students to interact with key values of respect and responsibility in a variety of real-world contexts.
- Counsellors at CHS collaborate with Year Advisors, Head Teachers Wellbeing and Deputy Principals to support in the mediation and resolution of incidents of bullying. Both victims and perpetrators are provided opportunities for one-on-one counselling to help support in the aftermath of bullying events. In addition, counsellors are on hand to provide expert advice to parents and teachers as needed, often attending parent meetings.

Early Intervention

Early intervention strategies and programs are implemented for students who are identified at or after enrolment as having previously experienced bullying or engaged in bullying behaviour. Such implementations include the support and insight of several people and teams including:

- Parent and carers
- Classroom teachers
- Year Advisors
- Specialist staff
- Wellbeing Team
- Staff executive team
- External agencies

The collaboration of such specialised groups may see:

- A referral to the Wellbeing Team
- A referral to the school counsellor
- The development and rehearsal of social stories and strategies for teaching and coaching practice through role play and scenarios
- The development and implementation of action plans
- Inclusion in targeted group programs to address anti-social behaviours
- Police Youth Engagement education and counselling around cyberbullying

Response

Incidences of bullying may be reported to any teacher, Year Advisor/s, Deputy Principal or Principal by students and/or parents. Any bullying incidences reported will be investigated and recorded. Behaviour management strategies will be implemented as outlined in DoE's Behaviour Code for Students, the school's student wellbeing and, if necessary, suspension procedures. Subsequently, the following procedures will apply:

Responding to Reported Incidence of Bullying

- Children involved should speak with their teacher, Year Advisor/s, Deputy Principal or Principal about the incident.
- Allegations are investigated
- If clearly substantiated, and depending on the nature of the incident, the student's parents will be contacted and a warning given of the consequences for further incidences.
 - If it is noted that a student is repeatedly perpetrating bullying behaviours, a behaviour management plan will be developed for him/her in consultation with his/her parents to hopefully modify behaviour and reduce risk to other students.
- In the case of cyber-bullying initiated through school accounts, the student may have their DoE account blocked for a period determined by the Principal with subsequent consequences for this behaviour determined in line with the school's discipline policy.
- Inform other staff of the incident.
- Monitor the behaviour of the students involved.
- If aggression is repeated, the Deputy Principal and/or Principal will meet with the student's parents.

- If bullying behaviour does not stop, student may be suspended as per the DoE policy.
- Victims of bullying will have access to the School Counsellor for support if the need exists or the student and/or parent/carer so requests it.

Reporting Instances of Cyber-bullying

If students are being harassed online, they are encouraged to take the following actions immediately:

- Report to eSafety Commissioner and follow their advice for reporting serious incidents of cyber bullying:
 1. Collect evidence including screenshots
 2. Report directly to the online service – if they don't respond report to eSafety.gov.au
 3. Prevent further contact – use settings to ignore, mute or block the other person and review your privacy settings.
 4. Get more help – talk to a trusted adult or counsellor
- Tell an adult they trust. This can be a teacher, parent, older sibling or grandparent.
- Report incidents to the school. Any incident of bullying occurring at school or between members of the CHS community should be reported to the school via 02 9419 3611 and/or chatswood-h.school@det.nsw.edu.au . Contact should be made with the relevant Deputy Principal as a first response.
- Report to police. If the bullying includes physical threats, tell the police. Most online behaviour can be traced and it is a criminal offence to use a mobile phone or any form of communication to menace, harass or offend another person.

Advice to Parents:

If your child tells you they are being bullied, the following ideas may help:

1. Listen calmly and get the full story:

Encourage your child to talk about what happened. Tell your child that reporting the bullying is okay. Listen carefully. After they've told you about it, ask questions to get more details if you need to: *who, what, where, when*.

2. Reassure your child:

Many children blame themselves and this may make them feel even worse. Say things like, *'That sounds really hard to deal with', 'I'm so glad you told me'* or *'You should feel safe at school.'*

Ask your child what they want to do and what they want you to do. It is important that you help your child to find their own solution as this will help them feel that they have some control over the situation. Your child may be reluctant for you to speak to school staff. Discuss the idea and reassure them that the school would want to know and is able to help. Make an appointment to meet with your child's Deputy Principal. Contact the school immediately if you have a concern about your child's safety.

3. Contact school:

Work with the school to resolve the issue by establishing a plan for how the current situation, as well as any future bullying will be addressed. The school's counsellor is also available for support if required. Keep a record of the school meeting and ways in which you will work together to resolve the issue. If the bullying continues or increases, contact the school. Working together with the school is the best way to help resolve bullying issues. It's important to know that schools must follow privacy laws and may not be able to tell you everything about any other children involved. These laws also keep you and your child's information private too.

4. Discuss and practise strategies to respond to bullying:

Many children and young people want to try to deal with the bullying themselves in the first instance.

The strategies below may be useful if your child feels safe using these ideas:

- a. Ignoring the person doing the bullying and tell a teacher.
- b. Telling them to stop and then walking away.
- c. Pretending you don't care; act unimpressed or not bothered.
- d. Moving to somewhere safe.

Practice with your child at home so they can use the strategies in situations they find difficult. Give feedback on whether they are getting their message across assertively. Practising at home can help your child feel more confident about trying the strategies at school.

Evaluating the Anti-Bullying Plan:

The plan and strategies put into place will be evaluated on an ongoing basis. They will also be adapted according to the needs of the school community.

- Chatswood High School teaching and executive staff will be asked to review and evaluate the Plan.
- Students will be expected to reflect on the efficacy of anti-bullying approaches at Chatswood High School in Year Meetings at least once a year with additional consultation occurring on an as-need basis.
- The P&C will also be consulted on their perceptions of the quality of the Chatswood High School Anti-Bullying Plan.

Additional Information and Contacts

Kids Helpline

- Ph: 1800 55 1800 (free call)
- Website: <https://kidshelpline.com.au>

Parent line – NSW

- Ph: 1300 1300 52
- Website: www.parentline.org.au

Office of the Children's eSafety

Commissioner

- Ph: 1800 880 176
- Email: enquiries@esafety.gov.au
- Website: <https://esafety.gov.au>

Headspace

- Ph: 1800 650 890
- Website: <https://www.eheadspace.org.au/>

Be Deadly Online

- Indigenous Student Supper Safety Support
- Website: <https://www.esafety.gov.au/education>

Bullying No Way

- Website: www.bullyingnoway.gov.au

Cyber Smart

- Website: www.cybersmart.gov.au

National Centre Against Bullying

- Website: www.ncab.org.au

Helpful Links

- [Anti-bullying interventions in schools- what works?](#)
- [eSafety: Guide to responding to serious online safety incidents](#)
- [eSafety: Quick reference guides for responding to online safety incidents](#)
- [Spotlight on cyberbullying](#)

School Executive Staff

Mr. Robin Chand – Principal

Mr. Hunter Ashton – Deputy Principal Years 7 & 11

Ms Lauren Mckinnon – Deputy Principal (Relieving) Years 8 & 10

Ms Liliana Maggio – Deputy Principal (Relieving) Year 9 & 12

School Contact Information

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Review dates

Last review: Term 4, 2025

Next review: Term 4, 2026