



# SCHOOL BEHAVIOUR SUPPORT AND MANAGEMENT PLAN

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2025

## NSW Department of Education

# School Behaviour Support and Management Plan

### Overview

Casula High School is committed to the principals of positive behaviour and supporting all students to be engaged in their learning. We strive to develop the capacity within our students to respond to the explicit teaching and modelling of behavioural expectations.

We aim to develop citizens of our world who can thrive and participate positively within our society. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop students that represent our core values of safety, being respectful, having high expectations, focusing on achievement and demonstrate values of respect.

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. We are committed to providing resources for students to access to report concerns and seek support.

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

- Positive behaviour interventions and SHARP expectations, including
  - Safety
  - High Expectations
  - Achievement
  - Respect
  - Prepared
- Our tiered response to behavioural concerns
- Our integration of a planned approach to wellbeing needs of students.

These programs prioritise clarity in expectations and the development of an explicit understanding of these in a variety of settings. We balance this with the provision of support and opportunities to engage in a range of targeted wellbeing initiatives.

The development of appropriate, positive and safe relationships is a critical element of our whole school approach to working with students. We integrate restorative practice and reflection into our responses to foster an environment that can respond to wrongdoing but focus on establishing positive relationships.

## Partnership with parents and carers

Casula 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 through school surveys, consulting with the schools Community Cafe and local AECG
- Using concerns raised through complaints procedures to review school systems, data and practices

Casula High School will communicate these expectations to parents/carers through the school newsletter, website and provide links to information and resources upon request.

## School-wide expectations and rules

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

Expectation - Safety	Expectation – High Expectations	Expectation - Achievement
Follow school and class rules and follow the directions of your teachers.	Show concern and support for others.	Be responsible for your learning.
Model and follow school and class rules and expectations around behaviour and conduct.	Strive for the highest standards in learning.	Strive to achieve your best in all school activities.
Be aware of and take responsibility for how your behaviour and actions impact others.	Demonstrate leadership.	Consistently apply yourself to learning tasks in the classroom and assessments.
Be safe and help others to make safe choices that do not hurt themselves or others.	Fully participate in learning.	Develop positive and respectful relationships with staff, students and the wider community.

Expectation - Respect	Expectation - Prepared
Act in a courteous and respectful way that makes all members of the school community feel valued, included and supported.	Arrive at school and class on time.
Resolve conflict respectfully, calmly and fairly.	Attend school every day (unless legally excused).
Take care with school property and the property of staff and other students.	Bringing correct equipment and be prepared for every lesson.
Value the interests, ability and culture of others and respect the learning needs of other students.	Mobile phones off and stored in pouch.
	Aspire and strive to achieve the highest standards of learning.

## 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](#).

## 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

Care Continuum	Strategy or Program	Details	Audience
Prevention	Social and Emotional Learning (SEL) Programs	SEL programs provide explicit instruction in social and emotional skills that promote positive behaviours and mental health. Eg, Spire, Biteback.	Wellbeing Team, Students
	PBIS (Positive Behaviour Interventions and Supports)	A proactive approach to behaviour management that involves teaching and modelling positive behaviours, setting clear expectations, and providing support to students.	All students
	Whole School food / Wellbeing Program	Initiatives focusing on nutrition, mindfulness, and overall wellbeing through Breakfast Club and recess and lunch food support.	Wellbeing Team, Students
	Camp/Wellbeing days	Engaging students in physical activities like hiking, camping, and adventure-based learning	Wellbeing Team, Students

		to foster resilience, teamwork, and mental wellbeing.	
	Fearless Fitness	Providing structured, supervised activities to encourage positive peer interactions.	PDHPE staff, Students
	Board Games	Clubs and activities based on student interests to help them build friendships, develop hobbies, and engage positively during break times.	Wellbeing Team, Students
	Diversity programs Pasifika NRL S2W Tutor Squads South Cares Pathways to Dreaming	Cultural programs that cater for the diversity of school communities and meet the educational and welfare needs of students and their families and wider community.	Aboriginal Education Team, Wellbeing Team
	Homework Centre	Engaging students in a quiet environment equipped with the latest technology and teacher support in order to best support their educational needs.	Wellbeing Team, Students
	PDHPE curriculum	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	PDHPE staff, Students Year 7-10
	Communication with parents/ Community Cafe	To increase parent's understanding of how our school addresses all forms of behaviour.	Staff, students, families
	Transition Year 6 into 7	Focusing on a safe and successful movement from primary to high school.	Wellbeing Team, Incoming Year 7 students
	My Strengths	A strengths-based intervention program with a focus on building self-awareness and emotional intelligence for students.	Wellbeing Team, Students
	Study without Stress	The program equips students with the tools in approaching and overcoming the stress associated with exams in the final high school years.	Wellbeing Team, Students in Year 11 and 12
	Attendance monitoring	Address barriers to improve attendance and set growth goals.	DPs, Attendance Team, Wellbeing Team, students
<b>Early Intervention</b>	Calm Down Cards	Individualised plans that outline specific learning goals, strategies, and accommodations to help students regulate, re-engage, and succeed academically.	SSOs, Students who need additional behavioural and learning support
	Family Engagement	Regular communication with parents/carers, providing resources for families to access in the community for home	Staff, Students needing additional support, in

			partnership with their families
	Small Group tutoring	A multi-tiered framework identifying students struggling academically or behaviourally and providing targeted interventions, including small group instruction and progress monitoring.	LST staff, Students identified as needing additional support
	Student Support Officer	Supports the implementation of the school's approach to wellbeing.	SSO's, Students
<b>Targeted intervention</b>	Top Blokes Program ASPIRE Sports Ability	Small group program for students, focusing on resilience, empathy, and respect. The program mentors students and builds their decision-making and critical-thinking skills over 3 to 6 months.	Wellbeing Team, Students identified as needing social-emotional support
	SPIRE	A small group program for female students aimed at increasing wellbeing and self-esteem through positive relationship-building and addressing issues such as bullying.	Wellbeing team, Female students identified as needing social-emotional support
	Mediation	Wellbeing team helps resolve conflicts among peers, promoting a positive school climate / conflict resolution and problem-solving skills.	Wellbeing team, All students
	Street University Programs	Weekly sessions focusing on music creation and multimedia, helping students express their creativity and build confidence, offering an alternate way to engage with education.	Wellbeing Team, Students identified as needing an alternative method to engage in education
	Anglicare - On Track	Provides disengaged students with work-related skills through different work-experience settings, preparing them for life after school and aiding their transition into the workforce.	Wellbeing Team, Students preparing for the transition from school to work
	Leadership programs	These include Student Representative Council and young leaders program.	Wellbeing Team, SRC Co-Ordinators, Students
	Learning and Support / Secondary studies/ Wellbeing team	The LST works with teachers, students and families to support students who require personalised learning and support.	LST Staff, individual students Year 7-12, families
<b>Individual Intervention</b>	Individual Social and Emotional Learning	One-on-one support focusing on teaching students skills to navigate their social and emotional environments effectively, including self-regulation, building positive relationships, and making responsible decisions.  These interventions are designed to enhance learning outcomes by addressing wellbeing.	Wellbeing Team, Students requiring intensive support to develop social and emotional competencies

	The Salvation Army - Hampers	The Salvation army provides food hampers and other essentials to students and their families who are experiencing financial hardship. This program aims to reduce food insecurity and ensure that students' basic needs are met, allowing them to focus on learning and personal growth.	Wellbeing Team, Students and families in financial hardship, or in need.
	Access to School Counselling	Provides mental health support and counselling services for students facing academic, social, emotional, or family issues, helping them manage their challenges and improve their wellbeing.	Counselors, Students requiring support
	Referral to External Agencies	Refers students and their families to external resources for additional support beyond what the school can provide, ensuring a comprehensive support network.	Counselors, Students and families needing specialised support beyond the school's resources
	Modified Enrolment Programs	Provides flexible enrolment options, including part-time or adjusted schedules for students struggling with full-time attendance. This program supports students in reintegrating into school gradually and offers ongoing behavioural and academic interventions during the transition.	DPs, Wellbeing Team, LST staff, Students needing modified attendance due to behavioural or wellbeing issues
	Therapeutic Programs EALD - STARRTS	Creative and therapeutic interventions, such as art or music therapy, provide students with an alternative way to express their emotions and build coping mechanisms. These programs are especially useful for students dealing with trauma or emotional challenges.	Wellbeing Team, International Coordinator, Students requiring therapeutic support to manage trauma
	Individual behaviour support planning	This may include developing, implementing monitoring and reviewing: behaviour support, behaviour response and risk management plans.	LaST, HT Wellbeing, DPs, Students, parent/carer,

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

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

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. See Appendix 1.

- **Teacher managed** – low level inappropriate behaviour is managed by teachers in the classroom and the playground.



- **Executive managed** – behaviour of concern is managed by school executive.

Corrective responses by teachers may include:

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

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour are teacher-managed.	Targeted/Individualised Responses to behaviours of concern are executive managed
1. 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 using SHARP awards, Merit awards and other acknowledgements.	1. Refer to school-wide expectations.	1. Contact office to seek help from HT/DP straight away if there is a risk. Otherwise notify Executive ASAP and before the end of the school day.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour. SHARP values are taught and acknowledged within school.	2. Use indirect responses e.g. Proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	2. HT/DP/CT to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirecting to another area or activity, providing reassurance or offering choices.
3. Tangible reinforcers include those that are: free and frequent, moderate and intermittent, significant and infrequent. Merit awards and other rewards are recorded using Sentral.	3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before a low-level consequence is applied.	3. HT/DP collects information and reviews the incident from multiple perspectives to determine the next steps. HT/DP/CT to record incident on Behaviour / wellbeing ITD system, Sentral, and contact parent/carer. DP/P may consider further action for e.g. formal caution/suspension.
	4. Teacher records on Behaviour / wellbeing system, Sentral. Monitor and inform the family if	4. Refer to the school's Learning Support Team considering current and



	repeated. For some incidents, a referral is made to Welfare Team, ARCO or similar school supports.	previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Parents are invited to attend Presentation Evening. Student awards for positive behaviour are given at semesterly year group assemblies.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.	Parent/carer contact is made by HT/DP/P to discuss any support and behaviour responses, including referral to the LST school counsellor, outside agencies or Team Around a School.

## Responses to serious behaviours of concern

Casula High School adopts a structured and proactive approach to managing serious behaviours of concern, prioritising the safety and wellbeing of all students and staff. Our response process includes the following steps:

- Incident Management:
  - De-escalation: Staff are to work to ensure that safety of all students is prioritised. Staff will work collaboratively to ensure situations are managed appropriately.
  - Assessment and support: Students to be offered support to calm and deescalate and regain composure. This may involve removing the student from the situation to a safe, supervised area for reflection and calming.
  - Involve executive staff: Where the behaviour poses a significant risk, executive staff are informed to assist in managing the incident.
  - Emergency Management Plan: Where required the school will enact the school emergency management plan, including lock-down, evacuation or lock out procedures.
- Communication:
  - Document the incident: All serious incidents are documented in Sentral, including details of the behaviour, interventions used and outcomes.
  - Inform parents/carers: Parents/carers are promptly informed of the incident and the school's response.
- Intervention:
  - Development of support plans: Develop and implement a support plan tailored to the student's needs, outlining strategies to prevent recurrence.
  - Restorative and reflection Practices: Utilise restorative and reflection practices to address the impact of the behaviour, repair harm, and develop strategies for future positive behaviour.
- External Support and referral:

- School Counselling and External Agencies: Provide access to school counselling services and refer to external agencies if necessary for additional support.
- Modified Enrolment or Learning Environment: In some cases, adjust the students school day or learning environment to support their needs.
- Liaise with Team Around a School for additional support or advice.
- Compliance:
  - Follow the NSW Department of Education Student Behaviour Policy and Suspension and Expulsion Procedures in all responses.
- Review and follow-up:
  - Monitor progress: Regularly review the student's progress and adjust support plans as needed.
  - Family Engagement: Engage with the student's family to ensure a consistent approach to behaviour support at school and home.

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 policy](#); [Incident Notification and Response Procedures](#); [Student Behaviour policy](#) and [Suspension and expulsion procedures](#)

Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](#) and reporting links for most sites, games and apps can be found at the [eSafety](#) Guide.

### **Detention, reflection and restorative practices**

Toilet and food breaks are always included when students are withdrawn from the playground as a planned response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection- these are strategies to help students take responsibility for their actions, promoting positive behaviour and effective learning. Examples include structured reflection forms, behaviour contracts and informal reflection conversations and discussions	In response to behaviours of concern	All staff	Wellbeing ITD module
Restorative practice- these strategies aim to repair relationships between impacted parties. Focusing on help to develop an understanding of the impact of behaviours is critical. Examples include mediation and restorative conversations	Scheduled when all involved as available	Wellbeing staff, Faculty and School Executive and teachers	Wellbeing ITD module
Alternate break plan- withdrawal from playground during breaks and re-allocation to designated space following breach in behavioural expectations. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices	Up to 20 minutes during an Identified break period	All staff	Wellbeing ITD module

## Review dates

Last review date: 16/12/24

Next review date: 16/12/25

## Appendix 1: Behaviour management flowchart



