

## School Behaviour Support and Management Plan



### Casino High School

#### Overview

Casino High School aims to enhance the development of our students as confident and creative individuals equipping them to become informed citizens and lifelong learners. All students will have the opportunity to achieve excellence through engaged, active learning within a safe and inclusive school environment.

#### Partnership with parents and carers

Casino High School is committed to working with parents and carers in the development of socially acceptable behaviour by students to ensure a positive learning environment. This behaviour will allow students to develop the learning skills required for success in life.

Parents and carers are responsible for ensuring their children attend school. They share in the responsibility of shaping their children's understanding and attitudes about acceptable behaviour.

This School Behaviour and Support Plan aims to help each student to do well at school and to become self-disciplined and self-directed learners.

Parents and carers are expected to support the school in the application of this plan.

#### School-wide expectations and rules

The values of Casino High School clearly state that all members of the school community want our school to be inclusive of all students and to have a supportive, caring and stimulating learning environment so that all students can reach their potential. For this to occur our students must have clear boundaries, a deep understanding of community expectations and a fair student behaviour system that encourages them to be good citizens and accept responsibility for their own learning.

We expect our students to conduct themselves in a manner that allows all members of the Casino High School Community to:

- R – be Respectful
- I – be Inclusive
- S – be Safe
- E – put in Effort

Only then can we truly be learners.

The expected standards of responsible behaviour apply in the classroom and playground, on the way to sport, while travelling to and from school and at all school activities either outside of school grounds or outside of school hours.

## 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

Casino High School has adopted some significant whole school approaches to behaviour management and support including Positive Behaviour for Learning (PBL), trauma-informed practices, restorative practice and the principles of inclusive practice. As a school we also have a strong and informed approach to addressing bullying.

Care Continuum	Strategy or Program	Details	Audience
<b>Prevention</b>	Positive Behaviour for Learning	Agreed values reinforced across the school about being respectful, inclusive, safe and applying effort to all we do.	All Staff
	Trauma Informed Practice	Staff have been trained and will be supported with ongoing training in Trauma Informed Practice	All Welfare Staff
	Student/Staff Relationship Building	Our new School Excellence Plan will place a strong emphasis on student and staff relationship building and rapport. This supports out school in preventing incidents before they occur but also support us in resolving those that arise.	All Staff
	Stepped Care Model	Staff understand the levels of intervention and care that should be provided in each situation including Year Advisors, Head Teachers, Wellbeing staff, Student Support Officer, School Counsellors and Deputy Principals.	Learning and Support Team
	Community Connection	Strong connections with community through parent/teacher relationships, P&C and an active and involved AECG	All staff
<b>Early intervention</b>	Restorative Practice	All staff have been supported with Restorative Practice training and our new School Excellence Plan features Restorative Practice throughout. This aims to resolve conflict that may arise but also provides us a framework for early intervention.	All Staff

Care Continuum	Strategy or Program	Details	Audience
<b>Targeted intervention</b>	Restorative Practice	All staff have been supported with Restorative Practice training and our new School Excellence Plan features Restorative Practice throughout. This aims to resolve conflict that may arise but also provides us a framework for early intervention.	All Staff
	CHOYSES	Our CHOYSES program provides targeted support for students who struggle to engage in a mainstream setting.	CHOYSES Staff and Welfare Team
	Student Behaviour and Support Procedures	Our student behaviour and support procedures aim to provide additional support to students when a conflict or issue arises. We use a restorative practice methodology when resolving issues in order to maintain strong relationships, provide accountability for students and provides coaching to students on how we manage and resolve conflict.	All staff
	Sista/Bro Speak	Individual and small group programs to build self-regulation, cultural connection and social and community skills.	Teaching and Support Staff
<b>Individual intervention</b>	Restorative Practice	All staff have been supported with Restorative Practice training and our new School Excellence Plan features Restorative Practice throughout. This aims to resolve conflict that may arise but also provides us a framework for early intervention.	All Staff
	LST Referral	Our LST team regularly monitors student progress and welfare and recommend intervention and support from various school resources.	LST Team
	Personalised Learning Plans	Personalised plans are developed for many of our students to support their welfare or learning needs. These help staff employ the best strategies possible for each student to support them with their learning.	All staff
	Partial attendance plans	Some students access partial attendance plans for a temporary period of time for various reasons to support them to engage successfully with their learning.	
	Safety plans	Personalised conversations with students at risk of harm to themselves or others to	

Care Continuum	Strategy or Program	Details	Audience
	Case management	<p>identify triggers, strategies and options of support at school and in the community.</p> <p>Support of high needs students by specialist staff including HT Welfare, the Deputy Principals and the Learning and Support team.</p>	

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

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour	Targeted/Individualised Responses to behaviours of concern
Events to build positive school culture and promote inclusion and diversity.	Active supervision in the playground during breaks, building relationships and acknowledging positive behaviours	Interviews and meetings with students and parents to identify ongoing issues so that interventions can be planned and implemented.
Weekly RISE awards and end of term draws.	Teacher intervention early during unrest or conflicts as well as strong community and staff relationships	Restorative conversations between staff and students as well as those facilitated by staff between students and other students.
Whole school PBL events	Strong SLSO support in classes supporting learning and social interactions	Strong implementation of personalised learning plans as well as safety and behaviour support plans which may include many strategies such as partial attendance or restorative strategies
Regular conversations with students about responsibilities in line with our values	Strong communication with staff to alert them to issues of concern.	Individual and group mentoring programs involving both staff and community members.
A strongly resourced Learning and Support Team that removes barriers for students and works with them to reinforce good choices and positive and inclusive behaviour.	Clear paths of escalation of issues when situations arise.	Ongoing management of inappropriate behaviour through structured behaviour support procedures inline with Department of Education policy.
Restorative practice training for all staff		

### Responses to serious behaviours of concern

- 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](#).

### Restorative conferences, detention, reflection and removal from playground

Strategy	When and how long?	Who coordinates?	How are these recorded?
Restorative Chat or Conference	Up to 20 mins during breaks	All Staff	N/A or Sentral
Detention	Up to 20 mins during breaks	All Teaching Staff	N/A or Sentral
Removal from Playground	For required break times with access to food and toilets.	Deputy Principal/Principal	Sentral
Reflection	One day with appropriate breaks.	Deputy Principal/Principal	Sentral

### Review dates

Last review date: 05/02/2025

Next review date: 19/12/2025