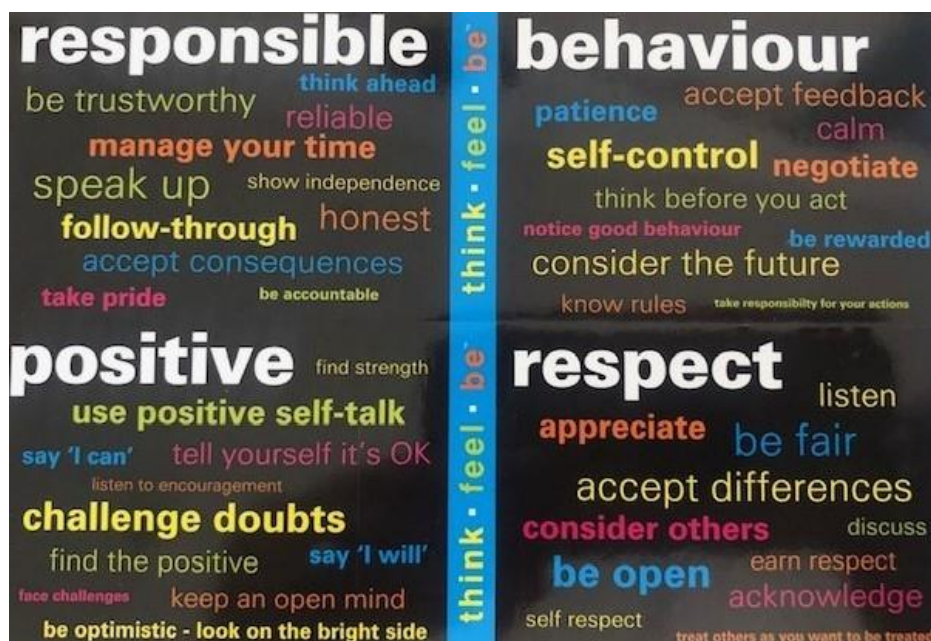




School Behaviour Support and Management Plan



Central Sydney Intensive English High School

is committed to embedding and implementing inclusive and positive student behaviour support and management approaches which:

- ❖ establish support and maintain high expectations for student behaviour
- ❖ prioritise continuity of learning
- ❖ facilitate whole school, prevention focused and positive approaches to behaviour support
- ❖ are aligned to the care continuum
- ❖ are in line with the Behaviour Code for students
- ❖ meet the needs of all students

Rights of students & staff

- ❖ All children and young people have a right to an education where students can access and fully participate in learning.
- ❖ All students and staff have the right to be treated fairly and with dignity, both online and offline, in an environment free from intimidation, violence, harassment, victimisation and discrimination, including that based on sex, race, religion, disability or sexual orientation.

The school will

- ❖ provide a calm and safe environment that supports teaching and learning
- ❖ promote positive student behaviour which is essential for quality learning as well as the wellbeing and safety of all students and staff
- ❖ promote and model inclusive, respectful and culturally responsive school practices
- ❖ promote a school culture where bullying is not acceptable, and which teaches students to identify, report and respond to bullying at school and online
- ❖ follow Procedural Fairness guidelines at all times

The school will implement behaviour support and management interventions that:

- ❖ are fair, equitable, inclusive and proportionate
- ❖ are in line with the Australian Professional Standards for Teachers and the Disability Standards for Education
- ❖ take into consideration the diverse learning and wellbeing needs of students, including developmental age, trauma, child protection concerns, cultural considerations, disability and individual needs and circumstances

High expectations for student behaviour

Central Sydney IE High School's expectations for student behaviour are in line with the Behaviour Code for Students. The school has the following rules and expectations:

To be respectful, safe and responsible learners

Respectful	Safe	Responsible
Respect and value others	Be safe and make safe choices	Actively participate in learning
Use kind and respectful language and behaviour	Follow and model school behaviour codes	Set learning goals
Help create a sense of belonging and connection	Resolve conflict respectfully, calmly and fairly	Work cooperatively and collaboratively

Behaviour code for students

- ❖ NSW public schools are committed to providing safe, supportive, and responsive learning environments for everyone. School staff teach and model the behaviours valued 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 (nsw.gov.au)

The school has a strategic, integrated, whole school approach student to behaviour across the care continuum.

These are the programs and strategies that support Central Sydney students at every stage of the multi-tiered care continuum.

Care continuum	Program/Strategy	Details	Audience
Proactive Prevention	Home class meetings	Facilitators: Class teachers - once a week - 30 min session	All students
Proactive Prevention	New student orientation	Facilitators: Wellbeing Team Every Tuesday Period 1	All new students
Proactive Prevention	Welcome Club	Facilitators: School Support Officer & SRC students – once a week – 20 min session	All new students
Proactive Prevention	Breakfast Club	The Wellbeing Team runs a breakfast club program that provides access to a free healthy breakfast and builds strong student-teacher connections.	
Proactive Prevention	Harmony Week	The school celebrates Harmony Week in March where the focus is on , building harmony and celebrating the diversity of the school community.	All students & staff

Proactive Prevention	PDHPE Curriculum	The development of self-management skills enables students to take personal responsibility for their actions and emotions	Stage 4 & 5 students
Proactive Prevention	Curriculum & Caring Connections	Parent & Carer sessions run twice each term which address topics including wellbeing & behaviour	Parents & carers
Early intervention	Settling in/Wellbeing	Facilitators: Head Teacher Wellbeing	Students in Preliminary classes
Early Intervention	Student Support Officer	Student Support Officer programs which support the implementation of the school's approach to wellbeing	Stage 4 & 5 students
Targeted intervention	Learning and Support	The Learning and Support team work with teachers, students and families to support those students who require personalised learning and support. Including instructional leadership, development of risk assessments and the development of short- and long-term goals.	Individual students, families, staff
Targeted intervention	Small Group Tuition	The Small Group Tuition team works with teachers and students to support those students who require additional literacy learning and support.	Individual students, families, staff
Targeted intervention	Building Connections for Girls	Facilitators: School Counsellor, HT Wellbeing; 1 period per week	Targeted students
Targeted intervention	Building Connections for Boys	Facilitators: HT Wellbeing, HT TAL; 1 period per week	Targeted students
Targeted intervention	Social skills	Organiser: Student Support Officer (SSO)	Targeted students
Individual intervention	Speech Therapy	Facilitator: Speech Therapist sessions	Individual students
Individual intervention	Family food assistance	Organiser: SSO OzHarvest visits	Individual students
Individual intervention	Attendance	Address barriers to improve attendance and set attendance goals.	Individual students

Promoting positive, inclusive and safe behaviours

Central Sydney Intensive English High School uses the following strategies and systems to model, explicitly teach, recognise and reinforce positive, inclusive and safe student behaviour and behavioural expectations.

Ensuring relationships between staff and students are respectful, caring, positive and supportive

- ❖ Student code focusing on Rights and Responsibilities
- ❖ Wellbeing reports and workshops
- ❖ Learning Support Team Meetings
- ❖ Wellbeing Team Meetings
- ❖ Anti-Bullying student meetings
- ❖ Value of the Month including respect, responsibility, teamwork, cooperation

Use of consistent behaviour management strategies by all staff

- ❖ Upholding the Student's Rights and Responsibilities
- ❖ Ongoing positive feedback for appropriate behaviour
- ❖ Negotiating clear classroom rules
- ❖ Consistently applying behaviour management procedures
- ❖ Implementation of restorative practice strategies

Encouraging student self-awareness and emotional and behavioural self-regulation

- ❖ Peer Mentoring Programs
- ❖ Positive Behaviour Contracts
- ❖ Homework Hub

Use of positive reinforcement to recognise and reinforce positive behaviour

- ❖ Encouragement and praise
- ❖ Merit Awards
- ❖ Certificates of Achievement
- ❖ Honour Awards
- ❖ Citizenship Awards
- ❖ Improvement and Excellence Awards

Public acknowledgement of achievements to recognise and reinforce positive behaviour

- ❖ Special Award assemblies
- ❖ Student work displays
- ❖ Peer acknowledgement
- ❖ Letters, emails, phone calls of congratulations to parents or carers
- ❖ Involving the community in school activities and programs
- ❖ Acknowledgement through local media

Occasions which enhance students' self esteem

- ❖ Student performances on assemblies and at concerts
- ❖ Students addressing school at graduation assemblies
- ❖ Students acting as guides at Parent Teacher Meetings and information afternoons

Rights and Responsibilities Of Students

- ❖ All students have both Rights and Responsibilities. They relate directly to the school's motto **Harmony and Progress**.
- ❖ They apply while students are at school, on the way to and from school, on school excursions or at school organised activities and while students are on social media, mobile phones or other technology, involving students or staff members, where there is a clear and close connection between the school and students' conduct.

HARMONY

RIGHTS	RESPONSIBILITIES
I have the right to a safe and harmonious school environment.	I have the responsibility to help make the school a safe and harmonious place to be.
I have the right to be respected and valued.	I have the responsibility to respect and value others, respect their property and respect school property.
I have the right to feel connected to my cultural background.	I have the responsibility to help others feel connected to their cultural background.
I have the right to feel I belong to my school and community.	I have the responsibility to help create a sense of belonging for others.

PROGRESS

RIGHTS	RESPONSIBILITIES
I have the right to learn, be supported, encouraged and empowered to succeed.	I have the responsibility to be an active and self-disciplined learner and support other students learn and succeed.
I have the right to have my individual learning needs met.	I have the responsibility to set learning goals and work hard to achieve them.
I have the right to have my efforts recognised and my achievements celebrated.	I have the responsibility to recognise and celebrate the achievements of others.
I have the right to participate in school groups, events and activities.	I have the responsibility to participate in school events and activities the best I can.

Responsibilities of Students: HARMONY

RESPONSIBILITIES	I WILL
I have the responsibility to help make the school a safe and harmonious place to be.	<ul style="list-style-type: none"> ✓ I will model and follow school behaviour codes. ✓ I will behave safely, considerately and responsibly and take responsibility for my own behaviour and actions. ✓ I will help to create harmony in the school. ✓ I will resolve conflict respectfully, calmly, fairly and with empathy.
I have the responsibility to respect and value others, respect their property and respect school property.	<ul style="list-style-type: none"> ✓ I will respect and show courtesy to everyone. ✓ I will use kind and friendly words and behaviour. ✓ I will respect and care for all property belonging to myself, the school and others.
I have the responsibility to help others feel connected to their cultural background.	<ul style="list-style-type: none"> ✓ I will welcome students from different cultures and language backgrounds and recognise and celebrate the school's cultural events. ✓ I will use the Greeting of the Month. ✓ I will report any racism and discrimination I see.
I have the responsibility to help create a sense of belonging for others.	<ul style="list-style-type: none"> ✓ I will invite others to participate in group activities. ✓ I will use English to include, communicate and connect with others and use my first language responsibly. ✓ I will wear my school uniform with pride.

Responsibilities of Students: PROGRESS

RESPONSIBILITIES	I WILL
I have the responsibility to be an active and self-disciplined learner and support other students learn and succeed.	<ul style="list-style-type: none"> ✓ I will actively participate in all class activities. ✓ I will keep my work organised and use my homework diary. ✓ I will work cooperatively and support other students in their learning. ✓ I will follow staff directions.
I have the responsibility to set learning goals and work hard to achieve them.	<ul style="list-style-type: none"> ✓ I will set learning goals and work hard to achieve them. ✓ I will be prepared for every lesson, apply myself to my work the best I can and ask for help when I need it.
I have the responsibility to recognise and celebrate the achievements of others.	<ul style="list-style-type: none"> ✓ I will encourage other students to succeed. ✓ I will congratulate other students on their achievements.
I have the responsibility to participate in school events and activities the best I can.	<ul style="list-style-type: none"> ✓ I will attend school and classes every day and on time. ✓ I will participate in activities to the best of my ability.

STUDENT BEHAVIOUR - LEVEL 1 - TEACHER

IDENTIFY: BEHAVIOUR	RESPONSE: CONSEQUENCES
Not participating in class/school activity eg sleeping in class/refusing to do work	<ul style="list-style-type: none"> ➤ Logical consequences ➤ Reinforce inclusive, respectful, safe & appropriate behaviours ➤ Making up time/detention/reflection ➤ Warning ➤ Student interview ➤ Harmony & Progress Step 1 (refer to Behaviour flowchart)
Not taking responsibility for own learning eg forgetting equipment/not doing homework or classwork	
Not following staff instructions including safety rules	
Inappropriate use of computers – playing games, not on task	
Unexplained lateness to class/school activity	
Disruptive, disrespectful, or unkind behaviour eg swearing/ name calling/inappropriate use of L1	
Intentional exclusion eg non-collaborative behaviour/using L1 to exclude	
Out of uniform – Period 1 check	
Eating or chewing gum	
Racist behaviour	
Mobile phone misuse	<ul style="list-style-type: none"> ➤ Confiscated phone to office (Refer to Mobile Phone Policy)

STUDENT BEHAVIOUR - LEVEL 2 - HEAD TEACHER

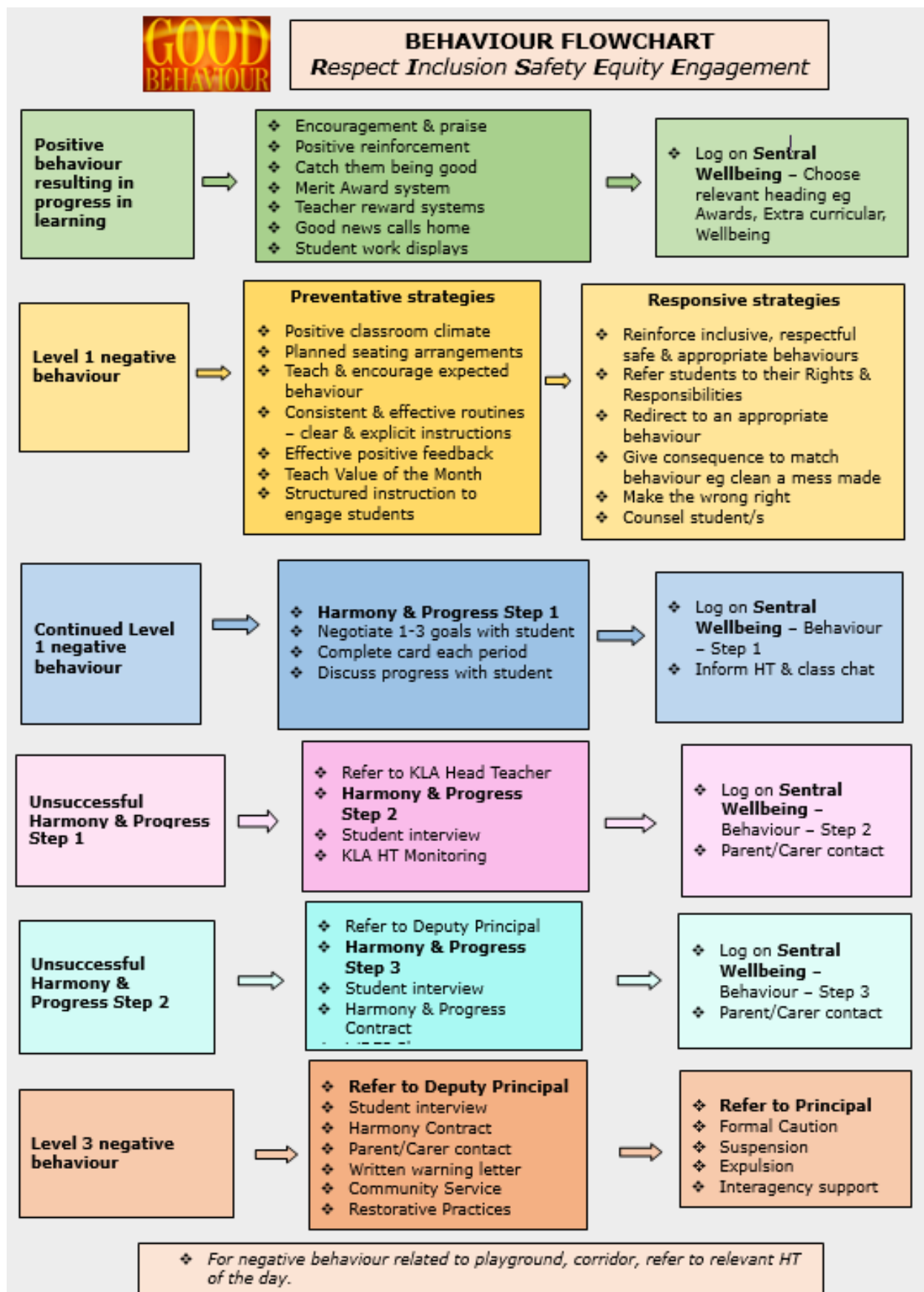
IDENTIFY: BEHAVIOUR	RESPONSE: CONSEQUENCES
Referral from teacher for unsuccessful Step 1 (continued Level 1 behaviour in class)	<ul style="list-style-type: none"> ➤ Harmony & Progress Step 2 (refer to Behaviour flowchart) ➤ Head Teacher/student Interview ➤ KLA Head Teacher monitoring ➤ Parent/carer phone call/contact ➤ Restorative practices
Persistently out of uniform (more than 3 times)	
Referral from non-teaching staff and students regarding allegations of inappropriate behaviour	
Playground/corridor inappropriate behaviour	

STUDENT BEHAVIOUR - LEVEL 3 - DEPUTY PRINCIPAL/PRINCIPAL

IDENTIFY: BEHAVIOUR	RESPONSE: CONSEQUENCES
Unsuccessful Step 2	<ul style="list-style-type: none"> ➤ Harmony & Progress contract Step 3 ➤ Disciplinary interview ➤ Parent/carer contact/interview ➤ Anti-smoking/Anti-vaping/Anti-alcohol contract & program ➤ Written warning letter ➤ Formal caution ➤ Suspension ➤ Police notification ➤ Police Liaison Officer involvement ➤ Community service ➤ Restorative practices ➤ WDEP Plan
Persistent disobedience/disruptive behaviour	
Malicious damage to or theft of property	
Verbal abuse	
Bullying (repeated, intentional harmful behaviour directed towards someone) and cyberbullying (bullying that takes place through digital devices such as computers, smartphones, and tablets. This can include harmful messages, images, or videos shared via social media, text messages, or other online platforms)	
Misuse of technology eg filming or photographing a student or staff member without their consent	
Discrimination including based on sex, race, religion, disability, sexual orientation or gender identity	
Possession of, using or supplying tobacco, vaping devices, alcohol and e-cigarettes	
Possession of, using or supplying a suspected illegal/restricted substance	
Possession of or using weapons including knives and firearms	
Using an implement as a weapon	
Seriously threatening or engaging in physically violent behaviour	
Engaging in serious criminal behaviour related to the school	
Engaging in sexual harassment, sexual assault or other sexualised behaviour.	

Strategies for behaviours of concern

This flowchart shows strategies to prevent student behaviours of concern



Making Up Time, Reflection and Restorative Practices

Toilet and food breaks are always included when withdrawal from the playground at either break is planned as a response to behaviour.

Strategy	When & how long	Coordinated by	Recorded in
Making up time: to make up the time missed by eg lateness	During breaks or after school	Teacher/Head Teacher	Sentral Wellbeing
Reflection: to assist students to achieve the desired behaviour, to reflect on their behaviour and make positive choices.	During breaks	Teacher/Head Teacher	Sentral Wellbeing
Restorative practice: peer mediation , circles or restorative conversations in groups	When all parties can be brought together	Student Adviser/HT Wellbeing/Counsellor	Sentral Wellbeing

Parent/carer engagement

Central Sydney IE High School proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning and wellbeing.

The school partners with families in establishing expectations for parent and carer engagement in developing and implementing student behaviour management strategies, including antibullying strategies by:

inviting feedback through formal and informal means, including through school surveys, and parent and carer Curriculum & caring Connections meetings using concerns raised through complaints procedures to review school systems, data and practices.

The school communicates these expectations to parents/carers through the school's online Parent and Carer Hub and provide links to information and resources in the Behaviour support toolkit.

School community consultation

School community consultation includes consultation with Behaviour Team, Wellbeing Team, Learning Support Team, Executive Team, Whole Staff Meetings, Parent and Carer Survey and meetings.

Review dates

Last review date	5 February 2025
Next review date	5 February 2026

Bullying Response Flowchart

The following flowchart explains the actions Central Sydney IE 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.



