



# Casula Public School Behaviour Support and Management Plan

## Overview

Casula Public School is committed to providing an inclusive, proactive, prevention focused approach to behaviour where all students receive behaviour support appropriate to their needs. We explicitly teach and model the behaviours we value in our students in a safe, supportive and responsive learning environment. We value and strive to develop safe, respectful learners in a caring learning community.

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.

All students have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation and discrimination. To achieve this, the Casula Public School Behaviour Code incorporates comprehensive and inclusive strategies that create an environment with clearly defined behavioural expectations.

When parents enrol their children at Casula Public School they enter into a partnership with the school. This partnership is based on a shared commitment to provide opportunities for students to take responsibility for their actions and to have a greater say in the nature and content of their learning. Collaboration between school, students and parent(s) or carer(s) is an important feature of the behaviour code.

Casula Public School rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive, and respectful learning community that promotes student wellbeing. Staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

Each year Casula Public School will participate in the National Day Against Bullying. The NDA gives schools the chance to act and empower young people to be part of the solution when addressing bullying in their school community. It provides an opportunity to focus on bullying and the big changes we can make to create safer communities for everyone.



## Partnership with parents and carers

Parents and carers play an important role in the school community. [The School Community Charter](#) informs parents and carers on how to engage with NSW public schools.

Casula Public School will partner with parents/carers in establishing expectations for parent engagement in implementing student behaviour management and antibullying strategies.

Expectations will be communicated to parents/carers through formal and informal means, such as Tell Them From Me surveys, school surveys, parent information sessions, Community Planning Dinner, consulting with P&C and local AECG.

Casula Public School will communicate these expectations to parents/carers through the school newsletter and school website. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

## School-wide expectations and rules

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

### **To be safe, respectful learners.**

At Casula Public School students are expected to:

- Respect 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.
- Resolve conflict respectfully, calmly and fairly.
- Respect all property.
- Not bully, harass, intimidate or discriminate against anyone in our school.
- Respect all members of the school community and show courtesy to all students, teachers and community members.
- Comply with the school's uniform policy or dress code
- Attend school every day (except legally excused)
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our school.

Casula Public School's positive behaviour support system is a whole school approach to creating a positive, safe and supportive school climate in which all students can learn. This support system assists all students to achieve academic and social success.

## 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.

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

The Behaviour Code for Students can be found at [Behaviour Code for Students](#) This document translated into multiple languages is available here: [Behaviour Code for Students \(translated\)](#).

## Whole School Approach across the care Continuum

Casula Public School’s positive behaviour support system is a whole school approach to creating a positive, safe and supportive school climate in which all students can learn. This support system assists all students to achieve academic and social success.


Our school embeds student wellbeing and positive behaviour approaches and strategies in practices across the care continuum to promote positive behaviour and respond to behaviours of concern, including bullying and cyber-bullying behaviour.



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.

### Promoting positive student behaviour

To strengthen the wellbeing of all our students the **PBL Program** underpins our school Wellbeing Policy. The main purpose of the PBL program is to optimise the social, emotional and academic outcomes of all students. Its unique contribution is in identifying the social and emotional capabilities that all students need to acquire in order to be successful in school, experience wellbeing and have positive relationships. It encourages prevention, promotion and intervention efforts in order to build the social and emotional strengths of all students.

## Casula Public School Expectation Matrix

	Whole School	Learning Spaces	Playground	Canteen	Toilets	Office
	<p>Be in the right place at the right time</p> <p>Keep your hands and feet to yourself</p> <p>Report any problems to a teacher</p> <p>Quietly line up and wait for your teacher in the correct place</p>	<p>Use all equipment correctly</p> <p>Walk calmly and quietly</p> <p>Use and engage with ICT appropriately</p>	<p>Use equipment safely</p> <p>Walk on blacktop and be aware of your surroundings</p> <p>Wear a hat when outdoors</p>	<p>Line up at the bottom of the steps</p> <p>Only two people at the window at one time</p> <p>Keep your money in a safe place</p>	<p>Use the toilets and bubblers appropriately</p> <p>Wash your hands with soap</p> <p>Close the door when using the toilet</p>	<p>Enter and exit the office calmly</p> <p>Form a single line</p>

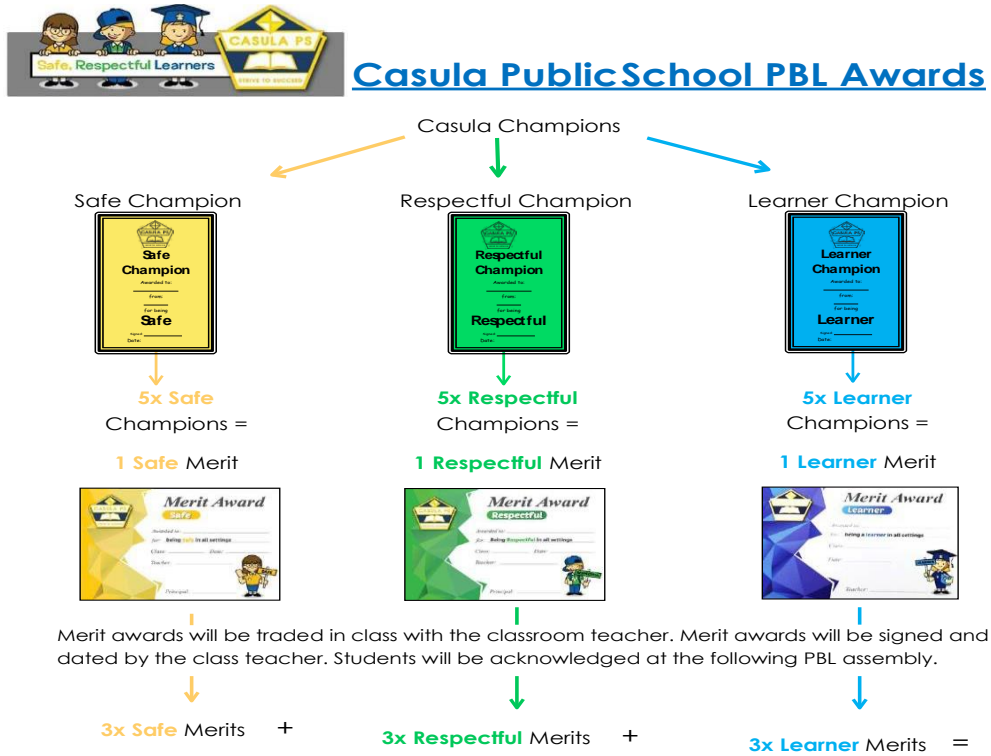
	<p>Follow all staff instructions promptly</p> <p>Be kind and speak respectfully</p> <p>Keep our school clean</p> <p>Be respectful of all school equipment</p>	<p>Take turns and enable all voices when speaking</p> <p>Take care of all equipment used</p> <p>Use a calm, quiet voice indoors</p> <p>Return books to the library on time</p>	<p>Include others in your game</p> <p>Use respectful language when playing</p> <p>Show good sportsmanship</p>	<p>Use your manners</p> <p>Wait patiently to be served</p>	<p>Respect other people's privacy</p> <p>Only one person in the cubicle at a time</p>	<p>Wait quietly for your turn</p> <p>Say 'excuse me' if you need to get an office staff's attention</p>
	<p>Be a focused learner in all settings</p> <p>Complete all learning tasks to the best of your ability</p> <p>Be honest and take responsibility for your actions</p> <p>Ask questions and seek support if needed</p>	<p>Be a curious, creative learner.</p> <p>Show grit when things are difficult and ask for help when needed.</p> <p>Help and encourage others by being a good role model.</p> <p>Bring a library bag.</p>	<p>Agree to and follow the rules of the game.</p> <p>Be an upstander.</p>	<p>Order recess and lunch before 9:00am</p> <p>Only buy food for yourself</p>	<p>Use the toilet during your break times</p> <p>Turn off taps and bubblers when finished</p>	<p>Speak clearly and explain why you are there.</p>

**Berry Street Trauma Informed Practice** - In response to analysis and reflection of student behaviour data, the Berry Street Education Model has been incorporated into school wide practice. The Berry Street Education Model (BSEM) provides strategies for teaching and learning that enables teachers to increase engagement of students with complex, unmet learning needs and to successfully improve all students' self-regulation, relationships, wellbeing, growth and academic achievement. The pedagogical strategies incorporate trauma-informed teaching, positive education and wellbeing practices.

**The Wellbeing Support Program** - has been implemented at Casula PS to allow students to participate in a social-emotional skill building program where they collaboratively develop goals and complete activities to improve social competence and intrapersonal skills, with a Wellbeing Support Officer.


**Check In/ Check Out Program** - Students requiring additional support with behaviour and their social-emotional wellbeing are referred to our Check In/ Check Out Program. Identified at risk students choose a teacher mentor to meet with on a daily basis. The goal of the check in/ check out program is to support students to make positive choices. The teacher mentor will provide the student with feedback and set expectations to prevent future negative incidents.

## Our positive behaviour school award system




### PBL Super Star Awards


1<sup>st</sup> award – **Bronze**





2<sup>nd</sup> Award – **Silver**



3<sup>rd</sup> award – **Gold**







## Student Support and Management System

The Student Support and Management System provides clear and explicit examples of behaviours that do not reflect the positive habits of mind that underpin our school wide Positive Behaviour System. Whilst this system acknowledges inappropriate behaviour choice and student misconduct and the consequences of those choices, it also moves to provide restorative opportunities to support the learning and practice of expected behaviours. The system will be implemented in a consistent manner across all grades to help build a safe and supportive learning environment for all students. Staff at Casula acknowledge that students may require different types of intervention delivered in different ways along a continuum of care from prevention to more intensive individualised support.

This system is a levelled system and will be implemented in the following manner:

**Preventative interventions** aim to establish and maintain safe, respectful learning and play environments for all students.

**Early intervention** approaches address emerging, low level and potentially disruptive behaviours that may escalate if not addressed.

**Targeted interventions** are designed for students that are identified as at risk of developing negative behaviours unless support is provided.

**Individual Interventions** address more challenging or complex student behaviours and involve individual assessment, implementation, monitoring and review. Individual Interventions are research based.

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

Care Continuum	Strategy or Program	Details	Audience
<b>Prevention</b>	<b>Breakfast Club</b>	School runs a breakfast club program that provides access to a free healthy breakfast and builds strong student-teacher connections.	Students K-6
	<b>Whole School Award System</b>	PBL Awards - Casula Champions, Merit Awards and Super Star Awards.	Whole School
	<b>Berry Street Trauma Informed Practice</b>	The Berry Street Education Model (BSEM) provides strategies that enables teachers to increase engagement with students with complex, unmet learning needs and to successfully improve all students' self-regulation, relationships, wellbeing, growth and academic achievement. By creating pro-active, pre-emptive and strengths based classrooms, students learn better.	Staff, students, whole school community.
	<b>Principal Awards (3-6). Star Awards (K-2)</b>	3-6 Principal Awards and K-2 Star Awards nominated by staff based on set criteria.	Staff, nominated students
	<b>PBL Tier 1</b>	Positive Behaviour for Learning (PBL) Tier 1 Schoolwide and classroom systems of support that brings together the whole	Whole School

		school community to contribute to developing a positive, safe and supportive learning culture.	
	<b>Wellbeing Support Program</b>	Students participate in a social-emotional skill building program ‘Jump’ or ‘Spark’ where they collaboratively develop goals and complete activities to improve social competence and intrapersonal skills, with a Wellbeing Support Officer.	Wellbeing Support Officer, Targeted students
	<b>Anti-bullying strategies and interventions</b> <a href="#">Casula Public School Anti-Bullying Plan</a>  <a href="#">National Week of Action (NWA)</a>	Casula PS will actively promote a supportive school culture by building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff will actively respond to student bullying behaviour. The school will utilise external support for example, the Police Youth Liaison Officer, as well as other support services.  Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year.	Whole School
	<a href="#">Child protection</a>	Teaching child protection education is a mandatory part of the syllabus.	Staff, K-6 students
<b>Early intervention</b>	<a href="#">Worry Woos Developing Emotional Intelligence (DEI) Program</a>	The WorryWoos program has a strong emphasis on belonging and inclusion, encouraging the children to accept and value themselves and their peers for who they are.	Students K-2
	<a href="#">Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying</a>	The toolkit supports our school to prepare, engage and educate the school community about creating and maintaining safe online environments to prevent cyberbullying incidents.	All students, individual students K-6, families, staff
	<b>Police Youth Liaison Officer (PYLO)</b>	Engaging PYLO in preventative talks with students targeting cyber abuse, bullying, keeping themselves safe on line.	Stage 2 and 3 students, Targeted students/parents as required
	<b>Level 1</b>	Students will be given the opportunity to reflect upon their behaviour choices and provided with support and guidance in the learning and practice of expected behaviours.	Students, Staff
<b>Targeted interventions</b>	<b>Level 2</b>	School and parents/carers work together to determine a more positive direction for the student.	Students, Executive Staff

	<b>Learning and Support</b>	The Learning and Support team work shoulder to shoulder with teachers, students and families to support those students who require personalised learning and support plans or pathways. Strategies include development of risk assessments, Behaviour Support Plans and the development of short- and long-term goals.	Learning and Support Team, Deputy Principal, Learning and Support Teachers
	<b>Wellbeing Support Program</b>	Students participate in a social-emotional skill building program ‘Jump’ or ‘Spark’ where they collaboratively develop goals and complete activities to improve social competence and intrapersonal skills, with a Wellbeing Support Officer.	Wellbeing Support Officer, Targeted students
	<b>Check In/ Check Out Program</b>	Identified at risk students will choose a teacher mentor to meet with on a daily basis. The goal of the Check In/ Check Out program is to support students to make positive choices. The teacher mentor will provide the student with feedback and set expectations/ goals to prevent future negative incidences.	Deputy Principal, Executive Staff, Targeted students
<u>Targeted/ Individual</u>	<a href="#">Attendance support</a>	The LST refer students to the attendance co-ordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	
<u>Individual Interventions</u>	<b>Level 3</b>	Parents will be contacted by an executive and the school and parents/carers work together to determine a more positive direction for the student. Students on this level will engage in five days of reflection at recess.	Executive Staff, Principal
	<b>Formal Caution to Suspend</b>	A formal caution to suspend is made on the ground/s that the student’s behaviour causes actual harm to any person AND/OR poses an unacceptable risk to health and safety, learning and/or wellbeing of any person. A formal caution to suspend will remain in place for up to 50 school days.	Executive Staff, Principal
	<b>Wellbeing Support Program-</b>	Students participate in a social-emotional skill building program ‘Jump’ or ‘Spark’ where they collaboratively develop goals and complete activities to improve social competence and intrapersonal skills, with a Wellbeing Support Officer.	Wellbeing Support Officer, Targeted students
	<b>Check In/ Check Out Program</b>	Identified at risk students will choose a teacher mentor to meet with on a daily basis. The goal of the Check In /Check Out program is to support students to	Deputy Principal, Executive Staff, Targeted students



		make positive choices. The teacher mentor will provide the student with feedback and set expectations/ goals to prevent future negative incidences.	
	<a href="#">Individual behaviour support planning</a>	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, LAST, AP, DP
<b><u>Suspension</u></b>	<b>Suspension</b>	A formal suspension is made on the ground/s that the student's behaviour causes actual harm to any person AND/OR poses an unacceptable risk to health and safety, learning and/or wellbeing of any person.	Principal, Parents/Carers, Student

## Casula Public School Behaviour Code and Level System

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.

Casula Public School has an early, targeted and individual intervention levelled system that was introduced to address students displaying negative behaviours both in the classroom and the playground. This system will be implemented in the following manner:

**Level 1** – Warning: Students will be given the opportunity to reflect upon their behaviour choices and provided with support and guidance in the learning and practice of expected behaviours. Parents will be contacted by the class teacher.

**Level 2**- Parents will be contacted by an executive and the school and parents/carers work together to determine a more positive direction for the student. Students on this level will engage in **three** days of reflection at recess.

**Level 3** – Parents will be contacted by an executive and the school and parents/carers work together to determine a more positive direction for the student. Students on this level will engage in **five** days of reflection at recess.

**Formal Caution of Suspension:** Parents will be contacted by an executive and the school and parents/carers work together to determine a more positive direction for the student. Parents will be advised that a continuation of inappropriate or unsafe behaviour will result in the student being suspended. Students on this level will engage in **five** days of reflection at recess. This formal caution to suspend will remain in place for up to 50 school days.

**Suspension** - Contact parent/carer and provide them with an opportunity to meet with the school. Written confirmation will be provided detailing the reasons and duration of the suspension. The duration of suspension can be: up to 5 consecutive school days for students in Kindergarten to Year 2 and up to 10 consecutive school days for students in Year 3 to Year 6.

Further information on the Casula Public School Behaviour Code and Level System can be found at: [Casula Public School Behaviour Code and Level System](#)

## Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on our Sentral wellbeing system. These may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- reflection and restorative practices
- liaise with [Team Around a School](#) for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- formal caution to suspend, suspension or expulsion.

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.

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 the school counselling service.

## 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](#).

## Reflection

Toilet and food breaks are always included when withdrawal from free choice play at recess is planned as a response to behaviour.

Action	When and how long?	Who coordinates?	How are these recorded?
Level 2	3 School Days (Recess)	School Executive	All Level 2 placements are recorded by an executive on Sentral. The parents are contacted and a letter is sent home.
Level 3	5 School Days (Recess)	School Executive	All Level 3 placements are recorded by an executive on Sentral. The parents are contacted and a letter is sent home.
Formal Caution of Suspension	5 School Days (Recess)	School Executive	Caution of Suspension placements recorded by an executive on Sentral. Parent meeting and a letter is sent home.

## Professional Learning

Program	Details	Audience
Anxiety Project	In response to the analysis and reflection of student behaviour data, a decision was made to embark on school wide professional learning utilising the Anxiety Project.	Whole School
Inclusive Education for Students with Disability	Online module and scenario-based professional learning for staff on Inclusive Education for Students with Disability.	Whole school staff
Inclusive, Engaging, Respectful Schools Reform Professional Learning	Online Professional Learning Modules completed individually. Whole School Staff meeting.	Teaching and support staff
Restrictive Practices in NSW Public Schools	All staff completed this MyPL module training	Teaching and support staff
Positive Behaviour for Learning (PBL)	All staff are trained in PBL universal school wide support each year through staff meetings and staff induction procedures.	Whole school staff
Berry Street Trauma Informed Practice	In response to the analysis and reflection of student behaviour data, a decision was made to embark on school wide professional learning utilising the Berry Street Education Model. The Berry Street Education Model (BSEM) provides strategies for teaching and learning that enables teachers to increase engagement of students with complex, unmet learning needs and to successfully improve all students' self-regulation, relationships, wellbeing, growth and academic achievement. This training will take place over 4 full days over 2 years. (2 days training in 2024 and 2 days training in 2025).	

The following are published on our school's website.

[School Anti-bullying Plan](#)

[Behaviour Code for Students](#)

[Casula Public School Behaviour Code and Level System](#)

[The School Community Charter](#)

## Review dates

Last review date: 18 December 2025

Next review date: 18 December 2026