

Westfields Sports high school Behaviour Support and Management Plan

Overview:

At Westfields Sports high school our mission is to encourage every student to engage positively in society. We prioritise excellence, opportunity, and success for each student, every day. We are committed to fostering a safe and respectful learning environment within our school community.

Our daily practices are grounded in the principles of positive behaviour support, trauma-informed care, inclusive practices, and social-emotional learning. We set and uphold high expectations for student behaviour through effective role modelling, explicit instruction, and structured responses.

Our approach is built on the belief that students need to learn to take responsibility for their actions, and that all staff must respond consistently to help students recognise the impact of their behaviour and grow from their experiences.

Partnership with parents and carers:

Westfields Sports High School will work together with families to set clear expectations for how parents can engage in developing and implementing strategies for managing student behaviour, including addressing bullying. This will involve:

- Encouraging feedback from families and students through both formal and informal channels, such as Tell Them From Me Surveys, school surveys, and discussions with the school's P & C Association and local Aboriginal Education Consultative Group (AECG).
- Reviewing school systems, data, and practices based on concerns raised through formal complaints procedures.

To keep parents and caregivers informed, Westfields Sports High School will share these expectations through Audiri, Social media, weekly Parent information letters and website, and will provide links to relevant information and resources in the Behaviour Support Toolkit.

School-wide expectations and rules:

Westfields Sports high school expects all its students to be **Safe Respectful Learners**.

SAFE	RESPECTFUL	LEARNERS
Consider others	Speak politely	Be ready to learn
Move safely around the school	Be a positive bystander	Apply yourself to all tasks
Wear uniform proudly	Accept others for who they are	Seek help and accept advice

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:

Care Continuum	Strategy or Program	Details	Audience
Prevention	My Strengths	Yr7 & 10 work to determine character strengths and strategies to maximise educational and behavioural outcomes	7 and 10
Prevention	Peer support	Provide incoming year 7 students with a solid grounding of school expectations and facilitate mentoring	Year 7 facilitated by Y11
Prevention	PDHPE curriculum	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	Yrs 7-10
Early intervention	Student support officer	Assists in implementing the school's wellbeing approach for students.	All students
Early intervention	Learning Support team	The Learning Support Team collaborates with teachers, students, and families for personalised support.	Staff, individual students in Years 7-12, families
Early Intervention	Life Ready	A program for year 11 students looking at Year 11 essential life skills.	Year 11
Targeted intervention	Check In Check Out	A program for students showing low-level concerning behaviours, helping them improve.	Individual students in Years 7-12
Targeted intervention	Leadership Programs	Includes opportunities like the Student Representative Council and mentoring to develop leadership skills.	Students in Years 7-12
Individual intervention	Behaviour monitoring cards	Utilises daily tracking cards to help students change their behaviour patterns.	Individual students in Years 7-12

Individual intervention	Attendance Monitoring	Works to identify and overcome barriers to improve student attendance and set goals for growth.	Individual students in Years 7-12
Individual intervention	Individual Behaviour Support Planning	Involves creating and reviewing personalised plans to support behaviour and manage risks.	Students, parents/carers, Learning and Support Team, Head Teacher Wellbeing / Senior executive.

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

Understanding Behaviours of Concern

A behaviour of concern refers to actions that are challenging, complex, or unsafe. These behaviours need more attention and intervention. It's important to note that behaviours of concern are not the same as minor inappropriate actions or behaviour that is normal for a student's development.

What is Bullying Behaviour?

Bullying is when someone uses their power to hurt another person. It happens repeatedly and can cause harm. For more information, please refer to Appendix 1.

How to Identify Inappropriate Behaviours and Behaviours of Concern:

School staff will look for signs of inappropriate behaviour and behaviours of concern, such as bullying and cyberbullying, through a few different ways:

- Observing how students act, interact, talk, or produce work (like creative writing or art works).
- When someone shares new information that wasn't known before.
- If a parent, community member, or agency raises concerns.

Students and parents can report bullying to any staff member. Principals of NSW public schools can take action against students for behaviours that happen outside school hours or off school grounds, including online bullying. Students who are bullied will receive support, such as from their year adviser or school counselling services. Refer to appendix 1 for further detail.

When to Respond to Behaviours of Concern:

Responses to behaviours of concern apply to actions that occur:

- At school
- On the way to and from school
- During school-approved activities off the school grounds
- Outside school hours and away from school, if there's a clear link to the school
- When using social media or technology that involves another student or staff member, if there's a clear link to the school.

Preventing and Responding to Behaviours of Concern:

Schools have planned responses for behaviours that don't meet expectations, which can either be managed by teachers or school executives. Staff will use their judgement to decide how to handle the situation based on whether it affects the safety or wellbeing of the student or others.

- **Teacher Managed:** Minor inappropriate behaviours are managed by teachers in classrooms and playgrounds.
- **Executive Managed:** More serious behaviours of concern are handled by school executives.

Actions Teachers Can Take:

When addressing behaviours, teachers may use several responses, such as:

- Reminding students of the rules
- Redirecting the student or offering choices
- Giving prompts or reminders
- Teaching the expected behaviour again
- Changing the student's seat or redirecting them in the playground
- Keeping the student in during breaks to talk or finish work with the teacher
- Holding a conference with the student
- Assigning detention, reflection time, or restorative practices
- Communicating with the student's parents or carer

Actions executive staff can take:

- Holding a conference with the student
- Assigning detention, reflection time, or restorative practices
- Communicating with the student's parents or carers
- Reminding students of the rules

- Using a pre-suspension warning to address behaviours of concern
- Suspending student from school to address serious behaviour of concern

Westfields Sports high school uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

Prevention	Early Intervention	Targeted/Individualised Responses
<p>1. Behaviour expectations are taught and referred to regularly.</p> <p>Teachers model behaviours and provide opportunities for practice.</p> <p>Students are acknowledged for meeting school-wide expectations and rules.</p>	<p>Refer to school-wide expectations.</p>	<p>Contact office to seek help from HT/DP straight away if there is a risk. Otherwise notify executive ASAP.</p>
<p>2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer to reinforce and acknowledge expected behaviours.</p>	<p>Use indirect responses e.g. proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p>	<p>HT/DP/CT to take immediate steps to restore safety and return the situation to calm by using appropriate strategies.</p>
<p>3. Reinforcement strategies include those that are: free and frequent (praise in class), moderate and intermittent (Positive referrals and class merits), significant and infrequent (Recognition letters and awards on assembly).</p>	<p>Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference.</p>	<p>HT/DP collects information and reviews the incident from multiple perspectives to determine the next steps.</p>
<p>4. Parents are informed when intermittent and infrequent reinforcers are recorded on Behaviour / wellbeing system.</p>	<p>Teacher contacts parents by phone or email when a range of corrective responses have not been successful.</p>	<p>Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.</p> <p>Teacher/parent contact is made by HT/DP/P to discuss any support and behaviour responses, including referral to LST.</p> <p>Parent/carer contact is made by HT/DP/P to discuss any support and behaviour responses, including</p>

		referral to outside agencies or Team Around a School.
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Responses to serious behaviours of concern:

- 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
- detention, reflection and restorative practices (listed below)
- 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.

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](#).

Detention, reflection and restorative practices:

Strategy	When and how long?	Who coordinates?	How are these recorded?
Alternate breaks: student spends recess / lunch in office under supervision. Facilities to eat and use bathroom are available.	Next break	DP	Sentral
After school detention	30 minutes Tuesday and Thursday	HT can issue DP oversees	Sentral
Behaviour books	2 school weeks	DP	Sentral
Positive behaviour support programs (Project over and out)	Up to 1 week	SSO / CLO / HT Wellbeing	Sentral
Peer mentoring Positive peer culture	Up to a term	SSO	Sentral

Review dates:

Last review date: 31.1.2025

Next review date: 31.1.2026

Appendix 1: Bullying response flowchart:

