NSW Department of Education

School Behaviour Support and Management Plan: Shoalhaven High School 2025

Overview

Shoalhaven High School is committed to fostering a supportive and inclusive environment by explicitly teaching and modelling positive behaviour. Our school values are underpinned by the principles of self-regulation, Berry Street Education Model (BSEM), Trauma Informed Practice (TIP), and restorative practices. We aim to create a safe, respectful learning environment where every student can thrive academically, socially, and emotionally.

Our key programs include:

- Self-Regulation Strategies: Teaching students' self-awareness and strategies to manage their behaviour and emotions effectively.
- Positive Behaviour for Learning (PBL): Implementing proactive behaviour management to promote a positive school climate supporting our school values: Respect, Responsibility, Safety and Participation
- Social Emotional Learning Curriculum (SEL): Providing explicit instruction in social and emotional skills to support student wellbeing.
- Restorative Practices: Encouraging responsibility and building positive relationships.

Shoalhaven High School rejects all forms of bullying, including cyberbullying, and is committed to build confident, capable leaders who can positively engage with society.

Partnership with parents and carers

Shoalhaven High School recognises the vital role of parents and carers in supporting student behaviour. We partner with parents/carers to establish clear expectations and provide resources to reinforce positive behaviour at home and within our community.

Our strategies include:

- Surveys and Feedback: Gathering input through formal and informal surveys, including the 'Tell Them From Me' survey.
- Communication: Regular phone contact home, Parent and Citizen Association (P&C) meetings and Local School Reference Group (LSRG) meetings.
- Parent/ teacher interviews.
- School Reports.
- Attendance improvement and support meetings.

We use our website, newsletters, social media and enrolment meetings to communicate these expectations and provide ongoing support to parents and carers.

School-wide expectations and rules

Shoalhaven High School has established the following expectations:

Respect	Responsibility	Safety	Participation
- Respect yourself, others and property	- Maintain a clam and safe environment.	- Use equipment and facilities for intended performances.	- Wear full school uniform.
- Be friendly, fair and polite	- Follow all school procedures and practices.	- Stay in approved area's.	- Listen and follow instructions.

- Listen and follow instructions	- Recognise the rights of others to learn.	- Follow health and safety guidelines.	- Complete all classwork to the best of your ability
- Allow for personal space	- Be prepared with the correct equipment		- Bring the correct equipment.
- Respect the classroom as a place for learning			

Behaviour Code for Students

The NSW Department of Education's Behaviour Code for Students sets the standard for behaviour in all public schools. 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. Shoalhaven High School aligns with this code by fostering a learning environment that prioritises safety, respect, and active learning.

At Shoalhaven High School, we teach and model the behaviours outlined in the Behaviour Code for Students, mirroring these principles in our school-wide expectations of being safe, respectful, and active learners. We are dedicated to creating a community where every student feels supported and is encouraged to engage positively in their learning journey.

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

This section outlines Shoalhaven High School's strategies to support positive behaviour, using a multi-tiered approach across prevention, early intervention, targeted intervention, and individual intervention.

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. E.g. Love Bites	All students
	PBL	A proactive approach to behaviour management that involves teaching and modelling positive behaviours, setting clear expectations, and providing support to students and rewarding positive behaviour	All students
	Morning Routine/Check-In	Staff conduct daily check-ins with students, monitoring their readiness for learning. Regulation activities are implemented based on this data.	All students
	BSEM (Berry Street Education Model)	Staff implement Clear Consistent Predictable routines and first 5 minutes into every lesson. This is to ensure students are ready to learn and engaged from the start of the lesson. The predictability of routines reduces	All students

Care Continuum	Strategy or Program	Details	Audience
		hypervigilance in students to attend class ready to learn.	
	Breakfast Club Program	Provides an opportunity for students to have a nutritious breakfast to prepare themselves for a day of learning.	All students
	Outdoor Education/Activity Program	Students engage in physical activities like hiking, camping, and adventure-based learning to foster resilience, teamwork, and mental wellbeing- all linked to current BSEM strategies.	All students
	Breaktime Activities	Staff provide structured, supervised activities during breaks to encourage positive peer interactions and reduce conflict.	All students
	Interest Groups: e.g./Garden Club, games club, Chess	Clubs and activities based on student interests to help them build friendships, develop hobbies, and engage positively during break times.	All students
	Smaller Class Sizes	Smaller class sizes provide more individual attention, creating a less stressful learning environment and more opportunities for positive behaviour reinforcement.	All students
	Zones of Regulation	Students develop self-awareness and strategies to self-regulate emotions using a structured framework.	All students
	Positive Reinforcement	Staff utilise praise, rewards, and incentives, such as recognition certificates, badges, and extra privileges, to encourage and reinforce positive behaviour.	All students
	Restorative Practice	Staff implement classroom circles and mediation to build relationships, repair harm, and create a supportive school climate.	All students
	Attendance and Wellbeing Support	Attendance is encouraged from a wellbeing perspective. Supports are offered through the Student Support Officer (SSO), HT Wellbeing and Attendance, Attendance SASS, Aboriginal Education Officers (AEO), Clontarf, School Counsellors and Year Advisors to improve student attendance. Attendance improvement is recogonised as a success.	All students
	Learning and Engagement Centre (Djagala)	Provides students with individualised academic support in literacy and numeracy, coupled with speech therapy for those with communication difficulties. These interventions are designed to enhance learning outcomes by addressing both academic and speech needs.	Students experiencing academic challenges and classroom regulation

Care Continuum	Strategy or Program	Details	Audience
Early intervention	Response to Intervention (LST/SSO/SC/Wellbeing referrals)	A multi-tiered framework identifying students struggling academically or behaviourally and providing targeted interventions, including small group instruction and progress monitoring.	Students identified as needing additional support
	Brain Breaks	Short, intentional breaks during classroom time to reduce stress and mental fatigue, supporting students in maintaining focus and positive behaviour.	All students
	Ready to Learn Plans	Individualised plans that outline specific learning goals, strategies, and accommodations to help students regulate, re-engage, and succeed academically.	Students who need additional behavioural and learning support
	Family Engagement	Regular communication with parents/carers, providing resources to support behaviour management at home and collaborating on individualised behaviour plans.	Students needing additional support, in partnership with their families
	Response to Intervention	A multi-tiered framework identifying students struggling academically or behaviourally and providing targeted interventions, including small group instruction and progress monitoring.	Students identified as needing additional support
	Berry Street/Trauma Informed Practices	Implemented across Stage 4 to regulate the learning environment.	Year 7 and 8
Targeted intervention	Goanna Academy	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.	Students identified as needing social-emotional support
	Sister Speak	A small group program for female students aimed at increasing wellbeing and self-esteem through positive relationship-building and addressing issues such as bullying.	Female students identified as needing social-emotional support
	Peer Mediation	Trains students to help resolve conflicts among peers, promoting a positive school climate and teaching conflict resolution and problem-solving skills.	All students, with specific training for mediators
	Perfect Presence Program	Weekly sessions for a 10-week period focusing on positive relationships and self-esteem to build confidence, offering an alternate way to engage with education.	Students identified as needing an alternative method to engage in education

Care Continuum	Strategy or Program	Details	Audience
	School to Work Transition Program	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.	Students preparing for the transition from school to work
	Get Back In the Game Program	Provides disengaged students a mentor to develop a post school transition pathway-through different work-experience settings, education settings and employment opportunities. Preparing them for life after school and aiding their transition into the workforce.	Students who are disengaged and need help to decide on future plans
Individual intervention	Functional Behavioural Assessment (FBA), Behaviour Support Plan (BSP), Behaviour Management Plan (BMP and Behaviour Response Plan/Risk Management Plans (RMP)	Comprehensive assessments to identify the function of challenging behaviours, followed by developing and implementing tailored intervention strategies.	Students with significant behavioural challenges
	Individual Social and Emotional Learning Programs (SEL)	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.	Students requiring intensive support to develop social and emotional competencies
	Learning and Engagement Centre (Djagala)	Provides students with individualised academic support in literacy and numeracy, coupled with speech therapy for those with communication difficulties. These interventions are designed to enhance learning outcomes by addressing both academic and speech needs.	Students with academic challenges and classroom regulation- All students
	Wellbeing Hub Support Programs	The Wellbeing hub 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.	Students and families in financial hardship, or in need.
	Access to School Counselling	Provides psychological support and counselling services for students facing academic, social, emotional, or family issues, helping them manage their challenges and improve their wellbeing.	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.	Students and families needing specialised support

Care Continuum	Strategy or Program	Details	Audience
			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.	Students needing modified attendance due to behavioural or wellbeing issues
	Therapeutic Programs (Wellbeing Hub)	Outside agencies work with students in developing regulation strategies and provide additional support to students on-site.	Students requiring therapeutic support to manage emotional and behavioural issues

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

To effectively support student behaviour, Shoalhaven High School employs a range of strategies tailored to recognise and reinforce positive, inclusive, and safe behaviour, address minor inappropriate behaviour, and respond to more serious behaviours of concern. The following table outlines our school's approach across the continuum of prevention, early intervention, and targeted/individualised responses:

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
Positive Reinforcement: Use praise, recognition certificates, badges, and extra privileges to encourage and reinforce positive behaviour.	**Restorative Chats:** Engage in brief restorative conversations with students to address minor behavioural issues before they escalate.	**Functional Behavioural Assessments (FBA):** Conduct assessments to identify the function of challenging behaviours and develop appropriate intervention strategies.
Restorative Practices: Conduct classroom circles and peer mediation to build relationships and create a supportive school climate including staff and students.	**Brain Breaks:** Use short breaks to help students manage stress and refocus during lessons.	**Behaviour Support Plans (BSP):** Implement individualised plans tailored to address specific behaviours of concern.
SDL Programs: Teach social and emotional skills to promote self-awareness, empathy, and positive interactions.	**Zones of Regulation:** Guide students in recognising and managing their emotions using self-regulation strategies.	**Restorative Conferences:** Facilitate conferences to address serious incidents, repair harm, and develop strategies for future positive behaviour.
PBL (Positive Behaviour for Learning): Set and model clear behavioural expectations throughout the school.	**Ready to Learn Plans:** Develop individualised plans to support students in managing their behaviour and re-engaging with their learning.	**School Counselling and External Referrals:** Provide access to school counselling services and refer students to external agencies for additional support if needed.
Morning Routine/Check-In: Monitor students' readiness for learning each day to pre-emptively address potential issues.	**Family Engagement:** Communicate with parents/carers to collaborate on strategies for addressing minor inappropriate behaviours at home and school.	**Individualised Behaviour and Risk Management Plans:** Students with identified risk behaviours have tailored plans to support them in the educational setting. Complex case

		team are involved in the development of the plans.

Responses to serious behaviours of concern

Shoalhaven 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:

1. **Incident Management**:
    - **Immediate De-escalation**: All support staff are trained in **Verbal Interventions and Safety Interventions (VI/SI)**, which equips them with skills to de-escalate situations safely and effectively. Staff immediately use these strategies to ensure the safety of all individuals involved.
    - **Assessment and Support**: Assess the student's needs and provide support to help them regain control. This may involve removing the student from the situation to a safe, supervised area for reflection and calming.
    - **Involve Senior Executive Staff**: If the behaviour poses a significant risk, senior executive staff are informed to assist in managing the incident.
2. **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.
    - **Team Debrief**: Staff involved will participate in a debriefing session to review the incident, identify triggers, and plan for future support.
    - **Incident Notification**: All incidents of concern are reported to the Incident and Support Hotline on 1800 811 523
3. **Intervention**:
    - **Functional Behavioural Assessment (FBA)**: Conduct an FBA to understand the underlying causes of the behaviour and inform the development of an individualised Behaviour Intervention Support Plan (BISP).
    - **Behaviour Intervention Support Plan (BISP)**: Develop and implement a BISP tailored to the student's needs, outlining strategies to prevent recurrence.
    - **Restorative Practices**: Conduct restorative conferences to address the impact of the behaviour, repair harm, and develop strategies for future positive behaviour.
4. **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 student's school day or learning environment to support their needs.
    - **Senior Leader Community Engagement**: Works with families to link with external agencies for support and referrals.
5. **Compliance**: Follow the **NSW Department of Education Student Behaviour Policy** and **Suspension and Expulsion Procedures** in all responses.
6. **Review and Follow-up**:
    - **Monitor Progress**: Regularly review the student's progress and adjust the BISP as needed.

- **Family Engagement**: Engage with the student's family to ensure a consistent approach to behaviour support at school and home.
- **External Support Agencies**: Refer and liaise with external agencies for additional targeted support for individuals and families.

- 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.

Reflection and restorative practices

Shoalhaven High School uses a variety of strategies to support students in reflecting on their behaviour and repairing relationships. These practices are designed to be age-appropriate and ensure the wellbeing of the student, including regular food and toilet breaks as needed.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Classroom Circle Time	Weekly, 10-20 minutes per session.	Classroom teacher or facilitator.	Recorded in SENTRAL, noting discussion topics and outcomes.
Restorative Conferences	Within 1-2 days after an incident, lasting 30-60 minutes.	Executive Staff.	Recorded in the student's SENTRAL file.
Suspension Resolution Meetings	After the suspension period ends, typically 10-30 minutes.	Executive staff or facilitators.	Documented in the Suspension Resolution Meeting Document.
Restorative Chats	As needed, 5-15 minutes per session.	Trained staff.	Documented in SENTRAL as part of the restorative practice database.
Reflection Time	Post-incident, 10-30 minutes depending on the student's needs.	Classroom teacher or support staff.	Recorded in the student's file in SENTRAL.
Peer Mediation	As required	Snr Exec/HT Wellbeing/SSO	Recorded in the student's file in SENTRAL

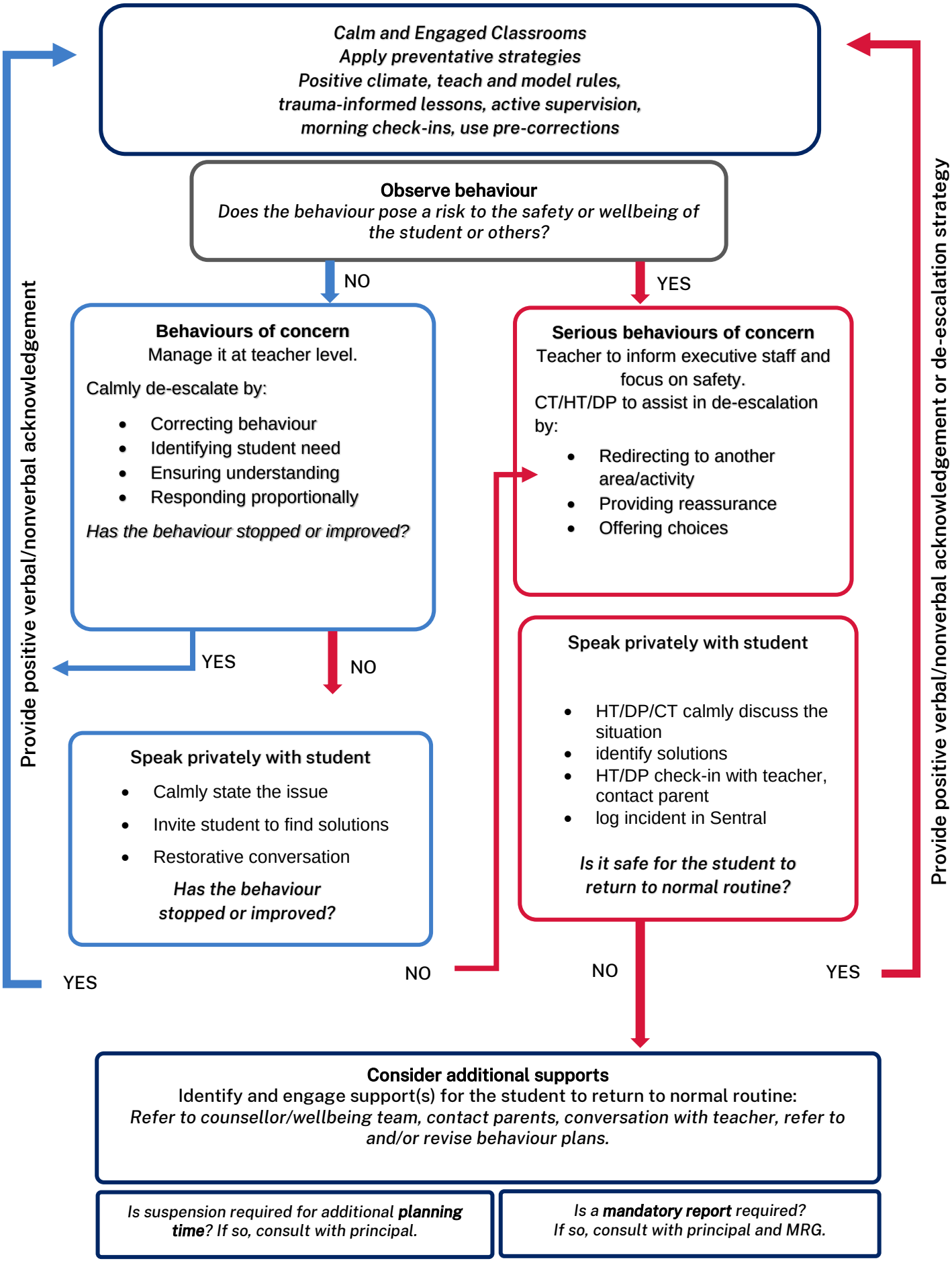
Note: All reflection and restorative sessions include regular food and toilet breaks to ensure student wellbeing. The duration of these practices is tailored to the student's age and developmental level.

Review dates

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026

Appendix 1: Behaviour management flowchart:



Appendix 2: Bullying Response Flowchart

The following flowchart outlines the actions Shoalhaven High School staff will take when they receive a report of student bullying, including incidents that may have occurred online or outside of school. Timeframes may vary based on staff professional judgment and the assessment of any immediate risk to students.