NSW Department of Education

School Behaviour Support and Management Plan

Overview

Chifley College Bidwill Campus is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged in their learning.

Our goal is to inspire every child to participate positively in society. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful learners in a caring learning community.

The 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.

Our processes are founded on the idea that students must learn to take responsibility for their own actions and to ensure all staff respond to these challenges consistently to support students to acknowledge harm and learn from their behaviour.

To achieve our mission, key approaches and programs prioritised and valued by the school community are:

- Restorative Practice
- Green/Red Choices

These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying.

Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.

Partnership with parents and carers

Chifley College Bidwill Campus will partner with families in establishing expectations for parent engagement in developing and implementing student behaviour management strategies, including for bullying behaviour by:

- inviting families and student feedback through formal and informal means, for example, through Tell Them From Me Surveys, surveys at community events, community contact at our weekly Community Breakfast and other school events such as Senior Enrolment Night, Farm Day and Bidwill Blokes Breakfast in addition to communication through social media and emails.
- using concerns raised through complaints procedures to review school systems, data and practices.

Chifley College Bidwill Campus will communicate these expectations to parents/carers through the school's Facebook and Instagram pages, emails and phone calls and provide links to information and resources in the Behaviour support toolkit

School-wide expectations and rules

Chifley College Bidwill Campus has the following school-wide expectations and rules:

Students are responsible for their own behaviour and can make corrections to change their behaviour to make green choices.

Making Green Choices	Making Red Choices
Responsible for own behaviour	Not making responsible choices
Can make own responsible choices	Need support to correct behaviour

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

Chifley College Bidwill Campus embeds student wellbeing and positive behaviour approaches and strategies across the care continuum and responds to behaviours of concern, including bullying and cyberbullying behaviour. Behaviours that do not constitute bullying include mutual disagreements or isolated incidents.

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. These practices include:

- explicitly teaching classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- actively supervising students
- maximising opportunities for active engagement with learning
- providing carefully sequenced engaging lessons that provide options for student choice
- differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention/ Early/ Targeted & Individual Intervention	Choice Theory Approach	Green/Red Choices, Reality Therapy Interviews/Conversations	Staff, Students 7-12, families

Care Continuum	Strategy or Program	Details	Audience
Prevention/ Early/ Targeted & Individual Intervention	Bidwill Headquarters	Individual and group support for students with wellbeing focus and restorative practice approach.	Select students 7-12
Prevention/ Early/ Targeted & Individual Intervention	Wellbeing Programs	Various programs delivered by external agencies and school staff including Fusion/Fit 4 Life/Strive/Learning Ground in Schools.	Selected students 7-12
Prevention	PDHPE Curriculum	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	Students 7-10
Prevention	Communication with Parents/Carers	To increase parent's understanding of how our school addresses all forms of behaviour, including at our weekly community breakfast and termly community events.	Staff, Students 7-12, families
Prevention	Transition Year 6 into Year 7	Focusing on a safe and successful movement from primary to high school, supported through the delivery of the Bidwill Buddies program.	Incoming Year 7 students
Prevention	Peer Support Program	Builds resilience by helping students develop strong relationships and skills to manage life's ups and downs.	Students Years 7 and 10 and co-ordinators
Prevention	Life Ready Course (PDHPE)	Mandatory course for Year 11 students to prepare and support them as they encounter situations related to health and safety.	Students Year 11
Prevention	Cultural Programs	Student participation in various cultural programs delivered by external organisations and school staff such as Talanoa, KARI, Sista Speak, Carriageworks, Clontarf, Elevated Culture	Students 7-12, Staff, External Agencies
Prevention/ Early Intervention	Student Support Officer	Supports the implementation of the school's approach to wellbeing.	Students 7-12
Early/ Targeted/ Individual Intervention	Progress Reports	Data gathered for individual students to provide feedback to parent/carer, DP, counsellor	Student, parent/carer, DP, Counsellor
Early/ Targeted/ Individual Intervention	Counsellor Referrals	Students referred to counsellor on a needs basis.	Students 7-12, HT Wellbeing, HT LAN, Wellbeing staff, DP, Counsellor
Early/ Targeted/	Learning Support Team	Individual students discussed and support plans implemented	Students 7-12, DP, HT Wellbeing, HT

Care Continuum	Strategy or Program	Details	Audience
Individual Intervention			LAN, LaST, BHQ staff, Counsellor
Early Intervention	Attendance/Truancy Monitoring	Staff monitor areas around school and return students to class.	Attendance coordinator, SASS/SLSO staff
Targeted Intervention	Student Adviser Check In	For students who exhibit low level behaviours of concern.	Individual students 7-12
Targeted Intervention	Leadership programs	These include Student Representative Council, Peer Support Leaders, Girls Leadership program, library and peer mentors.	Students 7-12
Individual Intervention	Behaviour Monitoring Card	A period of time on a daily achievement card to change a pattern of behaviour.	Students 7-12
Individual Intervention	Attendance Monitoring	Address barriers to improve attendance and set growth goals.	Students, Student Adviser, Attendance Coordinator
Individual Intervention	Individual behaviour support planning	Developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Students, parent/carer, LaST, HT Wellbeing
Individual Intervention	Gold Pass	Student time out to manage emotions.	Student, Identified support staff

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

Identifying behaviour of concern, including bullying and cyberbullying

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm. See Appendix 1.

Chifley College Bidwill Campus staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- directly observing a student's behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
- a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
- concerns raised by a parent, community member or agency.

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 their year advisor or school counselling service.

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, where there is a clear and close connection between the school and students' conduct.

Preventing and responding to behaviours of concern

- 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 and is centred on Red/Green Choices. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

  Teacher managed – low level inappropriate behaviour is managed by teachers in the classroom and the playground.

  Executive managed – behaviour of concern is managed by school executive.

Corrective responses by teachers may include:

- rule reminder
- re-direct, offer choice or error correction
- prompts
- reteach

- seat change/play or playground re-direction
- stay in at break to discuss/complete work/walk with teacher
- conference/peer mediation
- detention, reflection and restorative practices
  communication with parent/carer

Chifley College Bidwill Campus uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

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
1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.	1. Refer to school-wide expectations centred around Red/Green Choices.	1. Contact office to seek help from HT/DP straight away if there is a risk. Otherwise notify executive ASAP and before the end of the school day.
2.Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	2. Use indirect responses e.g. Proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	2. HT/DP/CT to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirecting to another area or activity, providing reassurance or offering choices. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.
3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on Sentral (Behaviour / wellbeing system).	3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before a low-level consequence is applied.	3. HT/DP collects information and reviews the incident from multiple perspectives to determine the next steps. HT/DP/CT to record incident on Behaviour / wellbeing ITD system and contact parent/carer by email or phone. DP/P may consider further action for e.g. formal caution/suspension.
4. Social-emotional learning lessons are taught on a needs basis through Year Meetings, during Wellbeing Programs and through Bidwill Headquarters.	4. Teacher records on Behaviour / wellbeing Sentral system by the end of the school day. Monitor and inform the family if repeated. For some incidents, a referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.	4. Refer to the school's Learning Support Team considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Parents are notified through the phone calls and emails when intermittent and infrequent reinforcers are recorded and this is then recorded on Sentral (Behaviour / wellbeing system). Student awards for positive behaviour are given at Year Meetings.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.	Parent/carer contact is made by HT/DP/P to discuss any support and behaviour responses, including referral to the LST school counsellor, outside agencies or Team Around a School.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Sentral (Behaviour / 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
- 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

Toilet and food breaks are always included when students are withdrawn from the playground as a planned response to behaviour. The maximum length of time will be appropriate to the age/ developmental level of the student.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Alternate break plan – withdrawal from playground during breaks and re-allocation to office/classroom for supervised breaktime	Next break	School executive	Behaviour / wellbeing ITD system

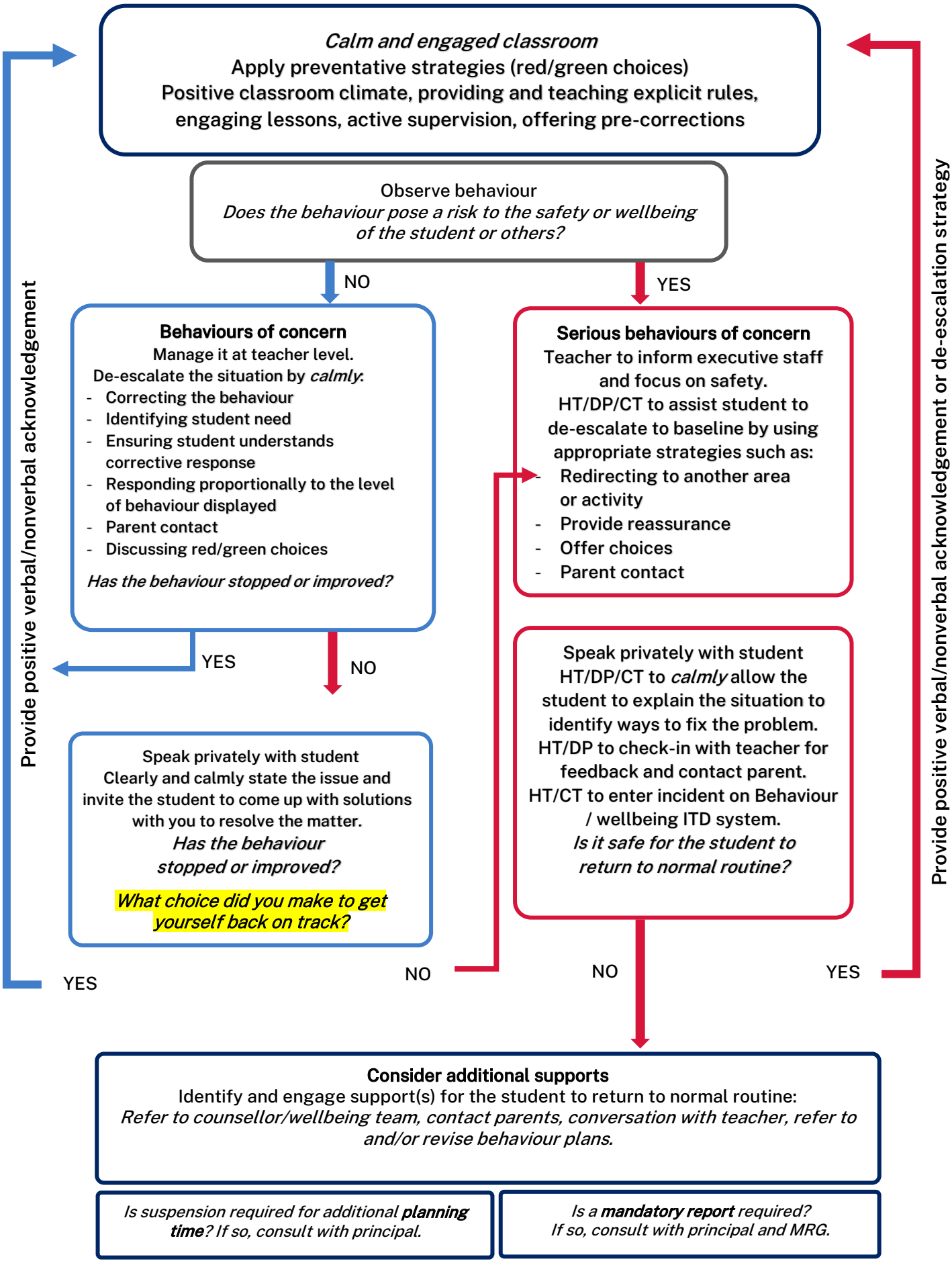
Strategy	When and how long?	Who coordinates?	How are these recorded?
following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention)			
Restorative practice – peer mediation, circles or restorative conversations in groups	Scheduled as soon as all involved are available	Student Adviser/HT Wellbeing/BHQ	Sentral (Behaviour / wellbeing system) wellbeing module

Review dates

Last review date: 31/1/25 - Day 1, Term 1, 2025

Next review date: 27/1/26 - Day 1, Term 1, 2026

Appendix 1: Behaviour management flowchart (Alternative example)



Appendix 2: Bullying Response Flowchart (Optional)

Listen

- Identify bullying behaviour, including cyber-bullying
- Provide a safe, quiet space to talk and reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- As a mandatory reporter, if you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours.

Document

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student and check with the student to ensure you have the facts correct
- Enter the record in Sentral
- Notify school executive of incident if required in line with behaviour management flowchart
- Notify parent/s that the issue of concern is being investigated

Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Discuss

- Evaluate the information to determine if it meets the definition of bullying (see above)
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Implement

- Document the plan of action in Sentral
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in Sentral

Ongoing follow-up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in Sentral
- Refer matter to the Learning and Support Team within 48 hours if the situation is not resolved
- Look for opportunities to improve school wellbeing for all students