

Camden South Public School Behaviour Support and Management Plan

Updated February 2025

Overview

Camden South Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. A Key program prioritised and valued by the school community is Bounce Back, an integrated whole school social and emotional learning curriculum program promoting sustainable mental health, wellbeing and resilience for students. Our school is also committed to the PBL (Positive Behaviour for Learning) framework that brings together our whole school community to contribute to developing a positive, safe and supportive learning culture. Our school supports The Inclusive, Engaging and Respectful schools approach and policies, ensuring every student is engaged and learns to their fullest capability and ensures all students, teachers and staff are safe in school.

Partnership with Parents and Carers

Camden South Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by reviewing annually our procedures, liaising with P&C and AECG and be open to community feedback through surveys and parent forums.

Camden South Public School will communicate these expectations to parents/carers by email/newsletter, weekly PBL focus, parent forums, P&C meetings and AECG as required.

Promoting and reinforcing positive student behaviour and school-wide expectations

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

Be Safe

Be Respectful

Be a Learner

Camden South Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

See link to our whole school PBL handbook

https://drive.google.com/file/d/1jLCedVDqGP02NDAA3cxEFVGDjKrR54hs/view?usp=drive_link

Behaviour Code for 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>.

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

Whole School Approach across the Care Continuum

Care Continuum	Strategy or Program	Details	Audience
Prevention	Bounce Back Program	- Whole school K-6 positive education approach to wellbeing, resilience and social emotional learning program - Taught across the school weekly lessons (30 min) following a scope and sequence	All students
Prevention	Kilometre Club	KM (Kilometre) Club is a grass-roots school-based physical activity program. The KM Club aims to encourage physical activity by providing students with the opportunity to run, jog or walk outside, on a track, at a self-selected pace. The delivery of KM Club differs across each school, where some run the program before school, during school, only two days a week or every day.	All students
Prevention	Culture Club	Is a cultural and mentoring program at our school which has a strong cultural focus and is designed to inspire and motivate Aboriginal students to connect with culture in the school environment.	Indigenous Students
Prevention	Zones of Regulation Program	- Whole school approach to emotional regulation, sensory regulation & social skills - Zones of regulation visuals are displayed in each classroom and zones language is used across the school - Approach is re introduced at the start of each year - Students use a zones check in chart/ display/ or online check in each morning	All students

Prevention	Whole School Award System	- See PBL handbook for more information	All students
Prevention	Class Reward system/ Behaviour management	- See Individual class programs and more information in PBL handbook	All Students
Prevention	Caught you being good tokens	- Caught you being good tokens are handed out by classroom teachers in the playground when students are 'caught' following school rules or following a rule that is the weekly focus - Tokens can also be handed out to students at assemblies for good behaviour - At stage assemblies caught you being good raffles are drawn and students have the chance to win an ice block	All students
Prevention	Post Cards	- Our school supports the importance of students having a sense of belonging and acknowledges that every student is known, valued and cared for in our school. - Every 5 weeks teachers select 2-3 students from their class that consistently follow our school rules and personally hand write a postcard to send home in the mail to share the positive news with their family	
Early Intervention	PBL Tier 1	PBL Tier 1 Schoolwide and classroom systems of support brings together the whole school community contribute to developing a safe and supportive learning culture.	Students at risk

Early Intervention	Classroom Supports	- classroom teachers set goals and implement behaviour charts and strategies to support students at risk in the classroom and playground	Students at risk
Early intervention	Weekly PBL focuses and Video modelling	- Weekly data is collected from Sentral on areas of concern from both the classroom and playground - Video modelling videos are made with classes addressing the concern - explicitly teaching the rule and modelling expected behaviour. - Videos are shown the following week each morning to classes on Delma.	Students at risk
Early Intervention	Parent Meetings	- teachers communicate with parents to discuss any early support measures	Students at risk
Early Intervention	Teacher and/or Supervisor Check Ins	- classroom teachers and/or supervisors provide check in measures for students requiring additional support for academic or wellbeing concerns	Students at risk
Targeted intervention	Weekly School Bytes data	- Weekly data is collected by the PBL team on a monitoring sheet - Data is analysed to identify students requiring support in the playground or classroom - Data is also analysed for areas in playground of concern or patterns of negative behaviour	Individual Students
Targeted intervention	Learning and Support	The Learning and Support Team work all stakeholders to support those students who require personalised learning and support including instructional leadership and the development of risk assessments	Individual Students

		and short- and long-term goals.	
Targeted intervention	Silent mentoring	Silent Mentoring is an effort by professional educators to reach out to students who do not appear to be connected to the school environment.	Individual Students
Targeted intervention	Targeted lunch time programs	- lunch time programs ran by teachers or SLSO's to provide structured games and activities - E.g. Library (Big kids club), Little kids club, dance groups, Belgenny oval(up to 60 students, 2 teachers using soccer fields at back of school)	Targeted students
Targeted intervention	Engine Room	- We have a designated sensory space at our school called the Engine Room - This space is mainly used by the students in the school support unit, however open to mainstream students as required - The room supports students sensory and emotional regulation following the ALERT program/ theory ensuring that our bodies/ our engines are in the right gear for learning	Targeted students
Targeted intervention	Individual Plans	- the school will plan and document risk assessments, regulation plans and support plans for students with high needs. These documents are shared with all stakeholders	

Targeted intervention	Tier 2 Interventions	Tier 2 targeted interventions address students' social-emotional and behavioural learning through evidence-based supports which are delivered to small groups of students or individual students.	Small group of students, staff, families
Targeted intervention	Social Skills Group	Small groups are withdrawn from class to engage in activities with a focus on body awareness, emotional awareness and self-awareness.	Social Skills Group teacher, small groups of students, School Chaplain
Targeted and Individual intervention	School chaplain	- The National School Chaplaincy Program (NSCP) supports student and school community wellbeing. - NSCP chaplains work in collaboration with the school community to support the wellbeing of our students - Our school chaplain follows a timetable of support with some flexibility where needed to support our students	targeted students
Individual intervention	Silent Mentoring Program	- Students are identified/ selected by their class teacher to become part of the silent mentoring program for wellbeing or behaviour - Teachers are linked with students they have a good relationship with and act as a silent mentor checking in weekly with the student	Selected students
Individual Intervention	Rock and Water Program	- Rock and Water program teaches skills to increase self-confidence, self-reflection - Students learn to stand strong, negotiate using “rock” or “water” verbal	Selected students through PBL or LST team referral

		approaches, walk away from trouble, consider alternatives to aggression, and develop understandings about who they are, their intuitive feelings and their personal direction. - Targeted students attend sessions with a trained teacher or school chaplain.	
Individual intervention	Behaviour monitoring cards	- see PBL handbook for more information	Individual students
Individual intervention	Tier 2 PBL referrals	- see PBL handbook for more information	Individual students
Individual intervention	Tier 3 intervention goals and plans	- See PBL handbook for more information	individual students
Individual Intervention	Individual Mentoring with students and families	- Senior Executive work with students with high wellbeing needs to support them at school	selected students of concern
Individual Intervention	Outside agencies and Department Specialists	staff work with outside agencies and Department Specialists to apply strategies and programs to support students with high needs to be safe and successful in the school environment	

Planned responses to appropriate behaviour, inappropriate behaviour, and behaviours of concern

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.

Camden South Public School 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
- a student disclosing information

- concerns raised by a parent, community member or agency.

Students or parents can report bullying to any staff member and this will be documented on Schoolbytes. 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.

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 students/staff members.

Positive Behaviour

Feedback	Staff provide a range of positive feedback throughout the day including verbal and non-verbal responses.
Seesaw	Staff will contact parents regularly with positive feedback
Postcards	One postcard per class is sent to share positive behaviour each term. These are recorded on Schoolbytes.
Awards	Students are rewarded at stage assemblies with Principal Awards for positive behaviour by being safe, respectful learners. At the end of each term if a student has not received a level (see levelling system information) they will be rewarded with an additional Principal Award. These are recorded on Schoolbytes.

Negative Behaviour

Negative behaviour is tracked and recorded confidentially on School Bytes and data is used by the school PBL team to support individual students, identify problematic areas in the playground, or to introduce interventions to target or prevent certain behaviours.

Level System	Student misconduct at CSPS is categorised into 4 different levels: Warning, Level 1, 2 and 3 type behaviours. Consequences are set by the executive staff.
Reflection	Students who are placed on a level are referred to the Reflection Room to begin targeted behaviour support. The Reflection Room operates at lunch break for 20 minutes and is supervised by a member of the executive team. Whilst in the Reflection

Room, students are encouraged to reflect on their unacceptable behaviour and the actions which resulted from that. They are asked to reflect on

- the school expectations that were violated and consider how they could deal with a similar situation in the future.
- any restitution that might be needed

Reporting and Recording behaviours of Concern

All details of serious behaviours of concern, including students who display bullying behaviour, are recorded on Schoolbytes. These will include, but are not limited to, incident details, staff involved, witness statements, consequences (including reflection/warning of suspension/suspension), supports offered (as needed), and parent contact.

For ongoing or serious behaviours of concern, The Team Around a School will be contacted for additional support or advice

The NSW Department of Education Student Behaviour policy and [Suspension and expulsion procedures](#) apply to all NSW public schools.

Staff will comply with reporting and responding processes outlined in the:

- Incident Notification and Response procedure
- [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.

Detention, reflection and restorative practices

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

The detention and time out guidelines can be found at

<https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-04>

Action	When and how long?	Who coordinates?	How are these recorded?
Whole School classroom behaviour continuum	As needed/ ongoing	Class Teacher and Stage Assistant Principal	Schoolbytes

Action	When and how long?	Who coordinates?	How are these recorded?
Reflection	Next lunch after incident Level 1 - 1 day Level 2 - 2 days Level 3 - 5 days Return from Suspension - 5 days	Assistant Principals and Senior Executive	Schoolbytes
Levelled Monitoring Cards	Level 2, 3 and return from suspension - Monitoring card with behaviour goals for 5 days	Assistant Principals/Senior Executive	Schoolbytes
Individual Support Plans	As needed/ ongoing	LST and Senior Executive	Schoolbytes

School Anti-bullying Plan

Our school anti- bullying plan can be found at:

https://drive.google.com/file/d/16i0mol9-VNEg0oaXISyLYPQbXGkH3s6i/view?usp=drive_link

Refer to the [Bullying of Students – Prevention and Response Policy](#) and [Anti-bullying Plan](#).

Reviewing dates

Our annual review process will include;

- Community, staff and student feedback
- undertaking a review of school data including academic and attendance data
- updating policies in line with department guidelines
- updating policies in consultation with community feedback (P&C/ AECG)

Last review date: Term 1 Week 1 2025

Next review date: Term 1 Week 1 2026