



Campbelltown North Public School School Behaviour Support and Management Plan

Overview

Campbelltown North Public School is committed to fostering a supportive and inclusive environment by explicitly teaching and modelling positive behaviour. Our school vision: United we will create a valuable, trustful and respectful environment where all students take ownership in achieving their full potential. As a community we all share the responsibility of creating a culture of high expectations that is empowering for all. This vision underpins our School Behaviour Support and Management Plan (SBSMP), ensuring that all students are supported through a strategic, whole-school approach that fosters positive, respectful, and responsible behaviour. Our SBSMP is aligned with the Department of Education's endorsed evidence-based approaches, including Positive Behaviour for Learning (PBL), trauma-informed practices, and the Zones of regulation.

Partnership with parents and carers

Campbelltown North Public School partners with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, by inviting parent/carer and student feedback through formal and informal means, such as community surveys, consulting with the P&C and local AECG and using concerns raised through complaints procedures to review school systems, data and practices. 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

Safe	Respectful	Learner
Keep hands, feet and objects to yourself	Use your manners	Follow staff instructions the first time
Use equipment appropriately	Be kind and friendly	Use the 2 and 3-Step plan when needed
Be in the right place at the right time	Care for the environment	Follow the 5 Ls
Move sensibly and quietly	Line up sensibly and quietly	Be an active participant
Wear your school hat in the sun	Wear your school uniform	Stay on task

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

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. These practices include:

- stating and 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
- providing active supervision of 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	Positive Behaviour for Learning (PBL)	A whole-school framework that explicitly teaches, models, and reinforces positive behaviour expectations. PBL matrices are displayed throughout the school, and behaviour lessons are regularly delivered to all students during class time and assemblies.	Students Staff Parents
	Social-Emotional Learning	Programs like Zones of Regulation build emotional intelligence, empathy, and conflict resolution skills to foster respectful relationships and safe behaviour.	Students Staff SLSO
	Cyber Safety Education	Regular lessons and workshops about digital citizenship, respectful online communication, and cyberbullying prevention using resources such as the <i>eSafety Toolkit for Schools</i> .	Students Staff Parents
	Aboriginal Cultural Inclusion	Embedding Aboriginal perspectives in teaching programs and celebrating cultural events such as NAIDOC Week to promote respect and inclusion among students.	Staff
	Restorative Practices	Proactively teaching conflict resolution strategies through restorative conversations and role-playing scenarios to equip students with the skills to handle disagreements respectfully.	Students Staff Parents
Early intervention	Buddy Programs	Older students mentor younger students during breaks, modelling appropriate behaviours and fostering a supportive school environment.	Stage 2 and 3 Students Classroom teachers Assistant Principals
	Check & Check-Out	Targeted support for students showing early signs of behavioural or emotional challenges, involving daily check-ins with a teacher or mentor to set and review goals.	Targeted students LST LaST Wellbeing Teacher Assistant Principals Principal School Counsellor

Care Continuum	Strategy or Program	Details	Audience
	Wellbeing Checkpoints	Regular student wellbeing surveys and informal teacher-student check-ins to identify early signs of disengagement or distress, allowing for timely intervention.	All classroom teachers Wellbeing Teacher Assistant principals Principal LaST
	Playground Supervision	Playground areas are supervised to reduce conflict and ensure all students are engaged in positive interactions.	All teachers & SLSO's
Targeted intervention	Individual Behaviour Plans (IBPs)	Plans developed for students with specific behavioural needs, including strategies to address triggers, set goals, and provide support.	Students Classroom teachers Assistant Principals LaST Parents
	School Learning Support Officers (SLSOs)	SLSOs work directly with students requiring additional academic or behavioural support, providing targeted assistance during lessons and breaks.	Wellbeing Teacher Classroom teachers LaST SLSO's
	Small Group Programs	Targeted programs for groups of students needing additional support in developing social and emotional skills, such as managing emotions and building resilience.	Wellbeing Teacher Classroom teachers LaST SLSO's School counsellor
	Anti-Bullying Interventions	Small group or one-on-one sessions to address instances of bullying or cyberbullying, providing skills and strategies to both the victim and the perpetrator to resolve the issue and prevent recurrence	Classroom teachers Wellbeing Teacher Assistant Principals Principal Parents Students
Individual intervention	Trauma-Informed Practices	Tailored approaches for students affected by trauma, including creating predictable routines, offering safe spaces, and fostering trusting relationships with key staff.	All staff
	Flexible Learning Programs	Individualised timetables or adjustments to learning environments to meet the unique needs of students requiring intensive behavioural support.	Wellbeing Teacher Classroom teachers LaST SLSO's
	Intensive Restorative Conferences	One-on-one restorative conversations involving students, parents, and staff to repair relationships and address significant behavioural concerns.	Students Staff Parents
	Specialist Support Services	Collaboration with external professionals such as school counsellors, psychologists, or AECG representatives to address complex behavioural and emotional needs.	external professionals AECG Parents/Carers

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

At Campbelltown North Public School, our planned responses to student behaviour focus on fostering positive behaviours, addressing inappropriate actions, and supporting students to grow academically and socially. Positive behaviours are identified through observation, feedback, and monitoring aligned with the Positive Behaviour for Learning (PBL) framework. Students demonstrating these behaviours are acknowledged

through explicit verbal praise, the awarding of PBL tokens, certificates, or recognition at assemblies. Class-based rewards, leadership opportunities, and regular communication with parents, such as notes, emails, or phone calls, celebrate and reinforce these actions. This proactive approach builds a positive school culture and motivates students to maintain high standards of behaviour.

When addressing inappropriate behaviour or behaviours of concern, teachers use strategies such as restorative conversations, logical consequences, and the development of Individual Behaviour Plans (IBPs) when necessary. Bullying, including cyberbullying, is identified using tools such as anonymous surveys, peer reports, and incident logs. Responses include immediate investigation, restorative practices, and targeted interventions like social skills workshops and counselling. Parent communication plays a vital role in ensuring a collaborative approach to managing behaviour. Regular follow-ups and monitoring ensure the effectiveness of these strategies and foster a safe and inclusive learning environment.

Preventing and Responding to serious behaviours of concern

Campbelltown North Public School Process for Responding to Serious Behaviours of Concern

Campbelltown North Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations.

We acknowledge that not all students are encouraged by the same thing or in the same ways. Younger students may be more motivated by adult attention while older students are typically more motivated by peer attention, activities, privileges, or freedom. When learning new skills, students need immediate and frequent reinforcement and as they develop mastery they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts.

The use of verbal and non-verbal specific positive feedback is the most powerful way to:

- help adults and learners to focus on positive social behaviour
- increase the likelihood that students will use the expected behaviours and skills in the future
- decrease unexpected behaviour and reduce the need for corrective responses
- enhance self-esteem and build an internal focus of control.

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour are teacher managed.	Targeted/Individualised Responses to behaviours of concern are executive managed
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 and/or emotional regulation visuals and/or supports so that the student can self-regulate.	1. Contact office to seek help from executive straight away if there is a risk. Otherwise notify student's stage supervisor or 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 including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	2. Executive/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 Wellbeing.	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 low-level consequence is applied.	3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on Sentral Wellbeing and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.
4. PBL expectation lessons are taught weekly.	4. Teacher records on Sentral Wellbeing system by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO).	4. Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at fortnightly school assemblies.	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 school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School.

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

Campbelltown North Public 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.

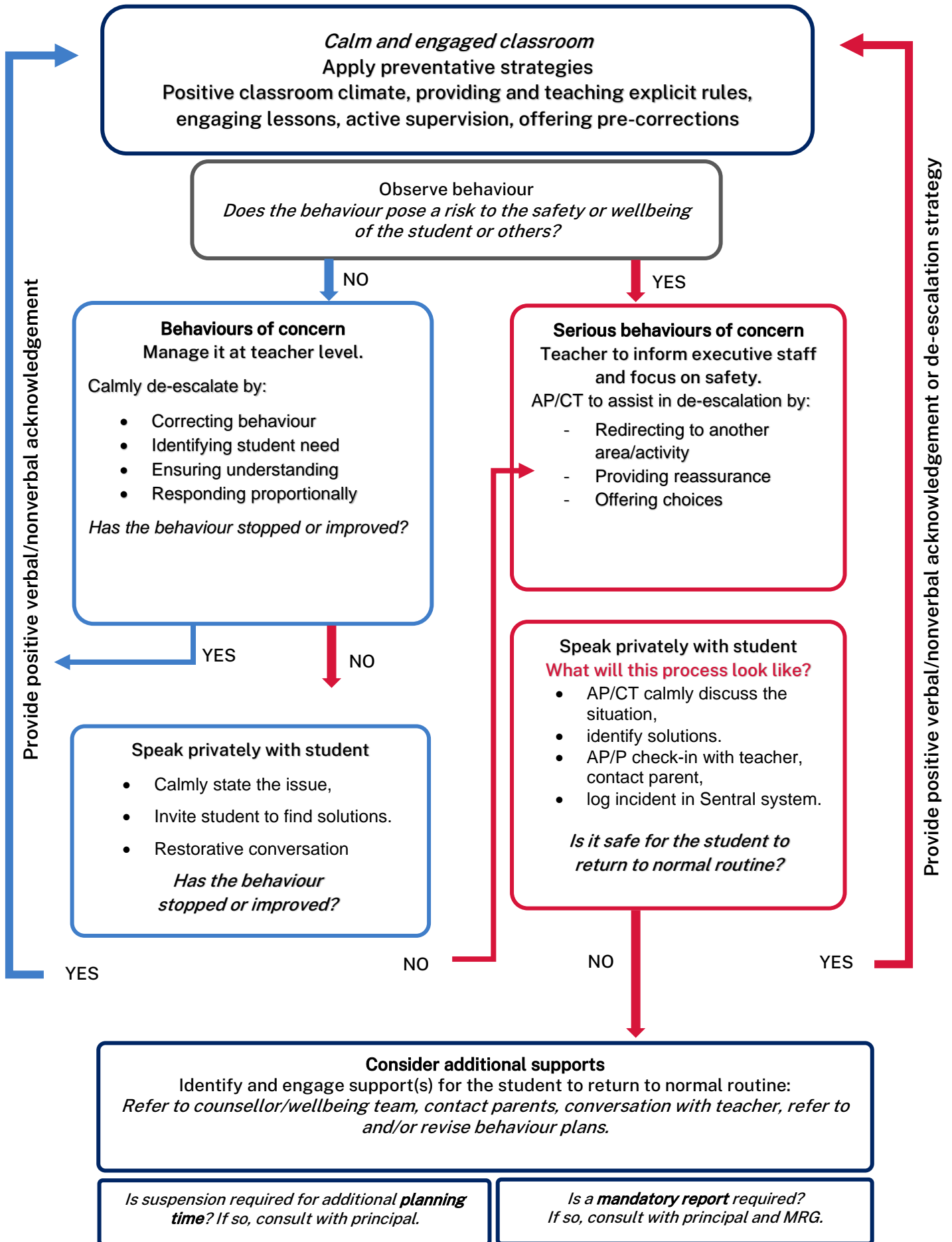
Strategy	When and how long?	Who coordinates?	How are these recorded?
Detention	Held during lunch or recess breaks, ensuring students have a minimum 10-minute eating and 5-minute toilet break	Coordinated by classroom teacher or executive staff	Recorded in the school's behaviour tracking system and incident logs
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.

Review dates

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026

Appendix 1: Behaviour management flowchart (Alternative example)



Appendix 2: Bullying Response Flowchart

