

Campbelltown Public School Behaviour Support and Management Plan

Overview

Campbelltown Public School seeks to provide quality education for all students, taking account of their age, background, ability and interests. We help students to become self-directed, lifelong learners who can create a positive future for themselves and for the wider community. Students develop best in schools where teaching and learning occur in a context of student welfare. Student welfare is enhanced when all members of the school community participate in the learning programs and life of the school.

At Campbelltown Public School we create an inclusive school environment focused on equality and driven by the individual needs of our students.

All stakeholders of Campbelltown Public School use the values of ‘Respect, Inclusivity, Safety and Engagement’ to guide actions, interactions and responses in all aspects of our school environment.

Partnership with parents and carers

Campbelltown Public School will partner 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 Tell Them From Me surveys and school surveys.
- using concerns raised through complaints procedures to review school systems, data and practices.

Campbelltown Public School will communicate these expectations to parents/carers through School Bytes and the school website. 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

Respectful	Inclusive	Safe	Engaged
We respect ourselves, others and our environment	We include others and work together	We make safe choices for ourselves and others	We strive to be better everyday
We use kind words	We celebrate differences	We keep hands, feet and unkind words to ourselves	We ask questions to understand
We treat others the way you want to be treated	We welcome others and share ideas	We stop and think before we act	We show pride in our work and learning
We care for the spaces and equipment at school	We work as a team and help each other	We stay in places that keep us safe	We learn from our mistakes and continue to learn

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	School wide values and expectations	Explicit teaching of whole school values and expectations. Individual and class incentive systems. Assembly awards.	All Students
	Open Parachute	Program that teaches mental health skills to students using authentic peer voices	All Students
	Child Protection	Teaching child protection educations is a mandatory part of the syllabus	All students
	Morning Circle	K-6 morning routine practices based on trauma informed pedagogy. All classes begin the day with a morning circle, fostering a sense of belonging and providing students with opportunities to regulate their bodies and emotions.	All students
	National Week of Action	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year.	All students

Care Continuum	Strategy or Program	Details	Audience
	Brain Breaks	Short, intentional breaks in the classroom that allow students to take a break from academic tasks and engage in physical or other activities. The purpose of brain breaks is to help students refresh their brains and reduce stress, boredom and mental fatigue.	
	Mindfulness	Mindfulness is a strategy used to support student transitions. It improves student attention and reduces emotional reactivity, behavioural issues and anxiety.	
	Life Skills	Students complete daily check ins on their emotions using life skills go. Teachers and executive staff use data to monitor students.	
	Zones of Regulation	Zones of regulation is an approach used to support the development of self-regulation strategies in students. This intervention explicitly teaches students to build awareness of their feelings/internal state and utilise a variety of tools and strategies for regulation, prosocial skills, self-care and overall wellness.	
	Needs Profiling	Student's needs are profiled against William Glasser's 5 Basic Needs and strategies are implemented to support the student meeting this needs in socially acceptable and appropriate ways.	
Early intervention	Learning Links	Small group intervention to support and increase coping and self-regulation strategies of students who are feeling anxious or have social difficulties.	
Targeted intervention	Learning and Support	The Learning and Support Team works with teachers, students and families to support students who require personalised learning and support.	
	Functional Behaviour Assessments	Completed by member of Learning and Support Team to identify the possible purpose of behaviour and support classroom teacher in developing a behaviour management plan.	
Individual intervention	Individual Behaviour Support Planning	This may include developing, implementing, monitoring and reviewing behaviour support, behaviour response and risk management plans.	
	Attendance support	The Learning and Support Team refer students to the attendance coordinator who will convene a planning meeting with students, families and	

Care Continuum	Strategy or Program	Details	Audience
		teachers to address barriers to improved attendance.	
Crisis Management	Crisis Response Plan	Crisis response plans outline procedures for responding to emergencies, such as natural disasters, violent incidents, or student mental health crises.	All staff involved in emergency response

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.

Campbelltown 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 (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 the school counselling service. Staff at Campbelltown Public School will follow the schools Bullying Response Flowchart (See appendix 1) when dealing with any concern of bullying behaviour.

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.

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. 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 are recorded on Behaviour / wellbeing ITD system.

Campbelltown Public School staff follow our Behaviour Flowchart (see appendix 2) to respond to behaviours of concern. This flowchart supports teachers in appropriately responding to behaviours of concern and outlines which behaviours are teacher or executive managed.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on our Behaviour / wellbeing ITD 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.

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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 withdrawal from free choice play at either break is planned as a 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?	How are these recorded?
Alternate play plan – withdrawal from free choice play and re-allocation to office or classroom for supervised play 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)	Next break	Staff member involved/the observing teacher	Documented in School Bytes
Restorative practice – peer mediation or circles in groups	Scheduled for either lunch or recess break	Staff member involved/the observing teacher	Documented in School Bytes

Review dates

Last review date: June, 2024

Next review date: June 2025

Appendix 1: Bullying Response Flowchart



Appendix 2: Behaviour Response Flowchart

