NSW Department of Education

Lake Cargelligo Central School
Behaviour Support and Management Plan

Overview

Lake Cargelligo Central School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

Our school vision, as outlined in the School Excellence Plan, is to foster a culture of high expectations and continuous improvement. Through a strong culture of belonging and connection, our school is committed to supporting, challenging and inspiring our entire learning community to excel in all aspects of their lives.

What makes our school and community truly special is the strong sense of connection and collaboration that exists here. Lake Cargelligo is not just a place; it's a community where families, educators, and local organisations work together to support our students.

We strive 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.

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.

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

- *Trauma Informed Practice*
- *Restorative Practice*
- *The Resilience Project*
- *Clontarf Academy*
- *Yinaagang Academy*

Lake Cargelligo Central School firmly stands against all forms of bullying, including cyberbullying, by prioritising a safe, inclusive, and respectful learning environment that champions student wellbeing. Our dedicated staff are committed to implementing evidence-based strategies and approaches, such as restorative practices and social-emotional learning programs, which foster a positive school climate and significantly reduce the likelihood of bullying incidents.

Every member of our school community, including students, parents, and staff, plays a vital role in cultivating a welcoming culture that celebrates diversity and nurtures positive relationships. We actively engage in community-building and diversity activities, workshops, and awareness campaigns that promote empathy, understanding, and cooperation among our students.

Central to our supportive school environment is the establishment of respectful relationships and a strong ethos that explicitly rejects bullying in both online and offline settings. We provide education on digital citizenship to empower students to navigate the online world safely and responsibly. Our staff are trained to recognise the signs of bullying and are equipped to intervene effectively, ensuring that any instances of bullying behaviour are addressed promptly and appropriately.

Through ongoing dialogue and collaboration, we strive to create a school culture where every individual feels valued and safe, and where the message that bullying will not be tolerated is consistently reinforced.

Partnership with parents and carers

Lake Cargelligo Central School 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, school surveys, consulting with the school's P & C Association and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Lake Cargelligo Central School will communicate these expectations to parents/carers through the school newsletter, website and provide links to information and resources in the Behaviour support toolkit.

School-wide expectations and rules

Respect	Responsible	Learning
Listen attentively	Be honest	Be an active participant
Speak politely	Wear uniform with pride	Complete set tasks
Use good manners	Right place, right time	Strive for excellence
Be considerate of others	Care for the environment	Show pride in all activities
Follow direction	Manage your property	Be resilient
Be safe and keep others safe	Be prepared	Be open to feedback

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 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	Restorative Practice	Promotes positive proactive strategies to provide opportunities to develop, strengthen, repair and maintain healthy relationships. Includes circles and restorative conversations.	Staff, students K-12, families
Prevention	Wellio	Students engage in social and emotional wellbeing lessons, which are reinforced by staff regularly, including at year and whole-school assemblies.	Staff, Wellbeing team, students 7-12, families
Individual intervention	Attendance monitoring	Address barriers to improve attendance and set growth goals.	Students, Year Advisor
Prevention	PDHPE curriculum	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	Students K-10
Prevention / Early Intervention / targeted / individual	Australian eSafety Commissioner Toolkit for Schools	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyber-bullying incidents.	Students K-12, staff, families
Prevention / Early intervention Targeted / individual intervention	Lake Way Team	This team includes a cross section of staff from across the school to analyse student behaviour and wellbeing data to ensure targeted support for students, staff and families.	
Targeted / individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	Staff, individual students K-12, families

Prevention / Early intervention	Student Support Officer	Supports the implementation of the school's approach to wellbeing.	Student K - 12
Prevention / Early intervention Targeted / individual intervention	Love Bites	Love Bites is delivered via school staff who are trained by NAPCAN trainers. Utilising an interactive and student participatory approach, Love Bites equips young people with the skills to identify disrespect, abuse and violence in their relationships and the knowledge of how and where to seek support. (Yearly engagement)	Students 7-12
Prevention / Early intervention Targeted / individual intervention	Consent Labs	The Consent Labs program equips high school students with the practical skills, knowledge and tools to be able to engage in consensual and respectful relationships. The program is aligned to the outcomes of the Stage 4 and 5 PDHPE syllabus. (Yearly engagement)	Students 7-12
Early intervention Targeted / individual intervention	Seasons for Growth	The Seasons for Growth program is a small-group evidence-informed education interventions to support children and young people to develop the knowledge, skills and attitudes required to understand and manage experiences of change, loss and grief and to connect with others going through similar experiences.	Students K-12
Early intervention Targeted / individual intervention	Storm birds	The Stormbirds is a small-group evidence-informed education intervention to support children and young people manage experiences of change, loss and grief related to a natural disaster.	Students K-12
Targeted / individual intervention	Life Skills Go	For students who exhibit low level behaviours of concern. The application provides an opportunity for tracking of mood over a period to enable targeted support and intervention.	Individual students K-12
Individual intervention	Wellbeing Cards	A period of time on a daily Wellbeing card to change a pattern of behaviour and ensure targeted and stepped care model of support.	Students 3-12
Prevention	Peer support program	This program is supported once a week during wellbeing lessons which encourages the fostering of positive relationships between primary and secondary students.	Students K-12 and teachers
Prevention	Leadership programs	These include Student Representative Council, library and peer mentors.	Students K-12
Prevention	Communication with parents	To increase parent's understanding of how our school addresses all forms of behaviour. Various Department resources are shared through the school newsletter each term to support knowledge and understanding.	Staff, students K-12, families
Prevention	Transition Year 6 into 7	Focusing on a safe and successful transition from primary to high school. The extended transition program focuses on sense of belonging and connection	Incoming Year 7 students

Individual intervention	Individual behaviour support planning	This may include developing, implementing monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Students, parent/carer, LaST, HT Wellbeing
Prevention Targeted / individual intervention	Pet therapy	Animals are utilised to support students wellbeing and engagements across the school reflective of needs arising.	Students K-12
Prevention	Breakfast Club	School community run a breakfast club program that provides access to a free healthy breakfast and builds strong student-teacher connections.	Staff, students K - 6
Prevention	Library	Provides an additional space during all lunch playtimes for students to engage with each other in a quieter setting with access to a teacher for wellbeing check ins.	Students K-12
Prevention / Early intervention Targeted / individual intervention	Yinaagang Program – Cultural Hub	Supports students during school hours and during break times to access a space to plan to engage in learning or access supports to support their wellbeing, attendance and academic support.	Female Aboriginal students 3-12
Prevention / Early intervention Targeted / individual intervention	Clontarf Academy	Supports students during school hours and during break times to access a space to make a plan to engage in learning or access supports to support their wellbeing, attendance and academic support.	Male Aboriginal students 5-12
Prevention / Early intervention Targeted / individual intervention	The Wellbeing Room	The school SSO is based in this space. This space support students during school hours and during break times to access a space to plan to engage in learning. Students are triaged from this location to various supports both internal and external to the school.	
Prevention / Early intervention Targeted / individual intervention	The Learning Hub	Supports students during school hours and during break times to access a space to plan to engage in learning or access supports to support their wellbeing, attendance and academic support. LST teachers and EALD teacher are based in the Learning Hub.	Students K-12
Prevention	Harmony Day	Our school celebrates Harmony Day in Term 1 each year	Staff, students K-12
Prevention	National Reconciliation Day	Our school participates in the annual National Reconciliation Day (Sorry Day) in Term 2 each year.	Staff, students K-12
Prevention	NAIDOC Week	Our school participates in NAIDOC Week activities and reflections in Term 2 every year.	Staff, students K-12
Prevention	Do it for Dolly Day	Our school participates in the annual Do it for Dolly Day Term 3 each year.	Staff, students K-12

Prevention	National Day of Action Against Bullying and Violence (NDA)	Our school participates in the annual (NDA) – Term 3 each year.	Staff, students K-12
Prevention	R U OK Day	Our school participates in the annual RUOK Day Term 3 each year.	Staff, students K-12
Prevention	Wear it Purple Day	Our school celebrates Wear it Purple Day each year in Term 3.	Staff, students K-12

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. (Appendix 1)

Lake Cargelligo Central 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 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. 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:

- expectation 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
- reflection and restorative practices
- communication with parent/carer

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 Lake Way expectations.	1. Contact HT/AP/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/CRT 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 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/Lake Way/LST collects information and reviews the incident from multiple perspectives to determine the next steps. HT/DP/CRT to record incident on Behaviour/Wellbeing 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 (The Resilience Project) during weekly wellbeing lessons.	4. Teacher records on Behaviour / wellbeing 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 automatically notified through the parent portal when intermittent and infrequent reinforcers are recorded on Behaviour / wellbeing ITD system. Student awards for positive behaviour are given at fortnightly year group 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 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 or concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on the school Behaviour / wellbeing school system. Responses to serious behaviour concerns 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
- 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.

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 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	School executive	Behaviour / wellbeing ITD system
Restorative practice – peer mediation, circles or restorative conversations in groups	Scheduled as soon as all involved are available	Year Advisor/HT Wellbeing	Behaviour / wellbeing ITD system wellbeing module

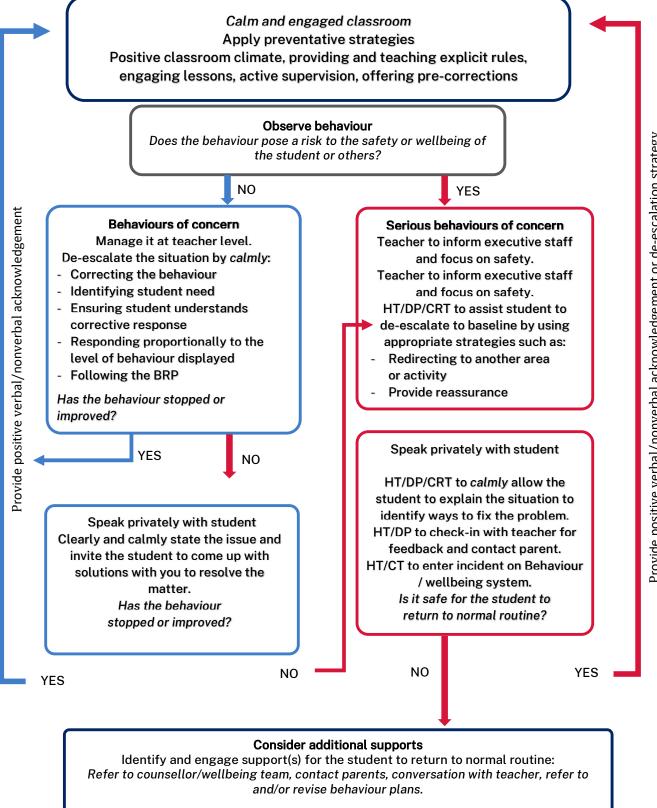|			
Reflection Centre - – withdrawal from playground during lunch for short period to engage in restorative conversation with teacher. The purpose of Reflective Centre is to support students to maintain positive relationships with teachers, identify certain behaviours and emotions and also work towards improving and building strategies for the future.	Scheduled as soon as all involved are available	Year Advisor/HT Wellbeing/AP DP	Behaviour / wellbeing ITD system wellbeing module

Review dates

Last review date: [Day 1, Term 1, 2025]

Next review date: [Day 1, Term 1, 2026]

Appendix 1: Behaviour management flowchart

Calm and engaged classroom
Apply preventative strategies
Positive classroom climate, providing and teaching explicit rules, engaging lessons, active supervision, offering pre-corrections

Observe behaviour
Does the behaviour pose a risk to the safety or wellbeing of the student or others?

NO

YES

Behaviours of concern
Manage it at teacher level.
De-escalate the situation by *calmly*:
- Correcting the behaviour
- Identifying student need
- Ensuring student understands corrective response
- Responding proportionally to the level of behaviour displayed
- Following the BRP

Has the behaviour stopped or improved?

YES   NO

Serious behaviours of concern
Teacher to inform executive staff and focus on safety.
Teacher to inform executive staff and focus on safety.
HT/DP/CRT to assist student to de-escalate to baseline by using appropriate strategies such as:
- Redirecting to another area or activity
- Provide reassurance

Speak privately with student
Clearly and calmly state the issue and invite the student to come up with solutions with you to resolve the matter.
Has the behaviour stopped or improved?

Speak privately with student

HT/DP/CRT to *calmly* allow the student to explain the situation to identify ways to fix the problem.
HT/DP to check-in with teacher for feedback and contact parent.
HT/CT to enter incident on Behaviour / wellbeing system.
Is it safe for the student to return to normal routine?

YES   NO   NO   YES

Provide positive verbal/nonverbal acknowledgement

Provide positive verbal/nonverbal acknowledgement or de-escalation strategy

Consider additional supports
Identify and engage support(s) for the student to return to normal routine:
Refer to counsellor/wellbeing team, contact parents, conversation with teacher, refer to and/or revise behaviour plans.

*Is suspension required for additional **planning time**? If so, consult with principal.*

*Is a **mandatory report** required?
If so, consult with principal and MRG.*

Appendix 2: Bullying Response Flowchart

First hour: 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.

Day 1: 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 (School behaviour/wellbeing system)
- Notify school executive of incident if required in line with behaviour management flowchart
- Notify parent/s that the issue of concern is being investigated

Day 2: 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

Day 3: 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

Day 4: Implement
- Document the plan of action in Sentral (School behaviour/wellbeing system)
- 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

Day 5: 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 (School behaviour/wellbeing system)

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 (School behaviour/wellbeing system)
- 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