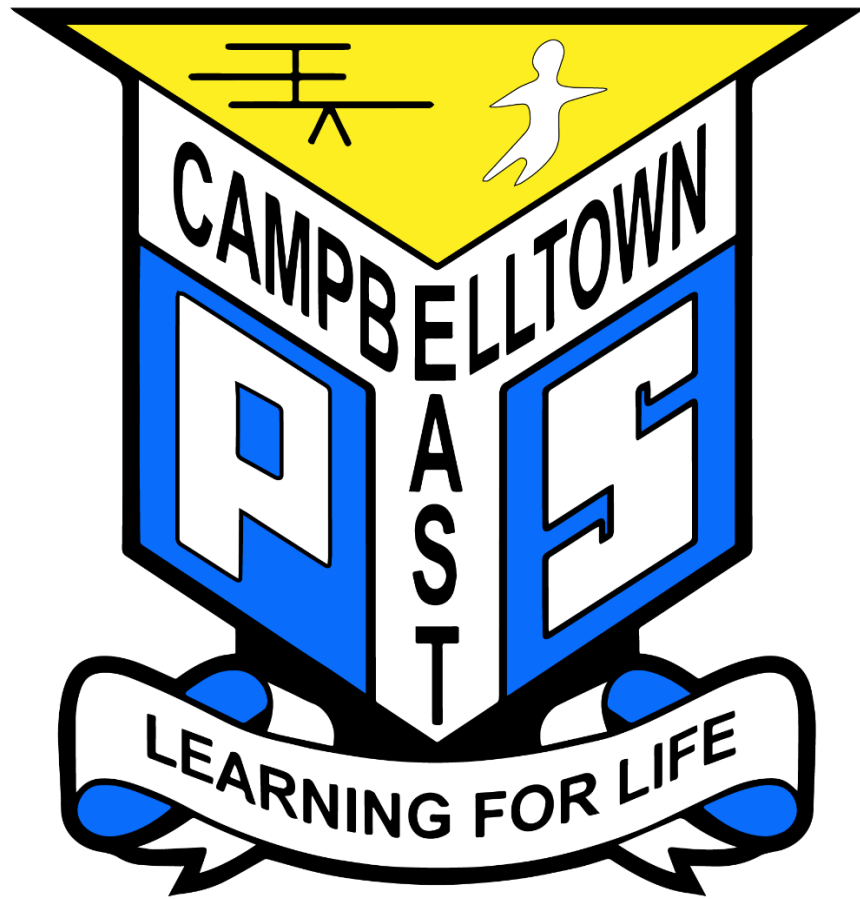


# Campbelltown East Public School



## School Behaviour Support and Management Policy

## Overview

Campbelltown East Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. We promote quality teaching and learning opportunities in an environment that is inclusive, supportive, friendly and fun.

Our goal is to inspire every child to participate positively in the school community and beyond. All students are known, valued and cared for. Our learning is targeted, differentiated and respectful of individual student's needs.

Students are supported by whole-school wellbeing practices which are evidence based, equitable, explicitly taught and goal oriented. 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 mission, key programs prioritised and valued by the school community include:

- Positive Behaviour for Learning
- Bounce Back
- Backflips against bullying

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

Campbelltown East Public School rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive, and respectful learning community that promotes student wellbeing. All staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff actively respond to student bullying behaviour.

## Partnership with Parents and Carers

Campbelltown East Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, by:

- regularly communicating elements of PBL including weekly lesson focus, award systems, and behaviour expectations
- inviting parent/carer and student feedback through formal and informal means, such as Tell Them From Me surveys, school surveys, consulting with the P & C and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Campbelltown East Public School will communicate these expectations to parents/carers through the school newsletter, Facebook page, Seesaw and 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**

Campbelltown East Public School has the following school-wide expectations and rules:  
**Be Safe, Be Respectful, Be a Learner.**

<b>Safe</b>	<b>Respectful</b>	<b>Learner</b>
Walk on hard surfaces	Be kind and value others	Ask for help
Wear a hat outside	Use appropriate language	Overcome challenges
Use equipment properly	Be ready to learn	Be your best
Keep our hands and feet to ourselves	Work cooperatively	Be on time
Use devices appropriately	Restore harm	Have a growth mindset

### **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	Backflips against bullying	The Backflips Against Bullying program features high-energy 1 Hour performances covering the following topics: <ul style="list-style-type: none"> <li>• Empowering The Bystander</li> <li>• Exit Strategies for the Victim</li> <li>• Deliberate Social Exclusion</li> <li>• The Consequences of Retaliation</li> <li>• Whole-School Action</li> </ul>	All
Prevention	Positive Behaviour for Learning	PBL consists of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.	All
Prevention	Bounce Back	Bounce back focuses on well-being and resilience. The program teaches children the skills and attitudes to help them be in a positive mood most of the time, get along well with others and become more resilient.	
Prevention	<a href="#">National Week of Action (NWA)</a>	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year.	Staff, students K - 6
Prevention	<a href="#">Child protection</a>	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention / Early Intervention/ Targeted / Individual	Australian eSafety Commissioner <a href="#">Toolkit for Schools</a> to prevent and respond to cyberbullying	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 cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	All
Targeted / Individual intervention	<a href="#">Learning and Support</a>	The LST works with teachers, students and families to support students who require personalised learning and support.	All
Individual intervention	<a href="#">Individual behaviour support planning</a>	This includes developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual students, parent/ carer, LAST, AP

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

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.

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. See Appendix 1.

- **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 Sentral. These include but are not limited to:

Classroom	Non-classroom setting
<ul style="list-style-type: none"> <li>• rule reminder</li> <li>• re-direct</li> <li>• offer choice</li> <li>• error correction</li> <li>• prompts</li> <li>• reteach</li> <li>• seat change</li> <li>• stay in at break to discuss/ complete work</li> <li>• conference</li> <li>• detention, reflection and restorative practices</li> <li>• communication with parent/carer.</li> </ul>	<ul style="list-style-type: none"> <li>• rule reminder</li> <li>• re-direct</li> <li>• offer choice</li> <li>• error correction</li> <li>• prompts</li> <li>• reteach</li> <li>• play or playground re-direction</li> <li>• walk with teacher</li> <li>• detention, reflection and restorative practices</li> <li>• communication with parent/carer.</li> </ul>

Campbelltown East Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Positive Behaviour for Learning consists of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

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

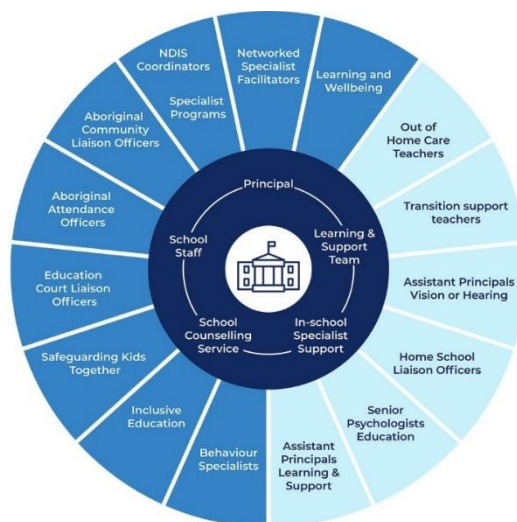
- increase the likelihood that students will use the expected behaviours and skills in the future
- decrease unexpected behaviour and reduce the need for corrective responses
- enhance self-esteem and build an internal focus of control.

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: Be Safe, Be Respectful, Be a Learner	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. - <b>PBL tokens</b> - <b>CEPS cash</b> - <b>Merit award system</b>	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 Significant and infrequent reinforcers are recorded on Sentral (Special and Principal's awards)	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 and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.
4. Social emotional learning lessons are taught (PBL) weekly.	4. Teacher records on Sentral 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) or anti-bullying co-ordinator.	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.
<b>Teacher/parent contact</b>	<b>Teacher/parent contact</b>	<b>Teacher/parent contact</b>
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 twice-termly school assemblies (PBL nominations).	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.

## Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Sentral. 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.

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.

## 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](#)

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 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 coordinates?	How are these recorded?
<b>Reflection</b> - a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Next break or day at either lunch or recess	Assistant Principal	Documented in Sentral
<b>Alternate play plan</b> - 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	Next break	Assistant Principal	Documented in Sentral
<b>Restorative practice</b> - <a href="#">peer mediation</a> or <a href="#">circles</a> in groups	Scheduled for either lunch or recess break	Assistant Principal	Documented in Sentral

## Anti-Bullying Plan

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. The NSW Department of Education requires all NSW public schools to have an Anti-bullying Plan which details the strategies implemented to reduce student bullying behaviours.



## Resources

The NSW anti-bullying website (<https://antibullying.nsw.gov.au/>) provides evidence-based resources and information for schools, parents and carers, and students. Schools are encouraged to visit the website to support whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour.

Our school rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

### 1. School culture and inclusion

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff will actively respond to student bullying behaviour.

Our school engages in the following practices to promote a positive school culture.

#### Student assemblies

Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.

#### Staff communication and professional learning

Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.

#### New and casual staff

New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour.

#### Partnerships with families and community

Effective schools have high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance and behaviour. 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 Website, Facebook page and Seesaw journals

Our school's digital platforms share information to support families help their children to regulate their emotions and behaviour and develop socially. Information is provided to assist if children have been involved in bullying behaviour (as the person engaging in bullying behaviour, as the person being bullied or as the person witnessing the bullying behaviour). The following are published on our school's website:

## School Anti-bullying Plan NSW, Anti-bullying website, Behaviour Code for Students

### Communication with parents

Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour.

EXAMPLE: Parent meeting i.e. P&C, parent/teacher night - Defining student bullying and school supports

EXAMPLE: School website school Facebook and/or school newsletter - Bystander behaviour

### Support for wellbeing and positive behaviours

Our school's practices support student wellbeing and positive behaviour approaches that align with our school community's needs.

Social and emotional skills related to personal safety, resilience, help-seeking and protective behaviours are explicitly taught across the curriculum in Personal Development, Health and Physical Education (PDHPE).



# Campbelltown East Public School Behaviour Flow Chart

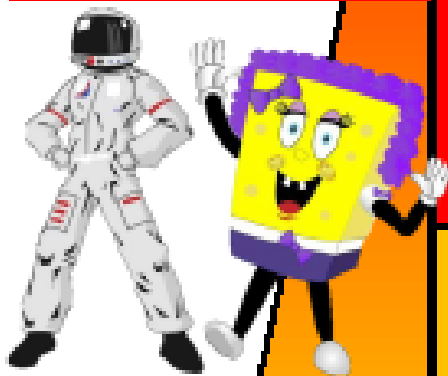


## Possible consequences

- \*Sentral entry
- \*Suspension
- \*No school representation
- \*Call to parents

## Executive / Principal managed.

- Non-compliance / Defiance
- Disrespecting others
- Disrupting learning of others
- Inappropriate verbal/written language
- Physical contact
- Rude gestures
- Property/equipment misuse
- Out of bounds
- Criminal behaviour



## Possible consequences

- \*Conference with Supervisor (reflection on incident)
- \*Sentral entry
- \*Call to parents
- \*Warning of suspension
- \*Limited school representation

## Teacher / Executive managed

- Non-compliance/Defiance
- Disrespecting others
- Disrupting learning of others
- Inappropriate verbal/written language
- Physical contact
- Rude gestures
- Property/equipment misuse
- Out of bounds



## Possible consequences

- \*Reminder of expected behaviour/rules
- \*Verbal Warning
- \*Conference with teacher
- \*Timely/linked consequence
- \*Time out with buddy class
- \*Sentral entry
- \*Call to parents

## Universals Teacher managed.

- Non-compliance
- Disrespecting others
- Disrupting learning of others
- Off Task
- Inappropriate verbal/written language
- Physical contact
- Rude gestures
- Property/equipment misuse
- Out of bounds



# Campbelltown East Public School Behaviour Flow Chart



## Possible consequences

- \*Sentral entry
- \*Suspension
- \*No school representation
- \*Call to parents



## Possible consequences

- \*Conference with Supervisor (reflection on incident)
- \*Sentral entry
- \*Call to parents
- \*Warning of suspension
- \*Limited school representation



## Possible consequences

- \*Reminder of expected behaviour/rules
- \*Verbal Warning
- \*Conference with teacher
- \*Timely/linked consequence
- \*Time out with buddy class
- \*Sentral entry
- \*Call to parents

## Executive / Principal managed.

- Non-compliance / Defiance- refusal to follow school rules/ expectations and/or instructions of executive.
- Disrespecting others- racism, discrimination, disrespecting staff, bullying (targeted and repeated disrespectful comments or name calling), repeatedly ostracising others, including social media, excessive yelling or screaming, lying to adults, deliberate verbal and physical intimidation, intentionally causing harm
- Disrupting learning of others- arguing with staff, excessive yelling or screaming
- Inappropriate verbal/written language- directed offensive language, purposely triggering an extreme reaction, verbally threatening harm to adults or students.
- Physical contact- physically threatening harm to adults and students, intentionally causing physical harm, targeted physical aggression, fighting.
- Rude gestures- inappropriate exposure of body parts, generalised sexual behaviour/gestures towards adults and students.
- Property/equipment misuse- destruction, vandalism, using equipment as a weapon, including rocks, throwing objects with intent to endanger others, inciting violence, harassment and intimidation via ICT.
- Out of bounds- leaving the school/location/venue/site without permission, truancy
- Criminal behaviour- theft, forgery, animal cruelty, weapon/s, drugs (possessing, taking or supplying), violence, inappropriate exposure of body parts, ICT misconduct)

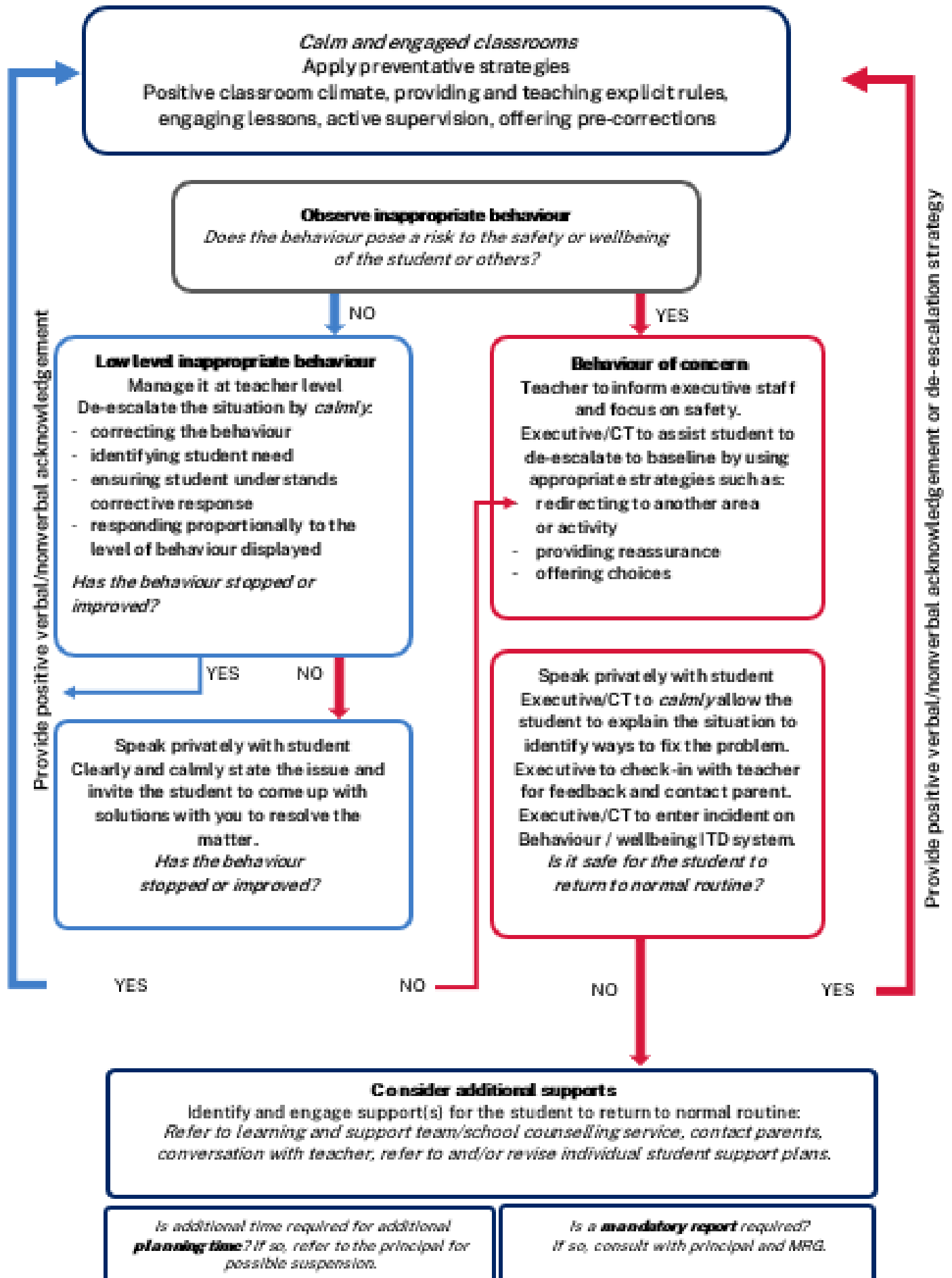
## Teacher / Executive managed

- Non-compliance/Defiance- refusal to follow instructions of a staff member, running away.
- Disrespecting others- ostracising others, disrespectful comments, muttering under breath, back chatting, lying to others, deliberate intimidation, pretending to/actually punch, kick, knee, strike, trip, spit on, slap, or step on someone.
- Disrupting learning of others- sustained loud talk, yelling or screaming.
- Inappropriate verbal/written language- repeated swearing, stirring others to get a reaction, teasing/ taunting.
- Physical contact- grabbing clothing, repeated physical contact, rough play, aggression.
- Rude gestures- of a sexual nature
- Property/equipment misuse- inappropriate materials (searching or sending via ICT), breaking personal, school or others' property or using equipment in a way that endangers others/self, throwing objects in anger, destroying own or others' work, accessing others' digital accounts.
- Out of bounds- repeatedly in areas at the wrong time

## Universals Teacher managed.

- Non-compliance- not following school/game rules / expectations.
- Disrespecting others- taking hats, name calling, being rude, answering back, following other students, spreading rumours.
- Disrupting learning of others- calling out, interrupting, chatting to others, noise with materials, walking around room
- Off Task- poor task completion, fidgeting/ handling objects during lessons without reason
- Inappropriate verbal/written language- answering back, name calling, undirected swearing.
- Physical contact- non-serious but inappropriate, not resulting in injury, annoying touch.
- Rude gestures- sticking rude finger up.
- Property/equipment misuse- snatching, using any personal or school property in an inappropriate manner, including ICT.
- Out of bounds- late to class, wrong place at wrong time
- Littering- in class, in the playground

## Appendix 1: Behaviour management flowchart



## Bullying Response Flowchart

The following flowchart explains the actions Example Public School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.

