

School Behaviour Support and Management Plan

Overview

Camden High School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. All key programs and initiatives are mapped to the care continuum and are developed in collaboration with all key stakeholders to best meet the needs of students, school and community.

Camden High School has adopted a strategic and planned approach to whole school wellbeing and behaviour management supports so that all students can connect, succeed, thrive, and learn. Key approaches and programs prioritised and valued by the school community are:

- Restorative practice, a teaching a learning approach that encourages behaviour that is supportive and respectful. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.
- PBL Ready to Learn (R2L), is an evidence- based framework that brings together whole school community to contribute to developing a positive, safe and supportive learning culture. Camden High utilises the framework to focus on attendance, punctuality and engagement in learning
- Targeted behaviour management and advocacy programs to promote positive and respectful relationships within the school community.
- Facilitation of wellbeing lessons and assemblies to promote achievement and strengthen students' sense of belonging and student wellness.

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

Partnership with parents and carers

Camden High School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by:

- Consultation with P& C Association and local AECG
- parent and Community feedback
- TTFM survey
- Open Days
- parent/ carer meetings, using concerns raised through complaints procedures to review school systems, data and practices.

Camden High School will communicate these expectations to parents/carers by

- Regular, ongoing communication with community through school newsletter, school website and social media forums.
- Communication as needed through phone, email, and individual meetings.
- New enrolment pack and/ or interview with explicit reference to behaviour code of conduct.

School-wide expectations and rules

Camden High School has the following school wide expectations and rules:

To be a learner who is safe and respectful.

Learner	Safe	Respectful
Attend school every day (unless legally excused)	Model and follow departmental, school and/or class codes of behaviour and conduct	Treat one another with dignity
Arrive at school and class on time	Negotiate and resolve conflict with empathy	Speak and behave courteously
Be prepared for every lesson	Take personal responsibility for behaviour and actions	Cooperate with others
Actively participate in learning	Care for self and others	Take care with property
Aspire and strive to achieve the highest standards of learning	Avoid dangerous behaviour and encourage others to avoid dangerous behaviour.	Value the interests, ability, and culture of others
		Dress appropriately by complying with the school uniform
		Develop positive and respectful relationships and think about the effect on relationships before acting

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

Camden High School is committed to implementing a strategic, integrated whole-school approach that fosters safe learning environments to best enable student learning. This requires student behaviour, learning, wellbeing and mental health support to be integrated at a strategic and systems-level and delivered as a whole-school, coordinated approach. Systems reform will be aligned with, and responsive to, the diverse needs of our students, staff and school communities.

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 intervention	High Impact Teaching and Learning practices	This includes: <ul style="list-style-type: none"> • cyclic identification of student and school needs • the investigation of best practice, • professional learning delivery of High Impact Teaching and Learning practice, to support learning and decrease disengagement and behaviour incidents 	Whole school
	Curriculum and Learning support	Access to: <ul style="list-style-type: none"> • Learning and Support guidance on the implementation of quality level adjustments and universal design to address students, cohort and teacher identified needs (diagnosed and imputed disability). • Learning and Support teacher (LaSt) and Student Learning Support Officer (SLSO) allocations as early intervention and preventative measures. 	Whole school

Care Continuum	Strategy or Program	Details	Audience
		<ul style="list-style-type: none"> Teacher Assisted Study Centre (TASC) for additional support (classwork/ homework/ assignments). 	
	Wellbeing Supports and spaces	<p>Preventative and a proactive response to wellbeing needs through a tiered approach of support. Inclusive of:</p> <ul style="list-style-type: none"> Wellbeing team: Student Support Officer (SSO), School Chaplain, school counsellor, Year Adviser and Head Teacher Wellbeing. Spaces inclusive of the Wellbeing Space (Library), break out spaces in blocks, The Sanctuary space. 	Whole school
	Extra-Curricular opportunities	Inclusive of lunch time activities, and programs, school leadership, school camps, clubs, and Cowra sporting exchange program.	Whole school
	Positive Recognition systems	Positive recognition systems through parent/ carer communication, assemblies, and social media acknowledgement.	Whole school
	Restorative Practice	Promotes positive proactive strategies to provide opportunities to develop, strengthen, repair and maintain healthy relationships. Includes circles and restorative conversations	Whole school
	Regular communication with parents and carers	To increase parent's understanding of how our school addresses all forms of behaviour.	Whole school
	Transition Year 6 into 7	Focusing on a safe and successful transition from primary into high school. This extends to Taster Days. Additional transition programs are available for student with additional learning and support needs.	Whole school

Care Continuum	Strategy or Program	Details	Audience
	Peer Support	Builds resilience by helping students develop strong relationships and skills to manage life's ups and downs	Whole school
	Ready to Learn	A systematic approach that brings together the whole school community to contribute to a positive and supportive learning culture. It underpins our school vision of providing an inclusive environment where we promote being a learner who is safe and respectful.	Whole school
Targeted intervention	Curriculum and Learning Support	Quality and/ or supplementary curriculum adjustments that aligns to: <ul style="list-style-type: none"> • student's plan (s), • learning goals • identified needs (diagnosed and imputed disability). Targeted curriculum support with access to: <ul style="list-style-type: none"> • Timetabled SLSO support to targeted students or a class group. • Timetabled LaST class and/ or teacher support. • Curriculum choice (electives, pattern of study and electives). 	Targeted group of students
	Wellbeing targeted activities and program opportunities	Discussion and implementation of proactive evidence-based programs through Wellbeing and Learning Support Team meetings. Specifically: <ul style="list-style-type: none"> • Check in Check out systems • targeted, small group programs and/ or initiatives driven by the Wellbeing team. • Year and Wellbeing assemblies to address cohort specific wellbeing issues. 	Targeted students with school identified wellbeing need.
	Cultural supports	Inclusive of key personnel: <ul style="list-style-type: none"> • The Aboriginal Education Officer (AEO) • Anti Racism Contact Officer (ARCO). Targeted and whole school celebration of inclusion and cultural diversity.	Targeted- First Nations Students and guests

Care Continuum	Strategy or Program	Details	Audience
	Spaces	<ul style="list-style-type: none"> The Sanctuary (identified groups of students), Break out spaces (Faculty) Home base (Support Unit), The Hub (Seniors) Wellbeing space (check in, check out) 	Specific group of students
	Leadership Programs	Inclusive of Student Leadership Council, Senior Leaders and Sports Leadership	Student Leadership roll call
Individual intervention	Individual Student Plans	Inclusive of Individual Education plans (IEPs), Individual Transition Plans (ITPs), Behaviour Support plans, Risk Management Plans, and health care plans.	Individual Students with specific identified needs.
	Curriculum and Learning Supports	<p>Substantial and/ or extensive curriculum adjustments that align to:</p> <ul style="list-style-type: none"> Individual Education/ Personalised Learning and Support plans, and/ or Behaviour Support and response plans, and/ or Risk Management Plans <p>Intensive curriculum support discussed at Learning Support and/ or Complex Case Student Team meetings and implementation of:</p> <ul style="list-style-type: none"> Timetabled and individualised SLSO support. Timetabled and individualised LaST support (individual withdrawal, classroom teacher and programming support) <p>Individual choice of electives and curriculum options that align with student interests, strengths and transition goals.</p> <p>Collaboration/ case conferencing with external agencies, allied health and/ or Delivery Support.</p>	
	Wellbeing Supports	Discussion and implementation of proactive evidence-based programs, initiatives and supports through 1. Wellbeing, 2. Learning	Individual students with specific

Care Continuum	Strategy or Program	Details	Audience
		Support and/ or 3. Complex Case Management Team meetings. Specifically: <ul style="list-style-type: none"> • Intensive and individualised wellbeing support within school resources • Intensive and individualised wellbeing supports and links to external supports. 	identified needs
	Individual Monitoring	Inclusive of: <ul style="list-style-type: none"> • Behaviour monitoring • Attendance monitoring • Goal monitoring • Achievement monitoring through merit, year meeting awards, and semesterly recognition assemblies 	Individual students

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

Camden High School’s planned response to behaviour is guided by a whole school focus on Ready to Learn (PBL) and Appendix 1: Behaviour Management flow chart Staff Tool Kit. It is further guided by the NSW Department of Education Student Behaviour policy and Suspension and expulsion procedures apply to all NSW public schools.

Planned responses to behaviour that does not meet school expectations are managed at a classroom (teacher), faculty (head teacher) or senior executive level (Deputy Principal). Staff use professional judgement to ascertain which level the incident will be managed at.

Corrective responses by teachers may include:

- rule 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
- detention, reflection and restorative practices
- communication with parent/carer

- Referral to Faculty management, Deputy Management (see Appendix 1), Learning Support and/ or Wellbeing teams (if applicable).

Responses to serious behaviours of concern

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. Such behaviours escalate a student's movement along the behaviour management flow chart from classroom management to Deputy Principal Management ([Appendix 1](#))

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

- review and document incident (statements and CCTV)
- Provide supports for staff or other students impacted
- refer/monitor the student through the school learning and support team and/ or wellbeing 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.

Students or parents can report bullying to any staff member. Camden High School utilises the services of Styme for anonymous reporting. 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.

Reporting and recording behaviours of concern

Camden High School 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

[Include information about food and toilet breaks and the maximum length of time appropriate to the age/developmental level of the student]

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflections – focusing on restorative practices	5minutes-15minutes	Individual teacher	Sentral: Wellbeing: School reflections
After school Reflections – focusing on online programs to build education around issues and restorative practice	1 hour	Executive	Sentral: Wellbeing: School reflections
Restorative Practice – built into all reflections across all levels (CRT & Executive)	5 minutes- 1 hour	Varied	Sentral Wellbeing incident- follow up action and/ or Sentral: Wellbeing: School reflections

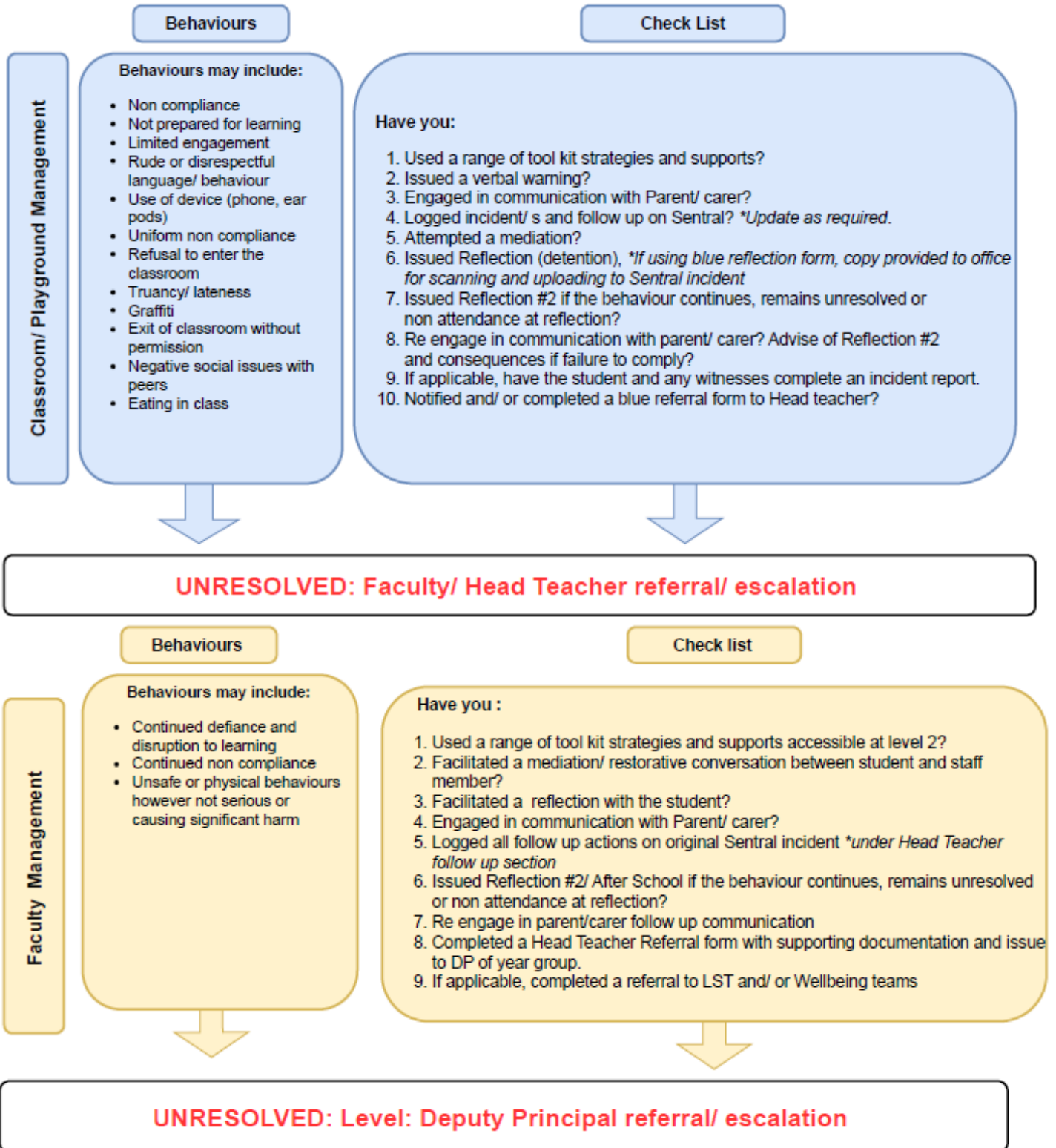
Review dates

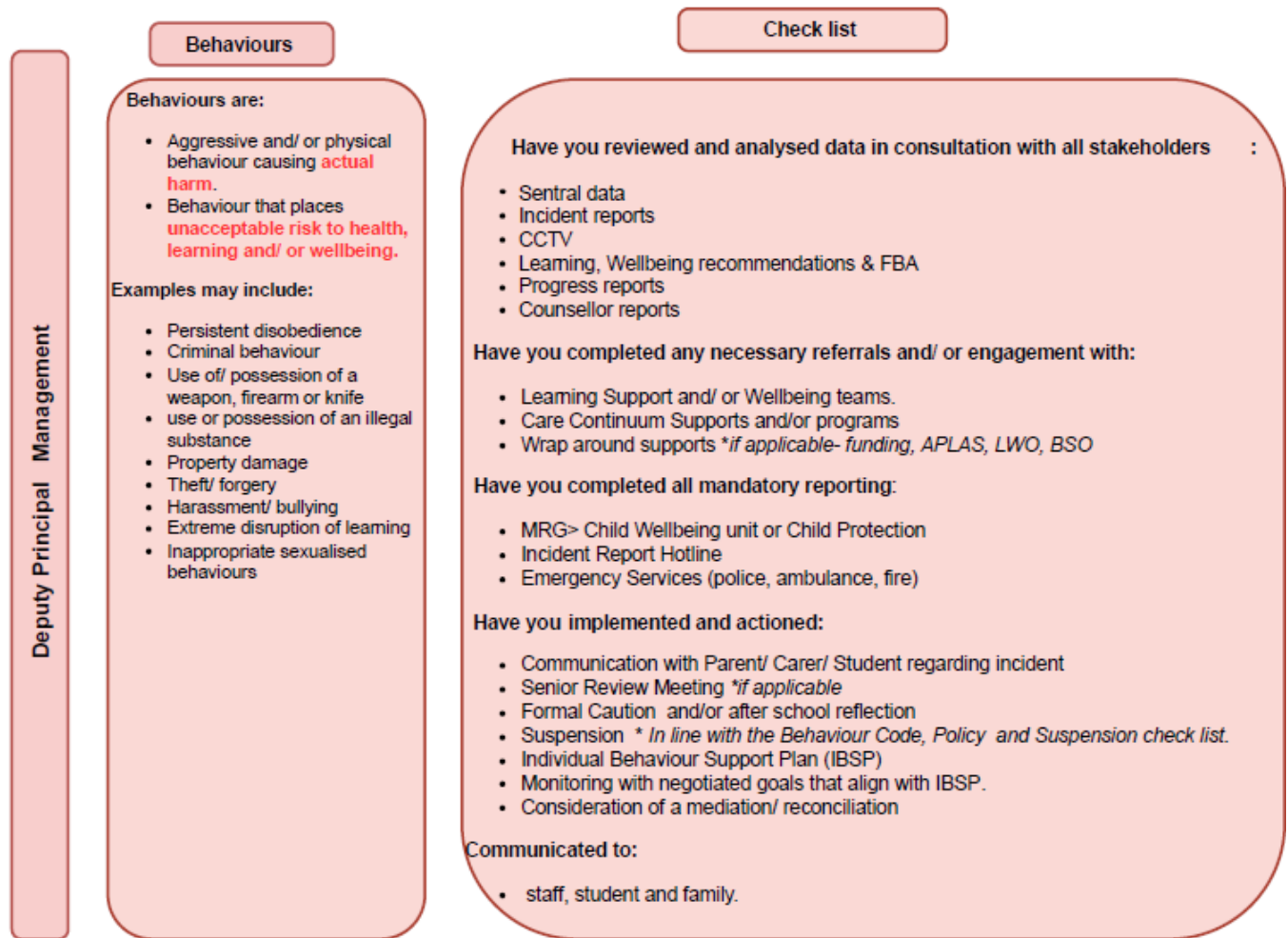
Last review date: [August 15th, 2024]

Next review date: [October 13th, 2025]

Appendix 1: Behaviour management flowchart Staff Tool Kit

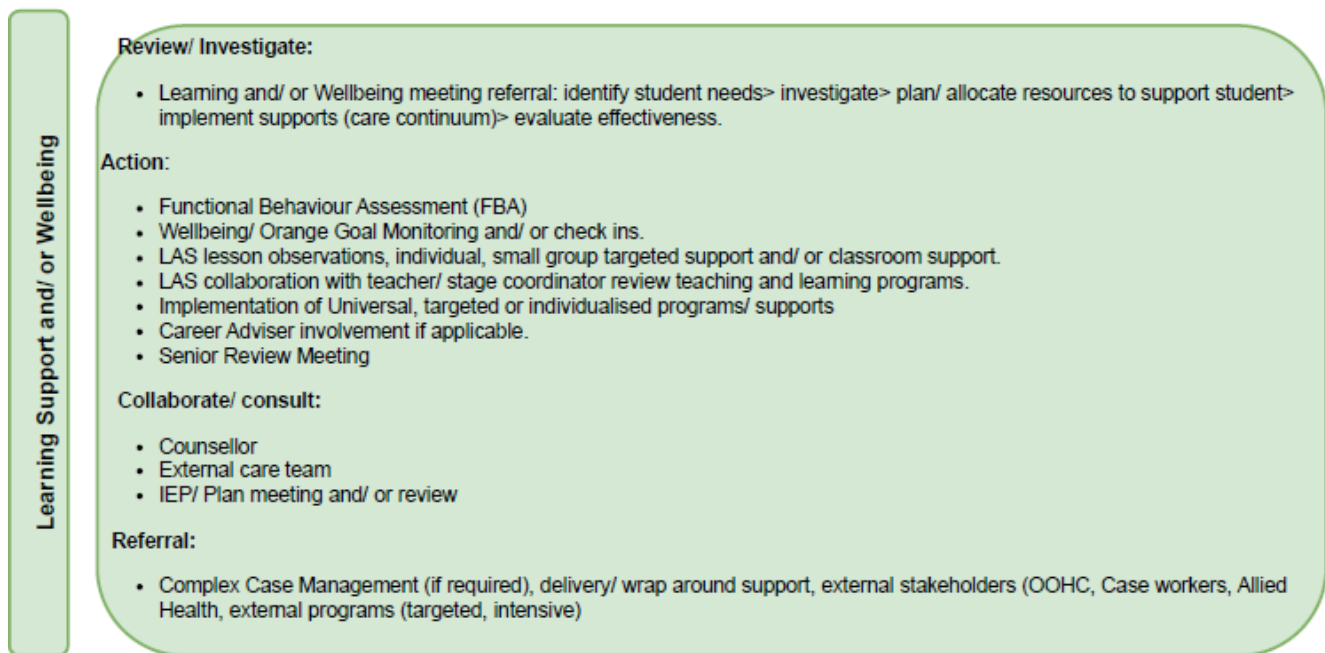
Camden High School Behaviour Management Systems





Serious Incidences must be reported immediately to Senior Executive. * Refer to the Critical Incident Procedures.

ADDITIONAL CARE CONTINUUM SUPPORTS: LST/ Wellbeing



Appendix 2: Bullying Response Flowcharts

PROCESS FOR RESPONDING TO REPORTS OF ALLEGED BULLYING



PROCESS FOR WORKING WITH ALLEGED BULLIES

