



Cambridge Park High School Behaviour Support and Management Plan

Overview

Cambridge Park High School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged in their learning. Through this commitment our school values of Excellence, Engagement and Equity will be evident throughout the school community.

Our commitment is underpinned by evidence-based research frameworks such as Positive Behaviour for Learning (PBL), Trauma Informed Practice, Social and Emotional Learning and Inclusive Education Principles.

At our school, Quality Teaching and Learning Environments are fundamental to student learning engagement and growth. High Impact Teaching Strategies, Explicit Teaching and the Quality Teaching Framework drive our staff teaching practice. Additionally, the Cambridge Park Learning Model and Growth Mindset underpin our school learning culture with high expectations evident throughout the school.

The Strategic Improvement Plan embeds these learning and behaviour frameworks within it resulting in a school wide focus on improvement.

Partnership with parents and carers

Cambridge Park High School will 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, 'Coffee and Cake' afternoon meetings, Parent Teacher nights, Open nights and the local AECG: Yarramundi Aboriginal Education Consultive Group.
- encouraging respectful dialogue between the school and community to address concerns and work together to support all students.
- using concerns raised through complaints procedures to review school systems, data and practices.

Cambridge Park High 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

Cambridge Park High School has the following **school-wide** expectations and rules:

To be Safe, Respectful, Responsible learners.

Safe Learner	Respectful Learner	Responsible Learner
We are in the right place at the right time	We speak and act with consideration and kindness	We attend school every day and engage with a positive attitude
We keep our hands and feet to ourselves	We listen to and follow teacher instructions	We use technology appropriately
We wear full school uniform	We care for others, their property and the school environment	We complete our work to the best of our ability

Cambridge Park High School has the following **classroom and learning** expectations and rules:

To be Safe, Respectful, Responsible learners.

Safe Learner	Respectful Learner	Responsible Learner
We enter and exit in an orderly manner	We let students learn and teachers teach	We are organised for learning with the correct equipment
We use equipment for its purpose	We listen to others and acknowledge others opinions	We work towards learning goals independently and together
We stay in the learning space for the whole lesson	We speak positively and politely to everyone	We seek assistance when we are uncertain and take on feedback

Strategies to promote positive behaviour

The school operates a Positive Behaviour for Learning framework to explicitly teach, monitor and recognise the above expectations and rules.

High quality teacher-student relationships inspire students to engage and grow.

Our staff work tirelessly to promote long term positive behaviours through a range of proactive principles.

<p>Develop Positive Relationships:</p> <ul style="list-style-type: none"> - Know students and how they learn - Demonstrate unconditional positive regard - Welcome warmly to the learning environment 	<p>Provide structured, engaging and explicit lessons:</p> <ul style="list-style-type: none"> - Predictable, consistent routines - Clear Learning Intentions and Success Criteria - Relevant and engaging lessons 	<p>Teach the expectations, rules and routines:</p> <ul style="list-style-type: none"> - Teach, remind and praise. - Provide feedback and direction - Recognise improvement - Pre-correct and remind, provide take up time
<p>Active supervision to be on task</p> <ul style="list-style-type: none"> - Move around the room and playground - Positively check in and engage - Offer and provide support 	<p>Teach and model Social and Emotional skills</p> <ul style="list-style-type: none"> - Demonstrate through actions how to respond appropriately - Co-regulate when students are escalated - Teach skills as required 	<p>Gain and implement student voice</p> <ul style="list-style-type: none"> - Find opportunities to have student voice embedded in to classroom and school programs - Authentically

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 \(nsw.gov.au\)](#)

Whole school approach across the care continuum and Anti-Bullying

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. Support and resources for Parents and Carers can be located at [Anti-bullying for parents and carers \(nsw.gov.au\)](#) and Appendix 1 demonstrates how the school will respond to reports and concerns around bullying behaviours.

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 7-12, families
Prevention	Aboriginal Education and Programs	Consulting with the AECG (Yarramundi) regarding programs, language, culture, history and events. Completing staff professional learning. Employing an AEO to support students and staff. Mentoring for Aboriginal students.	Staff, students, families
Prevention	PDHPE curriculum	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	Students 7-10
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 7-12, staff, families
Prevention	Communication with parents	To increase parent's understanding of how our school addresses all forms of behaviour.	Staff, students 7-12, families
Prevention	National Week of Action Against Bullying and Violence (NWA)	Our school participates in the annual (NWA) – Term 3 each year.	Staff, students 7-12
Prevention	Transition Year 6 into 7	Focusing on a safe and successful movement from primary to high school.	Incoming Year 7 students
Prevention	Peer support program	Builds resilience by helping students develop strong relationships and skills to manage life's ups and downs.	Students 7 and 10, and co-ordinators
Prevention	Wellbeing programs and workshops	Range of Wellbeing programs to proactively address areas of support for student wellbeing.	Student 7-12, families
Prevention / Early intervention	Student support officer	Supports the implementation of the school's approach to wellbeing.	Student 7 - 12
Targeted / individual intervention	Learning and Support (LST)	The LST works with teachers, students and families to support students who require personalised learning and support. Individual student plans for Learning, Behaviour, Adjustments and Risk Planning. Applying multi-tiered systems of support based on data to support students.	Staff, individual students 7-12, families

Targeted intervention	Check In Check Out (CICO) and monitoring	For students who exhibit low level behaviours of concern.	Individual students 7-12,
Targeted intervention	Leadership programs	These include Student Representative Council, library and peer mentors.	Students 7-12
Targeted intervention	Wellbeing and LST programs	Specific wellbeing programs to address identified student needs, for example RAGE, Love Bites, Social Emotional, IFS Mentoring	
Individual intervention	Complex case team	Case management and school complex case team to support students who require additional adjustments to successfully engage. This includes Delivery Support Team.	Individual students 7 - 12
Individual intervention	Anti Racism Contact Officer	Supporting students to address racial based behaviours of concern	Students 7-12
Individual intervention	Attendance monitoring	Address barriers to improve attendance and set growth goals.	Students, Year Advisor
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

These interventions are **non-exhaustive** and samples of what the school seeks to provide. In addition, the school consistently reflects on and plans for the most appropriate interventions on an as-needed basis. We refer to the NSW Department of Education Care Continuum and Evidence Based Interventions. Cambridge Park High School will communicate and collaborate with parents and carers around adjustments and interventions provided to students and monitor students' responses.

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.

- **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:

- 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

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.

The school response to bullying is within Appendix 1.

Cambridge Park High School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

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
<p>1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and pre-correct. Students are acknowledged for meeting school-wide expectations and rules.</p>	<p>1. Refer to school-wide expectations.</p>	<p>1. Contact office/Exec to seek help from HT/DP straight away if there is a risk. Otherwise notify executive ASAP and before the end of the school day.</p>
<p>2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.</p>	<p>2. Use indirect responses e.g. Proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p>	<p>2. HT/DP/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.</p>
<p>3. Tangible reinforcers include those that are: free and frequent, include PBL tickets, contact (call, letter, email) to parent/carer, verbal praise, certificates etc.</p>	<p>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.</p>	<p>3. HT/DP collects information and reviews the incident from multiple perspectives to determine the next steps. HT/DP/CT to record incident on Sentral and contact parent/carer by email or phone. DP/P may consider further action for e.g. formal caution/suspension.</p>
<p>4. Social-emotional learning skills through Personal and Social Capabilities are taught through the wellbeing scope and sequence (2025) and in target interventions through the LST (on-going)</p>	<p>4. Teacher records Sentral 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.</p>	<p>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.</p>
<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>
<p>Parents are notified through regular monitoring and teacher contact as needed. Student recognition and awards occurs throughout the year.</p>	<p>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.</p>	<p>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.</p>

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.

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.

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 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	Sentral
Restorative practice – peer mediation , circles or restorative conversations in groups	Scheduled as soon as all involved are available	Appropriate staff for the incident	Sentral
School Detention practices:			

Counselled by teacher	As required Up to 5 minutes	Teacher	Details, actions and teacher notes are recorded on Sentral
Recess/lunch conference with teacher	As required Up to 15 minutes	Teacher	Details, actions and teacher notes are recorded on Sentral
Recess/lunch conference with Head teacher	As required Up to 25 minutes	Head Teacher	Details, actions and Head teacher notes are recorded on Sentral
School detention with Deputy Principal/Principal	As required 40 minutes after school	Deputy Principal Principal	Details, actions and Head teacher notes are recorded on Sentral
Meeting with Deputy Principal and Principal	As required	Deputy Principal/Principal	Details, actions and Deputy Principal notes are recorded on Sentral

Review dates

Last review date: 30-6-2024

Next review date: 30-8-2024 and then Term 1 Week 2 and Term 3 Week 2 every year or as required.

Appendix 1: Bullying Response Flowchart

The following flowchart explains the actions Cambridge Park High 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.

