

# Cambewarra Public School Behaviour Support and Management Plan

## Overview

Cambewarra Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are our School's Core Values that are underpinned by the school's motto 'Strive for the Highest', Living Ripples data collection and Zones of Regulation. Student voice is valued and sort for all and a major part of our decision-making process when managing the school.

### **Promoting and reinforcing positive student behaviour and school-wide expectations**

Cambewarra Public School has the following school-wide rules and expectations:

- 'Strive for the Highest' is our school motto underpinned by the values;

At Cambewarra School we Strive for the Highest

- We are kind
- We are responsible
- We are a team

Cambewarra Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

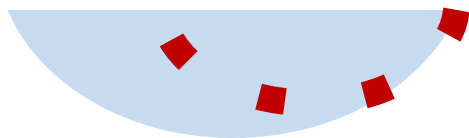
- A whole school curriculum to explicitly teach the behaviours.
- Student academic reports include behavioural expectations.
- Whole School weekly assembly recognising and reinforcing behaviours.
- A whole School rewards system based on our Values;
  - Classroom rewards system – Strive Value tickets
  - Fortnightly class assembly awards.

- Cambewarra Cambe Calf – Kindness Award. A prestigious whole school award nominated by teachers.
- Regular focus on one for our School's Values – explicitly teaching behaviours. This is announced at the odd week morning assembly.
- Reflection and restitution program to address behaviour issues.
- Reset space in classroom and playground (seats near the office or pods on oval) to reflect on individual behaviour using our Zones of Regulation.

### **Behaviour code for students**

The behaviour code for students can be found at <https://education.nsw.gov.au/public-schools/going-to-a-public-school/translated-documents/behaviour-code-for-students>.

High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.



## Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention	Strive for the Highest	School values and behaviours which underpin our positive school culture.	Students Parents Staff
Prevention	Zones of Regulation	Evidence based whole school program focusing on the language and skills of regulating emotions.	Students
Prevention	Zones Targeted Groups	Small group sessions for students, focused on areas of need in terms of regulation for these students.	Targeted students
Prevention	Living Ripples	Evidence based resilience program.	Students Teachers
Prevention	Professional Learning	Classroom management and playground management practices.	Staff
Prevention	Parent forums	Regular updates at P&C meetings, newsletter items, regular Principal check-ins with parents.	Parents
Early Intervention	Classrooms management	Communication with parents, and where relevant, the use of communication folders and School Bytes.  Explicit teaching and modelling of specific skills including behaviour expectations and social skills.	Staff Parents
Early Intervention	Learning Support Team & Teacher	Referral to learning support team for academic, social, emotional support.	Students Parents Staff
Early Intervention	Social Stories, visual cues and strategies, and routines.	Curriculum links, particularly in PDHPE, History and English (literature).  Restorative practices and regular check ins with class teacher (Living Ripples).  Drama and role play.  Self-regulation training – brain breaks, mindfulness.	Students Parents Staff
Early Intervention	Peer support, buddy programs and mentoring.	Formal “Buddy Program” for kindergarten students initiated as part of orientation/transition program.	Staff
Early Intervention	Anti-bullying strategies including cyber-bullying and internet safety.	Annual Police Liaison Officer Cyber safety program with Stage 3 (and sometimes Stage 2).  Targeted cyber safety lessons in stage cohorts taught by teachers.	Outside agency/ Community Students Staff

Early Intervention	School Counselling Service	School counselling staff support students by providing a psychological counselling, assessment, and intervention service.  Sourcing internal expertise including SLSO psychology honours students.	Students Parents Staff
Early Intervention	Aboriginal Education	Support programs aimed at connection to Country and community for Aboriginal and Torres Strait Islander young people e.g., Strong Foundations, Gadhungal Marring Program, SLSO program for Aboriginal students.	Students Parents Staff
Targeted Intervention	Individual behaviour plans	Modified individual expectations and goals.  Zones of Regulation small group support lessons.	Students Staff
Targeted Intervention	Transition strategies	Class to playground, lesson to lesson, grade to grade, school to school.	Students Staff Parents
Individual Intervention for students	School Learning Support Officers	SLSO support for implementation of modified individual expectations and goals.  School developed programs to support behaviour and wellbeing – behaviour support plans.	Students Parents Staff
Individual Intervention for students	Sensory assessment and supports.	Implemented as required in consultation with specialists and parents.	Students Parents Staff Outside agencies
Individual Intervention for students	Negotiated playground programs.	Implemented as required in consultation with specialists and parents.	Students Parents Staff
Individual Intervention for students	Phone Intervention Program	L&ST to monitor, follow up and record attendance issues in consultation with class teachers.	Parents Staff
Individual Intervention for students	Learning and Support Team/ Wellbeing team	Develop appropriate behaviour expectations and strategies with other staff members.  Monitor the impact of support for individual students through continuous data collection.  Provide consistent strategies and adjustments outlined within an individual student support plan.	Students Staff
Individual Intervention for students	Specialist allied health services	Allied health services to ensure learning adjustments are appropriate and effective for students.	Staff Outside agency
Individual Intervention for	Itinerant Support	Students with disabilities or significant support needs may access help from	Students Parents

students	Teachers	itinerant support teachers (hearing and vision, conductive hearing loss, early intervention, and support teacher transition) who visit schools and work directly with the student to plan and develop personalised learning and support.	Staff Outside agency
Individual Intervention for students	Professional Learning	Whole school professional learning relating to the specific needs of students e.g., Trauma, diabetes Targeted professional learning for staff.	Staff Outside agency Parents

## Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Classroom reset – for disruptive behaviour or to refocus a child.  Learning Support Team and executive to monitor action when necessary.	After 3 reminders or if too disruptive, the teacher may choose to implement an immediate reset to help everyone stay focused and learning. Reset is typically 10 minutes or when the child shows they are ready to learn.	Classroom Teacher	SchoolBytes Reset note
Assistant Principal reset.  More than 3 resets in a week or 2 in 1 day teacher contacts parent for interview with teacher and assistant principal.	For 3 <sup>rd</sup> classroom reset in a day or if the child is disruptive in classroom reset. 10 minutes or when student is ready.	Class teacher, Assistant Principal	SchoolBytes Reset note
Principal reset. More than 2 in a week Principal contacts parent for interview with teacher and parent.	3 <sup>rd</sup> executive reset in a day or if a child is too disruptive in executive reset. 10 minutes or when child is ready.	Class teacher, Assistant Principal	SchoolBytes Reset note Principal texts or phones parent
Lunch time- Reset for calm space or for most behaviours. Reflection and Restitution – off playground with teacher for serious behaviours.	Reset area for calm space. 10 minutes. R&R – executive decision (usually full lunch time).	Teacher Stage Assistant Principal	SchoolBytes, reset notes and R&R book.
Suspension is considered when a student's behaviour significantly disrupts the learning environment or poses a safety risk.	Days determined by Principal.	Principal	SchoolBytes Suspension policy checklist Parent interview

## Partnership with parents/carers

Cambewarra Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies through consultation with Cambewarra PS, Parents & Community (P&C).

Cambewarra Public School will communicate these expectations to parents/carers by our communications strategy including our newsletter, website, app, P&C meetings and individual student case conferences as required.

## School Anti-bullying Plan

Our Anti-Bullying Plan at Cambewarra aims to create a safe, supportive, and inclusive learning environment for all students. We are committed to preventing bullying in all forms, including physical, verbal, social, and cyberbullying. Students are encouraged to speak up if they experience or witness bullying, and they can report concerns to any trusted staff member, either in person or through our confidential reporting system. We also provide regular education and awareness programs on respectful behaviour, digital citizenship, and the impact of bullying. Our school uses a restorative approach to resolve conflicts and supports students who have been affected by bullying, ensuring they feel heard and safe. Through proactive supervision, promoting kindness, and fostering strong peer relationships, we aim to prevent bullying before it starts and address any issues promptly and effectively.

## Reviewing dates

Last review date: 5/2/25

Next review date: Day 1, Term 1, 2026.

[education.nsw.gov.au](https://education.nsw.gov.au)

