NSW Department of Education 

# Callaghan College Waratah Campus School Behaviour Support and Management Plan

Overview

Callaghan College Waratah Campus is a respectful and responsible learning community with a goal to inspire every child to participate positively in society. Callaghan College Waratah is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged in their learning.

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

Our vision is anchored in the belief that education is a transformative force capable of breaking down barriers, instilling resilience, and fostering a sense of community. Through the principles of positive behaviour support, trauma-informed practice, inclusive practice, and social emotional learning that underpin our daily practice, we aspire to cultivate an educational ecosystem that nurtures holistic development, embraces diversity, and prepares our students to thrive in an ever-evolving world. Our processes are founded on the idea that students must learn to take responsibility for their own actions and to ensure all staff respond to these challenges consistently to support students to acknowledge harm and learn from their behaviour. We aim to create a culture that promotes respect, empathy and resilience among all members. We strive to offer compassion, provide resources and understanding to help our students overcome obstacles and build a strong foundation for learning and wellbeing.

Incorporating the principles of inclusive practice, we are dedicated to celebrating diversity and promoting equity. Our goal is to create an inclusive learning environment that values and respects the unique contributions of each individual. By fostering a sense of belonging, we aim to empower every student to reach their full potential.

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

* Friendly Schools (Elephant Ed, PCYC programs, Smashed)
* Preventative programs (YAM mental health awareness program, Mental Health First Aid, Love bites,)
* Special focus assemblies (wear it purple, RU OK day, White Ribbon Day, Movember, Literacy week, harmony day, National sorry day, NAIDOC week, Anzac Day, Remembrance Day, presentation ceremonies)
* Referrals (counsellor, student support or wellbeing officer, ARCO, HSLO, Team around the school, LAST teacher, external services)
* Small group targeted programs (seasons for growth, RAGE, Resourceful adolescent program, Preventure, Top Blokes)

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

Restorative practice is a whole school teaching and 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.

## Partnership with parents and carers

Callaghan College Waratah Campus 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, consulting with the school’s P & C Association and local AECG
* using concerns raised through complaints procedures to review school systems, data and practices.

Callaghan College Waratah Campus will communicate these expectations to parents/carers through the school newsletter, website and provide links to information and resources in the [Behaviour support toolkit](https://education.nsw.gov.au/schooling/school-community/attendance-behaviour-and-engagement/behaviour-support-toolkit).

Our school values are:

-to empower oneself

-to value others

-to have agency in learning

These values define what our school believes in and provide a framework for how students, staff, and community members engage with each other and with stakeholders.

## The school organises information sessions with parents and carers to inform them about behaviour expectations and processes. In cases where a student requires additional support, the school collaborates with parents and carers to create individualised behaviour support plans, ensuring a tailored approach to support their behavioural development.

The school may schedule learning and support meetings with parents and carers to discuss the effectiveness of support interventions. These meetings are an opportunity to share successes, address challenges, and adjustment behaviour plans if necessary.

The principles of inclusive practice are embedded into the school curriculum and activities. Parents are encouraged to participate in events such as student led conferences, information evenings, cultural performance evenings and presentation assemblies and contribute to an environment that celebrates diversity and fosters belonging for all students.

Parents are encouraged to share their observations about their child’s behaviour and wellbeing, and this ongoing communication ensures that the school remains responsive to the evolving needs of the student and their family.

Positive behaviours and achievements are celebrated collaboratively, and this fosters a sense of pride and motivation for sustained collaborative efforts. By implementing these collaborative behaviour management processes, we work with students and their families to create a supportive, inclusive, and positive learning environment that nurtures the holistic development of every student.

## School-wide expectations and rules

|  |  |  |
| --- | --- | --- |
| **Expectation – Empower self** | **Expectations – value others** | **Expectation – agency in learning** |
| Demonstrates resilience | Respect and advocate for others | Promotes successful and aspirational learning |
| Models safe and healthy behaviours | Contribute to a collaborative culture or  Teamwork (mentoring, solving problems to prevent conflict, sportsmanship) | Strives for success in learning goals |
| Uses positive and respectful talk | Uphold a safe and secure environment (assist in maintaining a safe environment, equipped for activities) | Contributes to a deeply engaged classroom |
| Wears uniform with pride | Displays empathy | Communicates effectively for learning |
| Ability to resolve conflict peacefully |  |  |
| Engaged in learning and prepared for lessons |  |  |

## 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](https://education.nsw.gov.au/schooling/translated-documents/behaviour-code-for-students).

## Whole school approach across the care continuum

At Callaghan College Waratah Campus, we are committed to fostering a positive and inclusive learning environment. Our strategies and programs are designed to support the social, emotional, and academic development of each individual. We have clear expectations, values and strategies to reinforce positive behaviours.

Recognising that each individual is unique, we collaborate to develop individualised behaviour support plans that consider the specific needs, strengths, and challenges of each student, providing targeted strategies for positive behaviour development. We integrate Social-Emotional Learning programs into our curriculum to equip students with essential skills for learning, managing emotions, building positive relationships, and making responsible decisions. These contribute to the development of emotionally intelligent, and socially competent individuals.

Inclusion is at the heart of our approach, and our approaches use inclusive practices that celebrate diversity and create a sense of belonging. Our curriculum and other activities are designed to be accessible and welcoming to all.

We empower students to take leadership roles in promoting positive behaviour through mentoring programs where they actively contribute to a school culture that is respectful and inclusive.

Collaboration with parents and carers is vital to our success. We provide workshops, resources and regular communication to keep parents and carers informed. We invite families to participate in creating a positive and supportive school partnership.

Positive behaviours and achievements are celebrated through a range of recognition initiatives. Whether through letters and phone calls home, assemblies and special events. We applaud the efforts of students and reinforce the importance of positive contributions to the school community.

By implementing these strategies and programs, Callaghan College Waratah Campus is dedicated to creating an environment where positive behaviour is encouraged and celebrated, laying the foundation for a successful and fulfilling educational journey for every student.

| Care Continuum | Strategy or Program | Details | Audience |
| --- | --- | --- | --- |
| Prevention | Classroom Management, professional learning, and whole school initiatives | Detailed strategies aimed at teaching specific positive behaviours | All years |
| Early intervention | Learning Support referrals | A team of teaching professionals meet regularly to discuss student support | All years |
| Targeted intervention | Counselling services  Wellbeing programs | Specific programs designed to target individual and small group interventions tailored to the specific needs of individual students | All years |
| Individual intervention | Individual behaviour plans | Developing personalised behaviour plans tailored to the specific needs, strengths and challenges of individual students | All years |

|  |  |  |
| --- | --- | --- |
| **Prevention**  Responses to recognise and reinforce positive, inclusive and safe behaviour | **Early Intervention**  Responses to minor inappropriate behaviour | **Targeted/Individualised**  Responses to behaviours of concern |
|  |  |  |
| When students exhibit positive and appropriate behaviour, we are committed to recognising and reinforcing their efforts. Our planned responses include:   * Positive Reinforcement: Verbal praise, commendation, and acknowledgment of the specific positive behaviour. * Recognition Programs: Regularly scheduled programs to publicly acknowledge and celebrate positive behaviours, fostering a positive and supportive school culture. * Certificates and Awards: Issuing certificates or awards to students who consistently demonstrate positive behaviour, encouraging a sense of achievement. | For instances of inappropriate  behaviour, our planned  responses aim to address and  correct the behaviour while  promoting learning and  growth:   * Restorative Practices: Using restorative approaches to help students reflect on their actions, understand the impact on others, and work towards repairing any harm caused. * Behavioural Reflection: Providing students with the opportunity to reflect on their behaviour, understand the consequences, and identify alternative choices. * Consequences and Discipline: Implementing appropriate consequences, which may include loss of privileges, temporary separation from peers, or other discipline measures aligned with our school's code of conduct. | For behaviours that raise  concern, particularly instances of bullying or cyberbullying,  our planned responses  prioritise the safety and wellbeing of all students:   * Immediate Intervention: Promptly intervening to address the concern and ensure the safety of the students involved. * Anti-Bullying Programs: Implementing school-wide anti-bullying programs to educate students about the impact of bullying, promote empathy, and encourage bystander intervention. * Conflict Resolution: Facilitating conflict resolution strategies to address underlying issues and promote understanding among students. * Involving Parents: Engaging with parents to discuss concerns, share information, and collaborate on a plan to address and prevent future incidents. * Counselling and Support Services: Offering counselling services for both the victim and the perpetrator to address the root causes of the behaviour and provide guidance for positive change. * Digital Citizenship Education: Providing education on responsible digital citizenship to prevent and address cyberbullying incidents, empowering students with the knowledge to navigate online spaces safely |
| **Continuous Monitoring and Evaluation:**  Our responses are part of an ongoing process that involves continuous monitoring and evaluation. We are dedicated to maintaining a safe, respectful, and inclusive learning environment, and we adapt our responses based on the evolving needs of our students and the school community. By implementing these planned responses, we aim to create a school culture that fosters positive behaviour, addresses inappropriate conduct constructively, and ensures the well-being of all students. | | |

### Responses to serious behaviours of concern

Responding to serious behaviours of concern requires a thoughtful and comprehensive approach. The following is a general outline of the process a school may take:

Immediate Response:

* Ensure Safety: The immediate priority is to ensure the safety of all individuals involved. If necessary, implement emergency protocols or involve appropriate authorities.

Documentation:

* Record Incident Details: Document the incident thoroughly, including date, time, location, individuals involved, and any relevant details. This documentation will serve as a reference for future actions and may be necessary for legal or disciplinary purposes.

Notification and Communication:

* Inform Appropriate Parties: Notify parents or guardians of the students involved, ensuring transparent communication about the incident. Maintain open lines of communication with relevant stakeholders, including staff and, if necessary, law enforcement.

Gather Information:

* Conduct Investigations: Assign a designated authority or conduct an investigation to gather additional information. Interview witnesses, review any available video footage, and collect evidence to understand the context and severity of the behaviour.

Engage Support Services:

* Counselling and Mental Health Support: Offer counselling services to both the victim and the perpetrator, addressing the emotional and mental well-being of all individuals involved. Engage mental health professionals if needed.

Disciplinary Measures:

* Determine Consequences: Based on the severity and nature of the behaviour, determine appropriate disciplinary measures. This may include suspension, expulsion, or other consequences in accordance with the school's code of conduct and policies.

Legal Considerations:

* Involve Law Enforcement if Necessary: If the behaviour constitutes a criminal offense, involve law enforcement. Cooperate fully with any investigations and legal processes.

Restorative Practices:

* Implement Restorative Justice: If applicable, consider restorative justice practices to address the harm caused, promote accountability, and facilitate reconciliation between the parties involved.

Individualised Plans:

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Communication with School Community:

* Community Communication: Keep the school community informed about the actions taken, ensuring that appropriate levels of confidentiality are maintained while also addressing concerns and providing reassurance.

Prevention Strategies:

* Implement Prevention Strategies: Identify and implement proactive measures to prevent similar incidents in the future. This may include additional training for staff, educational programs for students, and revisiting school policies.

Follow-up Support:

* Provide Ongoing Support: Offer ongoing support for all individuals involved. This may include additional counselling, monitoring, and follow-up meetings to assess progress and address any lingering concerns.

The NSW Department of Education [**Student Behaviour policy**](https://education.nsw.gov.au/policy-library/policies/pd-2006-0316) and [**Suspension and Expulsion procedures**](https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-06) 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.

### Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

[Incident Notification and Response Policy](https://education.nsw.gov.au/policy-library/policies/pd-2007-0362)

[Incident Notification and Response Procedures](https://education.nsw.gov.au/content/dam/main-education/policy-library/public/implementation-documents/incident_proc.pdf)

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

|  |  |  |
| --- | --- | --- |
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## Detention, reflection and restorative practices

| Strategy | When and how long? | Who coordinates? | How are these recorded? |
| --- | --- | --- | --- |
| Lunch detention / off-playground supervision | The length of detention is determined based on the severity of the behaviour and the school's disciplinary policy. It is intended to be reasonable and proportionate | Teachers, Head Teachers, Deputy Principals | Sentral |
| Restorative discussions / mediation | This is determined by the staff member leading this strategy – it is intended that this will occur once students have regulated their emotions and the discussion can be positive and rational. | Teachers, Head Teachers, Deputy Principals | Sentral |

## Review dates

Last review date: Thursday 5th December 2024

Next review date: Thursday 12th June 2025

### Appendix 1: Behaviour management chart

A chart with text on it

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### Appendix 2: Behaviour management flowchart (Alternative example)

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?*

*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?*

**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**

*Has the behaviour stopped or improved?*

NO

YES

NO

YES

**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.*

YES

**Serious behaviours of concern**

Teacher to inform executive staff and focus on safety.

HT/DP/CT to assist student to de-escalate to baseline by using appropriate strategies such as:

- Redirecting to another area or activity

- Provide reassurance

- Offer choices

NO

NO

YES

Provide positive verbal/nonverbal acknowledgement or de-escalation strategy

Provide positive verbal/nonverbal acknowledgement

Speak privately with student

**HT/DP/CT 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 in sentral.**

*Is it safe for the student to   
return to normal routine?*

### Appendix 3: Prevention Strategies for problematic behaviour.

A diagram of a problem

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### Appendix 4: Bullying Response Flowchart (Optional)

### Appendix 5: Learning and Support Flowchart

A diagram of a software project

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Appendix 6: Uniform & Yondr Flowchart

A blue and orange chart with white text

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Appendix 7: Anti-Bullying Plan

**Updated: 6th November, 2024**

**Contact Person: Deputy Principals, HT Wellbeing**

**Relevant Documents:**

* Notification Student Harassment Form
* School Values - Empowering Self, Valuing Others, Agency in Learning
* DoE Anti Bullying resources- <https://education.nsw.gov.au/schooling/schooling-initiatives/anti-bullying>
* Callaghan College Waratah Campus – Student behaviour management policy
* 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](https://education.nsw.gov.au/schooling/translated-documents/behaviour-code-for-students).

**Descriptions:**

**ANTI-BULLYING PLAN 2024-25 Callaghan College Waratah Campus**

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 (see: 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.

**Callaghan College Waratah’s commitment**

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.

**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.

1.1 **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.

|  |  |
| --- | --- |
| Term | Strategies and initiatives |
| 1 | Year 7 – Explicit teaching of Student Behaviour Code in the classroom environment |
| 1 | NSW Police Anti Violence talks |
| Every Term | Year Meeting |
| 2 | PDHPE Curriculum – Anti Bullying |
| Ongoing | Explicit Teaching of School Values |
| Across the year | Rage Program |
|  | Resourceful adolescent program |
|  | Preventure program |
|  | Lovebites workshops for year 8 and year 10. |
|  | TTFM Survey |
|  | Peer Support – Year 7 first day at High School (peer support leadership training for Year 9) |
|  | Walk a mile Koori style for the prevention and awareness of domestic violence. |
|  | Harmony Day- assembly |
|  | RU OK day |
|  | Campus LGBQAI+ group, Wear it purple day assembly |
|  | White ribbon day assembly to raise awareness of violence towards women |

 1.2 **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.

Dates for Communication topics and Professional learning

|  |  |
| --- | --- |
| Term | Strategies and initiatives |
| Daily | Staff noticeboard broadcast announcements and emails |
| Weekly | LST meeting |
| Fortnightly | Year Advisor Meeting/ Wellbeing |
| 1 | Staff Mandatory Training- Child Protection Training |
| As Required | ARCO Training for staff |
| As required | Mental Health First aid training for SLSOs, SSOs and Year Advisers as well as interested staff |
| As required | Love Bites fascilitator training for interested team of staff who can then deliver to students (healthy relationships) |

1.3 **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 in the following ways.

• Provided a copy of the Callaghan College Waratah Campus Practicum Student and Casual Teacher Induction Booklet; and Sentral information

• Executive staff member speaks to new and casual staff when they enter on duty at the school

• The Principal speaks to new executive staff when they enter on duty, as part of the induction process.

• Anti Vilification and Anti-Racism staff officer appointed: ARCO

• SLSOs support identified students with casuals.

2 **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.

|  |  |
| --- | --- |
| Term | Strategies and initiatives |
| Calendar Year | SSO (school support officer) and Wellbeing officer to run small group workshops and to provide one on one support. Referral can be made to external services |
|  | School counsellor |
|  | Partnership with DCJ |
|  | Wesley Mission Preventure Program |
|  | Scripture teacher who also runs a Seasons for Growth, grief and loss program |
|  | Support from ALDI Wallsend and the Food Bank to supply food to our wellbeing program giving food to students every break to enhance their wellbeing. |

2.1 **Website**

Our school website has 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). Direct links to DoE Anti Bullying tools are available for students and community.

This is the link to find online safety resources:

[Online safety | eSafety Commissioner](https://www.esafety.gov.au/)

This link is to the Department’s Behaviour Support Tool Kit:

[Behaviour support toolkit](https://education.nsw.gov.au/schooling/school-community/attendance-behaviour-and-engagement/behaviour-support-toolkit)

2.2 **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.

|  |  |
| --- | --- |
| Term | Strategies and initiatives |
| Calendar Year | School Website: https://waratah-h.schools.nsw.gov.au/ |
|  | School Counsellor Referrals |
|  | Tell Them From Me Parent Survey |
|  | 6-7 Transition days and vulnerable student additional programs |
|  | P& C Meetings |
|  | AECG meeting |

3 **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). They are taught and reinforced at Year Assembly meetings, and by all classroom teachers. Students in Year 8 and 10 learn through the Mental Health First Aid program and the Lovebites program. Year 9 do the Youth and Mental Health program (YAM), and Year 7 and 8 have education on online safety.

|  |  |
| --- | --- |
| Strategies and initiatives | Term |
| IBSP(Individual behaviour support plans) | Calendar Year |
| Mediation |  |
| Student Leadership Groups |  |
| Parents accessing DoE resources online |  |
| Programs such as Mental Health First Aid, Lovebites, YAM, and online safety |  |
| School Support Officers and counsellors |  |
| Year Adviser support |  |
| Referral to external support services |  |
| Provision of food at break and Breakfast club to students who need it to enhance their wellbeing |  |