

## SCHOOL BEHAVIOUR SUPPORT AND MANAGEMENT PLAN

## CHIFLEY COLLEGE DUNHEVED CAMPUS

**Overview**

We envisage all people of all cultures working together. Our aim is to place the school at the heart of the community.

We maintain high expectations, use evidence-based research and data to underpin growth and attainment of every student. Our school is committed to an integrated whole school approach to growing an inclusive learning culture to support the wellbeing and aspirations of every student.

We welcome collaboration and learning with others. Every student is engaged and challenged to continue to learn, with productive partnerships and pathway programs which support students at key transition points. The school is an exemplar in leveraging community strengths, delivering benefit to both the school and the community.

Chifley College Dunheved Campus is highly valued across the local and educational communities as a leader for its impact on learning progress and its active support of other schools.

**Partnership with parents and carers**

The students, parents and staff at Chifley College Dunheved Campus are committed to creating engaging and effective classrooms and an inclusive and safe school community for all. Students and staff have the right and responsibility to engage in positive and respectful relationships based on valuing the interests, abilities and diversity of others. Our staff apply best practice classroom management strategies to help students develop the skills necessary to have strong relationships, make positive decisions and exhibit behaviours that promote the safety and learning of others and their own.

**CCDC's discipline procedures and behaviour support planning is underpinned by the Care Continuum and supports the DoE Student Behaviour Policy**

**School-wide expectations and rules**

## School Expectations - The Dunheved Way

Developed in consultation with staff, students and parents aligning to the NSW Behaviour Code for Students



**THE DUNHEVED WAY**  
*"means we CARE"*

<b>C</b>	<b>COOPERATE</b>	<ul style="list-style-type: none"> <li>I am in the right place at the right time</li> <li>I wear my school uniform with pride</li> <li>I follow teachers' instructions</li> <li>I leave banned items at home</li> <li>I act safely at school and travelling to and from school</li> </ul>
<b>A</b>	<b>ACHIEVE</b>	<ul style="list-style-type: none"> <li>I am prepared for every lesson</li> <li>I am engaged in every lesson</li> <li>My mobile phone is "OFF and AWAY" all day</li> <li>I ask for help when I need it</li> <li>I strive to do my best</li> </ul>
<b>R</b>	<b>RESPECT</b>	<ul style="list-style-type: none"> <li>I positively represent our school</li> <li>I am kind to others</li> <li>I speak politely</li> <li>I look after our school environment</li> <li>I say "NO" to bullying</li> </ul>
<b>E</b>	<b>EVERYDAY</b>	

VALUED KNOWN CARED FOR

The Positive Behaviour for Learning (PBL) approach supports Chifley College Dunheved Campus in creating positive learning environments by implementing evidence-based approaches and developing proactive whole-school systems to define, teach and support appropriate student behaviours.

PBL is characterised by an emphasis on prevention; an increasing intensity of intervention for increasing intensities of problem behaviour; and a provision of basic proactive programming for all students by all staff in all settings.

The expanded CCDC PBL Dunheved Matrix includes specific settings such as the Classroom, Playground and Assemblies. This document is included in CCDC's School Behaviour Support and Management Plan. Students strengthen their understanding of our school expectations and are provided with a copy of the School Expectations – The Dunheved Way. School expectations are continually reinforced by staff in all settings, during the school day.

## 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

Students may require different types of interventions delivered in different ways along a continuum of need to best meet their needs. The care continuum is a whole-school system that can assist schools to adopt a prevention-focused approach and help to address the full spectrum of student needs including prevention, early intervention, targeted intervention and intensive individual intervention.

Care Continuum	Strategy or Program
<p><b>Universal Preventions</b></p> <p>Whole-school practices to maintain safe and respectful learning environments.</p>	<p>Positive Behaviour for Learning: Tier 1 Classroom Systems, Parent Engagement, Life Coaching Program – whole school wellbeing program, In-school procedures, Learning, Community and Wellbeing Hub, Student Review – academic, attendance and wellbeing, Connecting to Country: partnership with the NSW Aboriginal Education Consultative Group In (AECG), Anti-bullying program – Kindness Continuum, Social Media, Formal Assemblies, Monday – formal assembly and Thursday – stage assemblies, Support Travel Training Program, Careers Education, Transition Advisers, Leadership Programs, Western Sydney University programs, Local Providers – FUSION &amp; Job Quest, Year Adviser interventions &amp; Mentoring Booklet, Community &amp; Fundraising events, Trauma-Informed Practice, In League – In Harmony Program, EAL/D education program, Crime prevention workshops, Personalised Learning Pathways – PLPs, Talented Identification Program for Sport (TIPS): PDHPE, Debating team and programs, Lunch-time sporting competitions, Breakfast Club, The Brown Paper Bag Program, ARCOs: Anti-Racism Contact Officer &amp; Student Wellbeing Room</p>
<p><b>Early Interventions</b></p> <p>Initial responses to work with emerging, low-level behaviours – classroom and HT level.</p>	<p>Classroom Teacher &amp; Head Teacher Personal Improvement, Disability Standards for Education, parent engagement – phone calls and parent interviews – KLA level, Aboriginal Education Officer, School Support Officer, Community Liaison Officer, Clontarf Academy, Year Advisers, Speech Pathologist, Individual Education Plan – IEPs, Learning Ground in Schools – Chain Reaction Foundation, Peer Tutoring Program, MacqLit Program</p>
<p><b>Targeted Interventions</b></p> <p>Targeted support to encourage positive behaviours in</p>	<p>Positive Behaviour for Learning: Tier 2: Targeted Systems, Functional Telehealth Counselling, PCYC programs, Behaviour Assessments, Police Liaison Officer, School counselling service, Perfect Presence Program, Mt Druitt Learning Ground – Chain Reaction Foundation, Rock and Water Program, Reconnect and Reengage</p>

response to complex and challenging behaviours.	Program, Hub Project: Check and Connect, Playground spaces – CDL & Wellbeing space.
<b>Intensive Interventions</b> Comprehensive systems of support for highly complex and challenging behaviours	Positive Behaviour for Learning: Tier 3 Individual Systems, Out of Home Care Support, Complex Case Management, Suspension Centre Program – Bidwill, Part-Day Exemption Plans, Phoenix class, Benedict Tutorial Class, Student Plans: Individual Education Plans, Attendance Improvement Plans, Behaviour Management Plans, Health Care Plans, Crisis Management Plans, Risk Management Plans, Safety Plans, Health Care Plans, Delivery Support Team, Itinerary Support Teachers, NDIS services, Aboriginal medical services, Integration Funding through Access Request.

Restorative practice is a teaching and learning approach that promotes self-regulation and encourages behaviour that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others as a result of their actions.

When schools are restorative, they:

- Value quality relationships
- Model empathy and respectful relationships
- Value student voice and utilise collaborative problem solving
- View inappropriate behaviours as opportunities for learning
- Apply procedural fairness
- Recognise the importance of repairing damaged relationships
- Use active listening and positive language and tone
- Avoid scolding, judging, lecturing or blaming and foster self-awareness in the student
- Implement consequences that are proportionally fair and remain future-focused

## Reflection and Restorative Practices

Action	When and how long	Who coordinates?	How are these recorded?
Take Space: self-directed time-out	Self-directed with guidance from LaST	Learning Support Team	Sentral wellbeing notification & HUB sign-on sheet
Classroom Teacher/Head Teacher Personal Improvement Cards	5-10 days	Classroom Teacher & Head Teachers	Hard copy placed in student file
Check and Connect Program	Self-directed with guidance from HT Wellbeing	Deputy Principals & Wellbeing Team	Sentral wellbeing notification & HUB sign-on sheet
Reflect and Reconnect Program	1-3 days intensive support	Learning Support Team	Sentral wellbeing notification & HUB sign-on sheet
Mentoring & Monitoring booklets	5-10 day	Deputy Principals & Wellbeing Team	Sentral wellbeing notification & hard copy placed in student file

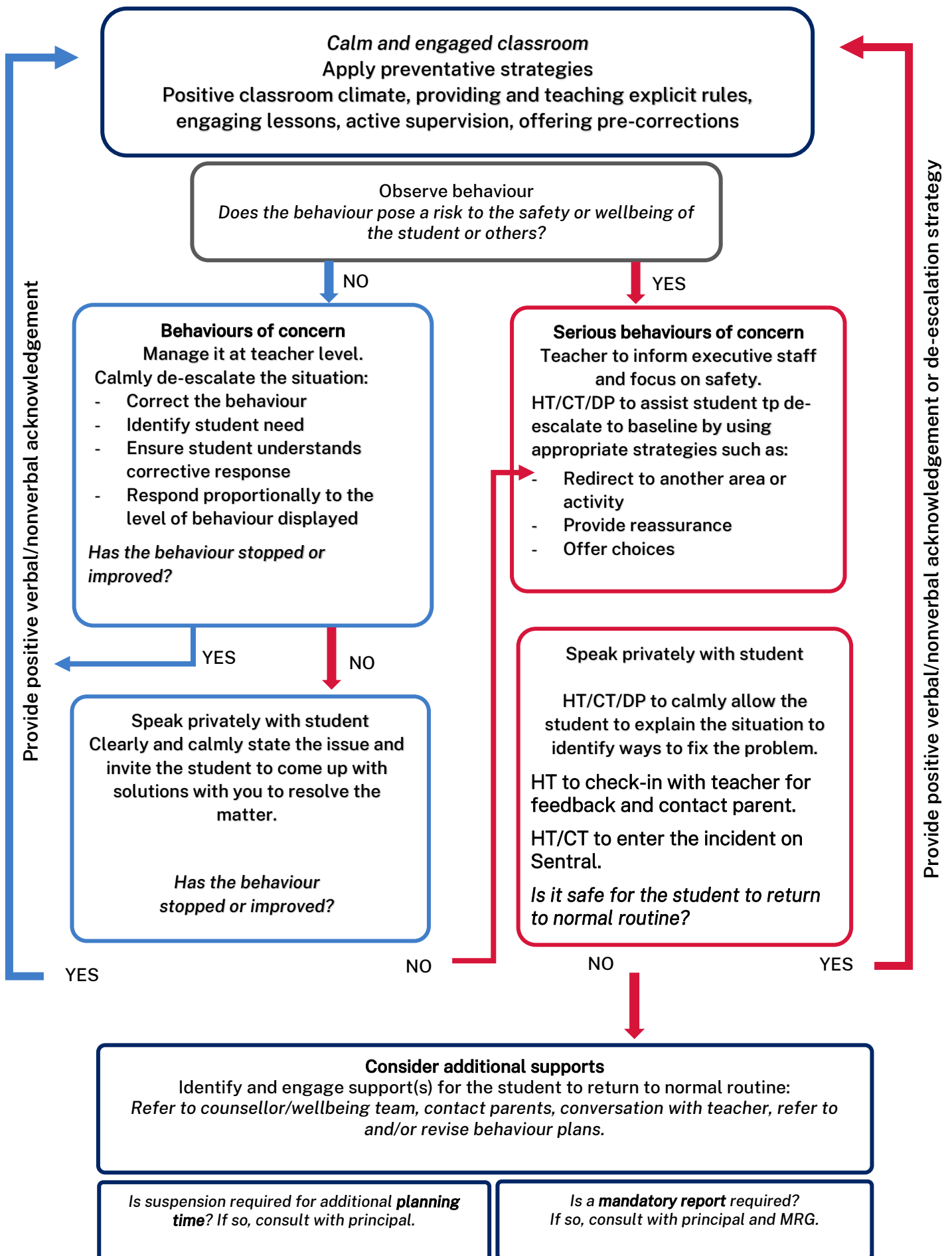
## **Planned responses to positive appropriate behaviour, inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying**

### **Strategies to Promote Positive Behaviour**

Effective behaviour management occurs when staff focus on creating positive classroom climates with high quality student-teacher relationships and engaging lessons to inspire learning.

At Chifley College Dunheved Campus, all staff support and implement the following preventative strategies:

## Behaviour management flowchart



## Responses to serious behaviours of concern

The principal will decide on the appropriate further action in proportion to a student's behaviour of concern, their individual needs and circumstances. On occasions, this may include drawing in support from experts internal and external to the department.

Chifley College Dunheved Campus' School Behaviour and Management Plan incorporates strategies and practices to support or manage serious behaviours of concern.

Staff record on Sentral any serious behaviour incident. This allows us to analyse the data and inform how to best support our students. After a serious behavioural incident, staff will log the incident on Sentral via the student wellbeing section. When logging the incident, factual language is used to include the following:

- What was happening before the behaviour occurred;
- Describe the behaviour of concern;
- How did you respond? What was the outcome?

*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.*

## 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](https://education.nsw.gov.au/content/dam/main-education/policy-library/public/implementation-documents/incident_proc.pdf)

[Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

<https://education.nsw.gov.au/policy-library/policies/pd-2006-0316-06>

## Review dates

Last review date: 31 January 2025

Next review date: 13 October 2025