

NSW Department of Education

School Behaviour Support and Management Plan

NBSC Cromer Campus

Overview

NBSC Cromer Campus provides a vibrant, inspiring, and safe learning environment, continuously growing and evolving in partnership with our community. Our skilled and dedicated staff, including outstanding professionals, deliver high-quality teaching and specialised programs that foster student interest and develop individual talents.

Teachers consistently create opportunities across all key learning areas, nurturing students to become creative, adaptable, and independent learners. Consistency and routine are embedded in our practices, driving high academic success and ensuring students achieve their full potential.

Our core values of Respect, Responsibility, and Success shape a school culture where students are encouraged to become empathetic, collaborative, and self-motivated members of the community.

The principles of positive behaviour for learning, inclusive practice, and cognitive well-being guide our daily operations. High expectations for behaviour and learning are maintained through effective role modelling, explicit teaching, and structured, strategic responses.

Partnership with parents and carers

At NBSC Cromer Campus, we value the essential role parents and carers play in fostering positive choices and academic success for students. We are committed to working collaboratively with families at every stage to promote strong educational outcomes, well-being, and personal growth.

Liaising with families is a cornerstone of our approach, ensuring clear and effective communication while celebrating student success as part of our strategy. We strive to respond quickly to concerns and challenges, seeking full information whenever possible to enable proactive and well-informed responses.

Our collaborative approach includes:

- *Engaging Families:* Actively gathering feedback through formal and informal channels, such as Tell Them From Me surveys, school surveys, consultations with the P&C Association, and the local AECG.
- *Building Partnerships:* Working closely with parents and carers to establish and uphold shared expectations, providing resources that support student learning and personal development.
- *Communicating Effectively:* Regularly sharing information and updates through our website, newsletters, emails, enrolment meetings, and planning discussions.
- *Celebrating Success:* Highlighting and sharing student achievements to strengthen the connection between school and home, fostering pride and engagement across the community.

At NBSC Cromer Campus, we believe strong family-school partnerships are integral to achieving the best outcomes for our students and creating a vibrant, supportive learning environment.

School Community Charter

The School Community Charter outlines the responsibilities of parents, carers, educators and school staff in NSW Public Schools to ensure our learning environments are collaborative, supportive and cohesive.

<https://education.nsw.gov.au/schooling/parents-and-carers/going-to-school/school-community-charter>

The Department of Education states that our staff and students are to be treated with kindness and respect and that aggressive behaviour will not be tolerated. Unsafe or threatening behaviour from community members is not acceptable at Cromer Campus. To ensure the wellbeing of staff, students and the community in our school, steps will be taken to address unacceptable behaviour.

This may include restricting contact with the school community or, in more serious cases, referral to NSW Police.

School-wide expectations and rules

Expectation - Respect	Expectations - Responsibility	Expectation - Success
Communicate in a Polite and Positive Way	Wear your Full School Uniform	Set high expectations and persevere
Care for People, Property and Safety of Others	Be in the Right Place at the Right Time	Strive for Personal Best
Care for the School Environment	Follow Instructions and be Prepared for Learning	Always participate positively
Allow Yourself and Others to Learn	Place Rubbish In The Bin	Celebrate Achievement

Behaviour Code for Students

The NSW Department of Education's Behaviour Code for Students sets the standard for behaviour in all public schools. 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. NBSC Cromer Campus aligns with this code by fostering a learning environment that prioritises our school values of Respect, Responsibility and Success.

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

Our school aims to establish equitable learning environments and implement school wide expectations across all school settings that support students' social, emotional, and academic development. At Cromer Campus we embed student wellbeing and positive behaviour approaches and strategies and respond to behaviours of concern, including bullying and cyberbullying behaviour.

These approaches and strategies are built on a foundation of evidence-based effective classroom practices and restorative approaches, endorsed by the Department, that set the environment and tone for engagement with learning and respectful relationships. This section outlines the school's strategies using a multi-tiered approach across prevention, early intervention, targeted intervention, and intensive individual interventions.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Quality Teaching Practice	<ul style="list-style-type: none"> • Planning and providing carefully sequenced and engaging lessons that provide options for student choice • Differentiating learning needs of students to meet the needs of all learners 	All Students
	School Wide Expectations	<ul style="list-style-type: none"> • Explicitly teaching school wide and classroom expectations • Establishing clear and predictable routines that are communicated to students • Encouraging expected behaviour with positive reinforcement and corrective feedback • Using school wide rewards programs to acknowledge positive behaviour • Providing opportunities to reflect on behaviour and establish what changes may be needed to better meet expectations. • Staff modelling expected behaviour • Staff using language from school values 	All students
	Restoration	<ul style="list-style-type: none"> • Conduct conversations that use affirmative language to build rapport, repair harm and create a safe and positive school environment 	All Students
	Learning Conferences	<ul style="list-style-type: none"> • Interview program with parents, staff and students that allows for discussion of student progress, feedback and the setting of goals that promote positive learning and behaviour experiences 	All students
Early intervention	Classroom Practice	<ul style="list-style-type: none"> • Through a structured Classroom Management Professional Learning Program staff establish a suite of strategies to respond to behaviour not meeting expectations 	All Students
	Levels of Consequence	<ul style="list-style-type: none"> • A 4 stage levels of consequence structure: 	Students requiring intervention at

Care Continuum	Strategy or Program	Details	Audience
		Stage 1: Faculty Level Stage 2: Check in from Year Adviser Stage 3: Intervention from non-faculty Head Teachers Stage 4: Intervention from Deputy	various points of concern
	Learning Support	<ul style="list-style-type: none"> A school wide referral system that identifies students requiring support. 	Students who are identified as requiring extra support
Targeted intervention	Individual and small group social, emotional and learning programs	<ul style="list-style-type: none"> Engagement from external services that focus on teaching students' self-regulation and providing students with the skills to navigate social and emotional environments effectively, build positive relationships and make responsible decisions Members of the Wellbeing Team, including School Support Officer and Year Advisers checking in with students. 	Students who are identified as requiring additional support
	School Transition Program	<ul style="list-style-type: none"> Targeted programs to promote work related skills through Work Experience and Tafe Taster Programs Collaboration with external services to assist in best practice transitions from the school setting Interview Program with Careers Adviser and Transition Adviser at critical points to navigate subject selection and encourage positive habits around study skills, time management and strategies for success 	Students who demonstrate indications of disengagement
Individual intervention	Behaviour Improvement Program Yellow and Orange Cards	<ul style="list-style-type: none"> Monitoring Program that identifies behaviour not meeting expectations and allows students to set specific goals to self regulate and engage in learning Yellow Card: managed by Classroom Teacher for 5 lessons Orange Card: managed by Faculty Head Teacher for 10 lessons 	Students who require additional support to meet behavioural expectations

Care Continuum	Strategy or Program	Details	Audience
	Behaviour Improvement Program: RED	<ul style="list-style-type: none"> • Card Monitoring System that clearly outlines individual goals to reestablish connection with learning and meeting school wide expectations • Daily monitoring by relevant Deputy Principal. 	Students with significant behaviour challenges across multiple Faculties or on return from Suspension
	Individual Support Plans	<ul style="list-style-type: none"> • Individualised Support Plans that specifically outline goals, strategies and accommodations and adjustments to assist students self-regulate, re-engage and experience success. 	Students requiring additional support.
	Access to Students Support Office, Counselling Service and Wellbeing Nurse	<ul style="list-style-type: none"> • Provides mental health support and counselling services for students facing academic, social, emotional, or family issues, helping them manage their challenges and improve their wellbeing and engagement 	Students requiring support and families seeking health services
	Student support planning and Referral to External Agencies	<ul style="list-style-type: none"> • Complex case meetings fortnightly to plan support for at-risk students • Refers students and their families to external resources for additional support beyond what the school can provide, ensuring a wrap around support network. 	Students and families needing specialised support beyond the school's resources

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

At Cromer Campus we acknowledge positive behaviour that meets our expectations by:

- Verbal and non- verbal cuing
- Staff phone calls come to parents regarding positive feedback
- Positive Sentral entries that focus on our school values in all school settings, including focus periods
- Canteen Voucher Draws at school assemblies each fortnight based on Sentral data
- Whole School Two Tiered Rewards Program that includes recognition at Year Meetings, School Assemblies, Presentation Evenings and Principal Morning Teas.

At Cromer Campus we acknowledge behaviours of concern by:

- Identifying and correcting inappropriate behaviour when seen
- Verbal and non-verbal cuing to remind students of behaviour expectations

- Refocusing students when inappropriate behaviour occurs
- Negative Incident entries on Sentral
- Certainty of consequence at both Faculty level and whole school level
- Re-establishing relationships
- Use of monitoring cards

Preventing and responding to behaviours of concern

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. When students display unexpected behaviours in the school environment it can cause others to feel uncomfortable or unsafe and can impact others' ability to learn.

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.

Teacher managed – lower-level inappropriate behaviour is managed by teachers in the classroom and the playground.

- **Identify Behaviour:** communicate with student about behaviour not meeting expectations
- **Make a Choice** - Clearly state choice and walk away and allow for take up time. Outline non-negotiable and negotiable consequences
- **Discuss:** Restorative conversation with staff members to reflect on how students will do things differently next time.
- **Maintenance:** may use Yellow Monitor Card, contact parents and refer to the Head Teacher.

Executive managed – behaviour of concern (persistent, complex, serious) is managed by school executive.

- de-escalation strategies and exit strategies for students not responding to corrective processes
- follow up procedures - gather information from staff and students, consult Sentral data
- communication home to parents to discuss concerns
- Orange Card Behaviour monitoring
- Seek support or referral to

Deputy Principal Managed

- RED Card Behaviour Monitoring
- Use of Formal Caution
- Seek Support or referral to the Department of Education Learning and Wellbeing Team
- suspension and expulsion procedures - use NSW DOE policy and procedures

Bullying

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. All staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

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.

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.

- At NBSC Cromer Campus new staff participate in a New Teachers Program. New staff are informed of Whole School PBL Values and strategies in place to respond to incidents of bullying.
- Casual staff are given a handbook and are supported by Faculty Head Teachers and the Head Teacher Administration regarding responding to incidents of bullying and inappropriate behaviour.
- New staff have a Teacher Mentor to inform and assist them with Whole School Wellbeing and Discipline strategies that include the prevention of bullying behaviour and response strategies.

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).

Responses to serious behaviours of concern

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](#)

[Incident Notification and Response Procedures](#)

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

Detention, reflection and restorative practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
After class discussion to discuss behaviour and steps for restoration	After class or at break time. Up to 10 minutes	Class Teacher	Sentral Student Interview
Faculty Detention	On a day determined by Faculty in a break time determined by Faculty	Faculty Head Teacher	Sentral Detention
School Detention	Break times or on Day school finishes at 2.00p.m.	Deputy Principal Head Teacher Wellbeing for Truancy	Sentral Detention
Card Monitoring Check Ins: Yellow: Class Teacher Orange: Faculty Head Teacher RED: Deputy Principal	As needed: generally, 5-10 minutes	Card Manager	Teacher notes on cards and entered on Sentral when commenced and resolved
Suspension	According to NSW DET Policy and Suspension and Expulsion Procedures	Principal or delegate	Meeting notes Sentral Record Suspension Package
Return From Suspension Meetings with Parents and Student.	Generally up to 30 minutes on return to school	Deputy Principal	Meeting Notes and on Sentral

Review dates

Last review date: Tuesday 2nd April 2025, Term 1.

Next review date: Day 1, Term 1, 2026

Appendix 2: Bullying Response Flowchart

