

Camdenville Public School Wellbeing and Inclusion Framework



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CAMDENVILLE PUBLIC SCHOOL

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**Education
Public Schools**



Camdenville Public School

Wellbeing and Inclusion Framework

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Prioritising Student Wellbeing

Rationale

The NSW Department of Education is committed to creating quality learning opportunities for children and young people. This includes strengthening their cognitive, physical, social, emotional and spiritual development. Parents entrust their children and young people to principals, teachers and school staff with confidence that schools will deliver on this agenda (NSW DoE Wellbeing Framework for Schools 2015).

At Camdenville Public School, we support students to connect, succeed and thrive throughout every aspect of their learning. We provide a positive, safe and happy environment in which relationships and connections are valued and students learn and practice positive social behaviours. Students and staff at Camdenville Public School actively contribute to their own wellbeing, the wellbeing of their peers and the collective wellbeing of the Camdenville community.



1.1 A shared approach to wellbeing

In very broad terms, wellbeing can be described as the quality of a person's life. Wellbeing needs to be considered in relation to how we feel and function across several areas, including our cognitive, emotional, social, physical and spiritual wellbeing.

At Camdenville Public School, in line with the Department of Education's Wellbeing Framework for Schools, we consider the wellbeing needs of our students across several domains.

- **Cognitive wellbeing** is associated with achievement and success. It is crucial for attaining knowledge and experiencing positive learning.
- **Emotional wellbeing** relates to self awareness and self-regulation. Emotional wellbeing also relates to a student's ability for self-reflection.
- **Social wellbeing** relates to the extent to which we experience positive relationships and connectedness to others.
- **Physical wellbeing** is associated with the extent to which we feel physically safe and healthy. Physical wellbeing relates to positive health outcomes.
- **Spiritual wellbeing** relates to our sense of meaning and purpose. It includes the beliefs, values and ethics we hold (NSW DoE Wellbeing Framework for Schools 2015).

The school community engages in a partnership with Camdenville based on a shared responsibility for student wellbeing. This shared responsibility enables and fosters a school environment where learning is valued, all members of the school community are respected and included and feel welcome.

To ensure an effective partnership:

Staff will

- build and maintain positive relationships with children, parents and colleagues throughout the school.
- act according to the Department of Education Code of Conduct.
- contribute to the provision of a caring, well-managed, safe and fair quality learning environment for all students, staff and the community.
- use effective, consistent, appropriate and evidence-informed processes and procedures for addressing behaviour and conflict.
- seek to adapt and modify school wellbeing processes, based on student and community input, to best engage and nurture the specific needs of individual students.
- foster intrinsic motivation and instil a lifelong love of learning.



Students will be encouraged and supported to:

- act appropriately as safe, resilient, responsible and respectful learners and friends.
- contribute to the provision of a caring, safe learning environment for students, staff and parents.
- be curious, self-directed learners.
- show respect for themselves, school staff and community, as well as school property.

Families will be encouraged to:

- actively participate in the school community and support the learning of their children.
- share the responsibility for their child's understanding of acceptable behaviour and their wellbeing.
- work with teachers to maintain a caring, well-managed, safe and fair quality learning environment for all students, fellow staff and parents.
- communicate with school staff according to school communication protocols and the NSW Government School Community Charter.



1.2 Student voice and agency

Students are empowered to have an active role in making choices and decisions that shape their learning, wellbeing and experiences. Camdenville truly values students perspectives and draws on students' perspectives to genuinely shape learning and decision-making. When student's have autonomy over the direction of their learning and are involved in decisions that affect them, there is a positive impact on student engagement in learning, connections across students, their sense of belonging and development of a positive school culture. Student agency and voice is embedded into the fabric of Camdenville.

Project-Based Learning and Play-Based Learning (PBL) provide students with the opportunity to enact their agency and voice. Students work collaboratively to solve a meaningful problem through application of skills and curriculum knowledge. They engage in sustained and rigorous inquiry where they pose questions, research and apply information. PBL requires students to reach beyond the school gates to investigate the possible impact of their work and contact experts in relevant fields. Students make some decisions about the project and express their ideas in their own voice. They reflect on their learning, including the effectiveness of their inquiry, the quality of their work and obstacles that arose. Students give, receive, and apply feedback to improve and refine their ideas before implementation.

Co-constructed Learning Spaces are created by students and teachers working in partnership to create classroom environments that support collaborative learning. Students have a voice in how the room is designed to create a functional, beautiful and flexible space. Co-created spaces strengthen students sense of connection and belonging to school and help each individual to view themselves as part of a connected community of learners.

Teachers engage in professional development about the educational work and teaching practices from **Reggio Emilia** to form a shared image of students at Camdenville as children with strong potentialities for development and a subject with rights and that their growth is developed by positive relationships with others. The Reggio Emilia approach emphasises the importance of social development. By enacting the approach at Camdenville, students are encouraged to work collaboratively, exchange ideas, and engage in meaningful interactions with their peers and teachers.



1.3 Research-based programs

The **Peer Support Program** runs across K-6 each year. The approach is adapted from Peer Support Australia with the aim of developing the social, emotional and mental health of our students through peer led learning experiences. The program focuses on characters strengths and develops leadership skills. Peer support groups are formed across all classes and led by Year Six students who have been trained to facilitate a group. The program empowers our students to support one another, form relationships with students and teachers outside of their class and develop their sense of belonging.

Friendology is a part of the URSTRONG program that is designed to proactively create a climate within friendships that exudes trust, respect, and honesty. Using kids' language for kids' problems and a practical, step-by-step approach, Friendology teaches children to solve their own problems and make decisions that support happy, healthy relationships.

Zones of Regulation develops a shared language across our staff and students to identify feelings, gain perspective about how others see and react to their behaviour, develop calming and alerting strategies and problem solving skills. The Zones of Regulation groups the different ways that students may feel and behave into four "Zones":

- **Blue (Slow) Zone** - when your body is running slowly, such as when you are tired, sick, sad or bored.
- **Green (Go) Zone** - when you are ready to learn and "good to go." You feel happy, calm and focused.
- **Yellow (Caution) Zone** - when you feel your engine beginning to run high, such as when you are frustrated, overwhelmed, silly, wiggly, excited, worried, anxious, or surprised.
- **Red (Stop) Zone** - is when you have "flipped your lid" and there is a loss of emotional self control. You have extreme feelings such as terror, uncontrolled anger, aggression, or elation.

We utilise the program **You Can Do It** program to support teachers and parents in developing young people's social and emotional capabilities, including the Five Keys to school success: confidence, persistence, organisation, getting along and resilience.



We use the zones to identify our feelings and use strategies to move into the green zone. Then we are ready to learn. Charlie, year 3

1.3 Learning and support

At Camdenville Public School, we are committed to providing personalised and differentiated learning to all of our students to achieve high learning expectations and experience success. Students learning needs are identified and adjustments and accommodations are implemented for those that require additional support.

The Learning and Support Team (LST), provides direct and timely specialist assistance to students with additional learning and support needs. At Camdenville, students identified as requiring learning and support by teachers or parents and carers follow the referral process to the LST. The team will then work together to create a learning plan, in consultation with classroom teachers, students and families, catered for the learning needs of the student.

To support each student, the team will:

- get to know each student
- work with the student's teachers to make sure additional learning and support needs are identified
- organise the planning process, and design the supports for each student
- work with the whole school community and other professionals to improve learning for all students.

The learning and support team also assists in early intervention planning, processing and allocating resources (adapted from NSW DoE 2024).

At Camdenville Public School, the following additional learning support resources are available;

- School Counsellor (two days per week)
- MiniLit program, run in small student groups and/or individually weekly
- Macqlit, run in small student groups and/or individually weekly
- Student Learning Support Officers (SLSOs) allocated to students based on integrated funding and targeted interventions for identified students



Personalised learning and support helps a wide range of students with additional learning and support needs (NSW DoE 2024). **Individual Education Plans** (IEPs) are working documents that inform specific strategies and learning goals for students. These plans are written in collaboration with students and their caregivers and may include recommendations from specialists currently working with the student. Students may require an IEP or LSP for a small period of time, or they may require a plan in place longer term. These plans are reviewed by classroom teachers and are communicated with parents/caregivers and, where appropriate, students each semester.

Students who identify as Aboriginal or Torres Strait Islander have a **Personalised Learning Pathway** (PLP). These plans highlight the student's current learning goals and strengths and help facilitate the important link between school, home and community. PLPs are updated each semester in consultation with the student and their parents/ caregivers.

Students with identified health-care needs are required to have an individual **Health Care Plan** (HCP). These plans address the needs of the student in the context of the school and assess risk related to any school activities that the student may take part in. These plans are developed in consultation with parents/care-givers on the basis of information provided by the student's doctor or medical specialist. HCPs must be updated annually.

HCPs are required for students diagnosed with:

- asthma, anaphylaxis, type 1 diabetes, epilepsy, or risk of seizures.
- any additional medical condition that indicates the student is at risk of an emergency
- a medical condition requiring the administration of health care procedures (either temporarily or long term).



1.4 Student parliament and leadership

Camdenville's **Student Parliament** is modelled on Australia's parliamentary system of government. The school parliament provides an opportunity for students to be involved in school governance and decision making through a group of democratically elected students who represent the views of all students at the school.

The role of student parliament is to uphold the school values which are summarized in the Camdenville Public School Vision Statement.

At Camdenville our inclusive school community of staff, students and families work together to build a stimulating, future focused and supportive learning environment to ensure our children develop the skills, values and attitudes necessary to become connected and empathetic global citizens.

Students interested in being a member of the school parliament go through the process of nominating to stand as a candidate. A pre-election period is facilitated, where Year Five students campaign and share their ideas for the school. Ministers are democratically elected at the end of the school year to make up the student parliament for the following year.

Ministers lead the following departments:

- Head Minister
- Deputy Head Minister
- Community Minister
- Deadly Legends Minister
- Environment Minister
- Sport Minister
- Technology Minister
- Wellbeing Minister



Each year, classes nominate two students to represent their class in the **Student Representative Council** (SRC). The elected SRC members represent their class at regular meetings, make suggestions and present their class' initiatives. Over the course of the year, members are provided with opportunities to be a student voice in the decision making processes of the school and develop their abilities to work collaboratively with others as a successful team. The students have an important role to play in raising funds for community and school causes. The SRC attend Student Parliament fortnightly to represent the entire school community. SRC members feedback to their home class about decisions and initiatives raised at parliament sittings.

House Captains are elected at the beginning of each school year to support the running of swimming, cross country and athletics carnivals. Year Six students nominate to be a house captain. A democratic vote is held to elect two captains for each house (Fire, Earth and Water).

House Captains:

- Lead house meetings in preparation for sports carnivals
- Encourage house members and promote house spirit
- Organise and lead house activities during sports carnivals
- Maintain sport storage areas

Kindergarten Buddies are established early in Term One. Stage Three students work with the new Kindergarten students, helping them to learn the routines of Camdenville. Kindergarten students have the opportunity to meet Stage Three students in a particular class, allowing them to form relationships with a range of older peers, rather than just one particular buddy. Stage Three Buddies eat lunch with Kindergarten students in the first few weeks of Term One, and help them navigate the playground. They also participate in a range of learning activities, including Play-Based Learning, throughout the year.



My buddy
Helps me
with my learning
and is my friend.
Gene, kindy

1.5 Breaktime clubs and extracurricular activities

Breaktime clubs, run by Stage Three students, are held during either lunch or recess each day. All students are welcome to attend breaktime clubs as an alternative to being on the playground. Clubs provide an engaging and interactive environment, where students may choose to come on their own, or with friends. Breaktime clubs can vary each year depending on student expertise and passions. An example of clubs include Drama Club, Gymnastics Club, Minecraft Club, Crochet & Knitting Club and Yoga Club.

The Learning Hub is open during break times to support students who find it challenging to navigate the playground, or need a quiet place to read or play a game with a friend.

Chess classes are run at lunchtime onsite by The Sydney Chess Academy Other **extra curricular activities** are run before and after school. More information about joining one of these clubs can be accessed via the Extracurricular Activities page on Sentral.

Primary Sporting Schools Association (PSSA) runs in Term 2 and 3 for students in Stage Two and Three. Students have an opportunity to join a mixed soccer team and play against other primary schools within the district. PSSA supports students in developing relationships within a team, and to practice fair play and sportsmanship.

Students from Years Three to Six have the opportunity to participate in the **Wakakirri Story-Dance Festival**. The Wakakirri Story-Dance Festival is a national program that helps schools develop student engagement and wellbeing through participation in the performing arts. Students participate by creating Story-Dances with a specialised dance teacher and attend weekly practices. They then perform at a live theatre in front of large audience, including families and community members.

Camdenville has a number of choir groups to meet the musical passions of our students. The **Junior Choir** ensemble consists of Year One and Two students who volunteer to attend weekly rehearsals. Our **Senior Choir** is made up of students from Years Three to Six and rehearse weekly with our specialist music teacher. Each choir performs at a variety of school functions and assemblies throughout the year.

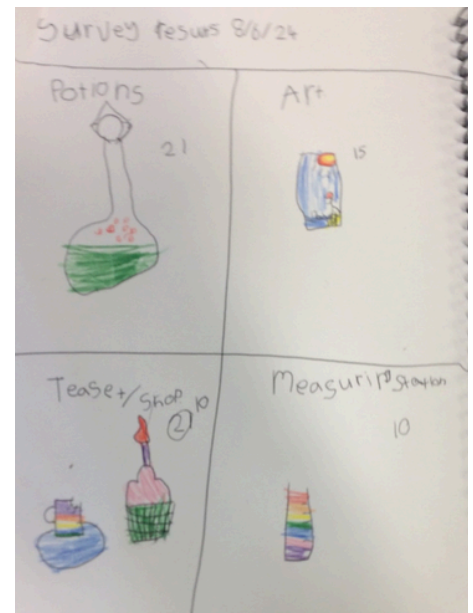
Rock Bands and a **Ukulele Ensemble** are led by a specialist music teacher to support students skills in making music as part of a group. The ensembles perform at points throughout the year, including community events such as the Garden Party and the end of year music concert.



Let's Play is an organised play space on the playground, run by SLSOs at lunch and recess daily. Sometimes children do not know what to play or how to organise themselves into games. The Let's Play program aims to:

- Provide a caring and supportive environment
- Build social awareness and social skills
- Provide children with opportunities to practise their social skills through play
- Assist children to play successfully and appropriately in the wider playground.

Games at Let's Play include, noughts and crosses, board games, play shops, construction materials, marble run, outdoor chess and a potion making station. Activities at Let's Play are updated and changed to reflect students' interests or passions. For example, Year 1 and 2 students conducted surveys with K-2 students to collect data about new activities for Let's Play (see image below).



Survey results from Let's Play survey
The most popular activities: Potion making, art, shops, measuring station

1.6 High expectations

Fostering intrinsic enjoyment of school learning is at the core of Camdenville's practice. Early motivation for learning is important as it is a strong predictor for motivation in later stages of life.

Teachers hold high expectations for all students and help students to develop a sense of self-efficacy. They know that the way students view their abilities, achievements and self in the classroom influences their wellbeing as well as their learning. Teachers foster self-efficacy by encouraging students to persist and providing feedback. They provide opportunities for students to experience success.

Key elements:

- Encourage students to try their best and celebrate all achievements.
- Set work and goals aligned with student abilities and consider each student's progress compared to their competencies.
- Hold high expectations for all students.

Strategies and practices used to celebrate achievements at Camdenville include;

- Verbal praise and ongoing positive feedback
- House points for sporting events
- Learning celebrations and book awards at assemblies
- Public praise through the school newsletter
- Sharing successes with parents - in person, through Seesaw or over the phone
- End of year assembly for Year Six, recognising academic, sporting and citizenship achievements
- Acknowledging student achievements in the local media
- Use of Seesaw to showcase student work
- Open classrooms and PBL culminating events at the end of each term
- Parent partnership meetings (bi-annually)
- Student achievement reports in Term Two and Term Four.



1.7 Attendance

Regular attendance at school is essential for students to achieve their educational best. Every day a student attends school enhances their learning and wellbeing outcomes. Camdenville works in partnership with the Department of Education, families and students to encourage and support attendance. When students attend school every day, learning becomes easier and they build and maintain friendships.

Arrival at school and class on time ensures that students do not miss out on important learning activities scheduled early in the day, helps students learn the importance of punctuality and routine and reduces classroom disruption. Each morning all students across Camdenville take part in a morning circle with their class. This is a vital part of each student's day. **Lateness** is recorded as a partial absence and must be explained by parents. A teacher is on duty from 8:30am. Students should not be at school before this time unless for a specific reason and under the care of a teacher.

The class roll is taken each morning and absences are recorded via Sentral. An automated SMS is sent to families at 10am if a student's absence is unexplained. Parents/carers explain students absences within 7 days by respond to the SMS notification or in the Sentral Parent Portal.

Families are contacted if a student has not attended **2 or more consecutive days** without explanation. The school executive will contact the parents/carers in the situation of regular and unexplained student absence. The Department's Home School Liaison Officer may also be contacted with the aim of supporting the family to ensure regular and ongoing attendance. Regular attendance at school is a requirement by law.

Camdenville has a formal sign in and sign out procedure for **students arriving late and leaving early**. Upon arrival at the school, parents/carers are required to provide the office with a reason for their child's lateness. A late slip is then presented which the student is required to hand to their class teacher. Similarly, parents/carers arriving to collect a child before the end of school must also provide an explanation and collect an early departure slip. This is also recorded as a partial absence.

Parents and carers must formally apply for **extended leave** from school, such as an extended holiday. An Exemption from School Attendance Application must be completed.

Please refer to the Department of Education's [School attendance policy](#) for more information.

Days missed = years lost

A day here and there doesn't seem like much, but...



An Optimal School Learning Environment

Students, staff, families and the wider community collaborate in a stimulating, innovative and supportive learning environment so that students develop the skills, values and attitudes necessary to become engaged and responsible global citizens in an ever-changing world. To achieve this, we develop agreed ways of working in partnership through shared expectations.

There is a strong sense of community, underpinned by high family engagement achieved through a welcoming and reciprocal approach. Families actively support their students journey at Camdenville through shared goal setting and partnership meetings, by offering expert knowledge to drive Project-Based Learning, connecting with students and staff through the digital platform, Seesaw, supporting extracurricular events, offering input into school improvement plans and fundraising to drive initiatives.

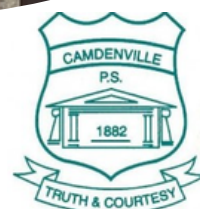
Our approach celebrates the diversity within our school community and reflects our shared values. Cultural awareness is promoted and inclusion placed at the forefront. Gender stereotypes are challenged and non gendered terms embedded into school language.

All staff model a restorative philosophy based on listening, reflection and the use of respectful, open-ended questioning techniques which promote open communication, risk-taking, self-regulation and the learning of new skills and behaviours by students. Students positively contribute to the school community because they have a sense of belonging, recognise they are cared for, experience success, have a voice in and agency over their learning.

The following embedded aspects of our approach support the development of a positive school learning environment where learning is maximised.



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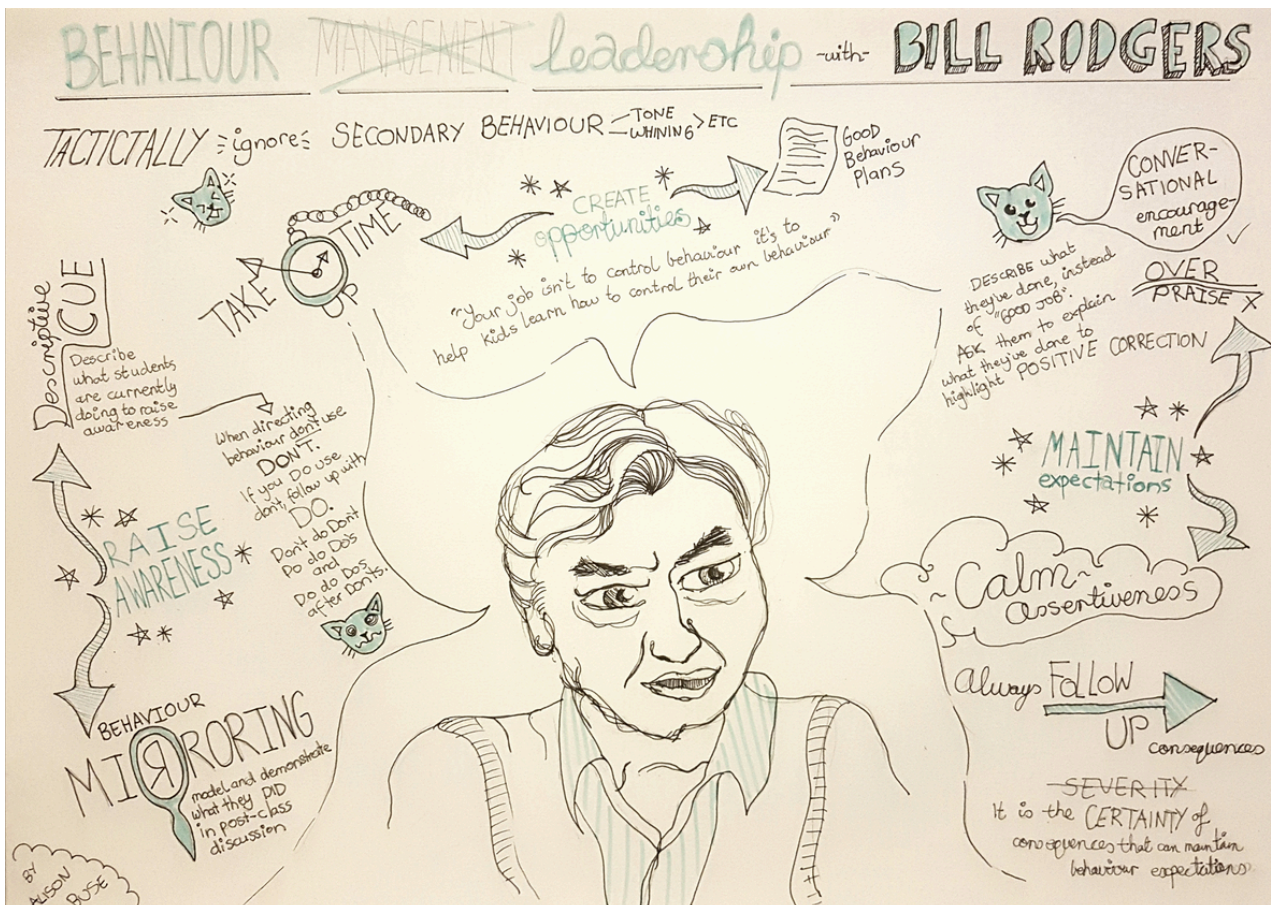


2.1 Shared behavioural expectations

Students are supported to develop a clear understanding of school behavioural expectations through explicit teaching and modelling. There is a focus on reflective processes for students to learn from their mistakes, take responsibility for their actions and make measurable improvements where necessary. There is a clear understanding of how students and staff conduct themselves at Camdenville as well as an understanding of what is not appropriate behaviour.

Bill Rogers is known especially for his commitment to a skills-based approach to discipline and behaviour management and the emphasis on the maintenance of positive behaviours within a rights, responsibility and rules focus. Teaching and non-teaching staff at Camdenville align their approach with the work of Bill Rogers, including how staff interact with students when addressing behaviour, how modelling of expected behaviours is embedded and how whole school expectations and procedures are communicated and implemented to best support the wellbeing and safety of all students.

The **Berry Street Education Model (BSEM)** is embedded into classroom practice at Camdenville to create predictable learning environments through routine practices that meet the needs of all students, improve students' self regulation, relationships and academic achievement. The approach is informed by 25 years of trauma-informed practice, positive psychology, and the science of learning research.



2.2 Learning Expectations at a Classroom Level


At the beginning of the school year, the classroom teacher and students co-construct their class expectations. The expectations are refined after sharing with families to gather input. Visuals are included to model each shared expectation that is presented in student friendly language. The expectation displays are referred to during explicit teaching of each aspect and throughout the year to support student behaviour and engagement. The Learning Expectations are part of our positive and prevention-focused approach to create a safe and respectful learning environment.

Individual students with complex and challenging behaviour needs, may require further support or intervention. In these cases, behaviour support planning assists Camdenville to provide additional support and guidance to identified students. Camdenville draws on the resources developed by the NSW DoE to support behaviour planning.

Resources include, but are not limited to:

- Individual behaviour support plan
- Behaviour response plan
- Student voice scaffold - Behaviour response plan
- Student voice de-escalation plan
- Target goals and strategies
- Behaviour contract
- Behaviour scaffold


Learning together as whole class



We remember...

- ★ to show full body listening.
- ★ to use an inside voice.
- ★ to put our hands up to share and ask questions.

Taking ownership



If my behaviour stops others from learning my teacher may ask me

- ★ work independently in the classroom.
- ★ have some time in a different learning space.
- ★ spend time with a teacher to reflect or engage in Restorat Practices during a break time.

We created learning expectations which help everyone focus and be calm May, Year 2

2.3 Restorative Practice

Restorative practice is a whole school teaching and learning approach to prevent and address conflict or disagreement. It encourages behaviour that is supportive and respectful. Restorative practice 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. The approach ensures that teachers and students focus on the unacceptable behaviour, rather than the child's moral character. Pro-social behaviour is encouraged and positive relationships are built between students, staff and parents.

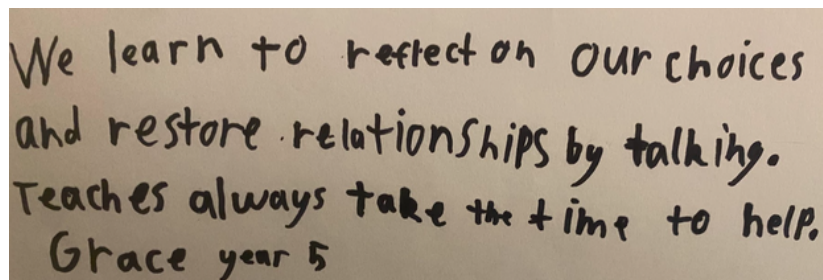
A core component of restorative practices at Camdenville is the participation in a restorative circle. A restorative circle is a structural framework to build relationships and help to resolve conflict in a community. It gives all people involved in an incident a voice, and a chance to make things right again. Restorative practices are framed by the following questions to support students to reflect on their choices and make amends:

- *What happened?*
- *What were you thinking at the time?*
- *What have you thought about since?*
- *Who has been affected by your actions? In what way?*
- *What do you think you need to do to make things right?*

When someone has been harmed;

- *What did you think when you realised what happened?*
- *What impact has this incident had on you and others?*
- *What has been the hardest thing for you?*
- *What do you think needs to happen to make things right?*

Through this participatory process students develop the capacity to learn that emotions are an important and legitimate expression of healthy dialogue. This helps students to deal with conflict, tensions and differences in respectful ways that support trust and foster healthy relationships.



We learn to reflect on our choices
and restore relationships by talking.
Teachers always take the time to help.
Grace year 5

2.4 A constructive response to inappropriate behaviour

Responding to inappropriate behaviour

Students are provided with guidance and support to address behaviour if they do not show commitment to learning, are irresponsible, are not safe or do not demonstrate respect to others. There is a consistent and clearly communicated system to address behaviour that is not appropriate and to support students in adhering to the Department of Education's behaviour code for students.

Strategies and practices used to support appropriate student behaviour include:

In the classroom and when on the playground

- *Modelling and explicit teaching of acceptable behaviours*
- *Verbal redirection to an appropriate activity or behaviour*
- *Cueing, for example referring a student to the class learning expectations display*
- *Two to three explicit reminders before next step- time out in class*
- *Visiting a buddy class with reflection template to support restorative practice*
- *Time with Stage Supervisor*
- *Redirection off the playground to the Learning Hub*
- *Consequences may include: missed play time to make amends, school community service*
- *Discussions with with parents*
- *For serious incidents, students are referred straight to the Assistant Principal(s) or Principal*
- *Meeting with Principal, Assistant Principal, parents or carers to develop appropriate intervention and plans*

Time in another class or with another teacher

When necessary, a student making inappropriate choices benefits by temporarily spending time in another class or with another teacher. This decision may be made in consultation with the stage supervisor and class teacher. A parent/carer may be contacted.

Modified participation in school activities

At times, students may require modified participation in school activities. An individual behaviour plan is implemented if necessary. Modifications or support may include a targeted Social Skills program, referral to Let's Play during break times or the Learning Hub as alternative spaces to support students who are finding it challenging to follow expectations.

Referral to Reflection

When a student has visited a buddy classroom more than 3 times in a week or has been physical, verbally aggressive, a referral to a reflection session is completed. The reflection referral is communicated to the class teacher, Assistant Principal supervising that stage and parents/carers. The student attends reflection with the class teacher at a break time. Restorative Practices are enacted. If necessary the Principal and Learning Support Team may also be involved.

Parent contact and/or interview

If a student has been referred to reflection twice in a term, their parent or carer will be contacted by the Stage AP or Principal to discuss how to guide a student back to appropriate behaviour.

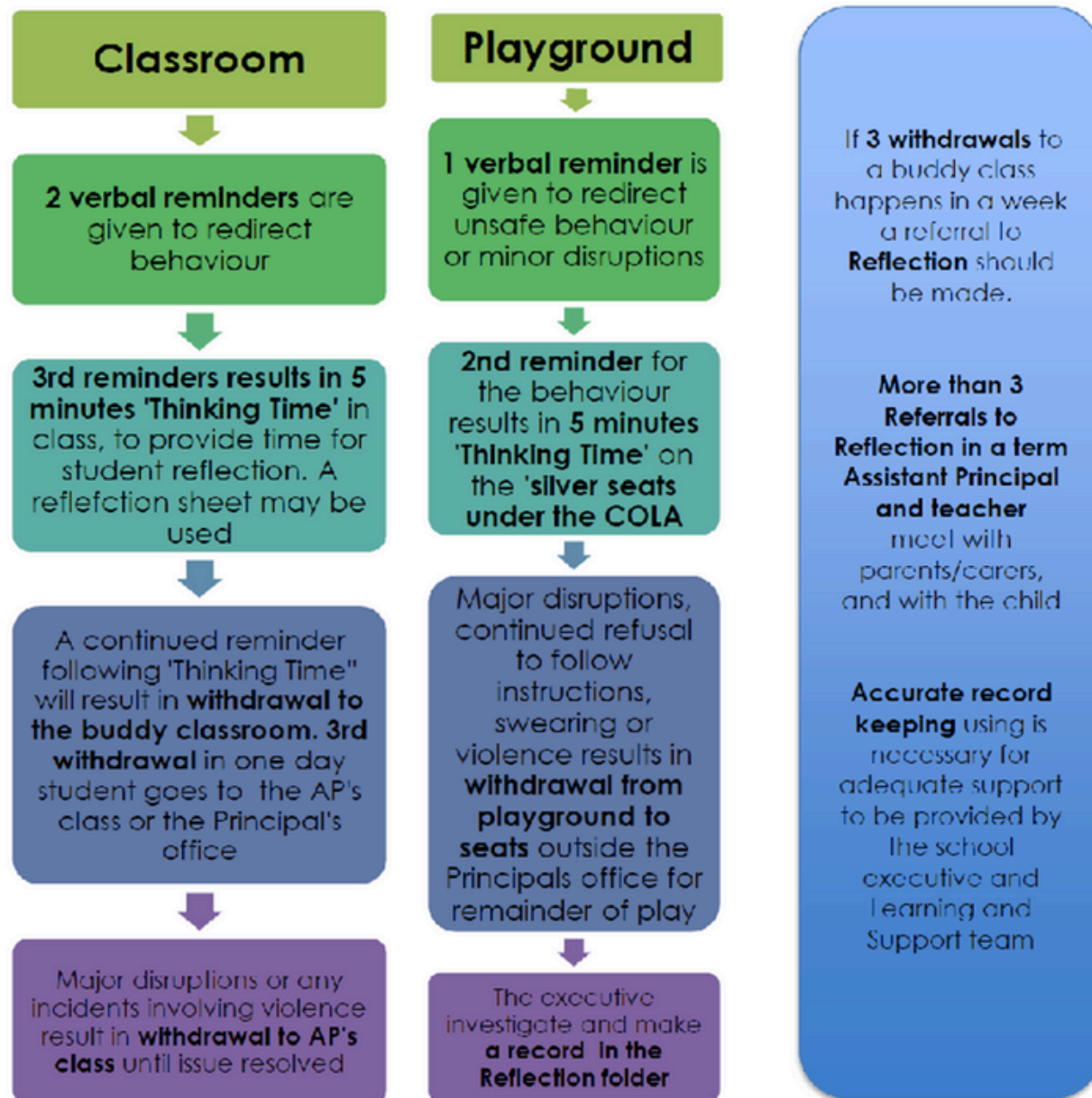
The above approach is enacted in line with Department policies and procedures, such as the suspension and expulsion procedures



Behaviour management processes and procedures are shared with families, displayed in classrooms and referred to by students and teachers:

Camdenville Public School Behaviour Management Process and Procedures

All staff at Camdenville Public School support students to make positive choices for their behavior.
Our Behaviour management system is a scaffold which encourages students to use reminders to make positive changes for their behavior.



Three incidents of Withdrawal to a buddies class in one week means a referral to Reflection can be made and a phone call to parents/carers by the class teacher. **Teachers who make a referral to reflection need to be involved in the restorative discussion with that child and the executive.**





Making the right choices for learning at CPS



Being a responsible learner today means:

- I am responsible for the choices I make for my learning and my behaviour at Camdenville.
- I am cooperating and helping my teachers and classmates to be successful learners.



1st reminder means:

- I have a chance to make a positive choice
- I can re-direct my learning and behaviour to be an effective learner
- I can make a choice to follow the rules and be a safe and helpful classmate



2nd reminder means:

- My teacher has asked me twice to follow class rules and co-operate
- I can choose to co-operate now to be an effective learner and safe classmate



Being in 'Thinking Time' means

- I have not used two reminders to make a better choice for my behaviour
- I need to think about what I need to do differently to stay with my class for learning this session



Working in another classroom means:

- I have not made a positive choice to change my behaviour after "Thinking Time"
- My behaviour is effecting other peoples learning
- I need to work on my own in another classroom

Related NSW Department of Education Resources and Policy Documents

[Preventing and responding to incidents of student bullying](#)

[Child protection policy](#)

[School attendance policy](#)

[Sun safety policy](#)

[Student use of digital devices and online services](#)

[High Potential and Gifted Education Policy](#)

[Staff Wellbeing Policy 2024-2027](#)

[Employee Assistance Program \(EAP\)](#)

[Being Well](#)

[Wellbeing Framework for Schools](#)