

## NSW Department of Education



# Cascade Environmental Education Centre (EEC) Behaviour Support and Management Plan

## Overview

Cascade EEC is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. As a school with no permanent students who provides programs to up to 7000 students a year in K-12 schools in NSW, a major part of our BSMP is to reflect our partner schools policies and procedures to ensure ease of transition.

Our goal is to inspire every child to participate positively in society. 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.

Principles of positive behaviour support, trauma-informed practice, inclusive practice and social emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

Cascade EEC rejects all forms of bullying behaviours, including cyberbullying by maintaining a commitment to providing a safe, inclusive, and respectful learning community that promotes student wellbeing. 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 actively respond to student bullying behaviour.

## Partnerships with visiting schools

Cascade EEC will partner with our visiting schools in establishing expectations for delivery of suitable behaviour management strategies.

## School-wide expectations and rules

Cascade EEC has the following school-wide rules and expectations:

### On arrival

1. Walking on cement, no running.
2. Shoes on at all times.
3. Out of bounds areas. Under buildings, outside school fence, rubbish area, around the back of buildings, stay on the oval when it's playtime.
4. Dorms and bunks. Treat each other with respect, stay out of other people's gear, climb sensibly up and down bunks, no playing in the dorms. Keep your things tidy.
5. Drinking fountains outside toilets and near the BBQ.
6. Turn off any taps properly or turn them off if you spot one running.
7. Short showers. Only one tap, water is warm.
8. Action if ball goes out gate onto road.
9. Bouldering Rock – no jumping off, no climbing underneath another person. Maximum 4 or 5.
10. No food in dorms after lunch. Place in kitchen to stop vermin.
11. Hats and sunscreen.
12. Shut dorm doors at all times and open windows in warm weather to prevent mossies.

### At morning tea

1. Separate rubbish into compost, recycling, general rubbish.
2. Importance of personal hygiene on camp. Make sure you wash your hands before eating and after playing.
3. Drink enough water.
4. Emergency assembly signal, continuous bell, emergency assembly area - basketball court.
5. Bell to finish play, collect and put sports gear away and sit on BBQ tables.

### Talk to teachers straight after brief

#### Anaphylactic Students

Speak with teachers about students with anaphylaxis, double check that they have / don't have students with this.

Have teacher identify the student/s to you. Check the student has their action plan, Epi-Pen etc.

Show teacher Cascade Epipens and action plans etc.

Also:

1. Show them the hot water booster in shower and kitchen.
2. BBQ and basketball court light switch – girls dorm.
3. Light switch outside kitchen for stairs leading down to picnic tables.
4. May need to turn gas for BBQ on.
5. Emergency procedure manual, contacts, phone in dining hall. Light switches for back half of dining area.
6. First aid equipment in the office.

7. We leave the office open for them to use phones etc.
8. They can use computers in earth lab, just need DET login information.
9. Vicki will brief teachers on catering.
10. Turn off dishwasher when not in use. Ensure teachers know how to turn it back on.
11. Show teachers where camp keys are.
12. Portable microphone and speaker for Music/Karaoke available.

## 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

Our school embeds student wellbeing and positive behaviour approaches and strategies in practices across the care continuum to promote positive behaviour 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 that set the tone for engagement with learning and respectful relationships. These practices include:

- stating and explicitly teaching classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- providing active supervision of students
- maximising opportunities for active engagement with learning
- providing carefully sequenced engaging lessons that provide options for student choice
- differentiating learning content and tasks to meet the needs of all students.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Safety Brief	All visiting schools will be delivered our camp and bushwalking safety procedures and rules.	Staff, students K - 12

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

### Identifying behaviour of concern, including bullying and cyberbullying

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm.

Cascade EEC staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- directly observing a child or young person’s behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
- a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
- concerns raised by a parent, community member or agency.

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support, for example through their year advisor or school counselling service.

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.

### Preventing and responding to behaviours of concern

Cascade EEC uses the following strategies to recognise and reinforce positive student behaviour and behavioural expectations:

The use of verbal and non-verbal specific positive feedback is the most powerful way to:

- help adults and learners to focus on positive social behaviour
- increase the likelihood that students will use the expected behaviours and skills in the future
- decrease unexpected behaviour and reduce the need for corrective responses
- enhance self-esteem and build an internal focus of control.

Specific positive feedback may not be sufficiently reinforcing for some students, so the school-wide continuum provides the opportunity to pair verbal or non-verbal feedback with a positive, tangible consequence.

The school-wide continuum for acknowledging expected behaviour includes:

- free and frequent – for everyday use by all staff in all settings
- moderate and intermittent – awarded occasionally
- significant and infrequent – semester or annual types of recognition.

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.
<p>1. Behaviour expectations are taught and referred to regularly. Staff model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.</p>	<p>1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.</p>	<p>1. Seek help from principal or other staff member of visiting school if there is a risk to safety. Otherwise notify principal ASAP.</p>
<p>2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.</p>	<p>2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback</p>	<p>2. Principal/CT of visiting school to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirecting to another area or activity, providing reassurance or offering choices.</p> <p>Incident review and planning is scheduled for a later time determined by the context and nature of the incident.</p>
<p>3. Tangible reinforcers include those that are:</p> <ul style="list-style-type: none"> <li>• free and frequent</li> <li>• moderate and intermittent</li> <li>• significant and infrequent</li> </ul> <p>Intermittent and infrequent reinforcers are recorded on the centralised recording system.</p>	<p>3. Use direct responses e.g. Rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before a low-level consequence is applied.</p>	<p>3. Principal from visiting school collects information and review the incident from multiple perspectives and determine next steps. Principal records the incident on the centralised recording system and contact parent/carer by email or phone. Principal may consider further action eg: formal caution/suspension.</p>
<p>4. All social-emotional learning programs are taught for each camp.</p>	<p>4. Teacher delivers.</p>	<p>4.</p>

## Responses to serious behaviours of concern

As Cascade EEC has no permanent students we act as an extension of the visiting school. Responses, including students who display serious behaviours of concern, are passed on to the visiting school for them to manage within their system.

The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion Procedures](#) apply to all NSW public schools.

## Reporting and recording behaviours of concern

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

- [Incident Notification and Response procedure](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#)
- If a behaviour of concern is also a child protection matter use the [Mandatory Reporting Guideline Tool](#).

Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](#) and reporting links for most sites, games and apps can be found at the [eSafety Guide](#).

## Detention, reflection and restorative practices – As per visiting schools procedures

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

Action	When and how long?	Who coordinates?	How are these recorded?
<b>Reflection conversation (problem-solving)</b> – What happened, what did you do, and what could you do instead next time.	Class time and break times as required	Teacher/ principal of visiting school	Documented in visiting schools school record system

## Review dates

Last review date: [31/1/2025: Day 1, Term 1, 2025]

Next review date: [3/2/2026: Day 1, Term 1, 2026]