

Cambridge Park Public School

BehaviourSupport and Management Plan

Overview

Cambridge Park Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community include the wellbeing procedures Preschool to Year 6 including the Support Unit. Our mission is to empower students to take charge of their learning, to become responsible citizens and lifelong learners.

Promoting and reinforcing positive student behaviour and school-wide expectations

Cambridge Park Public School has the following school-wide expectations in all settings:

- be a safe learner
- be a respectful learner
- be an active learner

Cambridge Park Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- Positive Behaviour for Learning (PBL) terminology to focus on our school expectations in all settings.
- Behaviour flowchart underpinned by 1, 2, 3 Magic pedagogy
- Positive reward systems including postcards, merit card, Class DOJO points, playground tokens
- Using universal language with students to reflect on their behaviour. This includes using “green and red choice” in the early years moving to more direct reflection in the older years.

Behaviour code for students

The behaviour code for students can be found at

[Behaviour code for students](#)

This document translated into multiple languages can also be found here.

[Behaviour code for students](#) (PDF)

Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention	PBL strategy (Expectations)	School provides quality education in a creative, inclusive and caring environment where we strive to achieve and value our PBL expectations of being a safe, a respectful, and active learners.	Whole School
	Classroom management	Strong classroom management is built through: - Strong teacher/student relationships - Clear and consistent teaching expectations, routines, modelling and responses to behaviour - Universal language used across the school eg "red and green choice" in early years moving to reflective questions based on PBL expectations in the older years. - Turn-taking activities including board games, barrier games and card games - High quality, differentiated teaching and learning activities - Play / movement breaks to promote student engagement - Play based learning - Mindfulness - Consistent communication with parents and relevant stakeholders - Visual timetable and schedules - Red and green choice boards in early years - Building a strong adult student rapport	Whole school
	1,2,3 Magic and emotion coaching	School-wide implementation of 1-2-3 Magic pedagogy. Procedures for behaviour management in the classroom and playground are consistent across school with visuals in every room. The pedagogy is based on a three choices model (ignore it, count it or emotion coach) to address a behaviour that encourages a calm approach to manage student behaviour, build emotional resourcefulness and improve teacher student relationships. Universal language is used to support self regulation of behaviours such as green choice, red choice and reflection on choice of behaviour.	Whole school
	School Leaders program	Student leadership including Year 6 student leaders, SRC, Sports leaders and Library leaders take the opportunity to represent the school and their peers in various activities and events, enabling student voice across the school. They take	Whole school

		part in roles like delivering the playground token system, support peers in the library with borrowing and returning, making whole school announcements.	
	Personalised Learning Pathways	Personalised Learning Pathways are an active process. They are developed in a consultation process between student, parent/carers and teachers to identify organise and apply personal approaches to learning and engagement. Personalised Learning Pathways can have short term or long-term goals for all Aboriginal and Torres Strait Islander students.	Aboriginal students
	Yearly Handover and Transition	Teachers engage in a thorough handover to ensure effective communication and transition. Information is gathered on the SENTRAL platform for reference. Transition strategies occur between preschools, primary school and high school to assist students as they move from one stage of learning to the next.	Whole school
	Whole School Events	School organises events and activities to foster an essence of inclusiveness and acknowledge our diverse school community (e.g., Harmony Day, NAIDOC Day, Autism awareness Day, fundraising events).	Whole school and community
	Aboriginal Education Consultative Group	Staff work collaboratively with the local AECG to gain an understanding of Aboriginal culture and promote active participation by Aboriginal people in the consultative and decision-making process of education and training related matters.	Aboriginal students
	High Potential and Gifted Education Enrichment program	Whole school Enrichment Day opportunities are provided to promote engagement and challenge for every student, regardless of skill and background. Planned activities include a range of experiences catering for intellectual, creative, social-emotional and physical domains. Activities are determined from student surveys completed each year.	Whole School
	Playground Reward System	Fast and frequent tokens are awarded to students displaying positive behaviour in the playground. These tokens are linked to their House points. Raffles are drawn at the end of each fortnight to reward 2 students from each stage. This is celebrated with our community via social media platforms.	Whole School
	Breakfast Club	Breakfast Club offers healthy and nutritious breakfast for students, allowing them to engage and participate fully in all the educational and social opportunities.	Whole School

	Lunch time Clubs (chess, music, gardening)	Lunch time Clubs are offered based on the students' and teachers' interests and include; choir, green team in which involves gardening and keeping the school clean, drama, music and chess club.	Whole School
	Positive Reward Systems (Dojo, merit cards, post cards)	Rewards are given to students to recognise student achievement for their academics or social positive behaviour (2 Merit cards and 2 positive postcards per class per week). Postcards are sent via mail to the students home. Class Dojo app is the online platform utilised to communicate with families and foster positive student behaviours and classroom culture. Points are given to provide feedback for positive behaviour related to PBL expectations.	Whole School
	Library as passive play during breaks	Our library is open during lunch play time and is a place where students can attend when they feel like they need a quiet area or a passive area to unwind or relax in break times. This approach is to assist and to ensure the wellbeing of our students are catered for and students have a safe space to reside in or choose to regulate their emotions.	Whole School
	iPLAY	This is a program implemented across the school to influence teaching practice in physical education through sport by promoting physical activity, motivation and fundamental movement skills. IPLAY is also offered during play times with a teacher supporting student leaders to facilitate the activity for their peers.	Whole School
	Wellbeing Health In-reach Nurse	Wellbeing and Health In-reach Nurse is a program that is a partnership between NSW Health and the NSW Department of Education. WHIN supports students and families link into health services, organise health assessments, make referrals to community and medical or social work services.	Whole School
Early Intervention	1,2,3 Magic and Emotion Coaching	School-wide implementation of 1-2-3 Magic pedagogy. Procedures for behaviour management in the classroom and playground are consistent across school with visuals in every room. The pedagogy is based on a three choices model (ignore it, count it or emotion coach) to address a behaviour that encourages a calm approach to manage student behaviour, build emotional resourcefulness, and improve teacher student relationships. Universal language is used to support self regulation of behaviours such as green choice, red choice and reflection on choice of behaviour.	Whole School
	Smiling Mind	Smiling mind is a program used to assist self-regulation and improve focus on learning and is utilised regularly within the whole school. It is an effective preventative	Whole School

	Transition Program	approach for building children's ability to succeed and thrive and identify and talk about their emotions. School liaises with local preschools and high schools to identify students requiring support ensuring effective strategies are in place for successful and positive transitioning from Pre-school to Kinder and Year 6 to High School.	Students transitioning to Kindergarten and high school.
	Individual Education Plans	IEP describes the adjustments, goals and strategies designed to meet the educational needs of an individual student to enable them to reach their potential.	Whole School
Targeted Intervention	1,2,3 Magic and emotion coaching	School-wide implementation of 1-2-3 Magic pedagogy. Procedures for behaviour management in the classroom and playground are consistent across school with visuals in every room. The pedagogy is based on a three choices model (ignore it, count it or coach) to address a behaviour that encourages a calm approach to manage student behaviour, build emotional resourcefulness and improve teacher student relationships. Universal language is used to support self regulation of behaviours such as green choice, red choice and reflection on choice of behaviour.	Whole School
	Level System/ Behaviour Flowchart	The Behaviour Flowchart is aligned with our Wellbeing Procedures at Cambridge Park Public School and is implemented across the whole school as a sequence of actions or responses to assist and prevent undesired behaviour or reduce unwanted behaviour. This provides a consistent approach to responses, reactions and a focus on using the same language to ensure consistency. Restorative practices may be implemented to support the student with desired behaviour.	Whole School
	Anti-Racism Contact Officers	Anti-Racism Contact Officers assist the implementation of three major aspects of the Anti-Racism policy, promoting anti-racism education, facilitating the handling of complaints and their resolution, and monitoring incidents of racism.	Whole School
	Learning and Support Team	LST uses a three-tiered model of support to meet the additional learning of students, ensuring the specific needs of students with disability and additional learning and support needs are met as stated under the Disability Discrimination Act, 1992 (DDA). They support staff, students and families to identify students needs and uses clear and consistent systems understood by the whole community.	Whole School
	Wellbeing		

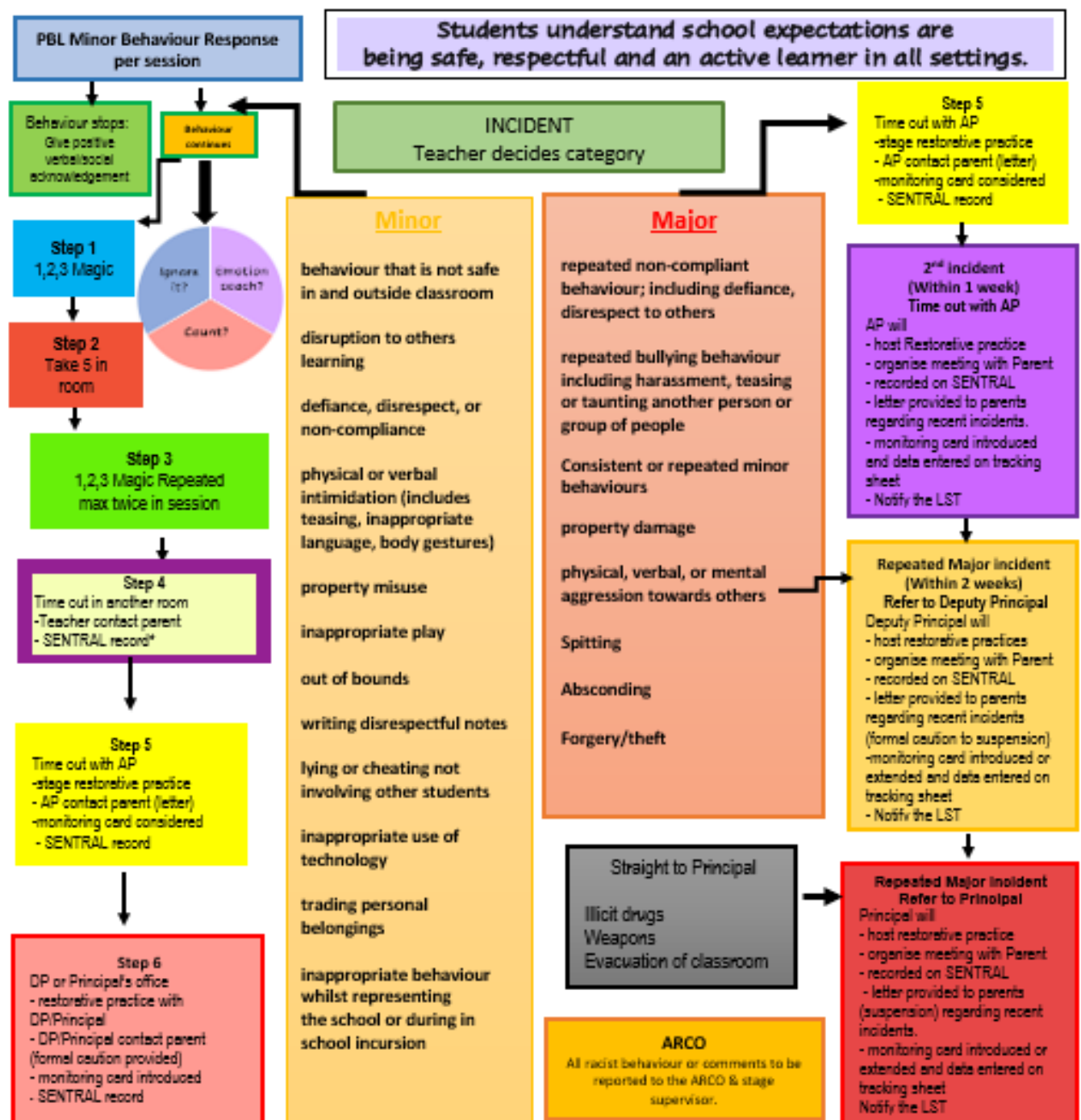
	Programs (Panthers on the Prowl)	Intensive programs to support a small group of students identified with needing additional support with social skills to build friendships, develop resilience to face challenges are offered to Stage 2 and 3 students.	Stage 2 and 3 students
Individual Intervention	Wellbeing Check in	Teachers identify students who they feel require emotional, social and behavioural support intervention. Students are paired with a teacher who they check-in with several times / week (depending on need) and who they feel they can turn to if they need extra support.	Whole School
	Class and Playground Monitor Cards	A matrix card used to monitor individual students' progress on identified behaviour goals both in the classroom and playground. Negotiated playground programs assist keep students on track in a less routine orientated environment. Check in is followed after each session from a member of the leadership team member. Success is celebrated with an individual identified reward. Families are consulted throughout the process of the cards which last from 1-2 weeks.	Whole School
	Nationally Consistent Collection of Data	School uses a proactive approach to identify students requiring adjustments and implement NCCD procedures to collect and analyse data, thereby informing evidence-based decisions about the inclusion of students in the NCCD in a consistent, reliable and systematic way.	Whole School
	Integration Funding Support including School Learning Support Officers	LST identifies students with disability who have moderate to high learning and support needs and applies for Integration Funding Support(IFS) through access request process. When successful IFS is approved the funding is utilised to provide adjustments and additional support from a School Learning and Support Officer to personalise learning and support of students.	Students with additional needs
	Case Management Meetings involving External providers	LST collaboration with classroom teachers and external providers including Out of Home Care caseworkers, therapists and specialists to identify specific student's needs and allocate resources to	Students in Out of Home Care, and students receiving services from external providers
	Functional Behaviour Assessment (FBA) and Individual Behaviour Plan	A functional behaviour assessment (FBA) collects information about a student and their challenging behaviour. It's a problem-solving strategy and it is designed to inform the design of an individual behaviour support plan. Individual behaviour plans assist to focus on: increase social competence and interpersonal skills and social-emotional skills development.	Whole School

	Delivery Support Team	The Delivery Support team will work in conjunction with the Learning and Support Team to develop appropriate behaviour expectations and strategies with other staff members, monitor the impact of support for individual students through continuous data collection and provide consistent strategies and adjustments outlined within an individual student support plan.	Whole School
	Attendance programs	Attendance is monitored regularly, with contact being made with parents should there be attendance concerns. Assistance from our Home School Liaison Officer (HSLO) and Aboriginal School Liaison Officer (ASLO) requested when necessary.	Whole School

Reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Restorative Practice-	Play time up to 15 minutes	Leadership team member	Details are recorded on SENTRAL. Family informed via DOJO
"Take 5 reflection" with an Assistant Principal When needed at step 5 of the behaviour flowchart.	Student will spend up to 10 minutes with a member of the leadership team for emotion coaching (reflection) opportunity.	Assistant Principal	Details, levels and teacher notes are recorded on Sentral
"Take 5 reflection" with Deputy Principal or Principal. When needed at step 6 of the behaviour flow chart.	Students will spend some time (determined at the time) to complete emotion coaching (reflection) with DP or Principal.	Deputy Principal Principal	Details, levels and teacher notes are recorded on Sentral

CPPS BEHAVIOUR MANAGEMENT FLOWCHART

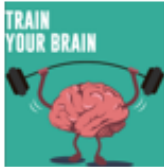


Staff are to follow Individual Behaviour Management Plan and apply consequences when applicable.

Incidents:

- ☐ 3 incidents of minor behaviour (Step 4) – Assistant Principal notified which may lead to step 5
- ☐ Notification to Principal may lead to Principal following NSW DoE Suspension policy
- ☐ ARCO – arranges classroom teacher an appropriate lesson reflecting on racist behaviours/ Comments.

Students understand school expectations are being safe, respectful and an active learner in all settings

Minor Behaviour Response per session				
Step 1				Teacher uses 1,2,3 Magic strategy following minor behaviour. Continue with step 2 if using count strategy.
Step 2 teacher provides verbal or non-verbal count	1	2	3 take 5	 Take 5 in classroom Time for your brain to toggle and change 
Step 3 Repeat step 2 (Max twice in session)	1	2	3 take 5	 Take 5 in classroom Time for your brain to toggle and change 
Step 4 5-minutes in another room				Teacher contact parent  
Step 5 time out with Assistant Principal			Stage  next play break	Assistant Principal contacts parent  Monitoring card considered 
Step 6 time out with Deputy Principal or Principal			office  next play break	Parents contacted  Monitoring card introduced 

Partnership with parents/carers

Cambridge Park Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies.

Cambridge Park Public School will communicate these expectations to parents/carers by social media platforms such as Class DoJO and Facebook.

Consultation

Consultation regarding our Behaviour Support and Management Plan will take place with our community via community forums, social media platforms as well as the local AECG.

School Anti-bullying Plan

The School's [Anti-Bullying Plan](#) is available on the school website.

Reviewing dates

Last review date: 1/4/2025

Next review date: 1/4/2026

education.nsw.gov.au

