

School Behaviour Support and Management Plan

Overview

Cardiff North Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

Our goal is to inspire every child to participate positively in the school community and beyond. 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.

To achieve this Cardiff North Public School Wellbeing and Learning support procedures, including *Go For Gold* from K-6. Classroom and playground behaviour expectations are explicitly taught through Morning Circle each day and reflected in teaching and learning programs. Classroom teachers teach expectations based on class data and observations.

Cardiff North Public 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. 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.

Partnership with parents and carers

Cardiff North Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, by:

- inviting parent/carer and student feedback through formal and informal means, such as surveys, surveys, consulting with the P & C and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Cardiff North Public School will communicate these expectations to parents/carers through the school bulletin and school website. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

School-wide expectations and rules

Expectation	Expectations
SAFE	I use safe hands and feet. I am in the right place at the right time. I wear a hat. I use equipment properly. (Additional specific rules apply to specific setting, e.g., assembly)
RESPECTFUL	I am kind and caring. I listen well and speak politely. I use my manners. I respect the environment. (Additional specific rules apply to specific setting, e.g., assembly)
LEARNER	I follow the teacher's instructions. I allow others to learn. I think positively and believe I can learn. I do my best. (Additional specific rules apply to specific setting, e.g., assembly)

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

Care Continuum	Strategy or Program	Details	Audience
Prevention	Go For Gold.	Explicit teaching and reward for positive behaviours for learning.	All students.
	Ready to Learn Plan	Ready to Learn' Partnership Plan meetings facilitate parents/carers to be involved in the education of their child and the broader school priorities and initiatives, deepening the collective responsibility for student learning, behaviour and success and providing regular opportunities for engagement between students, staff and families. Utilising the evidence-based wellbeing practices 'Ready to Learn' plans for every student are completed in consultation with their teacher and	

Care Continuum	Strategy or Program	Details	Audience
	Cyber safety	parents/carers to facilitate the development of effective learning partnerships. Whole class cyber safety education through curriculum.	
Early intervention	Personalised behaviour strategies	Supports students' self-regulation, relationships and wellbeing to increase student engagement and academic achievement.	Students requiring additional support.
Targeted intervention	Hi 5 Plan	Plan developed with student outlining 5 strategies they can use to aid self-regulation	Students requiring additional support.
Individual intervention	Behaviour support plans & Behaviour Response Plans.	Individualised plans to support and respond to student behaviour needs, prepared in collaboration with student, parents and external agencies if applicable.	Individual students as required.

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



Cardiff North Public School

'Go for Gold'

Students begin each day on 'Ready to Learn'. They then move their name according to the teacher's instruction. Students remain on the level for the day unless instructed to move their name further up or down the chart. If a student is on 'Good Choices' or 'Super Student' and they display inappropriate behaviour, their name is moved to 'Think about it'. **At the end of each day, students return their names to 'Ready to Learn'.**

<u>Super Student</u> - Teacher tells the student and class about why they were moved to 'Super Student'. - Student places a gold dot sticker on the class 'Go for Gold' chart.	↑ If behaviour is physically violent or verbally abusive, refer student directly to an executive ↓
<u>Good Choices</u> Teacher tells the student and class about why they were moved to 'Good Choices'.	
<u>Ready to Learn</u> All students begin each day on 'Ready to learn' and stay here if their behaviour reflects this for the day.	
<u>Think about it</u> Expectation reminder and refer to behaviour matrix.	
<u>Last Chance</u> - Expectation reminder and refer to behaviour matrix. - Inform student of consequence if moved to Buddy Class.	
<u>Buddy Class</u> - Student is sent to Buddy Class, with a timer set for 10 minutes - Classroom Teacher to phone home and inform parents of student going to buddy class. - Record all details on Sentral under 'Buddy Class' tab. Casual Teacher: Please leave a detailed note of the incident on the teacher's desk.	
<u>Important</u> - If student is frequently disruptive, consult with Assistant Principal and classroom teacher continues to monitor the behaviour, recording all repeat occurrences on Sentral. Executive discusses with principal and the concern is communicated to parents/caregivers via phone call. - If a student attends Buddy Class three or more times in a term a meeting between classroom teacher, parent and Assistant Principal will take place.	

Responses to serious behaviours of concern

- Cardiff North Public School will respond to serious behaviour of concern by following the Student Behaviour policy and Suspension and Expulsion procedures.
- 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.
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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?
Reflection session supported by an executive staff member.	20 minutes maximum at lunch or recess	Executive staff	Sentral

Review dates

Last review date: 03 May 2024

Next review date: 03.02.2025