

Cardiff South Public School – School Behaviour Support and Management Plan 2025

Overview

At Cardiff South Public School, we believe that every child has the right to an excellent educational experience which fosters the development of skills and strengths that enable them to become happy and productive members of society. We ensure that all students are given the best chance to succeed by ensuring we are Respectful to all members of our community and our environment, Responsible for our own learning and behaviour, and we strive for Excellence in everything we do.

We take a positive approach to behaviour, including regular direct instruction of rules and expectations. Such lessons are guided by data analysis to identify areas of need. Positive behaviour is regularly recognised and rewarded through our Southy Tokens program, regular assembly awards and whole-school rewards. Staff model appropriate behaviour in all aspects of school.

Student wellbeing is the foundation for learning. We are engaged in the second year of a two-year implementation of The Anxiety Project to ensure school staff, students and families have the skills to overcome anxiety related barriers to learning.

Partnership with parents and carers

Cardiff South Public School has a strong connection with the school community. Parents and carers will be invited to contribute to the development and implementation of the student behaviour management plan and anti-bullying strategies by;

- ✓ Providing feedback through formal and informal means such as Tell Them From Me survey, school surveys and reference groups, consulting with P&C and/or local AECG.
- ✓ Providing ongoing anecdotal feedback which will inform future iterations of this plan.

Cardiff South Public School will communicate these expectations through regular communication methods, school website, kindergarten transition program, enrolment interviews and parent information meetings. School staff will take a collaborative approach to ensure we work closely with parents and carers to create a shared understanding of how to support student learning, physical and emotional safety, and wellbeing. We adhere to the NSW Department of Education's School Community Charter.

Student Voice

Our student body is represented by a group made up of;

- ✓ School Captains
- ✓ House Captains
- ✓ Junior AECG Executive
- ✓ STAR Leaders (Students Totally Acting Responsibly)

This group meets regularly with school staff (at least once per term) and are encouraged to provide feedback about school behaviour expectations and wellbeing. Adjustments are made as a result of this feedback where appropriate.

School-wide expectations and rules

All members of our school community have agreed that, in order to be Respectful, Responsible Learners who strive for Excellence we should follow The Southy 5 rules.

- ✓ I can work quietly.
- ✓ I can raise my hand and wait.
- ✓ I can follow instructions.
- ✓ I can listen.
- ✓ I can control what I do and say.



<i>Learning</i>	<i>Respect</i>	<i>Responsibility</i>	<i>Excellence</i>
We are ready to learn	Kind words, kind actions, kind school	We learn and play safely	We strive for personal best
We encourage others	We wear our uniform with pride	We own our actions	We do the right thing, even when nobody is watching
We are resilient	We look after our environment	We are proud, prompt and prepared	I represent myself, my family and my school
	We are proud of who we are and what we do		
<i>Everyone ~ Everywhere ~ Every Time</i>			

Definitions

Behaviour of concern	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, developmentally appropriate behaviour.
Bullying	Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm
Detention	Detention and/or reflection is a disciplinary consequence that schools may use to address inappropriate student behaviour. Detention and reflection are applied as close as possible to the breach in behaviour. It allows the school to provide timely support to students to assist them to achieve the desired behaviour, to reflect on their behaviour and make positive choices. The student is always supervised by a staff member.
Time-out	Teacher-directed time-out is a de-escalation strategy and occurs where a student is directed away from an educational activity or setting when they engage in behaviours of concern. It is used after other de-escalation strategies and teaching practices have been tried. Self-directed time-out enables a student to remove themselves from a situation or environment causing stress. It is a planned informal behaviour support strategy that may be used as part of a behaviour support response and documented as an agreed strategy.

Roles and Responsibilities

Public Schools , including Directors, Educational Leadership and Delivery Support Team Around a School:

- ✓ provide proactive and responsive specialist advice and support for schools in the development, implementation and monitoring of the SBSMP

Principals:

- ✓ lead the school community in developing, implementing and monitoring the SBSMP
- ✓ facilitate the annual review of the SBSMP
- ✓ ensure consultation with the school community, including school staff, students, parents or carers, in the development, implementation, and review of the SBSMP, as appropriate.

School executive, teachers, school learning support teams and school support staff:

- ✓ contribute to the development, monitoring and review of the SBSMP, as appropriate
- ✓ implement the processes and strategies within the SBSMP.

Parents or carers:

- ✓ work in partnership with the school to implement the SBSMP, supporting their child to abide by the Behaviour Code for Students , resolving issues about their child's behaviour, and communicating with school staff and the school community respectfully and collaboratively consistent with the School Community Charter.
- ✓ Be involved in consultation with the school during the development, monitoring and review of the SBSMP, as appropriate.

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

Cardiff South Public School recognises that student behaviour is dynamic, and responses will vary for individual cases and students. Rules and interventions can relate to:

- ✓ All students – creating safe and respectful learning and play environments for all students (Universals – Tier 1)
- ✓ Some students – providing early interventions and targeted support for individuals or groups of students who are at risk of developing negative behaviours (Tier 2).
- ✓ A few students – support for students with complex and challenging behaviour needs through intense, targeted, individual interventions (Tier 3).

Care Continuum	Strategy or Program	Details	Audience
Prevention	A Positive Behaviour for Learning Approach	The Cardiff South Public School PBL approach includes clearly defined expectations, explicit teaching of expectations in all school settings, consistent positive feedback, continuum of strategies to respond to inappropriate behaviour, and ongoing monitoring and evaluation.	All
Prevention	The Southy 5	Jointly developed by staff and students. The Southy 5 is clearly displayed, and referred to in all settings across the school.	All
Prevention	The Anxiety Project (TAP)	An evidence-based, whole of community approach to managing anxiety and building resilience in primary school children.	All
Prevention	Zones of Regulation	A mindfulness approach to allow students to identify their feelings and how they are triggered. Complements The Anxiety Project strategies.	P-6
Prevention	Child Protection	A mandatory part of the syllabus which covers problem behaviours such as physical and emotional abuse.	P-6
Prevention	Extra-curricula activities	A range of activities are offered across each week which are linked to students' interests and/or skills (such as sport, Star Struck, dance, choir, computers, library).	K-6

Care Continuum	Strategy or Program	Details	Audience
Prevention	STAR Leaders	Each class elects two students as STAR students per semester. These students are issued a red school hat and vest. Children are encouraged to seek out STAR students if they need help.	K-6
Early intervention	SLSO Support	Where possible SLSO timetable will include support for unfunded students who require additional behaviour support in the classroom and/or playground.	LaST, SLSOs, LST
Early/Targeted Intervention	eSafety Commissioner	The website and resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents.	Stages 2 & 3 students and parents.
Early/Targeted Intervention	Police Community Youth Liaison	Engaged to offer advice and link between school expectations and behaviour norms across the broader community.	Stage 3 students and parents
Targeted Intervention	Learning Support Team (LST)	The LST works with teachers, students and families to support students who require personalised learning and support.	All
Targeted intervention	SLSO Support	Students who qualify for Integration Funding Support are provided with individual or small group support commensurate with such funding. SLSOs work under the direction of the LST, LaST and classroom teachers.	LaST, SLSOs, LST
Targeted Intervention	Attendance Support	The LST, individual teachers, principal or the attendance coordinator can identify and refer students to the attendance co-ordinator who will implement the school attendance policy, contact HSLO and develop strategies to improve school attendance and engagement.	Individual students and their families, Attendance coordinator, HSLO, LST.
Targeted Intervention	Anti-racism Contact Officer (ARCO)	ARCO works closely with other school staff to ✓ Promote inclusive education, ✓ Support complaints handling regarding racism, ✓ Monitor incidents of racism.	P-6 Trained ARCO
Individual intervention	Individual Behaviour Support Planning	This may include developing, implementing, monitoring and reviewing behaviour support, behaviour response, and risk management plans. It will also include calling upon the Team Around	Individual students and their families, LST, LaST, Team

Care Continuum	Strategy or Program	Details	Audience
		The School support provided by departmental staff.	Around the School.

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

All staff are encouraged to have regular positive interactions with as many students as possible each day. We recognise that we are not just responsible to the students in our own class, we can have a positive impact on the lives of all students. All members of staff reward positive behaviour through positive feedback and implementation of the school reward system (Southy Tokens, assembly awards, etc). Planned rewards for appropriate behaviour can include special clothing days, extra playtime, movie days, etc. The rewards are planned in collaboration with students.

Responses to behaviour that does not meet school expectations are either teacher or executive managed. Teachers are encouraged to manage behaviour issues as often as possible, however 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.

A Behaviour of Concern is behaviour that is challenging, complex or unsafe and requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour. See Appendices 2 & 3.

- ✓ Teacher managed – low level inappropriate behaviour is managed by teachers in the classroom and the playground.
- ✓ Executive managed – behaviour of concern is managed by school executive.

Corrective responses may include (but are not limited to),

<i>Classroom</i>	<i>Non-classroom setting</i>
Regular referral to Southy 5	Regular referral to Southy 5
Referral to PBL lesson	Referral to PBL lesson
Re-direct	Re-direct
Offer choice	Offer choice
Error correction	Error correction
Prompts	Prompts
Reteach.	Reteach
Seat change	Play or playground re-direction
Stay in at break to discuss/ complete work	Walk with teacher
Conference	Walk and talk with executive on roaming duty
Walk and talk with executive on roaming duty	Communication with parent/carers
Communication with parent/carers	

Students are motivated in a variety of ways. Younger students may be more motivated by adult attention while older students are typically more motivated by peer attention, activities, privileges, or freedom. Cardiff South Public School strives to understand the motivations of all students and respond with appropriate intrinsic and extrinsic rewards and consequences that help students focus on positive behaviour.

<i>Prevention</i>	<i>Early Intervention</i>	<i>Targeted/Individualised</i>
-------------------	---------------------------	--------------------------------

<i>Responses to recognise and reinforce positive, inclusive and safe behaviour</i>	<i>Responses to minor inappropriate behaviour</i>	<i>Responses to behaviours of concern</i>
Southy 5 is displayed in all areas of the school and referred to regularly. They are shared with parents/carers for use at home to encourage a shared understanding.	Refer to Southy 5 and student asked to identify the rule that they are failing to display.	Contact office to seek help from executive straight away if there is a risk. Otherwise notify student's stage supervisor or executive ASAP and before the end of the school day.
Behaviour expectations are taught regularly, and students are involved in the development of lessons.	Refer to PBL lesson and remind student of behaviour expectations that were identified.	Teacher/Executive 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. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.
Staff engage in as many positive interactions with students as possible each day.	Refer to Anxiety Project strategies or Zones of Regulation if appropriate.	Behaviour form completed by the teacher on duty or first to respond and passed to Executive. Details entered into Sentral.
Students are presented with assembly awards each fortnight and one junior student and one senior student identified as STAR Students.	Remind students of the rewards for positive behaviour and reinforce that they can still earn the reward.	Executive collects information and reviews the incident from multiple perspectives to determine next steps.
Students are acknowledged for meeting school-wide behaviour expectation and rules by all staff presenting Southy Tokens.	Strategies outlined in Table 1.	Executive to contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.
Students earn a jointly identified series of whole-school rewards after targets are met.	Behaviour form completed and passed to stage supervisor. Details entered into Sentral.	Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan.

<i>Prevention</i> <i>Parent/Carer Contact</i>	<i>Early Intervention</i> <i>Parent/Carer Contact</i>	<i>Targeted / Individualised</i> <i>Parent/Carer Contact</i>
Teacher makes regular contact with parents/carers using phone, email, parent portal, personal contact, etc to celebrate positive behaviour. Contact is recorded in Sentral.	Teacher contacts parents/carers by phone or in person when a number of incidents have occurred and/or when corrective measures have not been successful. Contact is recorded in Sentral. Referral to LST may be required.	Parent/carers contact is made by school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School. Executive/Principal contacts parent in person to discuss suspension warnings that may be issued. Contact is recorded in Sentral.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded in Sentral. Responses may include:

- ✓ review and document incident.
- ✓ determine appropriate response/s, including supports for staff or other students impacted.
- ✓ refer/monitor the student through the school learning and support team.
- ✓ develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments.
- ✓ detention, reflection and restorative practices (listed below).
- ✓ liaise with Team Around a School for additional support or advice.
- ✓ communication and collaboration with parents/carers (phone, email, parent portal, meeting).
- ✓ formal caution to suspend, suspension or expulsion.

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.

Cardiff South Public School Anti-Bullying Education and Response

Bullying behaviour involves;

- the intentional misuse of power in a relationship AND
- is ongoing and repeated AND
- involves behaviour that can cause harm.

Cardiff South Public School takes a proactive stance against Bullying. Child protection lessons involve anti-bullying and dealing with behaviour that students find uncomfortable are taught each year. Special presentations may also be engaged if the need arises.

The Department of Education's Bullying of Students - Prevention and Response policy has been removed as preventing and responding to student bullying behaviour is now included in the Student Behaviour policy. Any instances of bullying or cyber-bullying at Cardiff South Public School will be dealt with as part of our Student Behaviour Support and Management Plan.

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 the school counselling service. Our school's response to bullying and/or cyber-bullying is outlined in Appendix 1.

[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](#).

Cardiff South Public School records all positive and negative incidents in Sentral in accordance with the above NSW Department of Education policies and procedures.

Detention, reflection and restorative practices

Adequate time will always be allowed for food and toilet breaks. The maximum length of time spent in detention will be appropriate to the age/developmental level of the student.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Buddy class (Sent to another classroom to complete unfinished work)	Until next break or 30 minutes (whichever is shorter) or until work is completed.	Teacher	Behaviour form and entered into Sentral
Sitting on veranda outside staff room/principal's office	Next break – recess or lunch	Teacher	Behaviour form and entered into Sentral
Walk and talk with executive on roaming duty	Lunch	Teacher and Assistant Principal	Behaviour form and entered into Sentral
Time off playground with principal	Recess and/or lunch	Teacher, Assistant Principal, Principal	Behaviour form and entered into Sentral

Review dates

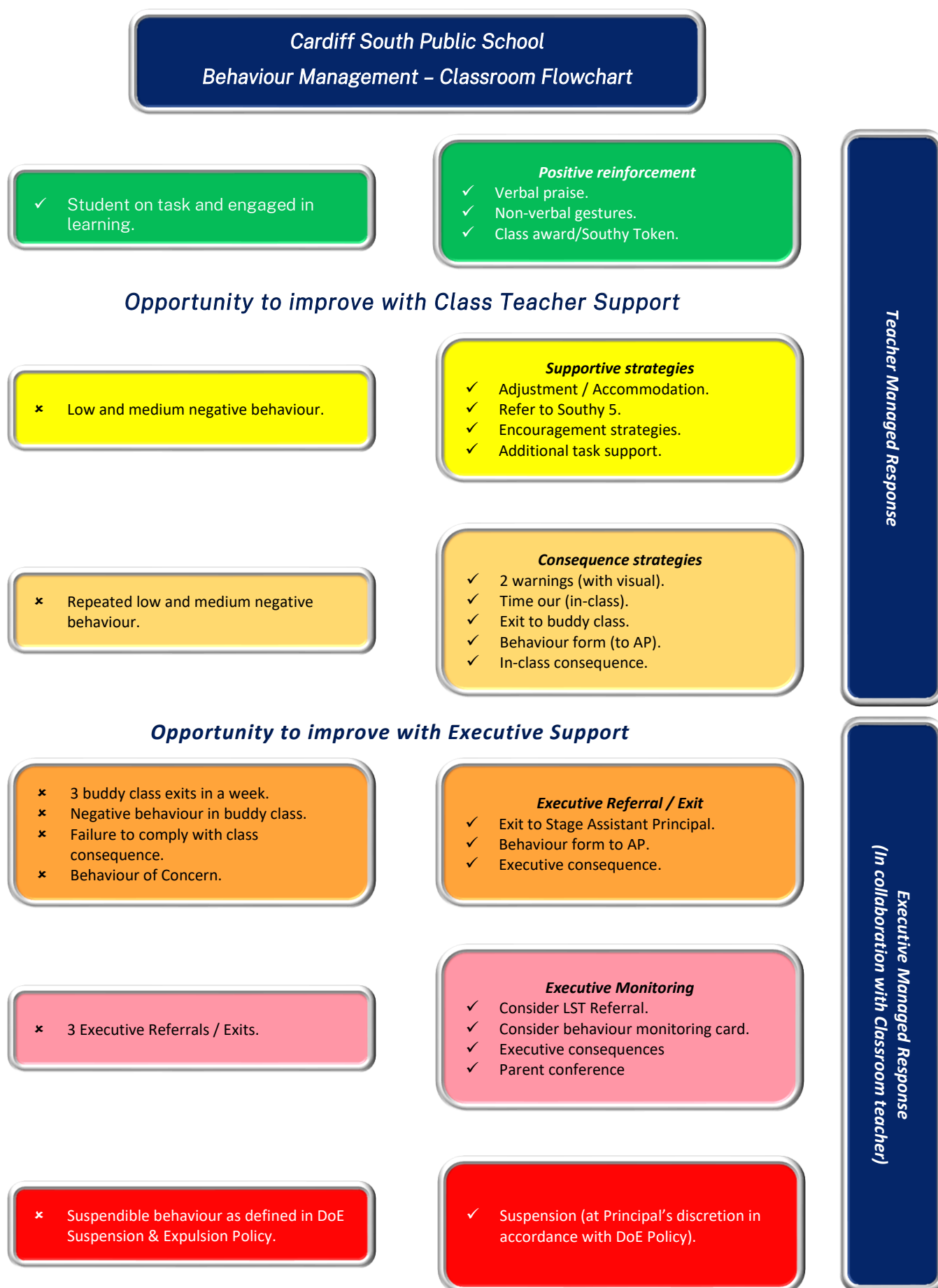
Last review date: **January 2025, Day 1 Term 1.**

Next review date: **January 2026, Day 1 Term 1**

Appendix 1: Bullying Response Flowchart



Appendix 2: Behaviour Management – Classroom Flowchart



Appendix 3: Behaviour Management – Playground Flowchart

