



Cudgen Public School Behaviour Support and Management Plan

Overview

Cudgen 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 are ones such as Positive Behaviour for Learning. As an example, Positive Behaviour for Learning (PBL) is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.


Promoting and reinforcing positive student behaviour and school-wide expectations

Cudgen Public School has the following school-wide rules and expectations:

- To be a safe, respectful and active learner.

At Cudgen safe learners exhibit positive behaviour that contributes to a secure and supportive learning environment. They demonstrate respect for themselves and others, show kindness and empathy, and embrace diversity and inclusivity. Safe learners make safe choices, move around our school sensibly, they take responsibility for their actions, resolve conflicts peacefully, and communicate openly with others.

At Cudgen respectful learners embody positive behaviour by treating their peers, teachers, and school community with courtesy and consideration. They listen attentively, value diverse perspectives, and communicate respectfully in all interactions. Respectful learners demonstrate empathy, show



appreciation for others' contributions, and uphold a culture of inclusivity and acceptance.

At Cudgen active learners engage enthusiastically in their learning process, demonstrating a proactive approach to acquiring knowledge and skills. They participate eagerly in classroom activities, ask questions, seek clarification, and take initiative in their learning journey. Active learners demonstrate a growth mindset, showing perseverance, curiosity, and a willingness to learn from their mistakes.

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

Proactive Strategies

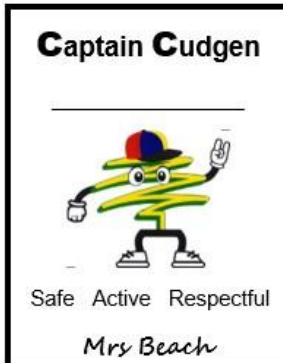
- o Embedded Positive Behaviour for Learning practices
- o Display school expectations
- o Teach school expectations
- o refer to school expectations
- o acknowledge positive behaviour (4:1)
- o actively supervise (move, scan and interact)
- o pre corrections
- o non-verbal cues/prompts
- o non-contingent attention
- o environmental layout
- o task difficulty
- o opportunities to respond
- o procedures and routines
- o correct social learning errors in a calm, consistent, brief, immediate, respectful, private, logical, individualised and instructional way
- o activity sequence and choice.

Fast and frequent rewards for positive behaviour – Captain Cudgen cards and longer term – Cudgen Stars.

Cudgen Stars – Ruby to Diamond

Please note this is not a progressive scale. It is to be used to map your Cudgen Stars as the year progresses and help to decide where you feel a student should sit at the end of the year.


Diamond	<ul style="list-style-type: none"> - Exceptional behaviour across all settings – classroom & playground. - A polite, honest, well-presented and outstanding student in all respects - Consistently on task - Develops honest, positive and respectful relationships with students, teachers and staff - Displays diligence, resilience and self-discipline towards learning - Consistently demonstrates safe behaviour in all settings
Opal	<ul style="list-style-type: none"> - Student follows teacher instruction and does not interrupt the learning of others - Consistently on task - Displays a responsible attitude towards school - Interacts respectfully and positively with students, teachers and members of staff - Displays resilience and self-discipline towards learning - Consistently demonstrates safe behaviour in all settings
Every student: tabled at a staff meeting to discuss student's progress to opal and diamond. Class teacher to provide feedback to student	
Sapphire	<ul style="list-style-type: none"> - Generally cooperative student who performs soundly - Generally engaged in learning - Sometimes needs encouragement to remain positively involved in their learning and the learning of others - Displays the ability to manage problems and bounce back from adversity most of the time - Generally, demonstrates safe behaviour in all settings
Emerald	<ul style="list-style-type: none"> - Developing on task behaviours - Developing the ability to positively interact with students, teachers and members of staff - Learning self-regulation skills - Developing the ability to work unsupervised - Demonstrates safe behaviour in all settings most of the time
Ruby	<ul style="list-style-type: none"> - Working towards meeting classroom expectations - Working towards respect for their own learning and others - Developing interpersonal skills - Needs constant close supervision and work is frequently completed to a minimum standard - Demonstrates safe behaviour in all settings some of the time





All Settings

TO be SAFE we: <ul style="list-style-type: none"> • Hands, feet and other objects to yourself • Walk don't run • Use equipment safely 	To be RESPECTFUL we: <ul style="list-style-type: none"> • Speak nicely to others • Listen to others • Wear uniform • Use your manners • Respect other people's space • Treat others as you would like to be treated 	To be an ACTIVE LEARNER we: <ul style="list-style-type: none"> • Be prepared • Follow instructions • Do your best • "Be brave and have a go"
Context (Identify the location(s) where performance of rule is expected)	<ul style="list-style-type: none"> • Assemblies, classroom, playground, library and with all teachers • In all areas of our school and at all times of the day 	
Tell Introduce the rule and why it is important	1. Brainstorm our school expectations Can these same rules apply in different setting/ places around the school?	
Show Teacher demonstrates or models the rules Teacher models non-example	<ul style="list-style-type: none"> • Role play positive examples • Y chart – looks like, sounds like, feels like Teacher demonstrates non-examples – not showing respect in class/on fixed equipment/for all staff,	
Practise Give students opportunities to role play the rule across all relevant settings	Take time to practice correct expectations for each setting during the week. Acknowledge positive behaviours. Discuss afterwards.	
Monitor	Pre-correct/Remind Anticipate and give students a reminder to perform behaviour.	This week is a revision week to generalise the school expectations in all settings and with all teachers eg scripture teachers, casuals and all school staff, whole class and small group settings
	Supervise Move, scan and interact with students.	Collective responsibility. Teachers monitor, remind and acknowledge positive behaviour throughout the week in all settings. Reward with PBL points.
	Feedback Observe student performance and give positive, specific feedback to students	Use specific language of behavioural expectations: <i>Thank you for walking in and sitting quietly in your class line, thank you for removing your hat when you entered assembly/classroom, I saw you applauding and encouraging your peers during assembly. Thank you for walking on the cement. Well done for being courteous to (name teacher)</i>
Reteach Practice throughout the week	Reteach as required	



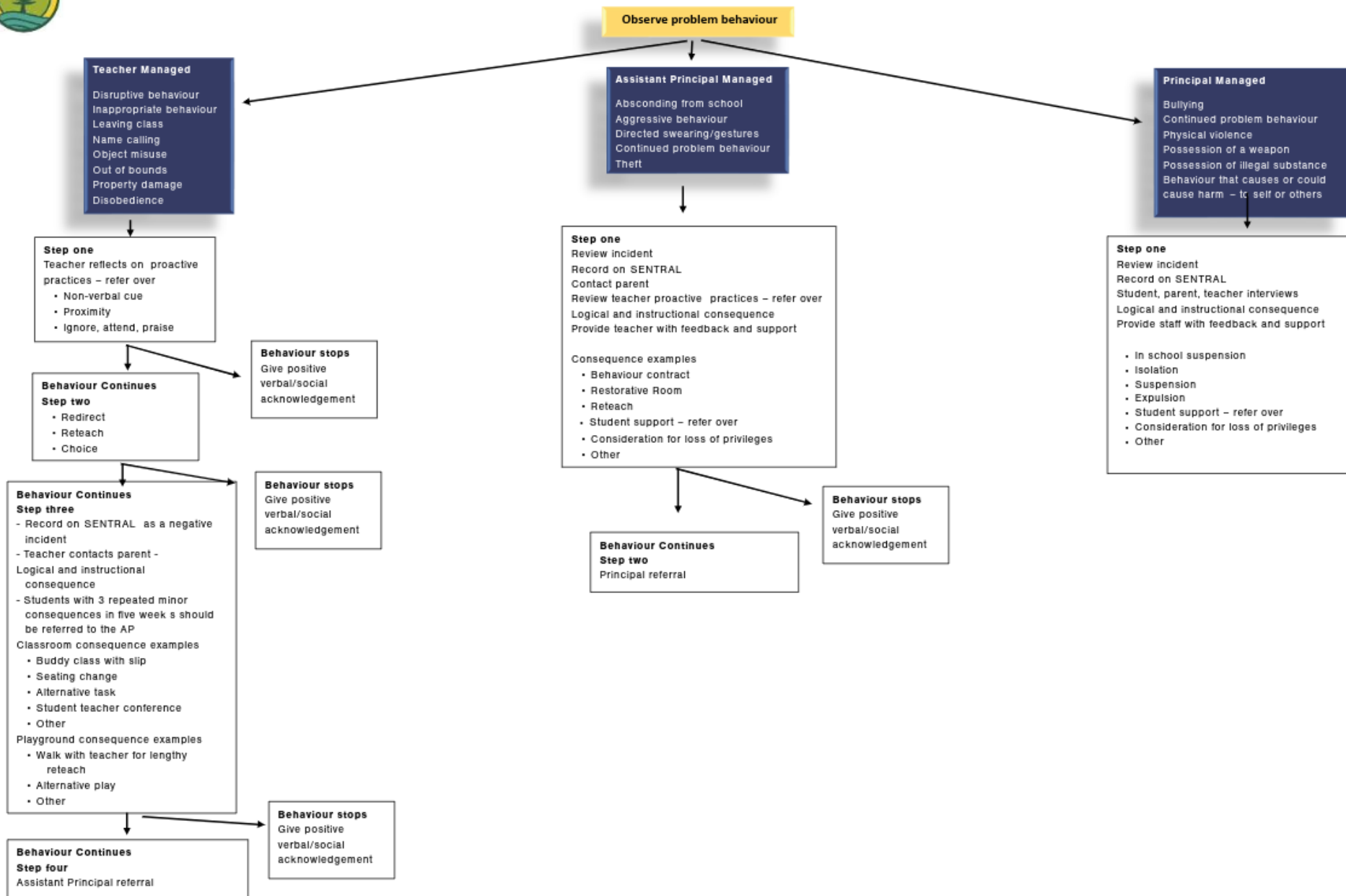
In compiling this plan, our school team have consulted with the following Department of Education policies and supporting documents:

Student Behaviour Policy (updated 2023), Wellbeing Framework for Schools (2018), Behaviour Code for Students (2023), School Community Charter, Inclusive Education Statement for Students with Disabilities (updated 2022), Bullying of Students – Prevention and Response (2022), Strong Strides Together (2022).



Cudgen Public School Behaviour and Support Flowchart

Revised 2024



Techniques to manage minor behaviour

Proximity	The strategic placement/movement by the teacher in order to encourage positive behaviour. The teacher is a source of protection and strength, helping the student to control impulses.
Non-verbal Cue	Non-verbal techniques such as sustained eye contact, hand gestures, a handclap, finger snap or clearing one's throat suggest that the teacher is aware of the behaviour and is prepared to intervene if it continues.
Ignore, Attend, Praise	Uses the power of praise or positive feedback. The teacher praises an appropriately behaving student in the proximity of a student who is not following expectations. The praise serves as a prompt. When the student exhibits the desired behaviour, attention and praise are then provided.

If the simple techniques above do not result in the desired change in behaviour, more direct **instructional** approaches can be used.

Re-direct	Brief, clear, private verbal reminder of the expected behaviour. A re-statement of school-wide and non-classroom behaviour, or classroom procedure.
Re-teach	Builds on the re-direct by specifically instructing the student on exactly what should be done.
Provide Choice	Can be used when a re-direct or re-teaching have not worked. A statement of two alternatives - the preferred or desired behaviour or a less preferred choice.
Student Conference	Lengthier re-teaching or problem solving. Discusses the behaviour of concern, teaches the desired behaviour, provides reasons why it is important, and makes a plan for future use. Can include role-play or practice.

Response to ALL student behaviour is: calm, consistent, brief, immediate and respectful.

Proactive Strategies

- o Display school expectations
- o Teach school expectations
- o refer to school expectations
- o acknowledge positive behaviour (4:1)
- o actively supervise (move, scan and interact)
- o pre corrections
- o non-verbal cues/prompts
- o non-contingent attention
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- o activity sequence and choice

Examples of Student Support

- Learning Support Team
- LAST support
- Counsellor
- Outside Agencies

Examples of privileges

- Sports monitor
- Excursions
- Leadership position
- Captain Cudgen Day
- School representation

Behaviour	Definition
Disruptive behaviour	Student engages in behaviour causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials and/or sustained out-of-seat behaviour.
Inappropriate behaviour	Student engages in using rude/ offensive gestures or words. Not directed at anyone.
Leaving class	Student leaves class without permission
Name calling	Students delivers disrespectful message. Include negative comments based on race, religion, gender etc.
Object misuse	Object is not used by the student for its purpose.
Out of bounds	Student is in an area that is outside of school boundaries (as defined by school).
Property damage	Student participates in an activity that results in destruction or disfigurement of property.
Disobedience	Student refuses to follow directions.
Directed swearing/gestures	Student engages in using rude/ offensive gestures or words. Directed at another student or staff member.
Absconding from school	Student leaves school grounds without permission.
Aggressive behaviour	Student behaving in a forceful way that may cause harm to themselves or others
Theft	Taking property belonging to the school or any individual or group without prior permission.
Bullying	Repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons
Continued problem behaviour	A pattern of frequent or increasingly complex behaviour that is resistant to the use of staff-managed/AP managed interventions. Multiple efforts attempted. When one
Physical violence	student or group of students may be inflicting bodily harm to another student or staff member.
Possession of a weapon	Student is in possession of knives, or other objects readily capable of causing bodily harm.
Possession of illegal substance	Student is in possession of or is using illegal substances

Behaviour Code for Students

The Behaviour Code for Students can be found at

<https://education.nsw.gov.au/policy-library/policies/pd-2006-0316/pd-2006-0316-01>. High expectations for student behaviour are established and

maintained through effective role modelling, explicit teaching and planned responses.

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.

In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning.

Behaviour Code for Students

Actions Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education. We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect	Safety	Engagement
<ul style="list-style-type: none">▪ Treat one another with dignity▪ Speak and behave courteously▪ Cooperate with others▪ Develop positive and respectful relationships and think about the effect on relationships before acting▪ Value the interests, ability and culture of others▪ Dress appropriately by complying with the school uniform or dress code▪ Take care with property	<ul style="list-style-type: none">▪ Model and follow departmental, school and/or class codes of behaviour and conduct▪ Negotiate and resolve conflict with empathy▪ Take personal responsibility for behaviour and actions▪ Care for self and others▪ Avoid dangerous behaviour and encourage others to avoid dangerous behaviour	<ul style="list-style-type: none">▪ Attend school every day (unless legally excused)▪ Arrive at school and class on time▪ Be prepared for every lesson▪ Actively participate in learning▪ Aspire and strive to achieve the highest standards of learning

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist

advice, and professional learning to guide principals and their staff in exercising their professional judgment.

Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention	Brain breaks	Brain breaks for cognitive wellbeing. Brain breaks are simple physical and mental exercises. They have a positive effect on learning by: increasing engagement and cognitive functioning, supporting the brain maturation process, enhancing focus, mood and learning, increasing students' perceived competence, improving classroom behaviour and strengthening teacher-student relationships.	K-6 students
Prevention	Mindfulness	Mindfulness is about focusing attention on the present, rather than focussing on the future. Research shows that mindfulness: Increases self-awareness, social awareness, and self-confidence Increases emotional self-regulation Reduces the severity of depression, anxiety and ADHD Builds resilience.	K-6 students Families Staff
Prevention	PDHPE curriculum delivery within the RFF program	Antibullying lessons, Child Protection are examples of mandatory lessons that are linked in and explicitly taught. Delivered by a specialist teacher.	K-6 students
Prevention	Structured play	Charlie's Corner, Buddy Bench, SLSOs, library, Gardening Club, Art and Craft Club	K-6 students
Prevention	SRC student leadership	Student-led teams offer a way for children and young people to actively build their own leadership capabilities through meaningful and engaging learning experiences.	K-6 students
Prevention	Student	Students' strengths and interests	K-6 students

Care Continuum	Strategy or Program	Details	Audience
	spotlights	beyond school highlighted and shared through our community newsletter.	
Prevention	Dispositions – what it means to be an effective learner at Cudgen	<p>The Visible Learning research of John Hattie reflects that students who have an awareness of <i>HOW to learn</i> as well as <i>WHAT</i> is taught, learn best.</p> <p>Learner Dispositions refer to the way in which learners engage in and relate to the learning process.</p> <p>Learning dispositions affect how students approach learning and therefore the outcomes of their learning.</p>	K-6 students
Prevention	Student recognition – Hall of Frames Assemblies		K-6 students
Prevention	Zones of Regulation	<p>Facilitated by the Student Support Officer or Learning and Support Teacher.</p> <p>The Zones of Regulation Program is designed to:</p> <ul style="list-style-type: none"> • help students recognize when they are in different Zones as well as learn strategies to change or stay in the Zone they are in; • gain an increased vocabulary of emotional terms; • learn skills in reading other people's facial expressions; • gain perspective about how others see and react to their behaviour; • discover insight into events that trigger their behaviour; • learn calming and alerting strategies; • develop problem solving skills. 	K-6 students
Prevention	YULI program	Engagement by our stage 3 First Nations students across the Coastal Learning Community to openly	Stage 3 First Nations students

Care Continuum	Strategy or Program	Details	Audience
		embrace culture and connection.	
Prevention	Student-led conferences	<p>Though the format may vary, these conferences differ from traditional conferences in that they place students at the helm of teacher-supported discussions with parents about student progress and learning.</p> <p>At Cudgen, we believe that student-led conferences: encourage students to take responsibility and ownership for their learning by involving them in the goal setting and assessment process. Engage families in richer, more transparent conversations about student progress.</p>	K-6 students
Early intervention	PBL Tier 1	Playground spaces and incidences – data analysis and human resource management	K-6 students
Early Intervention	Peaceful Kids Program	Delivered by our Student Support Officer – small group wellbeing program to support students to develop the skills, practices and support to use coping strategies to reduce the symptoms of anxiety and distress, Delivered by trained staff.	Individually targeted students as required.
Early Intervention	Healthy Friendships	This small group is designed to help children develop healthy friendship skills and social skills. The activities cover all the negative behaviours children sometimes engage in while remaining positive and focusing on more helpful skills to use. Sessions are full of real-world examples/scenarios to discuss and work through.	Individually targeted students as required.
Early Intervention	Stormbirds	<p>Stormbirds is a small group program that is based on the belief that change, loss and grief are a normal and natural part of life. It provides children and young people who have lived through a natural disaster the opportunity to examine the impact of this experience on their lives.</p> <p>The program is delivered to small groups over four sessions. Each</p>	Individually targeted students as required.

Care Continuum	Strategy or Program	Details	Audience
		participant receives a journal to complete throughout the program.	
Early Intervention Targeted intervention and Individual intervention	Restorative Practice	Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. It 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.	Whole school approach
Targeted Early Intervention	Superflex	Delivered by the LaST.	Individually targeted students as required.
Targeted intervention	Relationships with allied health professionals		Individually targeted students as required.
Targeted intervention	Cool Kids Anxiety Program	<p>Students, with the support of their families, are able to apply to be a part of the Cool Kids Anxiety program. Families can be referred to Macquarie University, our Student Support Officer is also able to facilitate this program.</p> <p>The Cool Kids Anxiety Program has been running at Macquarie University since 1993. It is a structured 10 session program run over a minimum of 10 weeks that teaches children (ages 7-17 years) and their parents how to better manage a child's anxiety. The program can be run with individuals or in a group, in a clinical or school setting and involves participation of child and parent. For teens the program is nicknamed Chilled.</p> <p>The Cool Kids Anxiety Program is based on Cognitive Behavioural Therapy (CBT), with a focus on teaching practical skills. The program has undergone continual scientific evaluation and development to include the latest understanding of</p>	Individually targeted students as required.

Care Continuum	Strategy or Program	Details	Audience
		anxiety and its treatment. Current results indicate that most young people who complete our programs show significant improvement. Following treatment, there are marked increases in school attendance, academic achievement, confidence, number of friends and involvement in extra-curricular activities and decreases in worry, shyness, fear and family distress.	
Targeted and individual intervention	MiniLit	MiniLit is an evidence-based, explicit and effective early literacy intervention program for teaching reading skills to children.	Individually targeted students as required.
Targeted intervention	Attendance support	Using our attendance flowchart to ensure that students are supported in attending school. Liaise with Home School Liaison Officer where appropriate.	Individually targeted students as required.
Targeted intervention	Learning Support Team processes and Delivery Support team – a team around a school	Referrals are made to our school LST by teachers. Co-development of IEPs, Behaviour Management and Support plans, risk assessments.	Individually targeted students as required.
Targeted and individual intervention	School Psychologist support	Specific individual support for students as required. Students to be referred through in school system for support.	Individual students and families as required.
Targeted Intervention	Seasons for Growth	This program is an innovative, evidence-based change, loss and grief education program that draws on the metaphor of the seasons to understand the experience of grief. It builds the knowledge and skills necessary to strengthen social and emotional wellbeing post significant loss.	



Reflection and Restorative practices

Restorative Practice is a positive approach that works with students, rather than doing things to them or for them. Conflict is an inevitable part of life. How we work to resolve conflict impacts on a school's climate and culture and ultimately on students' social and academic outcomes. Schools need to be safe places where young people can learn and thrive in a supportive, enriching environment. A restorative approach focuses on building and maintaining positive relationships across the whole school community. It aims to create an ethos of respect, inclusion, cooperation, accountability and responsibility. Understanding Restorative Practice Restorative Practice is a teaching and learning approach that promotes self-regulation and encourages behaviour that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others because of their actions.

At Cudgen Public School our restorative practices:

- value quality relationships
- model empathy and respectful relationships
- value student voice and utilise collaborative problem solving
- view inappropriate behaviours as opportunities for learning
- apply procedural fairness
- recognise the importance of repairing damaged relationships
- separate the 'deed' from the 'doer'
- use active listening and positive language and tone
- foster self-awareness in the student
- implement consequences that are proportional and fair
- remain future focused.

Action	When and how long?	Who coordinates?	How are these recorded?
Restorative room – an opportunity to meet with a mentor and reflect on student behaviour, actions and repairing relationships	AP rostered on Monday, Wednesday, Friday	Assistant Principal or Principal	SENTRAL – negative incident
Tier 1 behaviours – minor infringements across all settings – disruptive behaviour, inappropriate behaviour, name calling, non-compliance, out of bounds, property damage, careless incidents resulting in harm to others, discrimination or exclusion.	<p>Step one – teacher managed. Teacher uses proactive practices.</p> <p>Step two – redirect, reteach and choice.</p> <p>Step three – record on SENTRAL, parent contact, Classroom consequence examples such as the use of a buddy class. Playground examples such as alternative play.</p> <p>Step four – Assistant Principal referral.</p>	Class Teacher	Records retained in SENTRAL Wellbeing – module
Tier 2 behaviours – major infringements across all settings – deliberate hands on behaviours, inappropriate language, ongoing non-compliance or disobedience, aggressive behaviour, absconding from school, continued problem behaviour, theft, discrimination or exclusion.	<p>Step one – review incident/s. Record on SENTRAL. Review teacher proactive practices. Logical and instructional consequence such as a behaviour contract, Restorative room, student support, consideration for loss of privileges.</p> <p>Step two – principal referral.</p>	Assistant Principal/ Principal	Records retained in SENTRAL Wellbeing module
Tier 3 behaviours – repeated tier 2 behaviours, bullying, major discrimination incidents, possession of a weapon, possession of an illegal substance, behaviour that causes or could cause harm to self and/or others.	<p>Step one – Review incident, Record on SENTRAL. Student interview. Logical and instructional consequence. Provide staff with feedback and support.</p> <p>Student support, consideration for loss of privileges.</p>	Principal	Records retained in SENTRAL Wellbeing module
Suspension of student in line with DoE policy.	Suspension	Principal	Records retained in SENTRAL Wellbeing module



Partnership with parents/ carers

Cudgen Public School partners with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by liaising with staff, Cudgen P&C Association, and the Tweed Wollumbin AECG.

Cudgen PS communicates these expectations to parents/ carers by employing open communication methods – ongoing conversations and meetings, newsletter, SENTRAL app, social media, sharing relevant parenting workshops and written confirmation of policy and procedures including our Communication protocols and the School Community Charter which informs parents and carers on how to positively engage with our school.

School Antibullying Plan

[Supporting our students - Cudgen Public School \(nsw.gov.au\)](https://www.nsw.gov.au/education/schools/anti-bullying)


Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. The NSW Department of Education requires all NSW public schools to have an Anti-bullying Plan which details the strategies implemented to reduce student bullying behaviours.

Resources

The NSW anti-bullying website (see: <https://antibullying.nsw.gov.au/>) provides evidence-based resources and information for schools, parents and carers, and students. Schools are encouraged to visit the website to support whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour.

Our 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. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

School culture and inclusion



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 will actively respond to student bullying behaviour.

Our school engages in the following practices to promote a positive school culture.

Student assemblies

Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.

Staff communication and professional learning

Staff will continue to be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.

New and casual staff

New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways.

Partnerships with families and community

Effective schools have high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance and behaviour. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

Support for wellbeing and positive behaviours

Our school's practices support student wellbeing and positive behaviour approaches that align with our school community's needs.

Social and emotional skills related to personal safety, resilience, help-seeking and protective behaviours are explicitly taught across the curriculum in Personal Development, Health and Physical Education (PDHPE).

Examples of other ways our school will embed student wellbeing and positive behaviour approaches and strategies in practices include the following:

Prevention and response

Whole school approach using explicit lessons on respectful and safe behaviour.

Whole school approach including educational content that supports students to develop social and emotional competencies and learn appropriate ways to respond to bullying behaviours.

2022 to 2024 Wellbeing groups - targeted students to work with our Assistant Principal and Student Support Officer.

Restorative room sessions scheduled as needed to remind students of expected behaviours. This approach supports restoring relationships, conflict resolution and power in relationships.

Access to School Psychologist

Increased staff awareness underpinned by the thorough analysis and use of SENTRAL data and observations to develop an awareness of potential 'trouble spots' across classrooms and in our playground.

Flexible use of School Learning Support Officers to support students during break times.

Utilising student voice through our Student Representative Council with students across our school encouraged to be active participants in their own learning and wellbeing. Using social and emotional regulation strategies to explicitly teach students to be respectful, resilient and safe.

School Behaviour Support and Management Plan	
Date Completed:	27/9/24
Completed by:	Renee Beach
Position(s):	Principal
Next Review date:	November, 2025
Next Review date with community input:	November, 2025
Principal Name:	Renee Beach



Principal Approval date:

27 September, 2024