

Cardiff Public School Behaviour Support and Management Plan

Overview

Cardiff 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 our CPS Wellbeing and Discipline Procedures, PAX Good Behaviour Game, Stronger Smarter.

Promoting and reinforcing positive student behaviour and school-wide expectations

Cardiff Public School has the following school-wide rules and expectations. Students are expected to:

- to respect themselves and all others.
- to strive to do their best.
- to allow everyone to learn.
- to follow staff directions.

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

- PAX Vision statements are collaboratively created to enable students to self-define, self-monitor and reinforce positive behaviours.
- PAX kernels (PAX Leaders, PAX Quiet, PAX Voices, PAX Hands and Feet, Granny Wacky Prizes, PAX Vision etc)
- Prevention strategies and modelling of positive behaviour.
- Positive behaviour is rewarded through praise, sharing of work, Granny's Wacky Prizes (PAX), reward days and acknowledged at school assemblies and Presentation Day.
- Communication to parents about positive student behaviour via phone calls, newsletter, Sentral notifications.

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.

Whole School Approach

| Care Continuum | Strategy or Program | Details | Audience |
|---------------------------------|--|---|--|
| Prevention | PAX Good Behaviour Game (PAX GBG) | The PAX Good Behaviour Game is being implemented to help teach children how to control their own impulses and off-task behaviours. The aim is to help children become resilient and therefore able to cope with the many changes life brings. By having resilience and being able to self-regulate their emotions and behaviours children will experience greater benefits throughout their life. | Whole school |
| Prevention | Extra-curricular interest activities | Students are provided with a variety of opportunities to increase engagement in interest-based activities. These may vary year to year based on student interest levels, and may include choir, dance, drumming, environmental group, public speaking, debating, podcasting, coding, mindfulness etc. | K-6 |
| Prevention | Peer Support program | The Peer Support Program is a whole school approach to preventative mental health and wellbeing. It equips kids and young people with the skills and tools to build strong relationships and better manage life's ups and downs. It provides an opportunity for Stage 3 students to lead small groups of younger students in structured weekly sessions on a whole school focus area, for example resilience, relationships, optimism, anti-bullying etc. | K-6 |
| Prevention | The Anxiety Project | The Anxiety Project is a whole school community approach to managing anxiety and building resilience in primary school students. | Whole school community |
| Prevention / Early Intervention | School Learning and Support Officers (SLSOs) | School learning support officers work under the direction and supervision of the classroom teacher. They provide assistance to students with disability and additional learning and support needs. They can provide assistance with school routines, classroom activities, and the care and management of students with disability and additional learning and support needs. | K-6 students, staff and SLSOs |
| Targeted Intervention | Seasons for Growth | The Seasons for Growth Children and Young People's Program strengthens the social and emotional wellbeing of children and young people (aged 6-18 years) who have experienced significant change or loss in their lives. Staff trained in the implementation of this program deliver the program to identified students, where the need arises | K-6 identified students, trained staff |

| | | | |
|-------------------------|--------------------------------------|--|---|
| Targeted intervention | Learning and Support | The Learning and Support team work with teachers, students and families to support those students who require personalised learning and support, including instructional leadership, the development of risk assessments and the development of short- and long-term goals | K-6 students and staff and families |
| Targeted intervention | ARCO Anti-Racism Contact Officer | The ARCO plays an important role in assisting and working collaboratively with the principal to implement three major aspects of the Anti-Racism Policy: -Promote anti-racism education -Support complaint-handling -Monitor incidents of racism | K-6 students, staff and families, trained staff |
| Individual intervention | Personalised Behaviour Support Plans | Students requiring individualised support will have a specialised Behaviour Support Plan | K-6 students requiring additional support, staff and families |

Detention, reflection and restorative practices

| Action | When and how long? | Who coordinates? | How are these recorded? |
|---|---|---|--|
| Low Level: In class or playground Teacher student discussion (past-present-future) to reset student behaviour in 1:1 situations. | Point-in-time managed. | Classroom teacher | Individual teacher diary, if needed. |
| Mid Level: In class or playground Teacher student discussion (past-present(reflect)-future) the monitor. Reflection time or buddy class utilised. | Point-in-time managed with reflection time. | Teacher on duty | Individual teacher diary Sentral observations, if needed. |
| High Level: The Four E's Enquire, Engage, Explain, Expectation Planning room Student will discuss incident (action, consequences and plan for action) with a teacher in their time off the playground. | Point-in-time managed with planning room – first half of lunch (15mins) on the day of incident or as soon as practicable. | Supervising teacher and teacher on Planning Room. | Sentral Planning room notification sent to parents via Sentral. |
| Extreme Level: Executive Intervention Student will need to complete an Executive Intervention Monitoring Pass to plan for better behavioural choices and will earn time back on the playground. Student will check-in with teacher in class, and on duty during breaks, until they have earned back all of their playground time. May include caution of suspension or suspension. | Lunch and recess time for 2-5 days; Restorative practice and check-ins over time. Transition plan back to playground, where/when appropriate. | Supervising teacher and Executive on Executive Referral duty. | Sentral Executive makes phone call to parents. |

| | | | |
|---|--|---|--|
| <p>Crisis Management:</p> <p>Principal intervention</p> <p>Supervising teacher ensures all students safety.</p> <p>Principal or delegate will intervene and initiate a Response Analysis Method to the situation.</p> | <p>Point-in-time managed with formal conference to follow.</p> | <p>Supervising teacher and Principal.</p> | <p>Sentral</p> <p>Executive makes phone call to parents.</p> |
|---|--|---|--|

Partnership with parents/carers

Cardiff Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by providing parents with information on the PAX Good Behaviour Game and The Anxiety Project.

Cardiff Public School will communicate these expectations to parents/carers through Sentral, P&C, newsletters and the school website.

School Anti-bullying Plan

Link: [CPS Anti-Bullying Plan 2024](#)

These documents are also available on the Cardiff Public School website. Refer also to the [Bullying of Students – Prevention and Response Policy](#) and [Anti-bullying Plan](#).

Reviewing dates

Last review date: December, Term 4, 2023

Next review date: December, Term 4, 2024