

## NSW Department of Education

### Cambridge Gardens Public School Behaviour Support and Management Plan

#### Overview

Cambridge Gardens Public School is committed to explicitly teaching and modelling positive behaviour, and to supporting students to be engaged with their learning and their school.

Our goal is to inspire all students to participate positively in the school community and beyond. We believe that the wellbeing of all is the foundation for purposeful productive classrooms. Our students' behaviour and attitude will demonstrate their understanding and importance of being safe, respectful, proud learners. Our school values, promotes and celebrates kindness, equity and inclusion.

Cambridge Gardens Public School believes that every member of our school community, students, staff and parents and carers have rights and responsibilities.

<b>Rights</b>	<b>Responsibilities</b>
I have the right to be happy and to attend a happy school.	I have the responsibility to be kind to others.
I have the right to be treated with respect, kindness and politeness.	I have the responsibility to be polite to others and to treat them with respect and kindness.
I have the right to be listened to.	I have the responsibility to listen to others and consider their point of view.
I have the right to be safe at all times.	I have the responsibility not to harm others, do dangerous things or be in unsupervised areas.
I have the right to expect my property to be safe.	I have the responsibility not to interfere with, take, damage or destroy the property of others.
I have the right to expect that educational activities will benefit me.	I have the responsibility to be punctual, to attend school every day and to contribute to educational activities so that they will benefit me.
I have the right to obtain maximum benefit from lessons free from disruptions.	I have the responsibility to cooperate with teachers and other students to ensure that lessons proceed smoothly and that I keep up to date with set work and homework. I have the responsibility to not interfere with other student's right to learn.

These rights and responsibilities underpin and illustrate our beliefs, actions and relationships each day at Cambridge Gardens Public School.

## Promoting and reinforcing positive student behaviour and school wide expectations

Cambridge Gardens Public School has the school wide expectation for all students to be safe, respectful, proud learners demonstrating kindness to all.

Principles of positive behaviour practices, trauma-informed practice, inclusive practice and social emotional learning underpin our daily practice. We understand and believe that expected behaviour needs to be explicitly taught and that students will make errors as in any other area of learning.

High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

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

- Positive behaviour for learning systems, practices and processes
- Positive school recognition program linked to school expectations
- In class and school wide focus on expectations
- Planned wellbeing programs and interventions

## 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](#).

## Partnership with parents and carers

Cambridge Gardens Public School will partner with parents and carers in establishing, monitoring and reviewing student behaviour management strategies. Whole school processes and practices will be collaborated and consulted through the P&C, parent meetings, Yarramundi AECG as well as be informed through school and department surveys. Our school community will be informed and knowledgeable through relevant, regular and key messaging through the school newsletter, SENTRAL messages, the school FACEBOOK page, parent-teacher meetings and phone communications. Parents and carers will be an integral part of the team planning, implementing, reviewing and supporting the behaviour support and management of their child.

## Cambridge Gardens Public School's school-wide expectations and rules

Expectation	Expectation	Expectation	Expectation
Be Safe	Be Respectful	Be Proud	Be a Learner

	Be Safe	Be Respectful	Be Proud	Be a Learner
<b>General</b>	<ul style="list-style-type: none"> <li>*I keep my hands and feet to myself</li> <li>* I report concerns to a duty teacher</li> <li>* I remain in the appropriate area</li> <li>*I enter and exit all areas safely</li> </ul>	<ul style="list-style-type: none"> <li>* I use good manners and speak politely</li> <li>*I listen to and follow instructions</li> <li>* I listen carefully to others when they are speaking</li> <li>* I respect others' personal space and property</li> <li>* I treat school property with care</li> <li>* I wait my turn</li> <li>* I use school resources appropriately</li> <li>*I am honest</li> </ul>	<ul style="list-style-type: none"> <li>* I set a good example for others</li> <li>* I keep my school tidy</li> <li>* I wear my school uniform with pride</li> <li>* I take pride in what I do and earn my school a good name</li> <li>* I encourage others</li> <li>* I am positive and make the best of every situation</li> </ul>	<ul style="list-style-type: none"> <li>*I move to class when the music plays</li> <li>*I make good choices</li> <li>*I accept different routines</li> <li>*I think before I act</li> </ul>
<b>Classroom</b>	<ul style="list-style-type: none"> <li>* I use equipment appropriately</li> <li>* I ask permission to leave the room</li> <li>* I put equipment where it belongs</li> <li>* I sit on chairs correctly and push them in</li> <li>* I Keep the room tidy</li> <li>* I line up quietly in straight lines</li> </ul>	<ul style="list-style-type: none"> <li>*I listen when someone is speaking</li> <li>* I raise my hand to speak</li> <li>* I speak quietly and appropriately</li> <li>* I value other people's views and opinions</li> <li>* I share and take turns with school equipment</li> <li>* I use other people's property with permission and care</li> <li>* I work quietly so others can continue learning</li> </ul>	<ul style="list-style-type: none"> <li>* I produce quality work at all times</li> <li>* I have a go and challenge myself</li> <li>* I am proud of what I do</li> <li>* I am organised</li> <li>* I keep the room tidy</li> <li>* I stand tall and sit up straight</li> </ul>	<ul style="list-style-type: none"> <li>* I am prepared with all my equipment</li> <li>* I participate in all lessons and activities</li> <li>* I complete my work</li> </ul>
<b>Playground</b>	<ul style="list-style-type: none"> <li>* I walk on the paved area</li> <li>* I play suitable games in the appropriate area</li> <li>*I am sun safe and wear a hat or play in the shade</li> </ul>	<ul style="list-style-type: none"> <li>* I play fairly</li> <li>* I am kind to others</li> <li>* I share and take turns</li> <li>*I agree on the rules of the game before starting</li> <li>* I follow the rules of the game</li> <li>*I accept winning or losing</li> </ul>	<ul style="list-style-type: none"> <li>*I include and encourage others</li> <li>*I am a caring friend</li> <li>*I have a go at trying new things</li> </ul>	<ul style="list-style-type: none"> <li>*I think before I act</li> <li>* I learn and accept the rules of the game</li> <li>* I set a good example for others</li> </ul>

	<b>Be Safe</b>	<b>Be Respectful</b>	<b>Be Proud</b>	<b>Be a Learner</b>
<b>Library</b>	<ul style="list-style-type: none"> <li>* I walk sensibly at all times</li> </ul>	<ul style="list-style-type: none"> <li>* I use my library bag to borrow and return books</li> <li>* I speak quietly and appropriately</li> <li>* I return equipment and books to where they belong</li> </ul>	<ul style="list-style-type: none"> <li>* I treat our books with care</li> <li>* I do my best</li> </ul>	<ul style="list-style-type: none"> <li>* I borrow and return books regularly</li> </ul>
<b>Toilets</b>	<ul style="list-style-type: none"> <li>* I close the door</li> <li>* I wash my hands</li> </ul> <p>I use the toilets and bubblers at the appropriate time</p>	<ul style="list-style-type: none"> <li>* I maintain my privacy and the privacy of others</li> <li>* I flush the toilet after use</li> <li>* I use the toilet area quietly</li> <li>* I wait my turn</li> <li>* I am the only one in the cubicle</li> </ul>	<ul style="list-style-type: none"> <li>* I use toilets sensibly</li> </ul>	<ul style="list-style-type: none"> <li>* I go to the toilet before the bell</li> </ul>
<b>Canteen</b>	<ul style="list-style-type: none"> <li>* I line up behind the line sensibly</li> </ul>	<ul style="list-style-type: none"> <li>* I wait quietly</li> <li>* I wait my turn to be served</li> <li>* I use good manners</li> </ul>	<ul style="list-style-type: none"> <li>* I set a good example to others</li> <li>* I put my lunch orders in at the correct time</li> <li>* I use my own money</li> </ul>	<ul style="list-style-type: none"> <li>* I have my money ready</li> <li>* I know what I want to order</li> </ul>
<b>Office</b>	<ul style="list-style-type: none"> <li>* I walk sensibly</li> </ul> <p>I hold the door open for others</p>	<ul style="list-style-type: none"> <li>* I go to the office with permission</li> <li>* I wait quietly at the counter</li> <li>* I use good manners</li> <li>* I wait my turn</li> </ul>	<ul style="list-style-type: none"> <li>* I speak in a clear voice</li> </ul>	<ul style="list-style-type: none"> <li>* I know what I'm going to say</li> <li>* I know why I am at the office</li> </ul>
<b>Hall</b>	<ul style="list-style-type: none"> <li>* I enter and leave the hall in a sensible way</li> <li>* I sit quietly and sensibly</li> </ul>	<ul style="list-style-type: none"> <li>* I listen to the people speaking</li> <li>* I am polite to award recipients</li> </ul>	<ul style="list-style-type: none"> <li>* I stand tall when I receive an award and smile</li> <li>* I stand silently for the Acknowledgement of Country</li> </ul>	<ul style="list-style-type: none"> <li>* I know and sing the National Anthem</li> </ul>

## Whole school approach across the care continuum

Our school embeds student wellbeing and positive behaviour approaches and strategies in practices across the care continuum to promote positive behaviour and respond to behaviours of concern, including bullying, cyber-bullying behaviour and racism. These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships. These practices include:

- stating and explicitly teaching classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- providing active supervision of students
- maximising opportunities for active engagement with learning
- providing carefully sequenced engaging lessons that provide options for student choice
- differentiating learning content and tasks to meet the needs of all learners.

**Universal Prevention:** Maintains safe, respectful, learning environments through implementing preventative whole school practices and programs through positive practices and strategies.

**Early Intervention:** Develop a range of initial responses and approaches for students with low level concerning behaviours.

**Targeted Intervention:** Support and encourage positive behaviours, targeting students exhibiting more complex and challenging behaviours.

**Individual Intervention:** Intensive intervention for students with complex and challenging needs.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Harmony Day NAIDOC Week Reconciliation Week	Our school participates in annual days and weeks to promote diversity.  We have two trained ARCO officers and two an Aboriginal and Torres Strait Islander SLSO.	Whole School
Prevention	Child Protection	Teaching child protection education is a mandatory part of the syllabus.	Whole School
Prevention	Trauma Informed Practice	Trauma informed practice builds trust promotes safety and builds collaboration, choice, and empowerment. This involves Zones of Regulation; brain breaks and other strategies and practices from the Berry Street Education Model	Whole School

Care Continuum	Strategy or Program	Details	Audience
Prevention	Wellbeing System	Whole school focus on one of the PBL expectations each fortnight. Expectations are explicitly taught and reinforced in class and at assemblies. Students are recognised for exhibiting school expectations and are presented with awards through Caught You Being Good (CYBG), class and assembly awards.	Whole School
Prevention	Classroom Management	Strong classroom management is built through: <ul style="list-style-type: none"> <li>• A safe environment</li> <li>• High Expectations</li> <li>• Strong teacher/student relationships</li> <li>• Consistent and persistent teacher expectations, routines, modelling, and responses to behaviour across the school</li> <li>• Curriculum links- student voice, PDHPE, History and English</li> <li>• Social skills building</li> <li>• Chill Out spaces (self-directed)</li> <li>• Time Out Procedure (teacher directed)</li> <li>• SLSO (Student Learning Support Officers) support</li> <li>• Time off playground (teacher directed) as appropriate for age/developmental level.</li> </ul>	Whole School
Prevention	Transitions	Executive conduct thorough enrolment interviews, gaining valuable information to support students and families.  Teachers engage in a thorough hand over to ensure effective communication and transition. Transition also occurs between preschools, primary school, high schools, and support schools to assist students as they move from one level to the next. For example, CLONTARF, orientation days.	Whole School

Care Continuum	Strategy or Program	Details	Audience
Prevention	Attendance	Cambridge Gardens Public School has a whole school approach to a safe and supportive environment to enhance attendance and a sense of belonging. Attendance incentives support student engagement.	Whole School
Prevention	Bullying No Way Week	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	Whole School
Prevention	Review of Internal and External data	Staff review internal and external data such as NSW Public Schools surveys, SENTRAL data and staff/student/parent feedback and observations	Whole School
Prevention	Antibullying education-STAND	Whole school explicit two week lesson series related to the STAND acronym. This includes families and students signing agreements demonstrating their understanding of what bullying is, what to do if bullying occurs and that bullying is not welcome at our school	Whole school
Prevention	SEL programs	The Anxiety Project, UR Strong and Bounce Back are evidenced based SEL strategies that develop resilience, positive mind set and healthy regulation strategies	Whole school
Early Intervention	Smiling Minds	Smiling Minds is a program used to assist self-regulation and improve focus on learning often used during transition times.	Whole School
Early intervention/Targeted Intervention	Peaceful Kids Panthers on the Prowl Kitchen Gardens Drumbeat Intervention Groups	Small group intervention programs to support and increase the coping strategies of students who are feeling anxious, stressed or who have poor resilience, in a small group environment at school.	Small groups K-6

Care Continuum	Strategy or Program	Details	Audience
<b>Early intervention/Targeted Intervention</b>	Active Playground Play+ Lego Club	Staff promote and implement a variety of activities during break times enriching imaginations and improving wellbeing.  Specific for students with high needs. A negotiated playground program assists in keeping students on track in a less routine orientated environment.	Small groups K-6
<b>Targeted intervention</b>	Learning and Support	Our Learning and Support Team (LST) supports teachers, students and families to identify student needs and access LST staff, school counsellor support or specialist allied health professionals.	Whole School
<b>Targeted Intervention</b>	Attendance Support	The LST refer students to the attendance co-ordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals. Assistance from our Home School Liaison Officer (HSLO) is requested when necessary and Attendance Improvement plans are created.	Individual identified students
<b>Individual Intervention</b>	Case Management	Our LST supports teachers, students and families to identify student needs, access school counsellor support or specialist allied health professionals. They also complete applications for integration funding support or support units, through Access Request. Our Team around the student, includes HSLO, SLSOs, APLAS, who work in conjunction with the LST team to: <ul style="list-style-type: none"> <li>• Develop appropriate behaviour expectations and strategies with other staff members.</li> <li>• Monitor the impact of support for individual students through data collection.</li> <li>• Provide consistent strategies and adjustments outlined within an individual student support plan.</li> </ul>	Individual identified students



Care Continuum	Strategy or Program	Details	Audience
<b>Individual Intervention</b>	Individual Behaviour Support Planning	<p>Executive Time Out (Exec directed) Developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.</p> <ul style="list-style-type: none"> <li>• Individual Behaviour Support Plans assist to focus on: increased social competence and interpersonal skills</li> <li>• social emotional skill development</li> <li>• developing a safe environment</li> <li>• parent involvement with development of working strategies.</li> </ul>	Individual students, parent/carer LAST. AP
<b>Individual Intervention</b>	IEPs (Individual Education Plan) and PLPs (Personal Learning program)	<p>Individual Education Plans and Personal Learning Pathways are developed by teachers, Assistant Principals, and SLSOs to set goals for students to improve their literacy, numeracy, social skills, behaviour and cultural knowledge.</p>	Students in Out of Home Care, Students funded through Integration funding, identified students with learning difficulties and Aboriginal and Torres Strait Islander students.

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

- Whole school recognition system which includes class awards identified by class teachers
- All staff follow the Behaviour Management Flowchart (Appendix 2) and the Incident Flow Chart (Appendix 1) for inappropriate behaviours
- Class teachers identify students with behaviours of concern and refer to the executive
- All staff record positive and negative incidents on SENTRAL and notify executive and parents when necessary.
- If a serious incident occurs an executive is notified immediately
- Racism reports are referred to the ARCO
- Incidents of bullying or cyber bullying are referred to the executive and managed according to policy (Appendix 3)

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour	Targeted/Individualised Responses to behaviours of concern
<b>Teacher Feedback</b>	<b>Class Teacher Intervention- calm, consistent, respectful approach</b>	<b>Executive notified and procedures followed, or interventions implemented</b>
<b>CYBG program</b>	<b>Follow incident flow charts</b>	<b>LST referral</b>
<b>School Recognition System</b>	<b>Follow Behaviour Management flow chart</b>	<b>Review Meeting</b>
		<b>Access Team Around the School</b>

- 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.

## Responses to serious behaviours of concern

When students do not follow the school expectations the following actions are examples of the responses that may be appropriate for the school to undertake.

- Review and document incident recording the incident on SENTRAL
  - Determine the appropriate response including for staff and other students impacted
  - Refer/monitor the student through the learning support team
  - Develop/review individual student support planning
  - Communication and collaboration with parents and carers in the form of telephone or written communication or a meeting.
  - Restitution or making things right. This is a natural consequence as a result of the incident e.g. tidying up the mess; making an apology; replacing a destroyed item
  - 'Time out' in own class, in buddy class or office – allows the student to regulate their behaviour or emotions so that they are ready to resume their learning and allow all students to learn without disruption.
  - Loss of Play
  - Removal from the situation
  - Withdrawal from class or playground.
  - Loss of privileges
  - Parent/Teacher communication
  - Behaviour Management Plan
  - Behaviour Response Plan
  - Risk Management Plan
  - Formal Caution to Suspend
  - Suspension in accordance with DoE Policy.
- The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) apply to all NSW public schools.

## Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

- [Incident Notification and Response procedure](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

### Bullying and Cyberbullying

- Students or parents can report bullying of any kind to any staff member. Cyberbullying can be reported to the [Online safety | eSafety Commissioner](#). The method of reporting links for most sites, games and apps can be found at the [The eSafety Guide | eSafety Commissioner](#). Refer to [Student behaviour](#)

## Reflection and restorative practices

Depending on the student, their disabilities, circumstances and the incident, a student may miss some play time (appropriate to their age/development level) and be in executive chill out space where they will reflect on the incident and discuss the incident. Toilet and food breaks are always included.

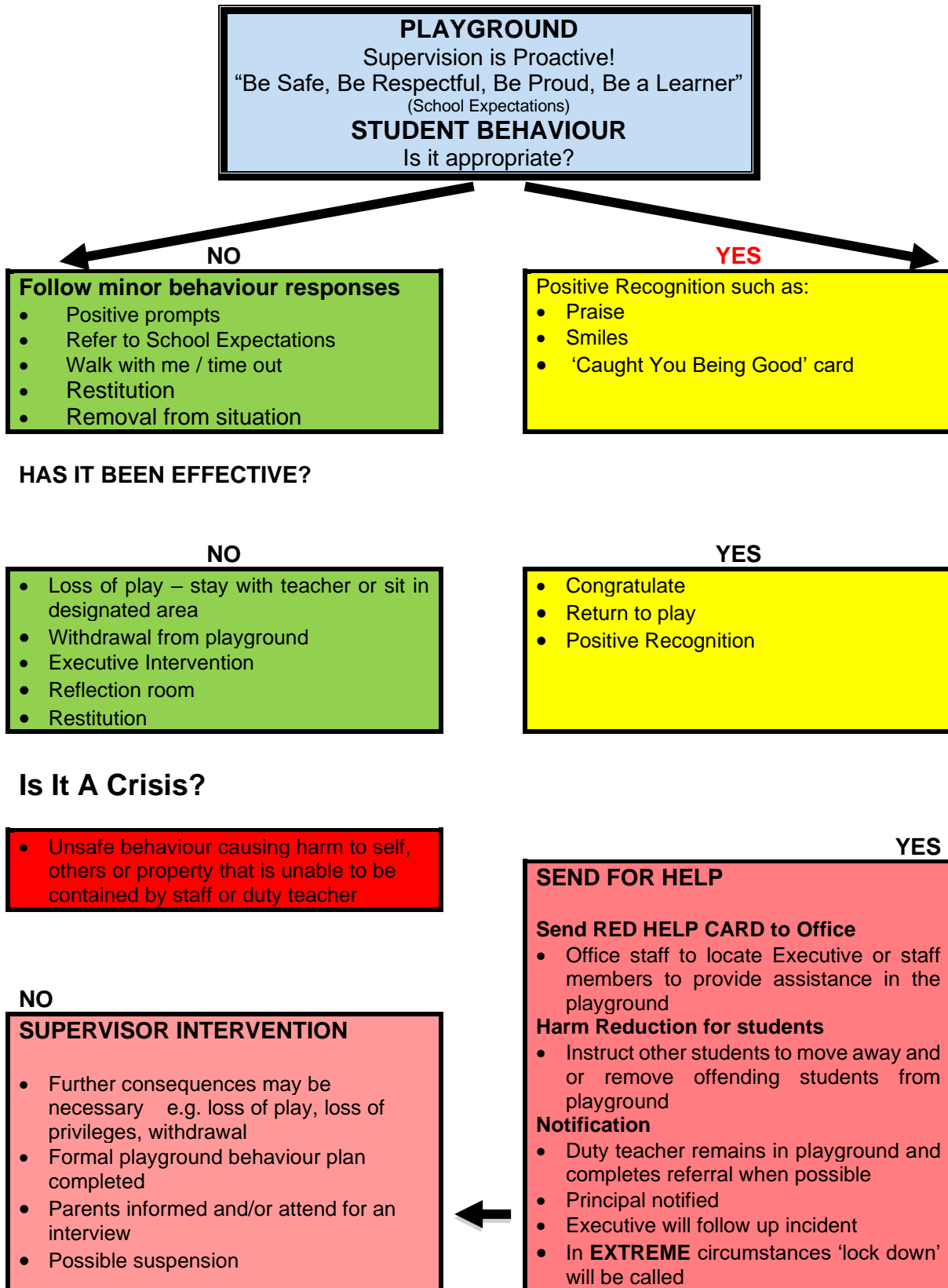
## Review dates

Last review date: February 5 2025: Day 1, Term 1, 2025

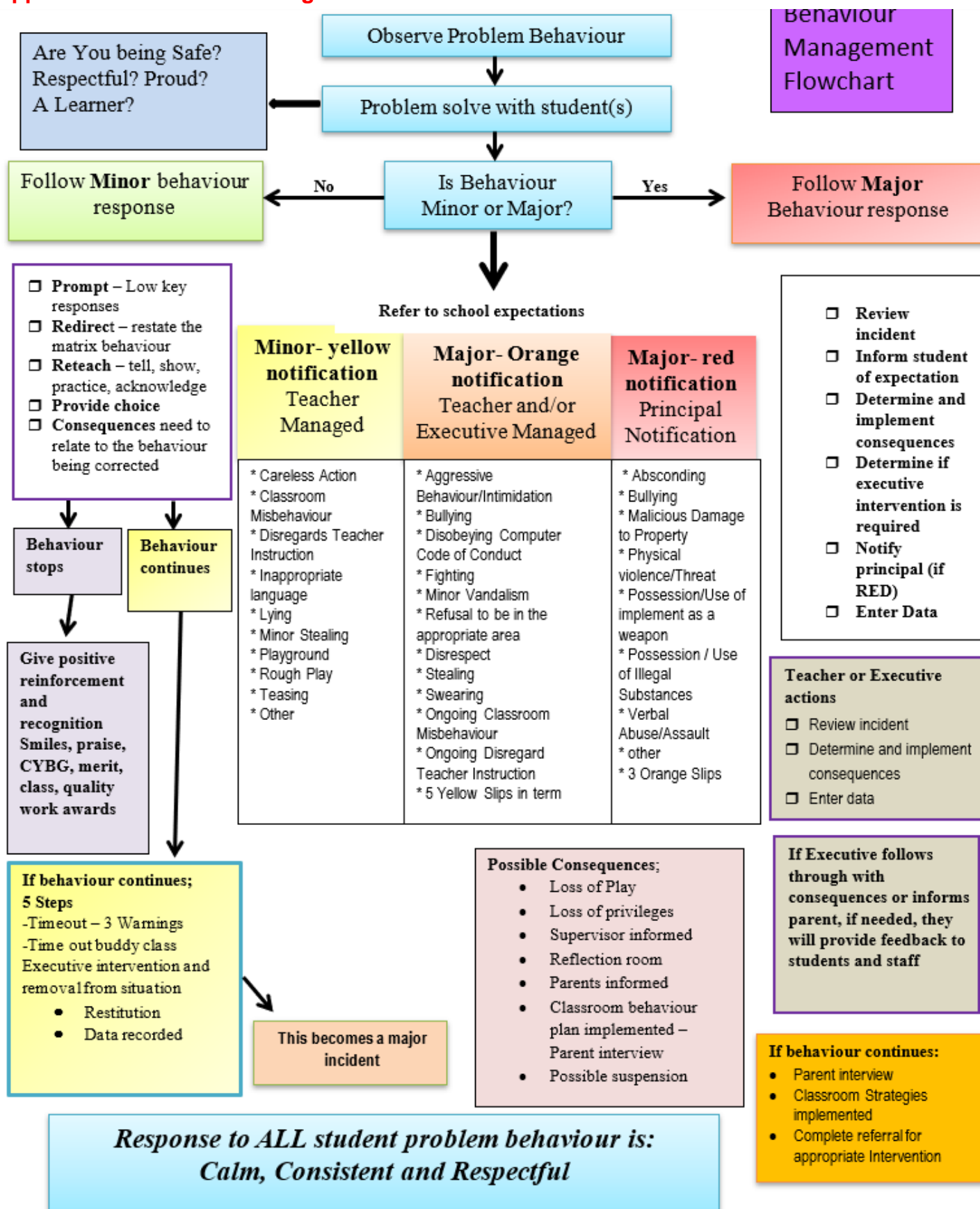
Next review date: June 15, 2025

**Appendix 1: Incident Flow Chart**

The following flow charts detail the steps followed in dealing with classroom and playground behaviour incidents.



## Appendix 2: Behaviour Management Flow Chart



### Appendix 3: Bullying Response Flowchart



