



Carlton South Public School

Behaviour Support and Management Plan

Overview

At Carlton South Public School, our vision is to prepare all students to experience success in a dynamic world through quality, differentiated teaching and building high expectations in learning. Personalised learning is utilised to ensure that students are engaged, challenged, and achieve their educational potential. Students will be provided with opportunities to develop learning powers that will support them to become life-long, active learners who are connected, creative and self-aware. Our core values of Cooperation, Honesty, Kindness, Respect and Responsibility are embedded in all learning experiences across the school.

The school's Behaviour Support and Management Plan provides a guide for staff, students and parents/carers to understand the processes that Carlton South Public School follows to ensure the wellbeing of all students. It includes information regarding our school expectations, as well as strategies and practices to encourage positive behaviour choices, recognise student achievement and manage inappropriate student behaviour. Carlton South Public School consistently reinforces positive behaviour and aims to ensure that all students, staff and community members feel safe and happy at school.

Promoting and reinforcing positive student behaviour and school-wide expectations

Carlton South has the following school-wide expectations and learning powers:

- Be Safe
- Be Kind
- Use our learning powers
- Look After Our School



PPB Mascot 'Carla'

Learning Powers are divided into 4 main categories: each being represented by a disposition character. Each disposition covers a range of different skills.

Active Learner	Self-Aware	Creative	Connect
<ul style="list-style-type: none"> Growth mindset Resilience Independence Self-regulation Learning Intentions and Success Criteria (LISC) Persistence Evaluation Risk Taking Problem Solving 	<ul style="list-style-type: none"> Ownership Reflection Questioning Critical Thinking 	<ul style="list-style-type: none"> Imagination Wonders Curiosity 	<ul style="list-style-type: none"> Collaboration Communication Compassion Empathy

Our Core Values

At Carlton South Public School, we endeavour to achieve our personal best in all aspects of school and community life by consistently demonstrating our five school core values that are embedded throughout our school rules.

COOPERATION	Working together for the good of all.
HONESTY	Being truthful in your thoughts, words and actions.
KINDNESS	Being considerate and thoughtful towards others.
RESPECT	Treating everyone fairly and with understanding.
RESPONSIBILITY	Being accountable for your own thoughts, attitudes and actions.

Carlton South Public School continues to regularly evaluate and modify wellbeing procedures, through the Promoting Positive Behaviour Program that promotes the social and emotional wellbeing of all students ensuring optimal conditions for student learning. The Promoting Positive Behaviour and Learning Powers programs create and maintain the school-wide use of consistent language around expectations, routines, rules and learning dispositions. This program provides an opportunity for all members of the school community, including teachers, students and parents, to use the common language and holistic approach to student wellbeing, learning and behaviour.

Strategies and practices (inspired by the Behaviour Code for Students) which the school uses to promote positive student behaviour include:

- Promoting Positive Behaviour– PPB and Learning Power lessons are explicitly and regularly taught in class lessons following a school-wide scope and sequence. Messages in these lessons are consolidated during K-6 whole school Monday morning assemblies, ensuring all students receive a consistent message.
- Anti bullying lessons that are explicitly taught following a school-wide scope and sequence.

Example of classroom and playground Matrix

- Matrix of expected behaviours – the school-wide matrix describes behaviours that are expected of students in the different areas of the school. They provide students with explicit examples of positive behaviours. The expectations and behaviours are regularly discussed with students and are visible in prominent areas of the school for students to reference.

Examples of behaviour charts

K-2

3-6



- Common language – to be utilised by staff, students and parents/carers when discussing behaviour, expectations and achievements.
- Proactive supervision – provided by all teachers and SLSOs on the playground and in the classroom. Regular discussions with students occur to ensure students are adhering to school expectations and interactions with all members of the community are positive in nature.
- Whole School Reward System – students can add their 'Dragon Awards' to their student award booklets. These 'Dragon Awards' contribute to bronze, silver and gold awards as well as a Carla Badge. There are also classroom awards and playground tokens. K-2 students are given playground tokens for demonstrating the learning powers, school values or following the school rules. These tokens are placed in a box in their classroom with their name and class written on the back. During K-2 assemblies five students are chosen via a lucky draw to receive a values wristband.
- Leadership opportunities – this includes an active Student Representative Council (SRC), Student Leadership Team (Captains, Vice Captains, Prefects, House Captains), sporting events, extra-curricular activities such as debating, public speaking, dance, chess band etc.
- Playground strategies – this includes calm areas, structured games, resources organised by the SRC, and structured lunch play in the library.

5 DRAGON AWARDS = 1 BRONZE AWARD

3 BRONZE AWARDS = 1 SILVER AWARD

3 SILVER AWARDS = 1 GOLD AWARD

3 GOLD AWARDS = 1 CARLA BADGE



Carlton South Public School
Promoting Positive Behaviour Book



Name: _____



Examples of CSPS PPB Awards

Behaviour Code for Students

The behaviour expected by all students in NSW public schools is clearly outlined in the [Behaviour Code for Students](#). High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

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](#).

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 and cyber-bullying behaviour.

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.

Whole School Approach

education.nsw.gov.au

Care Continuum	Strategy or Program	Details	Audience
Early Intervention	Promoting Positive Behaviour– Tier 1 Promoting Positive Behaviour (PPB)	Promoting Positive Behaviour for learning (Tier 1) Schoolwide and classroom systems of support bring together the whole school community to contribute to developing a positive, safe, and supportive learning culture.	Whole school
Targeted Intervention	Promoting Positive Behaviour – Tier 2 Learning and Support Team School Psychologist Learning and Support Team	Promoting Positive Behaviour (Tier 2) upon the Tier 1 universal support. Strategies include using data to identify students needing support to attend a weekly social skills group. 'Playground Bunch' for students requiring social skills support in the playground. The Learning and Support Team supports the overall wellbeing of students by providing support and guidance to address academic, behavioural, and social areas of need. The team meets fortnightly and is comprised of the Principal, School Counsellor, Learning and Support Teacher, Assistant Principals, and the teacher/s of any student being referred.	Individual students, families, staff
Individual Intervention	Positive Behaviour for Learning – Tier 3 School Psychologist Individual Student Support Plan Individual behaviour support planning	Promoting Positive Behaviour (Tier 3) strategies support students who require more intensive individualised support to improve their behavioural and academic outcomes. Individual behaviour and support plans are linked to the universal system and developed in conjunction with service providers, parents, and school support staff.	Individual students, families, staff
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention / Early	Australian eSafety Commissioner Toolkit	The toolkit resources are categorised into four elements:	All

Intervention / Targeted / Individual	for Schools to prevent and respond to cyberbullying.	Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	
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Reflection and Restorative Practices

Students are expected to demonstrate behaviour that is consistent with the behavioural expectations of being safe, kind, being an active learner and to comply with staff directions regarding behaviour expectations and discipline. In the event that students demonstrate behaviour that is not in line with the school behavioural expectations, a range of strategies may be used to realign behaviour.

Action	When and how long?	Who coordinates?	How are these recorded?
Reflection- A structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection). Student restorative reflection sheet to be completed during the lunch break. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices.	The next lunch break. For the first half of lunch only.	Classroom Teacher and Assistant Principal (AP)	Recorded in School Bytes and restorative reflection sheet stored in recording folder.
Student Monitoring Card- Re-allocation to assigned area or designated playground for supervised play following breach in behaviour.	The next lunch and recess break. Monitored after 2 weeks.	Classroom Teacher and Assistant Principal (AP)	Recorded in School Bytes and the behaviour monitoring sheet.
Restorative practice – Facilitated discussion or mediation session with the student to address the behaviour, repair harm, and restore relationships. This may involve the student, staff members, and affected peers.	As needed	Assistant Principal / Principal	Documented on School Bytes

Planned responses to inappropriate behaviour and behaviours of concern

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. If the behaviour poses an immediate or ongoing risk to the safety or wellbeing of the student or others, it will be escalated accordingly.

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.

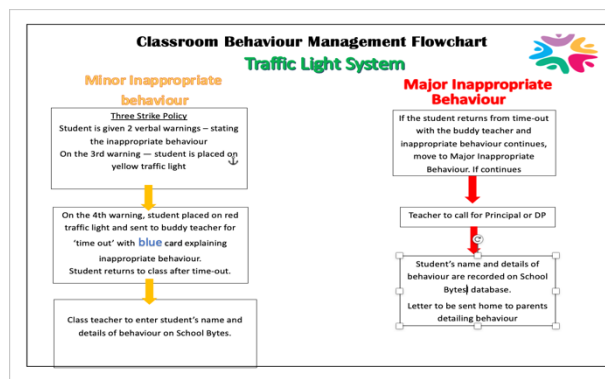
Classroom	
<i>Minor Inappropriate Behaviour</i>	<ul style="list-style-type: none"> Student is given 2 verbal warnings – stating the inappropriate behaviour. On the 3rd warning, the student is placed on yellow traffic light. On the 4th warning, the student is placed on red traffic light and sent to buddy teacher for 'time out' with a blue card explaining inappropriate behaviour. Student returns to class after time-out. If the student continues to display continued minor behaviour, move to major Inappropriate behaviour. If deemed necessary, the class teacher records student's name and details of behaviour on School Bytes database.
<i>Major Inappropriate Behaviour</i>	<ul style="list-style-type: none"> If a student has incidents of 3 minor behaviours in a brief period Details of behaviour and teacher action are written on an orange card. Teacher or AP records information from the orange card on School Bytes database. Reflection to be completed at the next available lunch time. Teacher/AP or DP to contact parents via phone/face to face to inform them of the incident/behaviour. Continued major misbehaviour would require the teacher to call for Principal or DP using a red card. Meeting with parent/teacher/AP/DP or Principal would need to occur if it is a repeated major incident in a term.
<p>*Note- If a student displays behaviours that result in immediate and significant risks to students or staff, or unacceptable risks posed to teaching and learning as outlined in the Suspension and Expulsion Procedures, they may need to be removed from the school for a period of time. The purpose of the suspension is to allow the school to implement appropriate supports during the student's absence to address the student's complex and challenging behaviour or behaviours. This is to ensure a successful return to school, and mitigate any unacceptable risks posed to teaching and learning, and the health, safety and wellbeing of staff and/or students.</p>	

Playground

<p><i>Minor Inappropriate Behaviour</i></p>	<ul style="list-style-type: none"> • Student is given 2 verbal warnings – stating the inappropriate behaviour. • Teacher to facilitate restorative discussion if required. • Teacher to use intervention strategies to deescalate if need: walk with teacher, move to another playground etc.
<p><i>Major Inappropriate Behaviour</i></p>	<ul style="list-style-type: none"> • If the student continues to display continued minor behaviour, move to major inappropriate behaviour. • Teacher records details of behaviour on orange card/School Bytes • If necessary, the card is sent immediately to stage Assistant Principal. • Student will be placed on reflection and removed from playground for an appropriate period while reflecting on behaviour. Restorative practice -1 day. • Student's name and details of behaviour are recorded on School Bytes database. • Teacher on duty may need to call for Principal or Deputy Principal. • Teacher/AP or DP to contact parents via phone/face to face to inform them of the incident/behaviour.

***Note-** If a student displays behaviours that result in immediate and significant risks to students or staff, or unacceptable risks posed to teaching and learning as outlined in the [Suspension and Expulsion Procedures](#), they may need to be removed from the school for a period of time. The purpose of the suspension is to allow the school to implement appropriate supports during the student's absence to address the student's complex and challenging behaviour or behaviours. This is to ensure a successful return to school, and mitigate any unacceptable risks posed to teaching and learning, and the health, safety and wellbeing of staff and/or students.

Example of Classroom Behaviour Management Flowchart



The responses are applied at the principal's discretion, with consideration of each student's diverse needs and circumstances. This includes factors such as developmental age, trauma history, child protection concerns, cultural background, disability, and individual wellbeing needs, ensuring responses are fair, supportive, and appropriate. The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion Procedures](#) apply to all NSW public schools.

Bullying and cyberbullying

Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm. Bullying is classified as a 'major' behaviour and may equate to one or more of the following levels (case by case basis):

- Reflection

- Restorative practice
- Involvement from the school anti racism contact officer (ARCO)
- Suspension

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.

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

Partnership with parents/carers

Parents and carers play a key role in the school community. [The School Community Charter](#) informs parents and carers on how to engage with NSW public schools. Carlton South 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, consulting with the P & C and local AECG.
- Using concerns raised through complaints procedures to review school systems, data, and practices.
- Communicating expectations to parents/carers through the school newsletter and school website.
- Creating tailored, individualised student plans with parents/cares and students.

Review Dates

Last review date: Term 1, 2025

Next review date: Term 1, 2026

