

Cartwright Public School Behaviour Support and Management Plan

Overview

Cartwright Public School is dedicated to explicitly teaching and modelling positive behaviour while supporting all students in engaging fully with their learning. Our aim is to inspire every child to contribute positively to the school community and beyond. We prioritise the promotion of excellence, opportunity, and success for every student, every day. We value and work towards cultivating safe, respectful learners within a nurturing learning environment.

Our daily practices are grounded in the principles of Positive Behaviour for Learning (PBL), trauma-informed approaches, inclusive practices, and social-emotional learning. We also recognise the importance of supporting students with anxiety through targeted programs that promote resilience and coping strategies. High expectations for student behaviour are established and upheld through effective role modelling, explicit teaching, and well-planned responses to various situations.

To achieve our mission, key programs prioritised and valued by the school community are:

- Positive Behaviour for Learning
- The Anxiety Project
- My Wellbeing Journals- Throughout the My Wellbeing Journals, students will engage in exercises that focus on self-management, self-awareness, social awareness, relationship skills, and responsible decision-making.

These programs prioritise social and emotional learning, which supports good mental health, fosters positive relationships, and helps prevent bullying. Cartwright Public School firmly rejects all forms of bullying behaviours, including online (or cyber) bullying, and is committed to providing a safe, inclusive, and respectful learning community that promotes student wellbeing. Our staff are dedicated to implementing evidence-based approaches and strategies that create a positive climate where bullying is less likely to occur.

All members of the school community actively participate in cultivating a welcoming school culture that values diversity and nurtures positive relationships. A key element of our supportive school culture is building respectful relationships and establishing an ethos that bullying is not accepted in both online and offline environments. School staff are proactive in responding to any incidents of bullying behaviour among students.

Partnership with parents and carers

Cartwright 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 Tell Them From Me surveys, school surveys, consulting with families and the local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Cartwright Public School will communicate these expectations to parents/carers through the school newsletter and school website. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

School-wide expectations and rules

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

To be safe, respectful and great learners.

Expectation - Safe	Expectations - Respectful	Expectation - Learner
Hands, feet and objects to yourself	Respect all property	Follow adult instructions
Be in the right place at the right time	Use appropriate language and volume	Allow others to learn
Keep bags closed and against the wall or on hooks	Wear full school uniform	Listen and wait for your turn to talk
Report issues to a teacher		Participate in all learning activities
Walk on the concrete and indoor areas		Be on time
Use equipment safely		

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

At Cartwright Public School, we integrate student wellbeing and positive behaviour approaches and strategies throughout our care continuum to promote positive behaviour and effectively address behaviours of concern, including bullying and cyber-bullying.

These approaches are grounded in evidence-based classroom practices that foster engagement with learning and support respectful relationships. Our practices include:

- Clearly stating and explicitly teaching classroom expectations
- Establishing predictable routines and procedures that are effectively communicated to students
- Encouraging expected behaviour through positive feedback and reinforcement
- Addressing inappropriate behaviour proactively
- Providing active supervision of students
- Maximising opportunities for active engagement in learning
- Delivering carefully sequenced and engaging lessons that offer options for student choice
- Differentiating learning content and tasks to meet the diverse needs of all learners.

Through these strategies, we aim to create a supportive and conducive learning environment for every student.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Behaviour for Learning	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.	All
Prevention	The Anxiety Project	A whole-school community approach to managing anxiety and building resilience in NSW Primary students.	All
Prevention	My Wellbeing Journals	My Wellbeing Journals are personal spaces for students to express their feelings, fears, goals, struggles and opinions without fear of judgement from others. They are tools children can use to help get their private thoughts out of their minds and onto paper, while simultaneously learning techniques and strategies to cope with life's challenges.	All
Prevention	National Week of Action (NWA)	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year.	All
Targeted / Individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	All
Targeted / Individual intervention	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.	Individual students, attendance co-ordinator
Individual intervention	Individual behaviour support planning	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, LAST, AP

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

Identifying behaviour of concern, including bullying and cyberbullying

A behaviour of concern at Cartwright Public School refers to challenging, complex, or unsafe behaviours that require more persistent and intensive interventions. It is important to note that behaviours of concern do not include low-level inappropriate behaviours or those that are

developmentally appropriate. Bullying behaviour is characterised by the intentional misuse of power in a relationship, occurring repeatedly and resulting in harm.

Our staff will identify inappropriate behaviours and behaviours of concern, including bullying and cyber-bullying, through various channels, such as:

- Direct observation of a student's behaviours, interactions, verbal communications, or work produced (including written materials, performances, or artworks).
- Information disclosed by individuals that is new or has been kept secret.
- Concerns raised by parents, community members, or agencies.

Students and parents are encouraged to report bullying incidents to any staff member. Principals at Cartwright Public School have the authority to take disciplinary action regarding student behaviours that occur outside of school hours or school grounds, including instances of cyberbullying. Students who experience bullying will be offered appropriate support, such as access to 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
- During school-endorsed activities that take place off-site
- Outside of school hours and off school premises when there is a clear connection between the school and the students' conduct
- When using social media, mobile devices, and/or other technology involving another student or staff member.

Preventing and responding to behaviours of concern

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use the PBL Flow Chart to determine if the behaviour is a minor or major. minor behaviours are managed by teachers and major behaviours are managed by the school executive.

- **Minor behaviours** – low level inappropriate behaviour is managed by teachers in the classroom and the playground.
- **Major behaviours** – behaviour of concern is managed by school executive.

Student Behaviour Management Process at Cartwright Public School

All negative behaviours are recorded in the Wellbeing section of School Bytes and are followed up by school executive. As part of our school-wide PBL framework, all staff follow the flowchart when dealing with negative student behaviours (see Appendix 1).

At Cartwright Public School, our staff model a commitment to explicitly teaching, recognising, and reinforcing positive student behaviour alongside clear behavioural expectations. We implement PBL and The Anxiety Project, which are grounded in evidence-based strategies utilised daily by our teachers. These approaches focus on fostering self-regulation, minimising impulsivity, enhancing concentration, and strengthening peer relationships.

We understand that motivation varies among students; younger learners often respond better to adult attention, while older students may be more driven by peer recognition, engaging activities, privileges, or autonomy. When students are acquiring new skills, they benefit from immediate and

consistent reinforcement. As they gain proficiency, intermittent and long-term reinforcement becomes essential to sustain their positive social behaviour efforts.

By providing specific verbal and non-verbal positive feedback, we aim to:

- Encourage both adults and learners to prioritise positive social behaviours.
- Increase the likelihood of students demonstrating expected behaviours and skills in the future.
- Reduce unexpected behaviours and the necessity for corrective measures.
- Boost self-esteem and foster a sense of internal control among students.

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
1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are rewarded for meeting school-wide expectations and rules.	1. Refer to school-wide expectations.	1. 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.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	2. Executive/CT 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.
3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on School Bytes.	3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied.	3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident School Bytes and contact parent/carer. Executive/principal may consider further action e.g., formal caution or suspension.
4. Weekly PBL Focus discussed weekly in classrooms at morning assembly.	4. Teacher records on School Bytes by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.	4. 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.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact through the parent portal or phone calls home are used to communicate student	Teacher contacts parents by phone or email when a range of	Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST,

effort to meet expectations. Recognition awards for positive individual and class behaviour are given at school assemblies.

corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.

school counsellor or outside agencies.

Responses to serious behaviours of concern

At Cartwright Public School, we take serious behaviours of concern, including instances of bullying, very seriously. All such incidents are documented in the Behaviour/Wellbeing ITD system. Our responses may include the following steps:

- Review and document the incident thoroughly.
- Determine appropriate responses, ensuring support for affected staff and students.
- Refer the student to the school Learning and Support Team for monitoring and additional assistance.
- Develop or review individual student support plans, which include teaching positive replacement behaviours and making necessary adjustments to learning and the environment.
- Implement consequences such as detention, reflection, and restorative practices.
- Communicate and work closely with parents and carers through various channels, including phone calls, emails, the parent portal, and meetings.
- Consider formal actions, including cautions, suspension, or expulsion, when necessary.

We are committed to creating a safe and supportive learning environment for all students.

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.

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](#).

Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](#) and reporting links for most sites, games and apps can be found at the [eSafety Guide](#).

Detention, reflection and restorative practices

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

Strategy	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)	Next day at either lunch or recess break	Assistant Principal	Documented in School Bytes
Alternate play plan – withdrawal from free choice play and re-allocation to office or classroom for supervised play following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention)	Next break	Assistant Principal	Documented in School Bytes

Review dates

Last review date: [INSERT DATE: Day 1, Term 1, 202X]

Next review date: [INSERT DATE: Day 1, Term 1, 202X]

Appendix 1: Student Behaviour Management Process

