

Kirrawee Public School Behaviour Support and Management Plan

Overview

Kirrawee Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

Our goal is to inspire every child to participate positively in the school community and beyond. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful and engaged learners in a caring learning community.

Principles of positive behaviour support, trauma-informed practice, inclusive practice, and social emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

As a component of our School Excellence Plan, Kirrawee Public School is committed to developing a whole school approach to wellbeing that fosters a sense of belonging and engagement. We aim to achieve this through consistent whole school programs and empowering not only student but community voice.

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

[Positive Behaviour for Learning](#)

[PAX Good Behaviour Game](#)

[Life Skills GO](#)

These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying.

Kirrawee Public 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. Staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

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 actively respond to student bullying behaviour.

Partnership with parents and carers

Kirrawee 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 the P & C and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Kirrawee 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

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

To be respectful, safe and engaged learners.

Respectful	Safe	Engaged
Be kind to and cooperate with others	Follow all school and class rules	Attend school every day
Use polite words and actions	Solve problems with empathy	Arrive at school and class on time
Build positive and respectful relationships	Take personal responsibility for behaviour and actions	Be prepared for every lesson
Value the interests, ability and culture of others	Care for self and others	Actively participate in learning
Take care with property	Avoid dangerous behaviour and encourage others to do the same	Strive to do your best in all that you do

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

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.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Behaviour for Learning (PBL)	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	Life Skills GO	The Life Skills Go program is an evidence based wellbeing platform used to teach, track, measure and report on student wellbeing & social, emotional, and physical literacy.	All
Prevention	PAX Good Behaviour Game	PAX Good Behaviour Game (PAX GBG) consists of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.	All
Prevention	National Week of Action	Our school participates in the annual National Week of Action against Bullying and Violence in August each year.	Staff, students K - 6
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention	Peer Support	The Peer Support Program is an inclusive student wellbeing program. It's a student-led program. The aim is to support students to develop into resilient, empowered, emotionally and socially literate people, who are able to form and maintain positive relationships.	Students K-6
Prevention	Trauma informed practice for improved learning and Wellbeing	Training designed to help staff create a trauma-aware school community. Staff will develop an understanding of childhood trauma and its impacts on student learning and wellbeing so they can better meet students' needs so that students can reach their full potential.	Staff
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	The toolkit resources are categorised into four elements: 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.	All
Prevention/ Early Intervention	Student Wellbeing Officer (SWO)	The SWO works with teachers, students and families to support students who require additional support with their social/ emotional skills. The SWO works with students individually or in small groups.	Individual students and small groups K - 6

Care Continuum	Strategy or Program	Details	Audience
Targeted / Individual intervention	<u>Learning and Support</u>	The LST works with teachers, students and families to support students who require personalised learning and support.	All
Targeted / Individual intervention	School psychologist /counsellor	School psychologist/counsellor provides specialised psychological assessment, counselling and intervention services.	Individual students K-6
Targeted / individual intervention	<u>Attendance support</u>	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	<u>Individual behaviour support planning</u>	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, LAST, AP
Individual intervention	Team around the school	The Team Around a School works in partnership with principals and schools to provide support for students in the areas of learning and wellbeing, disability and inclusion, mental health, behaviour, attendance, Aboriginal student support and transition.	Individual students, Staff, LST, AP, Principal

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

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour.

Kirrawee Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- directly observing a child or young person's behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
- a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
- concerns raised by a parent, community member or agency.

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 their teacher, stage supervisor or 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.

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. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

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.

Corrective responses are recorded on School Bytes Wellbeing system. These include:

Classroom	Non-classroom setting
<ul style="list-style-type: none"> • rule reminder • re-direct • offer choice • error correction • prompts • reteach • seat change • stay in at break to discuss/ complete work • conference • reflection time and restorative practices • communication with parent/carer. 	<ul style="list-style-type: none"> • rule reminder • re-direct • offer choice • error correction • prompts • reteach • play or playground re-direction • walk with teacher/sit on silver seats • reflection time and restorative practices • communication with parent/carer.

Kirrawee Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. PAX Good Behaviour Game (PAX GBG) and Life Skills Go consist of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

We acknowledge that not all students are encouraged by the same thing or in the same ways. Younger students may be more motivated by adult attention while older students are typically more motivated by peer attention, activities, privileges, or freedom. When learning new skills, students need immediate and frequent reinforcement and as they develop mastery they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts.

The use of verbal and non-verbal specific positive feedback is the most powerful way to:

- help adults and learners to focus on positive social behaviour
- increase the likelihood that students will use the expected behaviours and skills in the future
- decrease unexpected behaviour and reduce the need for corrective responses
- enhance self-esteem and build an internal focus of control.

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour are teacher managed.	Targeted/Individualised Responses to behaviours of concern are executive managed
<p>Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.</p>	<p>Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.</p>	<p>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.</p>
<p>Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer (Kirrawee Kudos) in a school-wide continuum for acknowledging expected behaviour.</p>	<p>Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p>	<p>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.</p>
<p>Tangible reinforcers include those that are: free and frequent- Kirrawee Kudos moderate and intermittent- PBL Awards significant and infrequent- Student of the week awards Intermittent and infrequent- Principals award reinforcers are recorded on SchoolBytes. (See Appendix 1)</p>	<p>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.</p>	<p>Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on SchoolBytes, Wellbeing and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.</p>
<p>Social emotional learning lessons are taught (PAX GBG and Life Skills Go) weekly.</p>	<p>Teacher records on SchoolBytes, Wellbeing 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.</p>	<p>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.</p>
<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>
<p>Recognition awards for positive individual and class behaviour are given at fortnightly school assemblies. Awards recorded in SchoolBytes</p>	<p>Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.</p>	<p>Parent/carer contact is made by school executive/Class Teacher to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School.</p>

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on SchoolBytes, Wellbeing. Serious behaviours of concern include:

- continued / persistent disobedience and/or disruptive behaviour
- malicious damage to or theft of property
- verbal abuse
- bullying and cyber-bullying
- mis-use of technology
- discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity

The school's response to these behaviours may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- detention, reflection and restorative practices (listed below)
- liaise with [Team Around a School](#) for additional support or advice
- communication and collaboration with parents/carers (phone, email, SchoolBytes, meeting)
- formal caution to suspend, suspension or expulsion.

The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion Procedures](#) apply to all NSW public schools.

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.

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 time – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection). This may occur in the office or on the playground.	Next day during half of lunch lunch	Assistant Principal	Documented in SchoolBytes, Wellbeing
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 SchoolBytes, Wellbeing
Restorative practice – peer mediation	Scheduled for either lunch or recess break	Assistant Principal	Documented in SchoolBytes, Wellbeing

Evaluation

During evaluation of the SBSMP we will consider the following information:

- Feedback from teachers, students and community
- Negative incident data
- Awards data
- Suspension rates
- Feedback from exec regarding reflection time as a new strategy

Review dates

Last review date: [18/12/24]

Next review date: [Week 10, Term 2, 2025]

Appendix 1- Reward System

- **Fortnightly assemblies:** 4 to 6 awards emphasising our core values of Safety, Respect and Engagement are acknowledged. (explanation below)

- **Positive Behaviour for Learning (PBL) Awards**



- **Student of the Week**



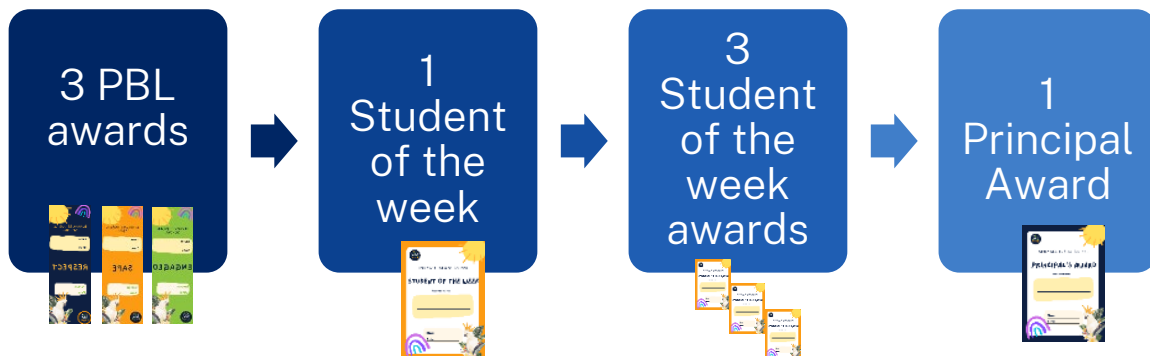
- **Principal's Award**



- **Kirrawee Kudos Awards:** Students displaying sensible behaviour in all settings are rewarded with a Kirrawee Kudos token. Students can choose to put their award into a fortnightly draw for a canteen voucher or add to their house team (Clark, Bradman, Fraser, Goolagong) barrel to add to the house points.



- All PBL class awards will count towards a Student of the Week award. These awards are handed out at fortnightly assembly.
- K-6: 3 Awards aligned to PBL Framework. Teachers are to give 1 safety, 1 respect, 1 Engagement award at school assembly. Fortnightly assemblies we will allow for 2 Respect, Safe and Engaged to be handed out.
- *Number of fortnightly awards distributed will be commensurate with class size.*



- Students will be responsible to present their awards for trading to the office. Office staff will stamp to show they have been traded. Students/families are responsible for keeping/storing awards prior to trading certificates.
- Students may trade any 3 PBL awards they do not have to get one of each.