



School Behaviour Support and Management Plan KHPS

Overview

Killarney Heights Public School is committed to explicitly teaching and modelling positive behaviour for learning to support all students.

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 learners in an inclusive and caring learning community.

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

Specific programs

- Got It
- PAX
- Cool Kids
- PBEL reward systems
- Bounce Back
- Circle time

Partnership with parents and carers

Killarney Heights Public School promotes strong and ongoing partnerships with parents/carers in establishing and maintaining student engagement in positive behaviour for learning. The school enables collaborative community engagement in the implementation of student behaviour management and antibullying strategies, by:

- Formal and informal meetings with parents/carers to establish and monitor specific adjustments and supports in response to individual student behaviour needs.
- 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.

Killarney Heights Public School will communicate these expectations and procedures to parents/carers through the school newsletter, schoolzine updates and the KHPS 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

Expectation - Respect	Expectations - Responsibility	Expectation - Success
Listen and speak politely	Make good choices	Do your personal best
Be kind to others	Care for our school, or own and others' property	Be committed to your learning
Accept that we are unique	Be safe and cooperative	Be proud of everyone's achievements
	Accept consequences of your actions	
	Care for the environment	

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 whole school and classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour and re-teaching expected 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	Bounce Back	An explicit and sequential social and emotional wellbeing program teaching resilience, positive thinking and growth mindset.	All K-6
Prevention & Early Intervention	Teacher Professional Learning	Explicit training for teachers to embed effective and consistent classroom systems and behaviour management strategies. Whole school 'non-negotiables' maintain high expectations of expected behaviour for students, reduce low-level disruptions and increase available learning time.	All classes K-6
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.	Specific class groups
	Antibullying	Reinforcement of PBEL expectations in classrooms and playground	K-6
	Cyber safety	Embedded in PDHPE & Technology programs and annual contracts	K-6
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 staff & students

Care Continuum	Strategy or Program	Details	Audience
Prevention	Great Kindness Challenge	Our school participates in the annual Great Kindness challenge promoting safe, respectful and kind relationships.	All staff, students and community
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention	Explicit PBL lesson delivery	An explicit sequential series of lessons establishing high expectations for learning behaviours that are consistently supported.	All staff & students
Early intervention	Cool Kids	Small group intervention to support and increase the coping strategies of students who are feeling anxious, stressed or who have poor resilience.	Teacher & parent identified students K-6
Early intervention	Got It	Small group intervention to support and improve capacity of students to identify and regulate strong emotions.	Teacher & parent identified students K-2
Targeted intervention	Zones of Regulation	Small group delivery of a social emotional learning curriculum and regulation program.	Teacher identified students
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
	Lego Club	Targeted support for social skill development	Individual students

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 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. **Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm.** See Appendix 3.

Killarney Heights 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 student’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 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.

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 **their professional judgement** in deciding whether a behaviour is teacher managed or executive managed. They 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 and recorded on SENTRAL system. Corrective responses include:

Classroom	Non-classroom setting
Expectation (rule) reminder	Expectation (rule) reminder
re-direct	re-direct
offer choice	offer choice
error correction	error correction
prompts	prompts
reteach	reteach
seat change	play or playground re-direction
stay in at break to discuss/ complete work	walk with teacher
conference	time out, reflection and restorative practices
time out, reflection and restorative practices	communication with parent/carer.
communication with parent/carer.	

Killarney Heights Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations.

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 focus on pro-social behaviours

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	Early Intervention	Targeted/Individualised
Responses to recognise and reinforce positive, inclusive and safe behaviour	Responses to minor inappropriate behaviour	Responses to behaviours of concern
1. 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.	1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	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 (<i>Voilas</i>); moderate and intermittent (<i>Respect, Responsibility & Success Awards</i>); significant and infrequent; (<i>Principal's Awards</i>) Intermittent and infrequent reinforcers are recorded on Behaviour / wellbeing ITD system (<i>Sentral</i>).	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 on Behaviour / wellbeing ITD system and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.
4. Social emotional learning lessons are taught (<i>See pg. 3 above strategies relating to Care Continuum</i>)	4. Teacher records on Behaviour / wellbeing ITD system 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	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.

	(ARCO) or anti-bullying co-ordinator.	
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact through the parent or good news phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at grade and school assemblies.	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.	Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded and 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 school counselling service and [Team Around a School](#) for additional support or advice

communication and collaboration with parents/carers (phone, email, parent portal, 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.

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](#).

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 SENTRAL
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 SENTRAL
Restorative practice – peer mediation or circles in groups	Scheduled for either lunch or recess break	Assistant Principal	Documented in SENTRAL

Review dates

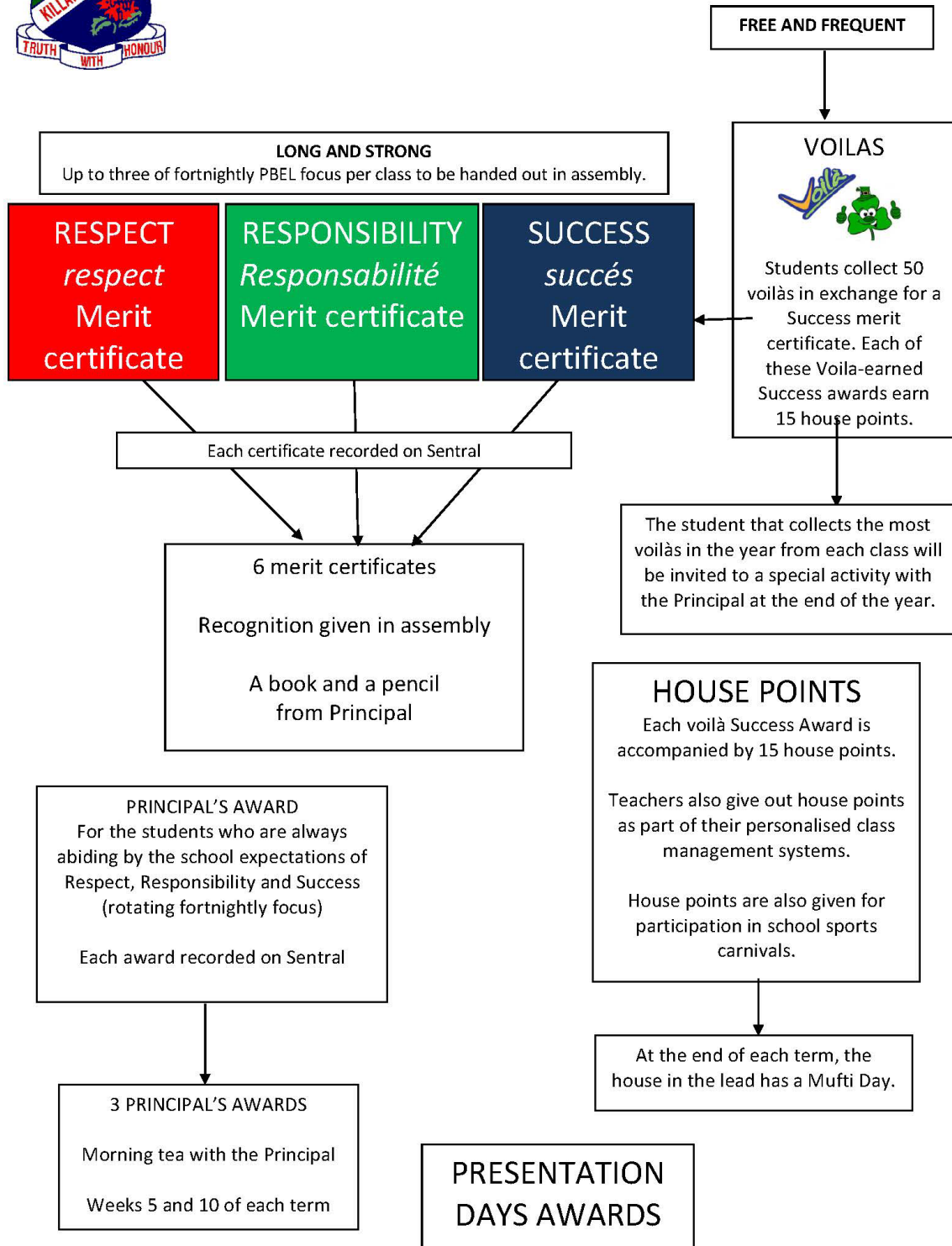
Last review date: 3/02/25: Day 2, Term 1, 2025]

Next review date: 30/01/26 Day 1, Term 1, 2026]

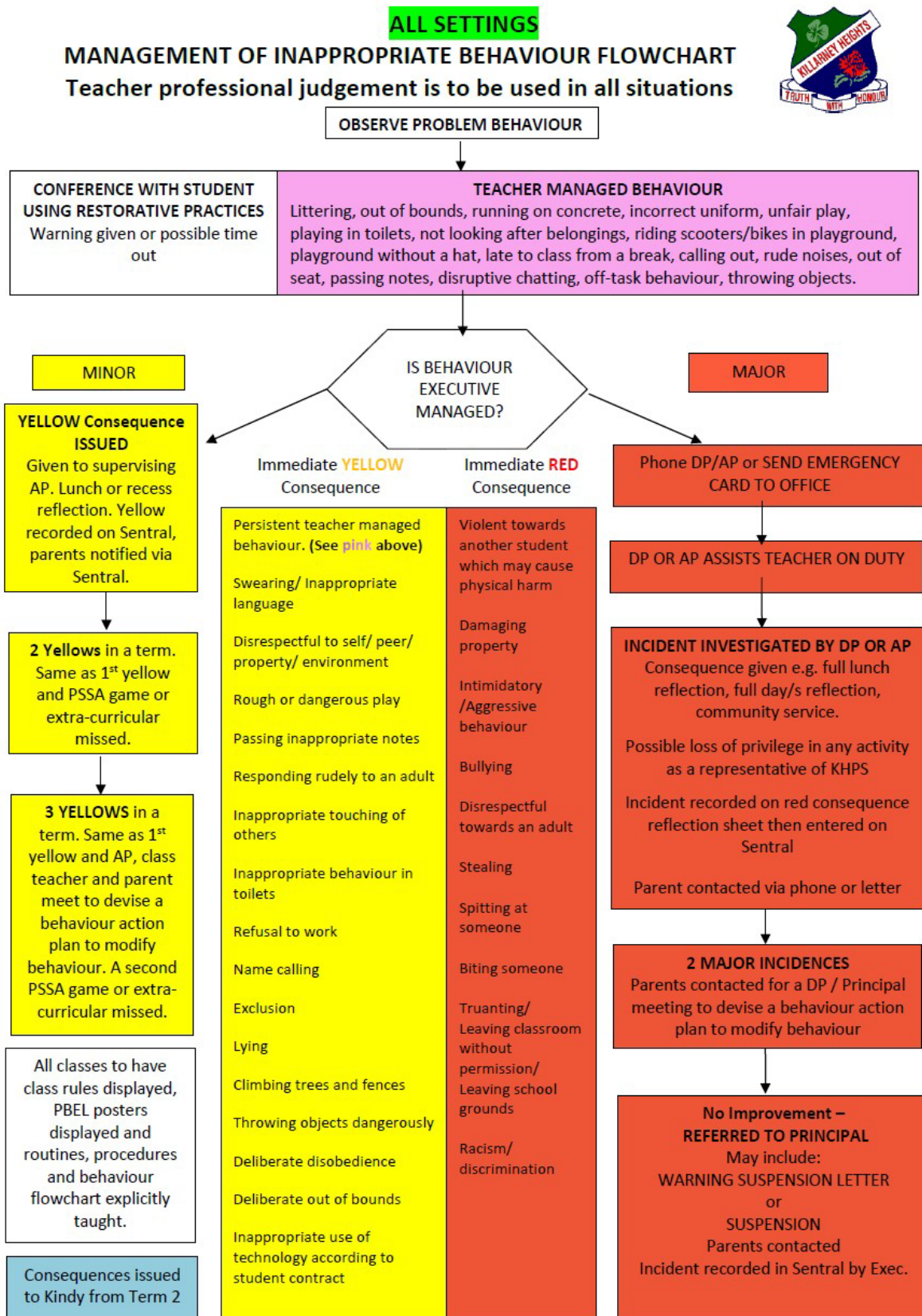
Appendix 1: Positive Behaviour for Learning Flowchart



REWARD SYSTEM FLOWCHART



Appendix 2: PBL Management of Inappropriate Behaviour Flowchart



Appendix 3: Bullying Response Flowchart

