

School Behaviour Support and Management Plan

Overview

At Killara Public School we have an inclusive school approach, and our goal is to ensure that every student is valued, known and cared for. At Killara Public School (KPS) we understand that supporting and enabling positive student behaviour is essential to learning, as well as the wellbeing and safety of all students and staff. We are committed to supporting all students to demonstrate positive behaviours through authentic engagement and a sense of belonging. This is achieved in a whole school approach to student learning, behaviour and wellbeing, through the thoughtful implementation of quality, evidence-based pedagogy, programs and practices. We value and strive to develop safe, respectful learners in a caring learning community.

Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.

Partnership with parents and carers

At Killara Public School we recognise that effective collaboration with parents and carers is crucial for supporting our students' behavioural and emotional development. We believe that a strong partnership enhances our ability to create a consistent and supportive environment that benefits the whole school community.

We commit to maintaining transparent and regular communication with parents and carers regarding their child's behaviour and progress. This includes sharing information about expectations, concerns and successes.

We encourage parents and carers to participate in the development and review of Behaviour and Support Management Plans. Their insights and knowledge of their child are invaluable in tailoring strategies that work best.

We will provide resources and workshops for parents and carers to equip them with effective strategies for managing behaviour at home. This collaboration ensures that approaches are consistent across school and home settings.

We will establish a feedback mechanism that allows parents and carers to share their perspectives on the Behaviour and Support Management Plan. This will help us adapt our strategies to better meet the needs of students.

We will recognise and celebrate the progress and achievements of students, involving parents and carers in this process to reinforce positive behaviour and foster a sense of community.

This will be implemented by:

- regular meetings and check-ins with parents and carers to discuss their child's behaviour and support strategies.
- creation of a parent advisory group focused on behaviour and support initiatives.
- distribution of newsletters and updates regarding behaviour expectations and resources available for families.
- by working together, we can create a supportive network that empowers our students to thrive both academically and socially. We value the role of parents and carers as partners in this journey and are committed to fostering a collaborative approach to behaviour management.

Killara Public School will communicate these expectations to parents/carers through the school newsletter, website and provide links to information and resources in the school's behaviour matrix (Appendix 2) and the [Behaviour support toolkit](#).

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](#). At KPS we use a Positive Behaviour for Learning (PBL) framework to support respectful, responsible and resilient student behaviours. Through explicit teaching, restorative talk and planned responses and interventions, high expectations for student behaviour are established.

School-wide expectations and rules

Expectation – Respect	Expectation – Responsibility	Expectation – Resilience
Take pride in yourself and your learning.	Be safe.	Bounce back and focus on the positives.
Allow yourself and others to learn.	Be accountable for your choices.	Embrace opportunities and challenges.
Acknowledge the rights and differences of others.	Take ownership of your actions.	Accept that things may not go your way.
	Care for your personal belongings and the school environment.	

For further detail on the school expectations, see the school's behaviour matrix (see Appendix 2).

Whole school approach across the care continuum

Our school embeds student wellbeing and Positive Behaviour for Learning (PBL) to teach and respond to appropriate behaviour, manage inappropriate behaviour and behaviours of concern, including bullying and cyberbullying 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 and playground expectations
- Establishing predictable routines and procedures that are communicated clearly to students.
- Encouraging expected behaviour with positive feedback and reinforcement.
- Discouraging inappropriate behaviour.
- Encouraging solution and reflection to support students to make positive choices.
- 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 students.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Recognition and Celebration: Merit and Reward System	<p>Teachers award two or three Bronze merit certificates each fortnight for recognition of students demonstrating positive behaviour, effort or personal best. These are in alignment with our school rules: Be Respectful, Responsible and Resilient.</p> <p>Students are able to trade their merit certificates for higher level awards.</p> <ul style="list-style-type: none"> ● 3 bronze certificates = 1 silver certificate ● 3 silver certificates = 1 gold certificate ● 3 gold certificates = 1 Killara medallion <p>All awards are presented at whole school gatherings.</p>	Whole School
Prevention	Recognition and Celebration: Merit and Reward System	<p>Students receive Caught You Being Good (CYBC) tokens when demonstrating positive behaviours, as an extrinsic ‘free and frequent’ reward.</p> <p>Students receive Killara Keys as a positive reinforcement of appropriate behaviours.</p>	Whole school
Prevention	“Bullying: No Way” National Week of Action	Our school participates in the annual “Bullying No Way” National Week of Action in August each year.	Whole school
Prevention	Child Protection	Teaching child protection education is a mandatory part of the syllabus. This includes teaching of the “No, Go, Tell” strategy.	Whole School

Prevention	PDH/PE syllabus programs and learning experiences URSTRONG	Through learning in PDH/PE, students develop a commitment to the qualities and characteristics that promote and develop empathy, resilience, respectful relationships, inclusivity and social justice. The learning experiences in PDH/PE provide students with a foundation to actively contribute to, and advocate for, the health, safety and wellbeing of themselves and others in the community and beyond school.	Whole School
Prevention	School wide processes for recognising students at risk of disengagement	Extra-curricular opportunities include debating, drama, dance, choir, band and gardening clubs.	Whole school
Prevention	Connections and partnership	Partnerships with local schools and pre-schools offer transition programs and school readiness workshops. Observations and visits to local preschools supports personalised transition plans.	Executives, LaST, Early Stage 1 teachers
Prevention /Early Intervention	Attendance strategies	Monitoring of attendance patterns by class teachers and school leadership through marking the roll at the beginning of the day and throughout the day when a child arrives late or leaves early.	Executives, LaST, Class teachers
Prevention /Early Intervention	Tier 1 Positive Behaviour for Learning	Positive Behaviour for Learning focuses on explicitly defining, teaching and responding to expected behaviour and preventing inappropriate behaviour across the whole school. Collection and use of data is used to inform decision making and embed evidence-based teaching and learning practices in place that encourage appropriate behaviour.	Whole school

Early Intervention	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	The toolkit supports our school to prepare, engage and educate the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. eSmart online platform is used by Year 4 and Year 5 students to obtain a digital licence that builds digital intelligence.	Whole school Years 4 and 5 students, class teachers
Early Intervention	Zones of regulation	Use of Zones of Regulation lessons and resources in classrooms to develop students' emotional literacy and self-regulation skills. Targeted delivery of ZoR to identified students in need of revisiting the program.	Class teachers LaST
Early Intervention	Attendance strategies	Discussion of attendance concerns, as monitored by classroom teachers, occur with Assistant Principals. Individual student attendance concerns are discussed with the student's family.	Executives and LST
Targeted intervention	Tier 2 Positive Behaviour for Learning (PBL) Targeted Systems of Support	The Learning and Support Team (LST) work with Executive, teachers, students and families to support students who require personalised learning and support. This may include modified individual expectations and goals, transition strategies and additional support from The Team Around a School and other relevant agencies.	Executive, LST, individual students, families and staff
Targeted intervention	Attendance Support	The principal and leadership team will convene a planning meeting with students, families and teachers to address barriers to improve attendance and set growth goals.	Individual students, principal and executive
Targeted/ Individual intervention	School Learning and Support Team	Provides support for students who need personalised learning and support and the development and evaluation of Personalised Learning and Support Plan (PLSP).	Principal, LST, individual students K-6, families






<p>Individual intervention</p>	<p>Tier 3 Positive Behaviour for Learning (PBL) Targeted Systems of Support</p>	<p>Executive and LST work with teachers, students, families and The Team Around a School team to support students who require individualised learning and support. This may include instructional leadership, development of risk assessments, Behaviour Response Plans and the development of short-and long-term goals.</p>	<p>Executive, LST, individual, staff, families</p>
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Planned responses to positive appropriate behaviour, inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying

Strategies to promote positive, inclusive and safe behaviour

KPS PBL Certificate Process

The table below outlines KPS’s approach to promote positive appropriate behaviour through a whole school rewards system. Appendix 1 presents a flowchart further detailing responses to positive and inappropriate behaviours at KPS.

	<p>Tokens – Caught you Being Good</p> <p>A fast and frequent reward that contributes to house points. The winning house each term is awarded a mufti day.</p>
	<p>Killara Key</p> <p>A free and frequent reward. Given in the classroom, playground or on any school excursion/incursion.</p>
	<p>Bronze Key</p> <p>These can be received in two ways.</p> <ol style="list-style-type: none"> 1) When a student has 10 Killara Keys. The 10 Killara Keys are handed to the classroom teacher. The teacher cuts the corner off the Keys and awards a Bronze Key. The 10 Killara Keys are cancelled so they are used only once. 2) As an assembly award. Each class will have an allocation of Bronze Keys to give out at assemblies.
	<p>Silver Key</p> <p>When a student has received 3 Bronze Keys they can receive a Silver Key. The 3 Bronze Keys are given to the classroom teacher. The Silver Key is to be awarded at an assembly.</p>
	<p>Gold Key</p> <p>When a student has received 3 Silver Keys they can receive a Gold Key. The 3 Silver Keys are given to the classroom teacher. The teacher fills out a Gold Key and gives to the Principal who awards the student at assembly.</p>



Killara School Medal

When a student has received **3 Gold Keys** they can receive the pinnacle of the Killara Public School PBL awards.

Students receive a badge at the next assembly after handing in their 3 Gold Keys.

Students then receive the Killara School Medal at the Presentation Day Assembly.

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 5).

Killara 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 Assistant Principal 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, where there is a clear and close connection between the school and students' conduct.

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 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 by teachers may include:

- Rule reminder.
- Re-direct, offer choice or error correction.
- Prompts.
- Reteach.
- Seat change.
- Play or playground re-direction.
- Reflection and restorative practices.
- Communication with parent/carer.

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
<p>Clear Expectations: Establish and communicate clear behaviour expectations in the classroom and school wide.</p> <p>Use visual aids (posters, charts) to reinforce these expectations.</p> <p>Implement a reward system (stickers, points, or certificates) to incentivise positive behaviour and achievements.</p>	<p>Gentle Reminders: Provide brief, discreet reminders of expected behaviour when minor issues arise.</p>	<p>Individualised Support Plans: Develop Individual Behaviour Support Plans (IBSP) with specific goals, strategies, and regular reviews to monitor progress.</p>

<p>Positive Environment: Create a welcoming and inclusive classroom environment that celebrates diversity.</p> <p>Incorporate social-emotional learning (SEL) programs to help students develop interpersonal skills.</p> <p>Inform parents and carers about their child’s positive behaviour through communication (notes, phone calls, or newsletters).</p>	<p>Check-In: Conduct brief one-on-one check-ins with students to address behaviour concerns and offer support.</p> <p>Restorative Practices: Use restorative conversations to help students reflect on their behaviour and its impact on others.</p>	<p>Social Skills Training: Provide targeted social skills training to help students learn appropriate ways to interact with peers and resolve conflicts.</p> <p>Counselling Services: Refer students to school counselling services for additional emotional and behavioural support as needed.</p>
<p>Engaging Curriculum: Design engaging and interactive lessons that keep students interested and focused, reducing the likelihood of disruptive behaviour.</p>	<p>Visual Cues: Use visual signals (e.g., hand signals, colour cards) to redirect behaviour without interrupting the flow of the lesson.</p>	<p>Functional Behaviour Assessment (FBA): Conduct an FBA to identify triggers and functions of concerning behaviours, allowing for tailored intervention strategies.</p>
<p>Routine and Structure: implement consistent routines to provide students with a sense of security and predictability.</p>	<p>Behaviour Contracts: Develop simple behaviour contracts with students to set clear expectations and consequences for minor infractions.</p>	

Responses to serious behaviours of concern

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](#).

Detention, reflection and restorative practices

In line with our PBL program, students who have been involved in a major (red card) incident will have reflection with an Assistant Principal on the day of or the day following the incident. Reflection activities are designed to encourage students to think critically about their behaviour, the choices they made and the impact on others. The process is guided and supportive. It involves restorative conversations with the Assistant Principals. Students are encouraged to express their feelings, listen to the perspectives of others and develop a plan for moving forward.

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 room – 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	Executives	Documented in School Bytes Reflection sheets filed
Time out on playground – withdrawal from free choice play and either shadow the teacher or sit in a designated area 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 – individually or as a group.	Next break	Executives	Documented in School Bytes

As a school we always seek to collaborate and work respectfully with parents in partnership. Parents are invited to contribute to the School Behaviour Support and Management Plan and parent consultation has occurred through a focus group and P & C. All members of the community are aware of and need to follow the Community Charter.

<https://education.nsw.gov.au/content/dam/main-education/public-schools/going-to-a-public-school/media/documents/school-community-charter.pdf>

Review dates

Last review date: 17 December, Term 4, 2024

Next review date: [January: Term 1, 2026]

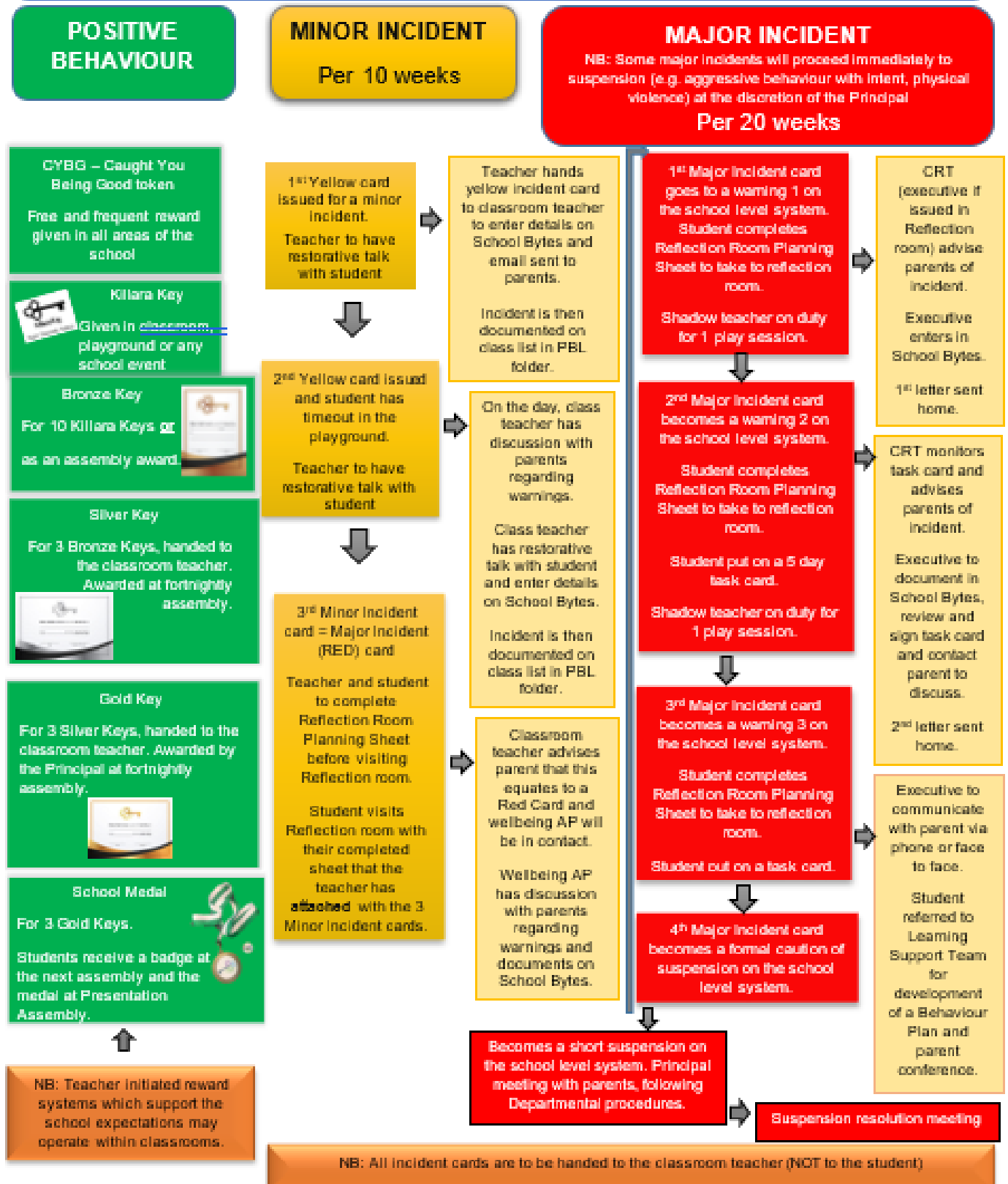
Appendix 1: KPS Behaviour Management Flowchart



Behaviour Management System



Teachers use professional judgement to manage and engage students in the classroom and playground taking into consideration the student's age and needs. Teachers use a variety of verbal and non-verbal strategies including the 3Rs, positive reinforcement, proximity, redirection, their own classroom management, social stories, etc.



Appendix 2: School Behaviour Matrix



Killara Public School - School Expectations Matrix



	All Settings	Learning spaces	Oval	Toilet	Movement around the school	Eating Time	Canteen	Hall	Office	Before & After School	Bus Line	Technology Use
Respect	Take pride in yourself and your learning Allow yourself and others to learn Acknowledge the rights and differences of others	Use your manners and inside voices Follow teacher instructions Hats off inside	Cooperate with others during play Invite others in your play Be aware of game rules before games begin	Allow for the privacy of others Keep the facilities tidy and clean	Stay on the footpath Be mindful of each other's personal space	Stay seated until teacher dismisses you Pick up any rubbish you see	Say 'Please' and 'Thank you' Put your rubbish in the bin	Listen attentively to the presenter Respond courteously Be mindful of each other's personal space	Remember to say 'Hello' Say 'Please' and 'Thank you'	Care for school property and the property of others Acknowledge the rights of others to play	Sit in the bus lines area Follow the teacher's directions	Take care of the equipment Report inappropriate content to a teacher
Responsibility	Be Safe Be accountable for your choices Take ownership of your actions Care for your personal belongings and the school environment	Behave in a safe manner Move safely around the room Look after your own and school property Accept consequences	Wear a hats on your head Stay in bounds to be seen by the teacher on duty Play safely	Flush the toilet after use Wash your hands after using the toilet Wait for your buddy	Walk sensibly around the school during class times Walk on hard surfaces Stay safe by making sure teachers know where you are	Put rubbish in the bin when the teacher dismisses you Sit in your designated area Eat your food before playing	Buy food only for yourself Only spend your own money Know what you want to order	Exit and enter in a quiet and orderly manner Follow teachers' instructions	Ask a teacher's permission before entering the office Bring one buddy only	Leave your bag at your classroom and move quickly to the supervised area	Be prompt Remember your belongings	Access only your own files Hand in your mobile phones to the office
Resilience	Bounce back and focus on the positives Embrace opportunities and challenges Accept that things may not go your way	Demonstrate initiative and a positive growth mindset Complete all tasks to the best of your ability Work collaboratively and encourage others	Play by the rules of the game Accept things that may not go your way Be a good winner and a good loser	Use the toilet at appropriate times	Accept your place in the line	Eat your own food Be accepting of others	Wait patiently for your turn	Celebrate each other's achievements	Wait patiently to be helped	Sit in the allocated area if you arrive early Wait sensibly in the allocated area while waiting to be picked up	Sit and wait patiently Accept your place in the line	Be patient when using technology

Appendix 3: Student reflection sheet

Reflection Room Planning Sheet



Name: _____

Date: _____

What's the problem?

What did you do?

Do you want to fix the problem?

Yes

No

Which of the school values do you need to focus on?

Respect

Responsibility

Resilience

If you were being respectful/responsible/resilient what could you have done?

What is your plan to fix the problem?

How will we know if the problem has been fixed?

Assistant Principal: _____



Appendix 4: Letter to parents

Inappropriate Behaviour: letter to parents

Date: _____

Dear _

Today _____ attended the Wellbeing Room as a result of a negative classroom / playground incident.

During the visit, the desired school expectations and appropriate behaviours were discussed and strategies were planned:

Behaviour Level is now at:

<p><u>Red [major 1]</u></p>	<p><u>Red [major 2]</u> Task card</p>	<p><u>Red [major 3]</u> Task card Behaviour plan developed</p>	<p><u>Formal Caution of Suspension</u></p>	<p><u>Suspension</u></p>
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- Students remain on level for 20 weeks from the date issued. This level will expire after 20 weeks if there are no further incidents.
- Depending on the severity of the incident, a student may skip levels at the discretion of the Principal.
- Behaviour that infringes the safety of others, such as continued disobedience, harassment, bullying and illegal or anti-social behaviour of any kind will not be tolerated. *(Our current Policies can be located on our school website)*
- PSSA, excursions, camps may be reconsidered if a student has progressed on major level incidents.

Executive on duty in Wellbeing Room

Parent/Caregiver

Please sign and return to school

Appendix 5: Bullying Response Flowchart

