



Kentlyn Public School

2024 Behaviour Management and Support Plan

Overview

Kentlyn Public School is committed to providing a safe, supportive and responsive learning environment for all students. We teach and model the behaviours we value in our students. Developing positive behaviours and behaviour self-regulation skills in all students from an early age will lead to a safer learning environment for all and will set up our students with the social skills needed in later life. Our Student Behaviour Support and Management Plan helps build an inclusive education system where every student is known, valued and cared for, and all students can learn to their fullest ability. We know that students who feel supported and safe are more likely to be more connected to school and active participants in their learning. Positive and respectful learning environments promote wellbeing, engagement and improved academic achievement. The plan supports a preventative, positive, student-centred, school-family-community approach in which consistency is key.

NSW Department of Education - Behaviour code for students

In NSW public schools' students are expected, to the best of their ability, to:

- show respect to other students, their teachers and school staff and community members
- follow school and class rules and follow the directions of their teachers
- strive for the highest standards in learning
- act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- resolve conflict respectfully, calmly and fairly
- meet the school's agreed uniform policy or dress code
- attend school every day (unless legally excused)
- respect all property
- be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools
- not bully, harass, intimidate, or discriminate against anyone in our schools.

Schools take action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning.

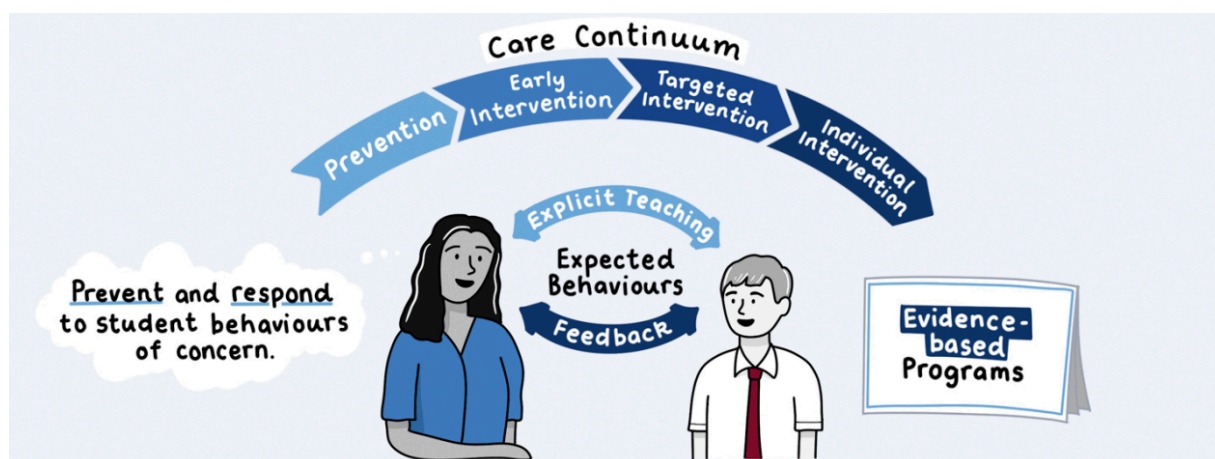
Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention	Berry St Education model	<p>The Berry St Education Model (BSEM) provides strategies that enable teachers to increase engagement of students with complex, unmet learning needs and to successfully improve all students' self-regulation, relationships, wellbeing, growth and academic achievement. Strategies include:</p> <ul style="list-style-type: none"> ● Strong student and teacher relationships ● Integrating mindfulness, movement breaks and social/emotional learning into teaching and learning programs ● Circle time 	Students and teachers
Prevention	Professional learning	<p>The professional learning focuses on providing teachers with the skills and strategies to understand behaviour and support students. The focus is for all students to reduce inappropriate behaviour in all learning spaces before it becomes chronic. Professional learning includes:</p> <ul style="list-style-type: none"> ● Understanding Behaviour PL ● Trauma informed Practice PL 	Teachers
Prevention	What works best	<p>High quality differentiated teaching that addresses individual learning needs of all students, where appropriate learning adjustments are documented in an individual student support plan and/or Personal Learning Pathways (PLPs).</p> <p>Curriculum links, particularly in <u>PDHPE</u> (including respectful relationships), and personal and social capabilities in all syllabuses.</p>	Teachers
Prevention	PBL	<p>Explicit teaching and modelling of specific skills including behaviour expectations and social skills. The teacher implements class-based systems of expectations and positive reinforcement. There are school-wide consistent teacher expectations, routines, modelling and responses to behaviour.</p>	Whole school
Prevention	Transition	Liaison with previous teachers, pre-schools and external paraprofessionals.	Teachers
Early intervention	Additional supports	<p>Various school programs to support student engagement and sense of belonging. Programs include:</p> <ul style="list-style-type: none"> ● Lunch club activities ● After school programs such as dance, taekwondo, soccer, STEM, visual arts, boxing 	Students Teachers SLSOs Chaplain External

Care Continuum	Strategy or Program	Details	Audience
		<ul style="list-style-type: none"> • Social skills program • Wellbeing program – Catching Kindness Project 	providers
Targeted intervention	Additional supports	<p>The delivery support 'team around a school' comprises of various non-school based staff including:</p> <ul style="list-style-type: none"> • Learning and Wellbeing Officer • Assistant Principal Learning and Support • Behaviour Specialist • Out of Home Care Teacher • Aboriginal Community Liaison Officer • Home school Liaison officer • NDIS Transition Coordinator <p>Other school-based services include Allied health (speech and occupational therapy).</p>	Delivery Support
Targeted intervention	Learning and Support	The learning and support team teachers, students and families to support those students who require personalised learning and support.	Learning and Support team
Individual intervention	Additional supports	<p>Delivery support teams</p> <p>Attendance programs</p> <p>Itinerant support teachers</p> <p>Sensory assessments</p>	Deputy and Assistant Principal

Positive Behaviours for Learning


At Kentlyn Public School we apply the principles of the Care Continuum to establish student behaviour expectations and prevent and respond to behaviours of concern.



We support the development of skills needed by students to meet our high standards for student behaviour through effective role modelling, explicit teaching, positive reinforcement and planned responses.

Specific attitude and behaviour expectations for safe, respectful and engaged learners across all school settings are outlined in our school behaviour matrix (below). These expectations will be explicitly taught to all students at the commencement of each year to ensure awareness and a common understanding of expected behaviours and should be revisited as necessary throughout the year. The expectations are also displayed around the school as visual reminders for students. Specific skills essential for students to effectively demonstrate these behaviours at an age-appropriate level will also be included in PDH lessons.

School Behaviour Matrix

Classroom		
 Safe	 Respectful	 Learner
Safe	Respectful	Learner
Keep your hands and feet to yourself Listen to and follow teacher instructions Move around the room calmly and sensibly Use equipment sensibly	Be polite and speak respectfully to other people Listen when others are talking Respect the rights and beliefs of others Respect classroom property and other people's belongings Raise your hand to speak Use appropriate language Cooperate with others Use your best manners Use inside voices No swearing	Be ready to learn Bring the correct equipment Be an engaged learner Try your hardest Persist in your learning Have a growth mindset – take risks and don't be afraid to make mistakes
Playground – including Oval and Courts		
Safe	Respectful	Learner
Wear a hat Walk on hard surfaces Play appropriate games Use equipment properly Use soft touch in contact games Be in the right place	Finish food before going on oval or courts Place rubbish in the bin Follow teacher instructions Speak kindly to others Include others in games Cooperate with others Show good sportsmanship No swearing	Agree on the rules of games before playing Play fairly Resolve conflict through discussion or seek help
Toilets and Bubblers		
Safe	Respectful	Learner

<p>Keep food and drink outside</p> <p>Wash our hands before leaving</p> <p>Have one person only in each toilet cubicle</p> <p>Wait your turn at the bubblers</p> <p>Keep your hands and feet to yourself</p> <p>Do not play in the toilets</p>	<p>Respect the privacy of others</p> <p>Close the cubicle door when using the toilet</p> <p>Keep the area clean</p> <p>Place rubbish in the right bins</p> <p>Putting fingers on bubblers and squirting water</p>	<p>Use the toilets and bubblers during break time</p> <p>Return promptly to class or the playground</p> <p>Report problems to a staff member</p>
Class Lines		
Safe	Respectful	Learner
<p>Keep your hands and feet to yourself</p> <p>Hold toys and equipment still</p> <p>Walk sensibly in lines</p>	<p>Speak kindly to others</p> <p>Don't push in when lining up.</p>	<p>Go to the bathroom or bubbler before lining up</p> <p>Be sitting in lines when the music finishes</p> <p>Follow teacher instructions</p>
Assembly		
Safe	Respectful	Learner
<p>Follow teacher instructions</p> <p>Walk sensibly in lines</p> <p>Step carefully when getting up to present or receive awards</p> <p>Keep your hands and feet to yourself</p>	<p>Sit quietly and listen respectfully</p> <p>Clap sensibly</p> <p>Use manners when receiving awards</p>	<p>Actively participate in the school prayer and songs</p> <p>Share and be proud of your achievements</p>
Library		
Safe	Respectful	Learner
<p>Move around the room sensibly and calmly</p> <p>Keep your hands and feet to yourself</p> <p>Use equipment sensibly</p>	<p>Finish eating before entering</p> <p>Use quiet voices</p> <p>Use furniture appropriately</p> <p>Share games and equipment fairly and pack away when done</p> <p>Leave hats at the door</p>	<p>Know what activity you want to do</p> <p>Follow staff and library monitor's instructions</p> <p>Borrow regularly and return books on time</p>

		Read as many books as time allows if you are not borrowing
Office		
Safe	Respectful	Learner
Walk directly to and from the office Talk to office staff before leaving sick bay	Remove your hat Stand quietly and wait your turn Use your manners	Speak to a teacher before going to the office Know what you are there for Wait until office staff are available
Canteen		
Safe	Respectful	Learner
Keep your hands and feet to yourself Buy only for yourself	Line up and wait for your turn Speak kindly and use your manners Place your rubbish in the bin	Know what you want to buy Have money ready
Bus Shelter		
Safe	Respectful	Learner
Sit down on silver seats Keep your hands and feet to yourself Wait for the teacher to walk you across the road / to the bus	Speak kindly to others Place your rubbish in the bin	Move straight to the bus shelter when dismissed by your teacher Follow teacher instructions Have Opal cards ready

Promoting Good Discipline and Effective Learning

At Kentlyn Public School we encourage good discipline and effective learning by:

- Providing appropriate curriculum to meet the needs of all students
- Supporting children to achieve success in learning
- Having a small number of easily understood rules that are clear and consistently applied
- Establishing classroom rules
- Providing programs that develop self-discipline, communication and conflict resolution skills
- Providing opportunities for student participation and decision making

- Developing and implementing policies and procedures to protect the rights, safety and health of all community members
- Valuing and acknowledging differences
- Discussing with parents their role in promoting acceptable student behaviour

Positive Reinforcement

The school-wide process for positive reinforcement is outlined in our [Student Achievement Award System](#), which has been developed to encourage positive interactions and to acknowledge positive behaviours in the classroom, playground and during school activities. Students are recognized with mini and merit awards in the classroom and with merit, PBL and Learner Quality awards as well as sport, art and writing awards in regular school assemblies.

Accumulation of awards across a student's primary school years culminates in Principal's Awards being earned as follows:

5 minis	=	1 Merit Award
10 Merit Awards	=	1 Principal's Award
3 Principal's Awards	=	1 Silver Medallion
5 Principal's Awards	=	1 Gold Medallion
7 Principal's Awards	=	1 Platinum Medallion
9 Principal's Awards	=	1 Diamond Medallion
11 Principal's Awards	=	1 Sapphire Medallion

Students who earn a principal's award are celebrated at the end of each semester with a morning tea hosted by the principal with parents invited to attend.

Restorative Practices, Detention and Reflection

At Kentlyn Public School we believe all students have the right to learn in a safe, caring and challenging environment free from harm. We follow the PBL system for positive behaviour management and apply consistent classroom management procedures for minor indiscretions. More serious breaches of the student behaviour expectations are managed through a levelled consequence system.

When applying the classroom management procedures or level system to an incident, consideration should always be given to the intent and individual circumstances in which the behaviour occurs. The system is implemented consistently across all areas of the school and follows the procedure outlined below.

At times, students may face personal challenges which cause them to have difficulty complying with the behaviour expectations of the school. These students should be identified as early as possible and an Individual Behaviour Plan developed that addresses their specific circumstance, providing necessary supports and procedures to enable them to successfully engage with their peers and learning.

Individual Behaviour Plans

Individual behaviour plans are designed to support individual students to successfully engage with their peers and learning. They should be developed in consultation between the classroom teacher, School Counsellor and parents using any relevant paediatric reports. Where considered necessary, the advice of a Behavioural Specialist may also be sought. The Individual Behaviour Plan aims to identify triggers for concerning behaviours as well as strategies to avoid and mitigate the escalation of negative responses for a particular child. Appropriate resources will be acquired / assigned to support the strategies as considered necessary. The completed plan must be communicated with all relevant staff to ensure a consistent approach in handling incidents involving this student.

Classroom Management Procedures

Classroom management procedures have been established to address disruptive, unsafe and disrespectful behaviours.

Level System

All students start at “Level 0” which represents a student who is a safe, respectful learner.

Students who are not following the NSW Behaviour Code for Students may be placed on a level appropriate to the demonstrated behaviour of concern as determined by the principal or an executive staff member. This will be after following appropriate investigation of the incident and taking into consideration individual circumstances and intent.

Parents may be contacted by phone/in person and/or in writing whenever a student is being considered for a level placement.

Students will be placed on this level regardless of whether the signed level notification letter is returned. All level placements will be recorded on Compass by the classroom teacher, principal or executive member assigning the level.

If a student successfully completes the imposed consequence and displays improved behaviour, as per the Behaviour Code for Students, they may work their way back down through the levels back to level 0. This is once again at the discretion of the principal and or executive team.

Level	You are on this level because:	Consequence
0	<p>You are on this level because you are always following our NSW Behaviour Code for Students. Well done 😊</p> <p>https://education.nsw.gov.au/content/dam/main-education/policy-library/public/supporting-documents/behaviourcodestudents.pdf</p>	<p>You are a safe, respectful learner who encourages all students to be a safe, respectful learners at all times. We are proud of you 😊</p>
1	<p>Your class teacher and other teachers are concerned about a change in your behaviour / attitude.</p>	<p>Your parents will be informed of this placement via a phone call and / or message from the teacher</p> <p>You will be given a chance to do something about your behaviour yourself</p> <p>You may participate fully in all school activities</p>

	<p>In NSW public schools students are expected to follow the “Behaviour Code for Students”.</p> <p>https://education.nsw.gov.au/content/dam/main-education/policy-library/public/supporting-documents/behaviourcodestudents.pdf</p>	<p>Whilst on this level:</p> <p>Your behaviour will be monitored by your classroom teacher for up to 1 week. If your behaviour does not improve you may be placed on Level2.</p>
2	<p>Teachers have not noticed any effort from you to improve your behaviour while at Level 1</p> <p>You are continuing not to follow the “Behaviour Code for Students”.</p> <p>https://education.nsw.gov.au/content/dam/main-education/policy-library/public/supporting-documents/behaviourcodestudents.pdf</p> <p><i>“Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.” (Behaviour code for students 2023)</i></p>	<p>Your parents will be informed of this placement via a phone call and / or note</p> <p>You may receive a warning of suspension (valid for 50 days)</p> <p>You may be on this level for up to 1 week or more. This is at the discretion of the principal/executive.</p> <p>Whilst on this level:</p> <p>You will have a behaviour monitoring card. It is the expectation that your behaviour card is showing a demonstrated improved attitude to all aspects of the behaviour code with words such as ‘excellent’ worked well etc.</p> <p>You will attend lunch time detentions and may be asked to complete a community service, reflection or social skills activity</p> <p>You may not be allowed to attend any excursions, social activities or extra-curricular activities such as camp nor will you be allowed to represent the school in any sporting or cultural event. These are all negotiated with the principal/executive depending on the improved behaviour.</p> <p>If you are on the SRC or school leadership team, you may lose your badge for a period of time. The principal will make the final decision.</p>
	<p>Suspension</p> <p>Teachers have not noticed any effort from you to improve your behaviour while at level 2. You have clearly shown that, despite repeated chances, you do not intend to follow the code of conduct</p> <p>https://education.nsw.gov.au/content/dam/main-education/policy-library/public/supporting-documents/behaviourcodestudents.pdf</p>	<p>Your parents will be informed of this placement via a phone call and / or note and will be invited for an interview. All the information regarding this suspension will be written in the paperwork that will be made available to your parents.</p> <p>Whilst on this level:</p> <p>You will not be permitted to attend school. An executive staff member may check in on your progress, depending on your suspension days.</p> <p>You will be provided with schoolwork that you will be expected to complete at home.</p>

<https://education.nsw.gov.au/policy-management-schools/revised-policies/student-behaviour/suspension-and-expulsion#1.1>

“Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.” (Behaviour code for students 2023)

You will not be allowed to attend any excursions, incursions, social activities or extra-curricular activities such as camp nor will you be allowed to represent the school in any sporting or cultural event

If you are on the SRC or school leadership team, you may lose your badge (at the discretion of the Principal/exec in consultation with the classroom teacher)

You and a parent will be required to attend a post-suspension interview with the Principal or an executive staff member before you return to school.

Suspension Procedures

Student behaviour includes 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.

Our behaviour level system has been designed to align with the Code of Conduct and Level 2 is where a student may also receive a formal caution or warning of suspension. This formal caution will be valid for up to 50 school days from the date the caution/level is issued.

Suspension:

There will be circumstances where a principal may determine that a student must be suspended without first issuing a formal caution to suspend due to immediate and significant risks to students or staff, or unacceptable risks posed to teaching and learning, that cannot be mitigated with the student at school.

There will be cases of unacceptable behaviour where a student may need to be removed from the school for a period of time. Suspension is an action available to the principal in these situations. **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.**

Duration of a suspension

The principal must decide the duration of the suspension with consideration of appropriate time to implement supports for the student and/or put in place appropriate safety measures where relevant.

The duration can be:

- up to 5 consecutive school days for students in Kindergarten to Year 2
- up to 10 consecutive school days for students in Year 3 to Year 12 (If a student is suspended for 3 days at a shared site that they only attend one day a week, then the period of the suspension is from the starting date for 3 consecutive school days. It is not for 3 weeks as they only attend one day a week).

Where a principal originally issues a suspension with fewer days than up to 5 for Kindergarten to Year 2 and 10 for Years 3 to 12, they may increase the length of the suspension up to those maximum days if required without it being considered an extension.

However, if the number of consecutive school days are insufficient to implement appropriate supports for the student, the principal can extend the suspension for up to 5 additional school days.

This would extend the suspension to:

- 6 to 10 school days for students in Kindergarten to Year 2
- 11 to 15 school days for students in Years 3 to 12.

The principal will inform the Director, Educational Leadership of their decision to extend the suspension. The principal and Director, Educational Leadership should discuss additional system support the school may require and escalate as necessary.

The Director, Educational Leadership will escalate the matter in consultation with the principal to gain additional system support for the student and school to allow the earliest possible successful return to school.

Further extension of a suspension to allow delivery of system support

In serious circumstances, and if additional system support and resources are still required to be put in place, a principal can consider further periods of 5-day extensions, in consultation with the Director, Educational Leadership, with each 5-day period to be reviewed.

Director, Educational Leadership approval must be sought for any suspension and subsequent extensions beyond 30 days for students in Kindergarten to Year 2 or 45 days for students in Years 3 to 6, within a school year.

Resolving the suspension

Wherever possible, a face-to-face meeting should be held to resolve the suspension and return the student to school. Other meeting formats may be appropriate in some situations. This must include the principal or their delegate, the student and a parent or carer. The principal, or their

delegate, may invite other key personnel. The student and/or parents or carers may also invite a support person.

The purpose of the meeting is to discuss the student's behaviour and plan supports and management strategies to enable the student's successful return to school. Depending on student factors, such as developmental age, trauma, child protection concerns, cultural considerations, disability and individual needs and circumstances, the principal or their delegate may interview the student in the presence of their parent or carer and/or support person to ascertain that the student:

- has a clear understanding of the reasons for the suspension and how their actions did not meet the standards of the department's Behaviour Code for Students
- understands the impacts their behaviour had on others
- has reflected on strategies to avoid any repetition of this unacceptable behaviour in the future.

A successful return to school will involve:

- documenting outcomes from the meeting, with a copy provided to the student and parent or carer, to support the student's ongoing wellbeing and learning needs, including regular monitoring and mentoring, with clear goals and explicit strategies
- where required, a risk assessment to minimise and manage the physical and psychological hazards that the student may pose to themselves, students, staff, or other persons.

A successful return to school may involve:

- referral to and assessments by the school's learning and support team
- referral to and ongoing support from the school counselling service staff.

Detention & Restorative Practices

Detention is generally conducted at lunchtime in the playground, supervised by an executive staff member. It is important that students are supported to learn from their negative experience by repairing the harm they have caused and / or developing new strategies to avoid repeating harmful behaviours. Therefore, students on detention may be asked to participate in a restorative session with an executive member of staff to try to restore the friendship, complete a community service such as tidying the school grounds, a reflection activity such as writing an apology letter, or a social skills activity such as reading or viewing a PBL/PDH lesson during this time.

Action	When and how long?	Who coordinates?	How are these recorded?
Circle time or similar activities for beginning and ending the day, celebrating student success, and discussing difficult issues.	Morning and/or afternoon, anytime throughout the day.	Class teacher	Anecdotal records
Social-emotional learning, specifically targeting fair play, friendships and building self-confidence.	Lunch and recess programs led by SLSOs and school chaplain	Assistant Principal	Anecdotal notes
Reflection room, including mediation and conferencing.	Various times, during break times.	Assistant Principal	Compass
Return from suspension procedures.	After a suspension, once upon return, varying in time.	Principal and senior executives	Compass

Partnership with Parents and Carers

Kentlyn Public School values our partnerships with parents and carers and recognises the significant role they play in supporting the school to effectively manage student behaviour for the wellbeing of all students. Parents and carers will be consulted via the P&C committee when establishing our behaviour expectations matrix, behaviour management plans and disciplinary processes prior to their implementation.

Kentlyn Public School will communicate these expectations to all parents/carers by providing a copy of our procedures to all parents in the first week of Term 1 2024. These procedures will also be posted on Seesaw App and Compass for future reference.

Parents and carers will also be involved at an early stage when applying the behaviour management process with their child to allow them to support their child to improve concerning behaviours before more serious issues arise.

School Anti-Bullying Plan

This School Behaviour Support & Management Plan works together with the existing School Anti-bullying Plan which can be found at:

https://drive.google.com/drive/folders/1UYFvu8iuk_fQNq42S8oXWzYUiEJlflpj

Review Process

This policy will be reviewed at the commencement of each year to review its ongoing suitability to the needs of the school community.

Last review date: 13 January 2024

Next review date: 13 January 2025