

Karabar High School Behaviour Support & Management Plan

Overview

Karabar High School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged in their learning.

Our goal is to inspire every child to be a positive and productive member of the school and wider community. We focus on promoting excellence, opportunity and connection for every student, every day. We value and strive to develop safe, respectful learners in a caring learning community.

The 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 positive reinforcement.

Our processes are founded on the idea that students must learn to take responsibility for their own actions. Staff will consistently use school strategies and processes to support students to develop a growth mindset approach to reflect and learn from their behaviour.

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

- Restorative Practice
- Together 4 Youth including RAISE mentoring, Consent Labs and Batyr
- Various evidence-based wellbeing initiatives such as RIOT, RAGE and Feeling FANTastic
- Step Up Sisters and Clontarf

These programs prioritise social and emotional learning which supports good mental health, respectful relationships and promotes positive behaviours.

Restorative practice is a teaching and learning strategy that promotes supportive and respectful behaviour throughout the school. This approach emphasises the importance of fostering, preserving, and repairing positive relationships, especially in situations involving interpersonal conflict or wrongdoing.

Partnership with parents and carers

Karabar High School will partner with families in establishing expectations for parent engagement in developing and implementing student behaviour management strategies including:

- inviting families and student feedback through formal and informal means, for example, through Tell Them From Me Surveys, school surveys, focus groups and regional AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Karabar High School will communicate these expectations to parents/carers through Compass, the school website and provide links to relevant information and resources in the [Behaviour support toolkit](#).

School-wide expectations and rules

Karabar High School has the following school-wide expectations and rules:

To be respectful, responsible and resilient learners.

Respectful	Responsible	Resilient
Be respectful of others	Attend every class, every day	Self-check before seeking help
Treat all property with respect	Participate in all learning activities	Understand my feelings
Follow reasonable requests	Wear school uniform	'Have a go'

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 across the care continuum and responds to behaviours of concern, including bullying and cyberbullying behaviour. Behaviours that do not constitute bullying include mutual disagreements or isolated incidents.

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:

- explicitly teaching classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- actively supervising 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
- specialist educational provisions including Supported Learning Classes, Performing Arts Class and High Potential and Gifted Education via our Selective stream.

Care Continuum	Strategy or Program	Details	Audience
Prevention, early intervention, targeted intervention & individual intervention	Restorative Practice	Promotes positive proactive strategies to provide opportunities to develop, strengthen, repair and maintain healthy relationships.	Staff, students 7-12, families
Prevention	RIOT	This program aims to enhance social and emotional skills, promote positive relationships and foster a supportive school environment. It includes workshops and resources designed to engage parents and caregivers, emphasising the importance of teamwork and communication in building resilience.	Staff, students 7-12 and families
Prevention	Top Kids	Top Kids is our student recognition program. It rewards and celebrates students who are preparing themselves for the future by displaying our school values. This is reflected through attendance, uniform and conduct. All students start the year as Top Kids.	Students 7-12
Prevention	Together4Youth	Students engage in social and emotional wellbeing workshops, which are reinforced by staff regularly, including at year and whole-school assemblies.	Staff, Wellbeing team, students 7-12, families
Prevention	PDHPE curriculum	Students learn about how to establish and maintain positive relationships and self-management skills, enabling them to take personal responsibility for their actions and emotions.	Students 7-10
Prevention / Early Intervention / targeted / individual	Australian eSafety Commissioner Toolkit for Schools	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 cyber-bullying incidents.	Students 7-12, staff, families
Prevention	Communication with parents	To increase parent's understanding of how our school addresses all forms of behaviour.	Staff, students 7-12, families
Prevention	Wellbeing Days	Our school participates in nationally recognised days such as Harmony Day and R U OK Day to raise awareness of the importance of mental health priorities and promote inclusivity.	Staff, students 7-12
Prevention	Transition Year 6 into 7	Focusing on a safe and successful transition from primary to high school.	Incoming Year 7 students and parents
Prevention	Wellbeing Team & Stage Meetings	These meetings collaboratively address and discuss concerns related to student wellbeing, ensuring our school provides timely support and creates a positive environment for all learners.	Staff and students 7-12

Prevention	Karabar Connections (Peer Support)	Builds resilience by helping students develop strong relationships and skills to manage life's ups and downs.	Students 7 and 10, and HT Wellbeing
Prevention / Early intervention	Student support officer	Supports the implementation of the school's approach to wellbeing, including facilitating programs such as RAGE and Feeling FANTastic.	Students 7 - 12
Targeted / individual intervention	Learning and Support	The LaST works with teachers, students and families to support students who require personalised learning and support.	Staff, individual students 7-12, families
Targeted/ individual intervention	Attendance and Wellbeing Check-Ins	For students who exhibit low level behaviours of concern and involves monitoring attendance and engagement to ensure students are supported in their learning.	Individual students 7-12
Targeted intervention	RAISE Mentoring	Raise significantly improves youth wellbeing by connecting trained and trusted mentors with students in Year 8 at Karabar. This helps young people to thrive through adolescence, believe in themselves and others, and equips them with tools for life.	Students Year 8
Targeted intervention	Leadership programs	These include Student Executive and Wellbeing Leaders and empower students to develop essential skills such as teamwork, communication, and problem-solving, while also fostering a sense of responsibility and community involvement.	Students Year 12
Targeted group/ Individual intervention	Small group tuition	Small group tuition is a targeted learning intervention that enhances individual students' skills, promotes engagement and builds confidence, leading to improved behavioural and educational outcomes.	Individual students 7 - 12
Targeted group/ Individual intervention	Engage	Engage is a 20-week mentorship program running one day per week over two school terms. It builds self-awareness, confidence, and social skills while providing hands-on learning, cultural experiences and career pathways.	Individual students 7 - 12
Targeted/ Individual intervention	Learning/ Wellbeing Hub	KHS has a dedicated Hub that provides resources, support and programs aimed at promoting mental health and wellbeing for students and the school community.	Students 7-12
Individual intervention	Attendance monitoring	Addresses barriers to improving attendance and supports students to set growth goals. This involves the 'Nip it in the Bud' program, as well as regular meetings with the HSLO.	Students, Year Advisors
Individual intervention	Individual behaviour support planning	This may include developing, implementing monitoring and reviewing behaviour support, behaviour response and risk management plans.	Students, parent/carer, LaST, HT Wellbeing

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. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm. See Appendix 1.

Karabar High 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 their year advisor 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 expected behaviour
- seat change or playground re-direction
- detention, reflection and restorative practices
- communication with parent/carer

Karabar High School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

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
KHS student responsibilities and behaviour expectations are explicitly taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.	Refer to school-wide expectations.	Contact office to seek help from HT/DP straight away if there is a risk. Otherwise notify executive before the end of the school day.
Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	Use indirect responses e.g. proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	HT/DP/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.
Tangible reinforcers include those that are: • free and frequent • moderate and intermittent • significant and infrequent • Intermittent and infrequent reinforcers are recorded on Behaviour / wellbeing ITD system.	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 a low-level consequence is applied.	HT/DP collects information and reviews the incident from multiple perspectives to determine the next steps. HT/DP/CT to record incident on Behaviour / wellbeing ITD system and contact parent/carer by email or phone. DP/P may consider further action for e.g. formal caution/suspension.
Social-emotional learning lessons are taught individually and through whole school and targeted wellbeing year group sessions.	Teacher records wellbeing/behaviour by the end of the school day. Monitor and inform the family if repeated. For some incidents, a referral is made to the school's anti-racism contact officer (ARCO).	4. Refer to the school's Learning Support Team considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Parents are contacted by teachers by phone or through Compass when behaviours are recorded. Students are recognised through the TOP KIDS program for positive behaviour, attendance and uniform.	Teachers/HT's contact parents/carers by phone or email when a range of corrective responses have not been successful.	Parent/carer contact is made by HT/DP/P 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 on Compass. These 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, 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.

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](#).

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

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 students are withdrawn from the playground as a planned response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

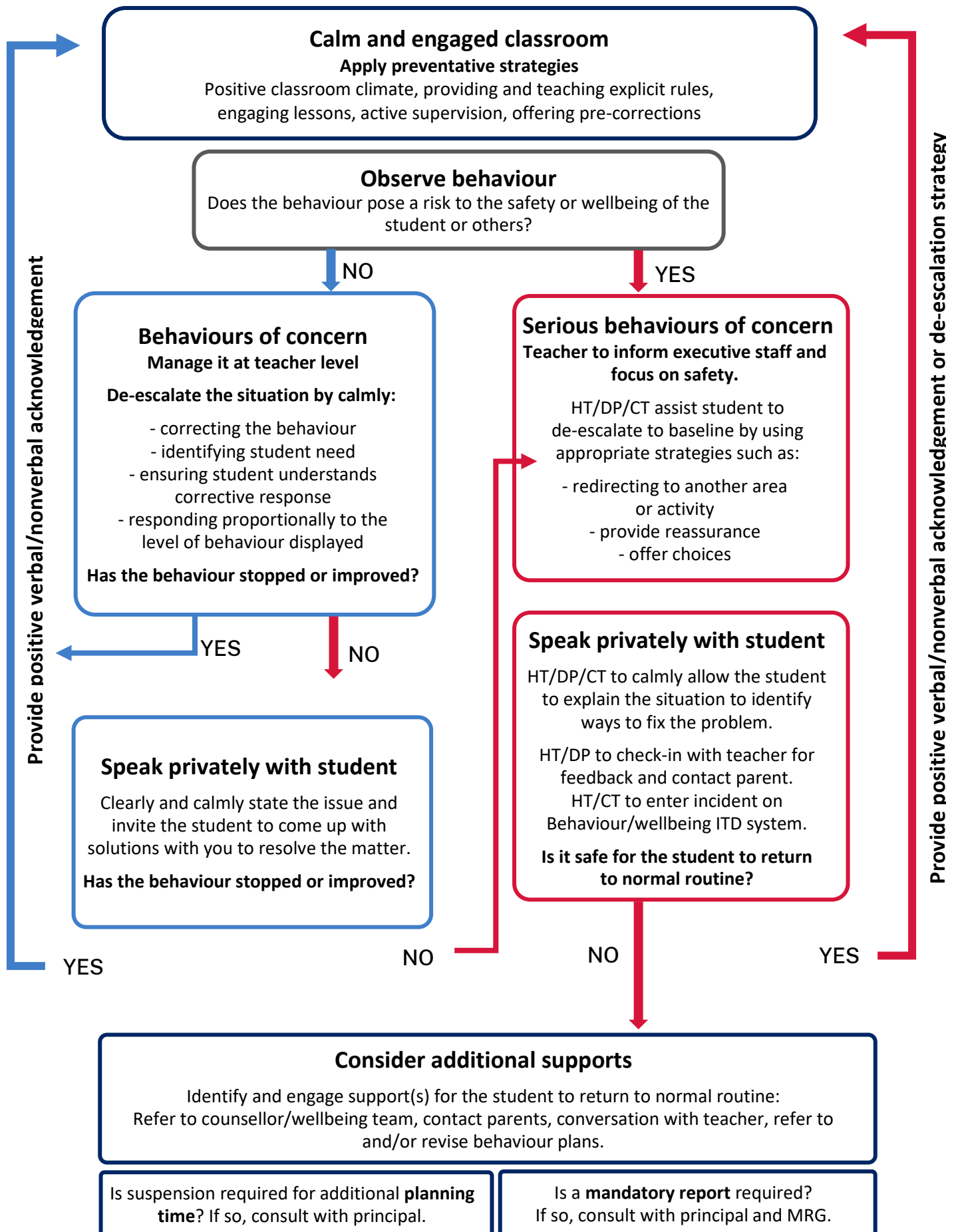
Strategy	When and how long?	Who coordinates?	How are these recorded?
Alternate break plan – withdrawal from playground during breaks and re-allocation to office/classroom for supervised breaktime following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention). This begins as a Teacher Detention and is either resolved or escalated to a Head Teacher Detention.	Next break	School executive	Compass
Restorative practice – restorative conversations in groups	Scheduled as soon as all involved are available	Year Advisor/HT Wellbeing and/or DP	Compass

Review dates

Last review date: 6 February, Day 1, Term 1, 2025

Next review date: 27 January, Day 1, Term 1, 2026

Appendix 1: Behaviour management flowchart



Appendix 2: Bullying Response Flowchart (Optional)

Bullying Response Flowchart

The following flowchart explains the actions Example High School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.



am I being bullied?

START HERE!

Was it deliberate/on purpose?

Yes

No

Was it personal/targeted?

Yes

No

Was it said in anger?

No

Yes

Was it part of a fight with a friend?

No

Yes

Has it only happened once or twice?

No

Yes

Does the person doing it have '**more power**' than you? e.g. more popular, older, stronger

Yes

No

rude behaviour

Saying or doing something hurtful that wasn't planned or meant to upset someone

conflict

Saying hurtful things on purpose due to heightened emotions as part of a disagreement

mean

Saying or doing something hurtful to someone on purpose once or twice

bullying

Someone more powerful saying or doing something hurtful to someone on purpose, over and over again

@kidshelpline