

Katoomba Public School – Behaviour Support and Management Plan

Overview

Katoomba Public School is a vibrant learning community dedicated to fostering a friendly, caring, and inclusive environment where every student, every teacher, and every leader can thrive. We are committed to equity ensures that all students receive the opportunities and support they require to succeed. Our focus on explicit instruction empowers teachers to deliver effective and targeted learning experiences tailored to meet the immediate learning needs of every student. At Katoomba Public School, we equip students with the skills and confidence needed to become successful, creative, and kind individuals. Our vision is to ensure that every student reaches their fullest potential, socially, emotionally and academically.

Katoomba Public School is committed to providing safe, supportive, and responsive learning environments for everyone across a range of settings. We are committed to explicitly teaching and modelling inclusive and safe behaviours the NSW DoE value in our students.

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the NSW Department of Education. Katoomba Public School, and its community will work together to provide a quality learning environment that embodies these values.

Katoomba Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Principles of positive behaviour support, trauma-informed practice, inclusive practice, and social emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

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 a caring learning community. At Katoomba Public School we support and guide our students to value themselves, care for others and respect the environment. Our school wide universal expectations are: 'Do my best', 'Listen to learn', 'Be a friend', 'Be in the Right Place at the right time, doing the right thing'.

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

- Positive Behaviour for Learning (PBL) - is implemented to improve the learning and wellbeing of all students in all school settings. PBL is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people. When PBL is implemented well, teachers and students have more time to focus on relationships and classroom instruction. Students and staff benefit from:
 - reduced inappropriate behaviour
 - increased time focused on instruction
 - improved social-emotional wellbeing
 - positive and respectful relationships among students and staff
 - support for teachers to teach, model and respond effectively to student need

- a predictable learning environment where staff and students know what is expected to deliver effective practices that can be sustained over time

At Katoomba Public School, our PBL processes are designed to promote a positive learning environment and enhance student engagement. Our award system has been modified to better recognise student effort and achievement, which helps to motivate and engage students while ensuring consistency across all the school. Additionally, we utilise the KPS decision tree to empower staff to make informed and consistent decisions regarding student behaviour. This decision tree supports a proactive approach to managing behaviour, fostering a supportive atmosphere where positive behaviour is reinforced, and where all students can thrive. Together, these procedures create a cohesive framework that enhances the learning environment at KPS.

- Games Club – Games Club is a student wellbeing program available to all students within the school. It is a quiet place, where students can work in small groups to build social skills under the guidance of teachers. The program builds connections across the school community, while also teaching students a range of social and emotional strategies to work with others. Students have an opportunity to practise these skills in a safe space.

Katoomba Public School rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive, and respectful learning community that promotes student wellbeing. Staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff actively respond to student bullying behaviour.

Partnership with parents and carers

Katoomba Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, by:

- inviting parent/carer and student feedback through formal and informal means, such as Tell Them From Me surveys, school surveys, consulting with the P & C and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Katoomba Public School will communicate these expectations to parents/carers through the school newsletter, school website, at parent/teacher information nights and the School Bytes. 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

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

At Katoomba Public School I value myself, care for others and respect the environment.

Our school wide universal expectations are: ‘Do my best’, ‘Listen to learn’, ‘Be a friend’, ‘Be in the Right Place at the right time, doing the right thing’.

Respectful	Value	Care
Be kind and value others	Be safe	Ask for help
Show respect to other students, staff and community members	Follow school and class rules and the directions of teachers	Resolve conflict respectfully, calmly and fairly
Use appropriate language	Be on time	Restore harm
Work co-operatively	Be ready to learn	Overcome challenges
Accept differences		Be your best

Behaviour code for students

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01>. This document translated into multiple languages is available here: [Behaviour Code for Students](#).

Whole school approach across the care continuum

Our school embeds student wellbeing and positive behaviour approaches and strategies in practices across the care continuum to promote positive behaviour and respond to behaviours of concern, including bullying and cyber-bullying behaviour.

These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships. These practices include:

- stating and explicitly teaching classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- providing active supervision of students
- maximising opportunities for active engagement with learning
- providing carefully sequenced engaging lessons that provide options for student choice
- differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention / Early Intervention	PBL	Positive Behaviour for Learning (PBL) is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and	All

Care Continuum	Strategy or Program	Details	Audience
		supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people. At Katoomba Public School PBL is implemented with consistency, and as a result teachers and students have more time to focus on relationships and classroom instruction. Weekly lessons, differentiated school wide, provide ongoing support for skill development.	
Prevention	Smiling Mind	Smiling Mind aims to create change in mental health, providing proactive tools and programs that help every mind thrive. Smiling Mind understands that the relationship between individuals and their mental health evolves with each generation and their vision is to create positive transformation in the way people think, feel, talk about and nurture our mental health. The program is dedicated to growing the mental fitness of people, across generations, through the development of lifelong skills and habits to improve mental wellbeing and resilience.	All
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.	Staff, students 3 - 6
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	All
Prevention / Early Intervention / Targeted / Individual	Police Youth Liaison Officer (PYLO)	The PYLO delivers talks to Years 5 and 6 each on Cyber-Safety. They aim to inform students of how to stay safe online and be able to recognise threats and stalking online.	Students K-6
Targeted / Individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	All

Care Continuum	Strategy or Program	Details	Audience
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

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

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.

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. See Appendix 1.

- **Teacher managed** – low level inappropriate behaviour is managed by teachers in the classroom and the playground.
- **Executive managed** – behaviour of concern is managed by school executive.

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

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

Katoomba Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Positive Behaviour for Learning, Universal Expectations and Smiling Mind consist of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

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

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

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

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour are teacher managed.	Targeted/Individualised Responses to behaviours of concern are executive managed
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 – class sticker charts moderate and intermittent – class awards significant and infrequent – Principal awards Intermittent and infrequent reinforcers are recorded on School Bytes.	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 (Smiling Mind/PBL) weekly.	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 (ARCO) or anti-bullying co-ordinator.	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.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at fortnightly 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 on School Bytes. 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.

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support, for example through the school counselling service.

Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

- [Incident Notification and Response policy](#)
- [Incident Notification and Response Procedures](#)
- [Student Behaviour Policy](#) and [Suspension and Expulsion procedures](#)

Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](#) and reporting links for most sites, games and apps can be found at the [eSafety](#) Guide.

Detention, reflection and restorative practices

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

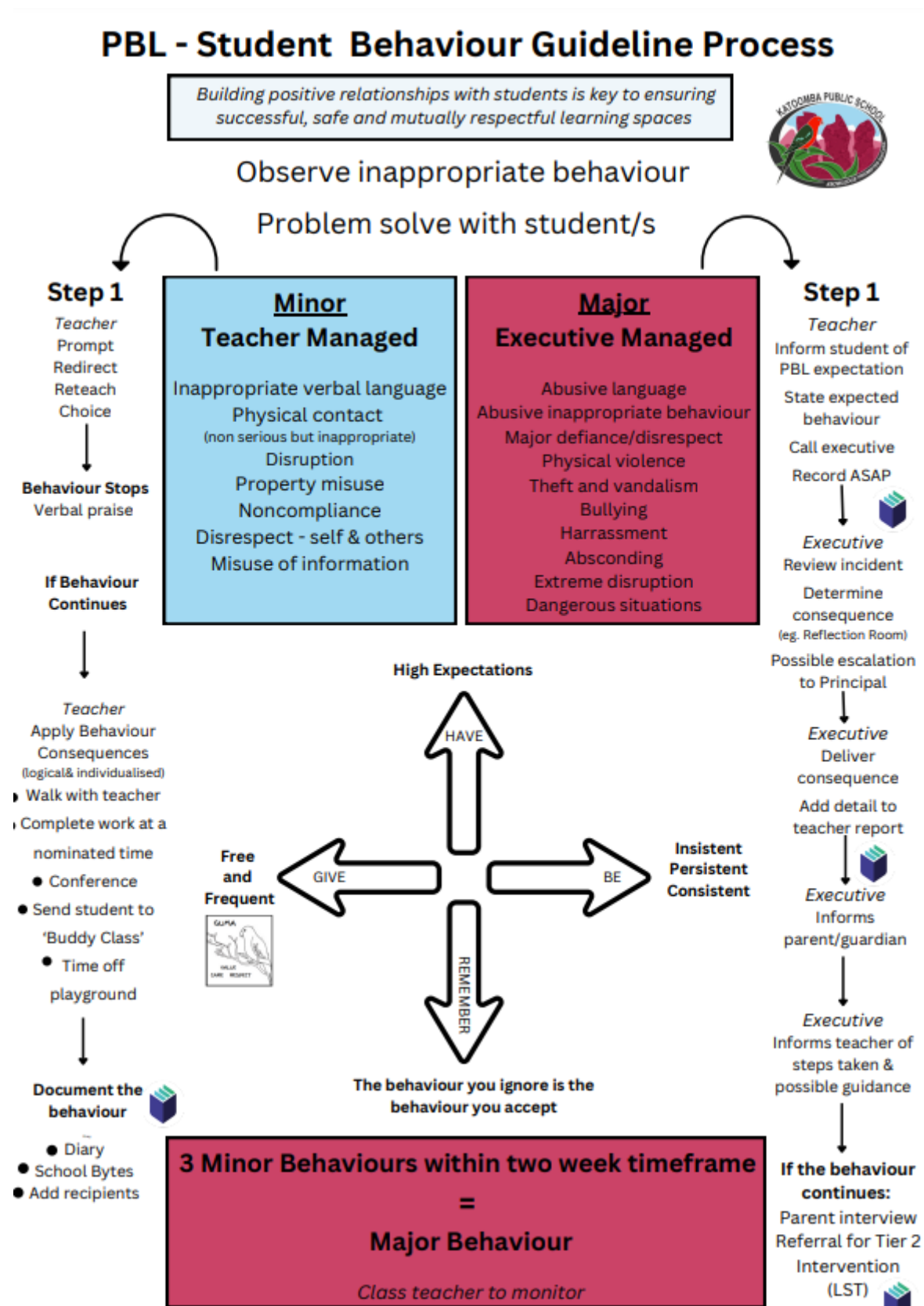
Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection room – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Next day at either lunch or recess break	Principal / Assistant Principal/PBL team member	Documented in School Bytes
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/Principal/PBL team member	Documented in School Bytes
Restorative practice – circles in groups	Scheduled for either lunch or recess break	Assistant Principal/Principal/PBL team member	Documented in School Bytes

Review dates

Last review date: Term 1, 2025

Next review date: November, Term 4, 2025

Appendix 1: Behaviour management flowchart



Bullying Response Flowchart

The following flowchart explains the actions Katoomba Public 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.



POSITIVE BEHAVIOUR FOR LEARNING AWARD

Presented to: _____

For: _____

Class Teacher  Principal _____

ACHIEVEMENT AWARD

Presented to: _____

For: _____

Class Teacher  Principal _____

= 2 

= 2 

10  =

CLASS AWARD

Presented to: _____

Teacher  Date _____

CLASS AWARD

5

Presented to: _____

Teacher  Date _____

PRINCIPAL'S BOOK AWARD

Presented to: _____

Principal  Date _____

PRINCIPAL'S BOOK AWARD

5

Presented to: _____

Principal  Date _____

★★★★★

PRINCIPAL'S AWARD

Presented to: _____

For commitment to the Katoomba Public School expectations of value, care and respect.

Principal  Date _____