

Behaviour Support and Management Plan- Katoomba North Public School

Overview

Katoomba North Public School's vision as documented in the school's strategic plan is our focal point as we work together to provide the foundation and stepping stones for students developing into people who can interact with the world beyond our school gates. We will give them guidance to grow and develop a sense of self-purpose, achievement and confidence.

Our environment will have a sense of belonging, encouraging all to be life-long learners. Bravery, independence and emotional resilience are key qualities to be fostered.

The principles of positive behaviour support, trauma informed practice and social and emotional learning enhance staffs' daily practice. We will set clear goals for students, have high expectations and work as a team- staff, students and community.

Our second strategic direction in the school's strategic improvement plan targets student wellbeing and inclusivity. It focuses on the initiatives of attendance, positive behaviour for learning and Aboriginal education.

To achieve this strategic direction, the school focuses on the following key programs- Positive Behaviour for Learning (PBL), Restorative Practices and child protection lessons. Social and emotional programs provide supplementary support for students.

PBL is explicitly taught and reviewed in classrooms throughout the year. The school is strong on prioritising antibullying and anti-racism in all classrooms. The school rejects all forms of bullying including online bullying. Students are taught the difference between being a bystander and being proactive in calling out inappropriate, negative behaviour including racism, bullying and violence.

Katoomba North Public School, prides itself on actively being an inclusive environment where children can feel safe. Respectful communication is valued. The school also prides itself on maintaining a commitment to responding to all forms of bullying in a timely manner.

Partnership with Parents and Carers

The school recognises the vital link between family and school especially in supporting student wellbeing. We strive to work closely with parents, carers and families so students are provided with the best wellbeing and welfare support possible. Katoomba North Public School will continue to work with families and community to refine our student behaviour management and antibullying strategies by:

Inviting comments and feedback through consultation with the local ACRC organisation, the local AECG committee, P and C meetings, formal and informal parent surveys, information sessions and parent "check ins" with teachers throughout the year.

Parents and carers can use complaint procedures as an avenue to raise concerns.

School-wide expectations and rules

Expectation	Expectation	Expectation
Be safe-	Be respectful	Be a Learner

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

Katoomba North PS embeds student wellbeing and positive behaviour approaches and strategies in practices across the care continuum. This approach aims to promote positive behaviour. The school actively responds to behaviours of concern, including racism, exclusion, bullying and cyberbullying.

It is important to note staff know their behaviour, relationships and interactions with the school community is a prerequisite in supporting student behaviour and wellbeing. Staff have taken many sessions to discuss, determine and collaborate on “staff norms of behaviour” (we do) and the “patterns of behaviour” (you see) that is practiced daily by all staff – providing students with a modelled consistency, a sense of safety, respect and trust.

The staff norms of behaviour are:

- ✓ Everyone has the right to be heard
- ✓ Everyone can learn and improve
- ✓ We Work Together
- ✓ We are adaptive and responsive.

Our approaches are evidence-based supported by best practice.

The school’s extensive and explicit PBL matrix supports students to know what is needed from them to be a safe, respectful learner in all parts of the school, eg classroom and learning space, hall, assemblies, morning lines etc. Our practices include and are not limited to:

- explicitly teaching expectations using the PBL matrix
- revising the PBL matrix at the beginning of each term by teachers
- embedding a whole school wide classroom approach to managing negative and disruptive behaviour
- explicitly teaching what is defined and exemplifying minor and major negative behaviours
- providing a comprehensive award system recognising student achievement in all areas of student development (social, emotional, academic)
- providing an avenue for students to contact confidentially staff members through the “chatterboxes” on student wellbeing issues.
- Differentiating learning content to meet student needs

- Providing opportunities for students to expand their interests and experiences

Care Continuum	Strategy or Program	Details	Audience
Prevention	Breakfast Club	Fresh breakfast available to all students every day of the week. Provides students with a healthy start (or added start) to the learning day.	All students K-6
Prevention	Harmony Day	All students participating in activities, creating an awareness and understanding Everyone is important and valued regardless of background.	All students K-6 Staff
Prevention	Whole school events	Organised by SRC – discos, walkathon, Teddy bears’ picnic, Organised by staff-Easter hat parade K-6 sporting carnivals- all events enhance student’s sense of worth, wellbeing and belonging.	Staff and students
Prevention	PBL	Explicit teaching of PBL rules sets expectations and brings clarity for students to understand appropriate behaviour. Provides students with an underlying sense of belonging. Decreases uncertainties and ambiguities.	Students
Prevention	Child Protection	Teaching Child Protection is part of the Physical Education syllabus- mandatory.	
Prevention	Cyber bullying	Outside provider (y safe) seminars.	Staff, students, parents
Prevention	Bullying- personal wellbeing	Chaplaincy program provides all with a confidential avenue. Students can join in “have a chat” sessions with Chaplain. Chaplain can liaise with families and outside agencies.	all
Early intervention	Transition Program (K)	Giving in-coming students a slow transition to school- providing the understanding of what school is, linking students to new friends. Providing support to students as required.	Kindy students Parents
Targeted intervention	Attendance Intervention	School provides parents/students with attendance options where necessary. Teacher concern with student absence is firstly addressed by teachers contacting parents before the principal and attendance	Staff Individual students families

Care Continuum	Strategy or Program	Details	Audience
		officers are involved. Individual student attendance plans are developed to support increased student attendance and wellbeing.	
Targeted Intervention	Learning and Success team	The team works with teachers, families and students to provide support through individualised plans. Referrals to outside agencies may be pursued by the school counsellor or WHINN.	Students, staff, families
Targeted individual/group intervention	School Learning and Support	Provides support for students both funded and non-funded to improve learning outcomes through personalised learning and support.	Individual/groups students, families
Individual /targeted intervention	Student agreements	Generally negotiated between students with Principal as mediator. Student agreements written and signed by each student. Revisited as needed	Individual students principal
Individual Intervention	Individual Behaviour Support Planning	Planning to support complex behaviours with family input. Team around the school may be consulted. Student risk assessments, and individual behaviour support is provided. Key actions support students in modifying behaviour and experiencing success.	Individuals, staff, family Counsellor,

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

Below is a list of strategies the school employs to support appropriate student behaviour.

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
1 Behaviour expectations are taught at the commencement of each term. The focusing of a specific area and the expectations of being a safe, respectful learner is taught explicitly by teachers.	Posters around the school indicate expected behaviours. Classrooms have posters students can check.	1. Behaviour noted in classroom/playground book. Executive notified. For serious behaviours of concern teachers will send a student with the "executive" card.
2. Teachers establish classroom award system	2 Teachers may -prompt students on the expectations in class and the playground. Positive reinforcement and suggesting strategies to improve behaviour.	2 Yellow card in the playground- a warning rough play etc is not allowed. Student may be asked to walk with teacher as a

	Student may go to designated area to regulate their behaviour.	redirection (few minutes) and then return to play
3 Students may be awarded a key for appropriate behaviour during fortnightly assembly.	3. Warning system used- yellow, first instance- warning for student to cease behaviour.	3. Red card- in playground – Student is to sit on the silver seats due to inappropriate play. Behaviour is recorded in the playground journal.
4. “Caught you being good cards” used in the classroom and playground. Students go into the weekly draw to receive an award from the principal.	Orange card- Student may be asked to visit “buddy class’ for a few minutes so behaviour can be regulated.	Executive is informed of behaviour of concern. Executive will follow up with the teacher and student. If behaviour is of concern the principal may be informed. Behaviour is noted on data base.
5. Term draw of caught you being good cards- class reward for students.	Red card for classroom- Executive informed. Misbehaviour is recorded in the classroom behaviour book. Expectation retaught.	Student is to attend reflection with the AP. A note is sent home explaining the reason why the student was on reflection.
Parents are invited to special assemblies. Key recipients have a morning tea with the principal.	Teacher to explicitly work with student to improve behaviour. Executive may be involved.	Executive are to contact parents regarding the student’s behaviour.
	Teacher to contact parent to discuss student behaviour.	Referral to LST. This may include a risk assessment or behaviour plan being developed.

Responses to serious behaviours of concern

A behaviour of concern that is challenging, complex or unsafe is recognised as requiring more persistent, targeted and intensive intervention. We recognise that a behaviour of concern is not considered a minor negative behaviour (PBL matrix). Rather behaviours of concern include all forms of bullying, violence, intimidation, racism and exclusion. Bullying is defined as ongoing, an intentional use of power over another (individual or group of individuals), with the goal of causing severe distress or injury.

Katoomba North Public School will identify inappropriate behaviours and behaviours of concern (major) by:

- consulting the PBL matrix (major misbehaviours).
- staff observing student behaviour in the school environment
- written and verbal reports of student behaviour concerns
- disclosure of information that relates to a person using or demonstrating serious misbehaviours
- concerns raised by parents, community or outside agencies.
- Major misbehaviours that are not in keeping with the behaviour code for students
- Major behaviours of concern that are racist or exclude other

Students and parents can report any forms of bullying to staff or the principal. NSW principals have the authority to take disciplinary action to address student behaviours that occur outside the school hours or grounds especially those that inflict harm or distress. Cyber bullying and bullying are considered a behaviour of concern.

Students who have been bullied will be provided with counselling, avenues to address the concern through restorative practice (with support) and outside agency support.

Responses to all behaviours of concern apply to student behaviour that occurs:

- at school
- while students are going to and from school
- on school endorsed activities that may be off the school site
- when using social media, mobile devices, school devices or other technology involving another student or staff member.

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

Reporting and recording behaviours of concern

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

- o [Incident Notification and Response procedure](#)
- o [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

Behaviour that does not meet the expectations of the school can be teacher or executive managed. Teachers manage in class behaviour (minor) by following the school’s classroom behaviour procedures.

Teachers can manage student low level mis behaviour in the playground by following the school’s playground behaviour procedure.

Student misbehaviour that presents as concerning is reported to a member of executive for follow up and management. If the behaviour poses a risk to the safety of others executive should be notified.

All behaviour concerns are noted in the classroom behaviour journal or the playground behaviour journal. These journals are reviewed by an executive member weekly to determine if there are patterns of student misbehaviour which requires intervention

The school’s PBL matrix and the Department of Education policies are points of reference which will provide teachers with guidance on determining minor and major concerns of behaviour.

Detention, reflection and restorative practices.

Students are generally referred to the reflection room for inappropriate behaviour while at play. Students have received a red card. The incident is recorded in the playground book.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection room- debriefing using restorative practice questions. The AP will use the questions as a guide to discuss with the student any incident and their behaviour.	At lunch break. Wednesday Thursday.	Assistant Principal	Documented on data base and reflection book. Note sent to parents.
Alternative play- students set up on specific play areas- may have adventure backpacks.	During a break time.	Assistant Principal	On data base. Executive liaise with parents.

Review dates

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026