

Kelly's Plains Behaviour Support and Management Plan

Overview

Kelly's Plains Public School is committed to explicitly teaching and modelling positive behaviour to support all students to be engaged with their learning. Kelly's Plains Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:



Life Skills Go – All students K-6 will be provided with a daily check in to rate their emotional and wellbeing state.



Merit Certificates / Annual Awards –
All students K-6 – Reward system for reinforcing positive behaviour.

Positive Behaviour for Learning (PBL)

PBL is a whole-school approach to creating a positive, safe and supportive school climate in which all students can learn and develop. PBL is implemented to improve the learning and wellbeing of all students in all school settings. Every part of a school, including the classrooms, corridors, canteen, school gates and pick up, are considered integral to the total learning environment.

Promoting and reinforcing positive student behaviour and school-wide expectations.

Kelly's Plains Public School has the following school-wide rules and expectations:

Students are expected to:

- Positively engage in learning
- Demonstrate respectful behaviours towards peers, staff and the community.
- Behave in a manner that ensures the safety of themselves and others.
- Interact positively with others, in a manner that ensures everyone can experience a safe, welcoming, inclusive and learning-focused school environment.

Staff are expected to:

- Engage respectfully with students and the community, and
- Actively support and implement school wellbeing and behavioural support programs and processes.

Parents, carers and families are expected to:

Support the school, working together with staff to achieve positive wellbeing outcomes for their children and other children at Kelly's Plains School, and

- Engage respectfully with students and staff, as outlined in the School Community Charter.

Behaviour Code for Students

The Behaviour Code for Students can be found at

<https://education.nsw.gov.au/policy-library/policies/pd-2006-0316-01>

High Expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

Whole school approach across the care continuum

Care Continuum	Strategy or Program	Details	Audience
Prevention	PBL – explicit teaching of playground behavioural expectations	Clearly establish and communicate expectations of safe and pro-social behaviours in the playground.	Whole School
Prevention	ySafe – PL – Life Educations Cyber Safety Lessons	Cyber Safety Education Lessons Sequences that equip students with the knowledge and skills to engage safely and positively online.	Whole School
Prevention	life skills GO	Emotional and Wellbeing Program life skills GO, designed in collaboration with educators, is an easy-to-use emotion and wellbeing data collection tool that measures student readiness to learn, supported with a comprehensive library of evidence-based and curriculum aligned resources.	Whole School
Prevention	Classroom Management	Maintaining positive learning environments with a culture of High Expectations. • Strong teacher/student relationships • Explicit teaching and modelling of specific skills including behaviour expectations and social skills. • Class based systems of expectations and positive reinforcement • Consistent teacher expectations, routines, modelling and responses to behaviour. • Integrating mindfulness, movement breaks and social/ emotional learning into teaching and learning programs. • A restorative approach that focuses on building, maintaining and restoring positive relationships.	Whole School
Early intervention	Transition Strategies	Communication with Early Intervention Teachers to support transition of pre-schoolers to Kindergarten	Whole School
Targeted intervention	PBL Expectations	Targeted lessons to support positive behaviours, particularly if student exhibit more complex and challenging behaviours or when the frequency of the behaviour is of concern. Staff to facilitate positive behavioural supports, including explicit teaching of expected behaviours as well as making targeted and	Whole School

Care Continuum	Strategy or Program	Details	Audience
		reasonable adjustments in the classroom to support effective teaching and learning practices.	
Individual intervention	Intensive Learning Support	Intensive LaST intervention involving adjustments to support individual students to meet behavioural expectations. • Individual Behaviour Support Plan established – modified individual expectation and goals. • Assess Professional Learning • Assess Additional Supports	Identified Individual Students

*Professional Learning to be responsive to the wellbeing and behavioural needs of all students

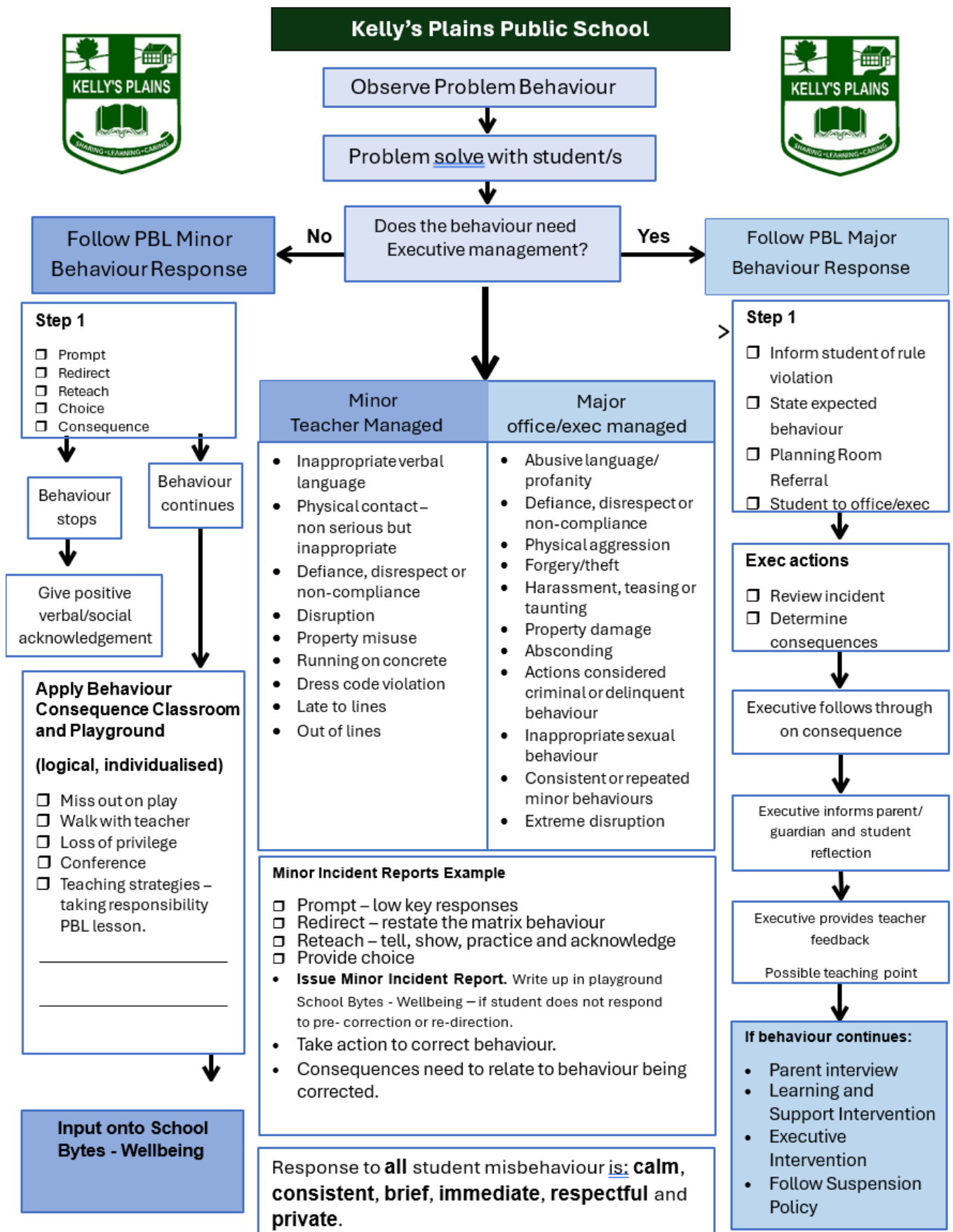
Detention, reflection and restorative practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
Student Directed time-out Student initiated withdrawal of a pupil from the main learning environment, with prior permission of a teacher, as a circuit breaking or de-escalating strategy.	Up to 10 minutes in an agreed supervised space.	Class teacher	Record kept in School Bytes - Wellbeing
Teacher Directed time-out Teacher-initiated withdrawal of a student from the main learning environment, as arranged in the student's individual plan, as a circuit breaking or de-escalating strategy.	Up to 20 mins in an agreed, supervised space	Class Teacher/ Principal	Record kept in School Bytes - Wellbeing
Formal caution A formal caution of suspension may be issued when behaviours of concern continue, or are of a severe nature, and the student is at risk of suspension. The purpose of the formal caution to suspend is to provide a circuit breaker for the student to understand the impact of their behaviour of concern and engage them with a positive behaviour support. In certain circumstances, the principal may determine that a student should be suspended without issuing a formal caution to suspend because there are immediate and significant risks to health, safety and wellbeing for students or staff that cannot be otherwise mitigated.	The duration of a formal caution can be up to 50 days from the date the caution is issued at the discretion of the Principal. Formal cautions do not remain valid into the next calendar year unless consultation has occurred with the Director, Educational Leadership.	Principal	Record kept in School Bytes - Wellbeing

Strategy	When and how long?	Who coordinates?	How are these recorded?
Suspension 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. See 2.1 Grounds for suspension for more information	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 and up to 10 consecutive school days for students in Year 3 to Year 12. See 2.3 Duration of a suspension for more information.	Principal	Record kept in School Bytes – Wellbeing
Expulsion There may be some serious circumstances where behaviour interventions, including suspensions and risk management strategies have not been successful in managing significant behaviours of concern. In these circumstances a principal can consider expelling a student from the school. In all cases where consideration is being given to expelling a student, the gravity of the circumstances requires that particular emphasis be given to procedural fairness. See 3.1 Grounds for an expulsion for more information.	The decision to expel a student is made jointly by the principal and Director, Educational Leadership. The principal and/or Director, Educational Leadership should convene a formal meeting, within 7 school days, held faceto-face with the principal, student and their parent, carer or support person, to discuss: - that expulsion from school is being considered - the reasons or grounds for the possible expulsion - - the implications of proceeding with an expulsion - the information and documentation on which the consideration to expel is based.	Principal & Director, Educational Leadership	Record kept in School Bytes – Wellbeing

Behaviour Consistency Flowchart | 2025

Kelly's Plains Public School



Teacher managed and executive managed behaviour definitions	
Minor - Teacher Managed	Definitions
Inappropriate language	Low-intensity instance of non-directed, inappropriate language
Physical contact	Non-serious but inappropriate physical contact
Defiance/non-compliance	Brief or low-intensity failure to respond to adult requests
Mild disruption	Low-intensity but inappropriate disruption such as out of seat, distracting others, calling out, tapping on the table.
Property misuse	Low-intensity misuse of property
Fractional truancy	Where a student is absent without permission from any class / part of the school day.
Major - Executive Managed	Definitions
Ongoing minor incidents	Persistent minor misconduct despite repeated warnings and follow through of 'minor behaviour protocol' by the teacher.
Verbal assault / threat	Inappropriate, threatening language directed at someone.
Defiance/disrespect	Persistent refusal to follow directions, constantly talks back, extremely rude to staff.
Physical Aggression	Serious physical contact where injury might occur, attacks with intent to hurt someone.
Theft	In possession of or removes someone else's property.
Property Damage	High – intensity misuse, destruction of property
Absconding	Intentionally / knowingly leaving the school site or the immediate area of an off-site activity without permission.

Minor Behaviours - Continuum of Response

Calm – Consistent – Brief – Immediate – Respectful – Private

<i>Teacher Response</i>	<i>Words/Actions an adult can use</i>
<i>Prompt</i>	<i>Provide verbal and/or visual cue.</i>
<i>Redirect</i>	<i>Restate the expected behaviour from the matrix.</i>
<i>Reteach</i>	<i>State and demonstrate the matrix behaviour.</i> <i>Have student demonstrate.</i> <i>Provide immediate feedback.</i>
<i>Provide choice (re-engage or have a consequence applied)</i>	<i>The statement of two alternatives – the preferred or desired behaviour or a less preferred choice (logical consequence).</i> <i>Give the student a choice and get a response.</i> <i>Apply logical consequence if preferred behaviour not demonstrate.</i>
<i>Conference</i>	<i>Describe the problem. Describe the alternative behaviour.</i> <i>Tell why the alternative is better.</i> <i>Practise.</i> <i>Provide feedback.</i>

Partnerships with parents/carers

Kelly's Plains Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies through consultation with the P& C and via feedback opportunities in the school newsletter.

School Anti-bullying Plan

School's anti-bullying plan attached. Refer to the [Anti-Bullying](#) resources and information.

Review dates

Last review date: 31/1/2025: Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026

ANTI-BULLYING PLAN 2025

Kelly's Plains Public School

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. The NSW Department of Education requires all NSW public schools to have an Anti-bullying Plan which details the strategies implemented to reduce student bullying behaviours.

Resources

The NSW anti-bullying website (see: <https://antibullying.nsw.gov.au/>) provides evidence-based resources and information for schools, parents and carers, and students. Schools are encouraged to visit the website to support whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour.

Kelly's Plains Public School's commitment

Our 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. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

1 School culture and inclusion

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 will actively respond to student bullying behaviour.

Our school engages in the following practices to promote a positive school culture.

1.1 Student assemblies

Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.

Dates	Communication topics
Semester 1	Behaviour code for students, Behaviour levels
Ongoing	Award System
Term 1	Harmony Day activities
Ongoing	Teaching around behaviour expectations, LaST team meetings, communication to parents and carers via newsletter and School Bytes portal including links to Anti-bullying resources.

1.2 Staff communication and professional learning

Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.

Dates	Communication topics and Professional learning
2025	PBL PL
2025	Behaviour policy PL
	Literacy Shed: anti-bullying resources and animations

1.3 New and casual staff

New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways.

Information is provided to staff in the Kelly's Plains Public School Handbook when they enter on duty at the school. An executive staff member speaks to the new staff when they enter. The principal speaks to the new executive staff when they enter on duty at the school as part of the induction process.

2 Partnerships with families and community

Effective schools have high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance and behaviour. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

2.1 Website

Our school website has information to support families help their children to regulate their emotions and behaviour and develop socially. Information is provided to assist if children have been involved in bullying behaviour (as the person engaging in bullying behaviour, as the person being bullied or as the person witnessing the bullying behaviour).

The following are published on our school's website. Check the boxes that apply.

☒ School Anti-bullying Plan ☒ NSW Anti-bullying website ☒ Behaviour Code for Students

2.2 Communication with parents

Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour.

Dates	Communication methods and topic
Term 1	Welcome BBQ for all families - behaviour code for students and school supports
Term 2	Parent/teacher meetings - behaviour code for students and supports
Ongoing	School website, School Bytes and school newsletter - PBL resources and Life Skills Go Resources
ongoing	Assemblies - expectations of students

3 Support for wellbeing and positive behaviours

Our school's practices support student wellbeing and positive behaviour approaches that align with our school community's needs.

Social and emotional skills related to personal safety, resilience, help-seeking and protective behaviours are explicitly taught across the curriculum in Personal Development, Health and Physical Education (PDHPE).

Examples of other ways our school will embed student wellbeing and positive behaviour approaches and strategies in practices include the following.

PBL lessons taught in each stage.
 Utilising Life Skills go programs and resources to support students
 Using mindfulness activities across the school.
 Life Education Talk about Cyber Safety/cyberbullying
 A trained Anti-racism Contact Officer available to work with the students as required.

Completed by: Jenna Walsh

Position: Principal

Signature: Date: 30/1/2025

Principal name: Jenna Walsh

Signature: Date: 30/1/2025