

Kensington Public School Behaviour Support and Management Plan

Overview

Kensington Public School is committed to the explicit teaching and modelling of positive behaviour and to supporting all students to be engaged with their learning.

Our goal is to support all students to be engaged in their learning and enable students to feel safe, included and supported in their learning environment and the greater school community.

High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses that are adaptive to student need.

With a core focus of supporting the development of students' social and emotional skills we strive to develop respectful learners with positive behaviour for learning. Principles of positive behaviour support, trauma-informed practice, inclusive practice and social emotional learning underpin our daily practice.

In order to achieve our goals, key programs and resources prioritised and valued by the school community are:

- Positive Behaviour for Learning (PBL) (in conjunction with the [CASEL Framework](#)) to support students develop self-awareness, self-control, and interpersonal skills that are important for school, work and life outcomes.
- The [Zones of Regulation](#) tools and framework is used to help children better understand their emotions, sensory needs and thinking patterns. Our aim is to support all students to develop a shared language and understanding of their emotions and learn different strategies to cope and manage their emotions.
- PD programs that are sequenced and tailored to support the needs of learners as they transition through the school

These programs prioritise social and emotional learning which supports mental health, positive relationships and supports prevention of bullying.

Kensington Public School is an inclusive environment, where diversity is acknowledged and individual differences are respected. 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.

At Kensington Public School, quality education is provided for students to meet their learning needs in a secure, ordered and supportive environment. Staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur. Positive partnerships with parents, caregivers, students and the wider community is integral to the success of this process, building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff, following Department of Education guidelines, actively respond to student bullying behaviour.



Partnership with parents/carers

Kensington Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies and anti-bullying strategies by:

- maintaining regular communication and providing communication meetings for parents/carers with teachers
- inviting parent/carer and student feedback through formal and informal means, such as Tell Them From Me surveys (or equivalent), school surveys and consulting with the P & C
- clearly communicating positive behaviour and student management expectations to parents/carers by Schoolzine notifications, the school newsletter, the school website and through personalised meetings with parents and carers, where appropriate
- providing parents, carers and the community access to a copy of the [KPS Student Wellbeing Handbook](#) (a document that details the whole-school procedures and support services relating to school behaviour support and management) promoting a shared understanding of how to support student learning, safety and wellbeing.

Promoting and reinforcing positive student behaviour and school-wide expectations

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

- The Positive Behaviour for Learning approach is used for all students, staff and community members of Kensington Public School to support the three core school values: *Honour, Knowledge and Community*. These values were developed through intensive consultation with all key stakeholders and underpin the behaviour expectations for various school settings including: classroom, playground, hall, canteen, library, corridors and before and after school transitions. The school values are explicitly taught to students at the beginning of each year, and examples are revisited throughout the year to maintain a shared language and reflect on expectations.
- Kensington Public School uses a 'Focus of the Fortnight' strategy to explicitly teach and reflect upon core aspects of social and emotional learning. The selected areas of focus complement the PDHPE curriculum and are linked to the CASEL framework, supporting the application of evidence based strategies.
- Through the implementation of the *Zones of Regulation* tools and framework, students are taught strategies to support their social and emotional learning and development and build upon their understanding of inclusion. The Zones of Regulation framework supports the use of a shared social and emotional language and resources are used across the school from Kindergarten to Year 6. These strategies and resources are also shared with parents and carers to support students at home.
- Kensington Public School uses a Positive Behaviour Support and Management Flowchart to provide clarity and consistency for all students, parents and carers. This flowchart is published in the Student Wellbeing Handbook and informs the community regarding the school's behaviour support and management practices. Processes detailed in this flowchart support all parties to ensure equitable practices are embedded within the school's daily practices, supporting positive student behaviour and clear behavioural expectations.

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. In line with the Department of education policies and guidelines, 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.

Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Preventative	PDHPE	Each term students participate in a different focus unit. Term One: Positive Relationships Term Two: Safety of Self and Others Term Three: Making Healthy Choices Term Four: Coping with Change Teaching child protection education is a mandatory part of the syllabus	Students K-6

Care Continuum	Strategy or Program	Details	Audience
Preventative	PBL Tier 1	Positive Behaviour for Learning strategies and framework embedded in day to day practice. PBL is implemented as a whole-school approach	Students K-6
Preventative	Focus: Building Positive Relationships and Sense of belonging	• TTFM survey • Harmony Day • National Day of Action Against Bullying and Violence Bullying No Way: National Week of Action and the development of our KPS Anti-bullying pledge • Education Week • Zones of Regulation Framework (implementation) • School Values	Students and Community
Preventative	Values Reward System	Values Reward System: • Students are awarded for demonstrating the school values • Students receive the correlating certificate at their weekly assembly when they have reached a value target number. • Students work towards achieving all three value certificates over the course of the year.	Students K-6
Preventative	Student of the Term	A peer-recognised reward system each term whereby students nominate a peer that has shown the school values.	Students K-6
Preventative	Positive Parent Postcards/ Mail	Students are rewarded and celebrated through communication of progress/success to parents. Students are recognised for demonstrating our school values.	Students and Community
Preventative	House Points	House points are awarded by any teacher or support staff at any time. A tally of House points from each class is collected by House Captains each week. The winning House is announced and celebrated during weekly assemblies.	Students and Community
Preventative	School Leadership	School leadership positions at KPS include School Captains, Vice Captains, House Captains, Performing Arts Leaders, IT Leaders and Environmental Leaders. School leaders act as representatives at whole-school events where KPS is represented to the wider community (ANZAC Day assembly, sports carnivals, etc.). They independently investigate and develop other potential leadership opportunities, meeting as the need arises to organise events and develop self-devised leadership roles.	Year 4-6 Students
Preventative	Zones of Regulation	Focus of the Fortnight, PDHPE and Student Wellbeing sessions support the implementation of the tools,	Students and

Care Continuum	Strategy or Program	Details	Audience
	Education	resources and framework related to the Zones of Regulation	Community
Preventative	Student Wellbeing Team	The Student Wellbeing Team meets throughout the school year to discuss initiatives and strategies, organise resources and evaluate behaviour incident data (recorded on Sentral). This data is used to inform playground support timetables and activities	Students
Preventative	Peer Support Information Sessions and Workshops	Throughout the academic year, incursions and excursions are booked to support students to develop their social and emotional skills. (For example, in Term 1 2025 students will attend The Aspire Leadership program aimed at supporting students to build positive relationships with peers)	Students
Preventative	Staff Professional Development	Each year, staff attend professional development to refresh/keep updated with the latest evidence-based strategies to support positive behaviour and student wellbeing. Professional learning is delivered by a member of the Student Wellbeing Team, our designated school counsellor and external professionals. Topics are repeated and include the following: - Child Protection Child protection and respectful relationships education - Inclusion (a revision of the core values of inclusive practice) - Trauma-informed practice and strategies - Student Wellbeing Framework and KPS School Handbook - LaST Processes for referral	Staff
Preventative /Early Intervention / Targeted/ Individual	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying Toolkit for Schools eSafety Commissioner	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
Targeted (and	Additional Playground	Students identified as requiring additional support to develop social skills receive	Students

Care Continuum	Strategy or Program	Details	Audience
Individual Intervention	Provision	additional provision at playtimes through SLSO and teacher support (including personalised learning and support and the facilitation of access to alternative play areas including the library at lunchtimes)	
Targeted Intervention	Learning and Support and APC&I	Intervention provided for students identified as requiring support or extension (Examples include social skills intervention, Minilit programs, CLISP programs and HPGE Maths groups)	Students
Targeted (Early) Intervention	Got It Support program	Due to take place in 2025 - Got It! is an early intervention mental health program to help improve the social, emotional and behavioural well-being of primary school aged children. - This program is provided for students (with parent/carer involvement) identified as requiring support	Students and Parents/Carers/Community
Targeted / individual intervention	<u>Attendance</u> support	The LaST refers 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 adjustments and strategies are employed to support attendance.	Individual students, attendance co-ordinator
Individual Intervention	Learning and Support (LaST)	The Learning and Support teamwork with teachers, students and families to support students who require personalised learning and support. This includes the development of all support plans and goals and facilitation of parent meetings.	Students, parents and carers, community

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.

Identifying behaviour of concern, including bullying and cyberbullying

Kensington Public 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 the 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 (eg. PSSA, excursions)
- 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.

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 (supported by Kensington Public Schools Positive Behaviour Student Management Flowchart, following the Department of Education policies and guidelines) 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 are recorded on the Sentral System, following whole-school practices.

Corrective responses outlined by the Department of Education may include:

Classroom	Non-classroom setting
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· rule reminder · re-direct · offer choice · error correction · prompts · reteach · seat change · *stay in at break to discuss/ complete work · conference · reflection and restorative practices · communication with parent/carers	· rule reminder · re-direct · offer choice · error correction · prompts · reteach · play or playground re-direction · walk with teacher · reflection and restorative practices · communication with parent/carers
*Please note, parents and carers will be notified if students require additional time to complete work, discuss behaviour or require reflection time in an alternate class/space.	

Kensington Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. PDHPE lessons, Positive Behaviour for Learning strategies and the Zones of Regulation framework 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 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.

*Please see the Kensington Public School Positive Behaviour Student Management Flowchart within the [KPS Student Wellbeing Handbook](#) for further examples. The guidelines below are supported and recommended by the Department of Education and are mirrored in our school's specific restorative practices

Prevention	Early Intervention	Targeted/Individualised
Responses to recognise and reinforce positive, inclusive and safe behaviour	Responses to minor inappropriate behaviour are teacher managed.	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. Teacher refers to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	1. Teacher contact the 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 (Value ticks, House Points and/or individual classroom reward)	2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	2. Executive/Class teacher 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 moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on school's Sentral system	3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, where appropriate, 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 the Sentral system and contact parent/carer by email or phone as soon as possible. Executive/principal may consider further action e.g., formal caution or suspension.
4. Social emotional learning lessons are taught (including PDHPE lesson sequence, School Values, Focus of the Fortnight, Zones of Regulation) weekly.	4. Teacher records on the Sentral 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 email system or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at school assemblies.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to the Learning Support Team may be discussed.	Parent/carer contact is made by the school executive to discuss any support and behaviour responses, including referral to the Learning Support Team, 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 the school's Sentral system.

These may include:

- a review and documentation of the 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 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.

Reporting and recording behaviours of concern

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

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

Cyberbullying

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.

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 a student is required to reflect/participate in restorative practices will be appropriate to the age/developmental level of the student.

At Kensington Public School, when additional time has been required to support and manage a behaviour of concern demonstrated by a student, following our whole-school procedures

outlined in our Positive Behaviour Student Management Flowchart, parents will be notified as soon as possible.

Action	When and how long?	Who coordinates?	How are these recorded?
Individualised behaviour support plans, De-escalation plans, Positive Behaviour Support plans	As Required	Classroom teacher, LaST working in conjunction with parent/carer and APL&S (Assistant Principal, Learning and Support)	Google Drive, Sentral reporting system (hard copies of plans shared with parents/carers)
Restorative conversations	As Required	Supporting Teacher working in conjunction with parent, carer, where appropriate	Sentral reporting system
Restorative reflection sheets	As Required	Supporting Teacher working in conjunction with executive staff (where required) and parent, carer, where appropriate	Sentral reporting system (parent/carer notified)
Teacher-directed reflection time	As Required	Supporting Teacher working in conjunction with executive (where required)	Sentral reporting system (parent/carer notified)
Self-directed reflection time	As Required	Supporting Teacher, student	Sentral reporting system
Alternate play plan – withdrawal from free choice play and re-allocation to office or classroom for supervised play following	As Required	Supporting teacher, Executive	Sentral reporting system, (parent/carer notified)

Action	When and how long?	Who coordinates?	How are these recorded?
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			
Restorative practice – <u>peer mediation</u> or <u>circles</u> in groups	Scheduled for either lunch or recess break	Supporting teacher, Executive	Sentral reporting system (parent/carers notified)

School Anti-bullying Plan

Refer to the [Bullying of Students – Prevention and Response Policy](#) , [Toolkit for Schools](#) | [eSafety Commissioner](#) and our [KPS Student Wellbeing Handbook](#)

Review dates

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026