

Kiama Public School Behaviour Support and Management Plan

[Please see [SBSMP guide](#), [SBSMP guide expanded version](#), [visual](#) and [examples](#) for support in completing this plan. Delete bracket text as required.]

Overview

Kiama Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. We believe that a positive, respectful and inclusive learning environment is essential to ensure that everyone feels known, valued and cared for.

The school community Key programs prioritised and valued by the school community are Positive Behaviour for Learning and Living Ripples.

Partnership with parents and carers

Kiama Public School partners with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies through consultation with the P&C, feedback from Tell Them From Me Partners in Learning Parent surveys, internal surveys and parent/carers meetings and conferences.

Kiama Public School communicates the school's expectations to parents and carers via our school's website <https://kiama-p.schools.nsw.gov.au/about-our-school/rules-and-policies.html#School1>, visual signage onsite, information distributed via our communication software platform, School Bytes, information sessions and student case conferences as required.

Our school strives to foster a highly collaborative partnership with our family and broader school community to empower confident, inquisitive, caring learners and a supportive learning environment.

School-wide expectations and rules

Kiama Public School has the following school-wide values:

- Respect
- Responsibility
- Resilience

Kiama Public School follows the Kiama Public School Positive Behaviour for Learning – Matrix of Expectations.



Kiama Public School 'Positive Behaviour for Learning' - Matrix of Expectations



Setting	Respect	Responsibility	Resilience
All settings	<ul style="list-style-type: none"> Use your manners Include others Care for others and their belongings 	<ul style="list-style-type: none"> Keep hands, feet and objects to yourself Place your rubbish in the bins Walk safely Wear your correct school uniform 	<ul style="list-style-type: none"> Actively participate Persist through challenges
Playground (including equipment)	<ul style="list-style-type: none"> Play by the rules Keep the playground clean Include others in games Follow teacher instructions 	<ul style="list-style-type: none"> Play in correct the area Wear your school hat Use and return equipment safely and correctly Stop all games when the bell rings 	<ul style="list-style-type: none"> Be a good sport Solve problems together Be an upstander not a bystander Wait your turn
Nature Playground	<ul style="list-style-type: none"> Share the equipment Include others in games Follow teacher instructions 	<ul style="list-style-type: none"> Return equipment when you are finished Stop all games when the 1st bell rings Move safely at all times Stay in the correct area 	<ul style="list-style-type: none"> Cooperate with others Wait your turn
Quads	<ul style="list-style-type: none"> Put our rubbish in the bin and leave the area tidy Follow teacher instructions Allow others to play games 	<ul style="list-style-type: none"> Arrive quickly to eat Walk on the concrete Return lunchbox to the class tub, tables or bags 	<ul style="list-style-type: none"> Sit down to eat and wait for teacher's instructions

Wet Weather - Orange and Red	<ul style="list-style-type: none"> Include others in games Be aware of other people's personal space 	<ul style="list-style-type: none"> Move safely between areas Stay in your allocated area 	<ul style="list-style-type: none"> Find alternate appropriate games to play
Setting	Respect	Responsibility	Resilience
Toilets	<ul style="list-style-type: none"> Stand outside the cubicle Close the door Leave the toilet quickly Wait for friends outside Keep the bathrooms clean 	<ul style="list-style-type: none"> Wash our hands with soap Dry our hands Flush the toilet Save water Return quickly to class 	<ul style="list-style-type: none"> Wait if the toilets are being used Go to the bathroom at break times where possible
Canteen	<ul style="list-style-type: none"> Line up behind the painted line Speak quietly to the people around you Use your manners by saying please and thank you 	<ul style="list-style-type: none"> Have your money ready Eat your food back in the correct area Place your rubbish in the bins 	<ul style="list-style-type: none"> Wait your turn in line
Stairways/ Walkways	<ul style="list-style-type: none"> Walk quietly Keep distance from others Follow teacher instructions Walk to the left 	<ul style="list-style-type: none"> Stay to the left Hold the handrail Move one step at a time Keep your hands by your sides 	<ul style="list-style-type: none"> Wait your turn Stay in your class lines
Class and Bus Lines	<ul style="list-style-type: none"> Follow teacher instructions Walk to the correct location 	<ul style="list-style-type: none"> Have your equipment ready Move quickly to lines Move safely in your lines between spaces 	<ul style="list-style-type: none"> Be patient Sit in the order you arrive
Kiss and Drop	<ul style="list-style-type: none"> Follow teacher instructions Use your manners 	<ul style="list-style-type: none"> Wait behind the painted line Move quickly to the Kiss and Drop Zone 	<ul style="list-style-type: none"> Be patient when waiting for your car

Settings	Respect	Responsibility	Resilience
Departing School	<ul style="list-style-type: none"> Walk quietly around the school 	<ul style="list-style-type: none"> Walk to departure location Know where you are departing from Take home your personal belongs Use the correct road crossings Use manners in public 	<ul style="list-style-type: none"> Wait for teacher, parent, bus to arrive
Library	<ul style="list-style-type: none"> Walk to library quietly Wait for the teacher Take care of books and equipment Keep the space neat and tidy 	<ul style="list-style-type: none"> Wait quietly before entering Be cyber-safe Return borrowed equipment and books 	<ul style="list-style-type: none"> Wait your turn Share the equipment
Hall	<ul style="list-style-type: none"> Enter and exit the hall quietly Be an active listener Use appropriate applause Take off your hat Follow teacher instructions 	<ul style="list-style-type: none"> Sit with your legs crossed Pay attention to the speakers/ presenter 	<ul style="list-style-type: none"> Celebrate the success of peers Stay focused on the activity happening
Garden	<ul style="list-style-type: none"> Treat animals with care and consideration Follow teacher instructions 	<ul style="list-style-type: none"> Use tools safely and correctly Stay in your allocated area 	<ul style="list-style-type: none"> Accept the job you have been assigned Be open to lessons inside and outside
Office	<ul style="list-style-type: none"> Greet office staff by saying 'Hello' or 'Excuse me' 	<ul style="list-style-type: none"> Sit in chairs while waiting with feet on floor 	<ul style="list-style-type: none"> Wait your turn quietly Look for notes on the rack

	<ul style="list-style-type: none"> Use your manners Hold the door open for others Use office staff's last name when speaking to them 	<ul style="list-style-type: none"> Take your hat off when indoors 	<ul style="list-style-type: none"> Read the signs to get information
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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

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Behaviour for Learning	Whole school social, emotional and behavioural framework	Students Staff Parents
Prevention	Classroom Management	Explicit teaching and modelling of specific skills including behaviour expectations, rules, routines and social skills	Students Staff
Prevention	Living Ripples regular wellbeing check-ins	Evidence based resilience and wellbeing program	Students Staff
Prevention	Student leadership programs (Captains, SRC, Sports, Garden Ambassadors and Library)	Building leadership capabilities and fostering student voice to develop a shared vision	Students Staff
Prevention	Extra Curricular Activities	Art, music, boxercise to increase confidence and social support networks for students	Students Staff Parents
Prevention	Morning Mob	Mentoring and social connections for First Nations students	Students Staff
Prevention	Class Buddies	Whole school peer mentoring program	Students Staff
Prevention	K-6 transition support	Transition systems support students to know their classroom, peers and teacher for the following year, providing predictability for students, staff and families.	Students Staff Parents
Prevention	Playground Supports	A range of playground structures are available to students including, Library open for quiet area, chess club, drama club, additional human resources supporting students in the playground	Students Staff Parents
Prevention	Attendance Strategy	Preventative supports in place to maximise student attendance, including regular	Students Staff

Care Continuum	Strategy or Program	Details	Audience
		attendance checks and monitoring. School Executive and Stage Teams analyse this data and identify patterns of concern. Supports are put in place for students of concern.	Parents
Prevention	Anti Bullying	<p>Whole school teaching on diversity and inclusion and also the definition of bullying and strategies to prevent taught to students.</p> <p>Harmony Day and National Week of Action (NDA) participation</p> <p>Whole school incursion</p> <p>Bullying behaviours clearly defined and discussed with staff during professional learning sessions.</p> <p>PBL team collate data of recorded incidents and provide strategies to support students as required.</p>	Students Staff Parents
Early Intervention	Effective Management Classroom Practices (PBL)	Explicit teaching of whole school and classroom behaviour expectations, social skills, emotional regulation.	Students Staff Parents
Early intervention	Learning and Support Team Early Intervention	<p>Teachers consult with Stage Leaders and Learning and Support Coordinator for strategies leading supporting students.</p> <p>Learning and Support Team provide consultation and guidance to all teachers and support staff.</p>	Students Staff Parents
Early Intervention	Communication with Parents	Communication with parents and students to develop positive in class strategies to promote learning	Staff Parents
Early Intervention	Behave-Ability Script	Whole school and individual behaviour management strategies	Students Staff
Early Intervention	Attendance Supports	School staff monitor unexplained absences by contacting families, offering support and updating attendance when required.	Staff Parents
Early Intervention	Anti-bullying	Professional learning enhances the capacity of staff to identify opportunities for early intervention and enhances the effectiveness of responding to incidents.	Staff
Targeted Intervention	School Counsellor Service	Providing psychological counselling, assessment and intervention	Staff Students Parents

Care Continuum	Strategy or Program	Details	Audience
Targeted Intervention	Transition Strategies	Lesson to lesson, classroom to playground, grade to grade, school to school.	Students Staff Parents
Targeted Intervention	Learning and Support	Referral to team for social, emotional and academic targeted support Explicit small group instructional teaching.	Students Staff
Targeted Intervention	Targeted Playground Supports	Negotiated playground supports implemented as required based on consultation with parents, specialists and Executive Team. SLSO support structured playground programs are based on identified needs of students.	Students Staff Parents
Targeted Intervention	Anti-bullying guidelines	When a report of bullying has been made to the school, the following targeted process is followed. <ol style="list-style-type: none"> 1. Acknowledgement of the report – This information is documented in our School Bytes system. The school will talk privately with the reporter about the issue. 2. Assessment – The nature of the report is agreed upon with the reporter. A plan of action is developed with the reporter and the family. 3. Gather information – All appropriate information is gathered and relevant school personnel are notified of the matter. A planned approach involving teacher, executive, student and family occurs. 4. Resolve – School will communicate the progress of the report. 5. Record keeping and actions – Accurate records are taken and kept for identifying patterns and effective support strategies. Follow up meetings are planned. 6. Follow Up – Support and monitoring of individual/groups of students and families who would benefit from additional support. 	Student Staff Parents
Individual Intervention	Itinerant Support Teachers	Providing specialist support for students with hearing, vision, conductive hearing loss, early intervention). These staff visit the school and	Students Staff Parents

Care Continuum	Strategy or Program	Details	Audience
		work one on one with students and teachers to develop personalised learning and support.	
Individual Intervention	Individualised Plans	Individual plans are created in consultation with student, family, specialist services and teaching staff. These plans include Individual Education Plans, Learning Adjustments, Behaviour Support Plans, Risk Management plans, Personalised Learning Pathways.	Students Staff Parents
Individual Intervention	School Learning and Support Officers	SLSO support for implementation of modified individual expectations and goals using Integrated Funding Support. School developed programs to support behaviour and wellbeing using equity funding.	Students Staff Parents
Individual Intervention	Specialist Allied Health Services	Allied health services provide services to support needs of students	Students
Individual Intervention	Wellbeing and Health In-Reach Nurse	Wellbeing and Health In-Reach Nurse program to support the health and wellbeing needs of students and families	Students Staff Parents
Individual Intervention	Attendance Supports	Staff meet to look at school-wide data and discuss any students requiring support. Letters are sent home to families of students whose attendance falls below 80%. Supports and HSLO referrals for individuals as required	Students Staff Parents
Individual Intervention	Equity Loading Supports	SLSO staff timetabled to support identified students based on behavioural/learning needs.	Students Staff Parents
Individual Intervention	School Counselling Service	School counselling staff provide individualised intervention for students by providing psychological counselling, specific assessment and intervention strategies	Students Staff Parents
All Areas	Professional Learning	Whole staff understanding of systems for individual and whole school behaviour management Whole staff understanding and supporting safe ways to engage with and teach students who	Students Staff Parents

Care Continuum	Strategy or Program	Details	Audience
		have experienced trauma in childhood using Trauma informed practice -Salutogenic Regulation Strategies	

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 the Major (executive managed) or Minor (teacher managed) behaviour examples to identify whether the behaviour is teacher or executive managed. Staff also consider whether the behaviour poses a risk to the safety or wellbeing of the student or others and if the behaviour is repeated. Executive are called to support and respond to all safety risks. Behaviour incidents are recorded on our School Bytes data system.

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
Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practise. Students are acknowledged for meeting school-wide expectations	Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	Contact office to seek help from executive immediately if there is a risk. Otherwise notify student's stage supervisor or 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 including proximity, signals, nonverbal cues, ignore, attend, praise, redirect with specific corrective feedback.	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.
Tangible reinforcers include those that are: - free and frequent - moderate and intermittent - significant and infrequent	Use direct responses e.g. expectations, 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.	Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on School Bytes and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.
Social emotional learning lessons are taught	Teacher records any incidents of concern on School Bytes. Monitor and inform family if repeated. For	Refer to the school's Learning and Support Team considering current and previous behaviour data.

	some incidents, a referral is made to the school's Anti-Racism Contact Officer (ARCO) or Anti-Bullying Coordinator.	Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan.
Teacher contacting parents/carers via phone calls and positive postcards 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
- re-teach 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 and/or suspension.

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](#).

Detention, reflection and restorative practices

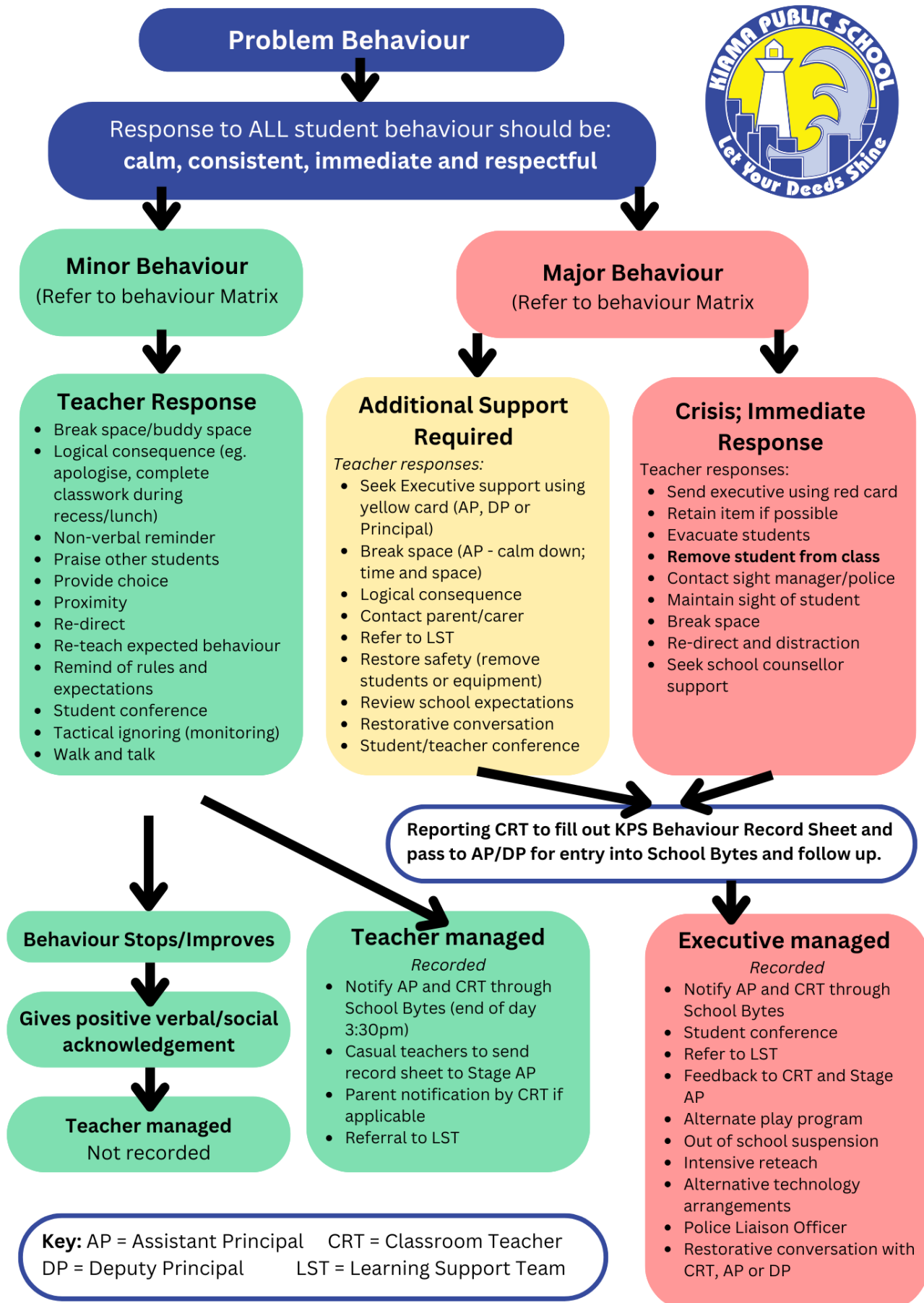
Strategy	When and how long?	Who coordinates?	How are these recorded?
Behaviour categories are clearly defined and are categorised into minor or major behaviours	ongoing	Wellbeing Team School Executive	School Bytes
Restorative Conversations (minor) <ul style="list-style-type: none"> Student/teacher conference using restorative conversation prompts (during class and/or break times) Logical consequences eg apologise, complete unfinished work, put rubbish in the bin, reteach expectations Walk and talk (playground) <p>Think time (a time to allow students time to reflect on actions)</p>	As required	Classroom Teacher	School Bytes
Restorative Conversations (major) <ul style="list-style-type: none"> Student/executive conference using restorative conversations prompts (during class and/or break times) Logical consequences eg apologise, complete unfinished work, put rubbish in the bin, reteach expectations Break space Think time (a time outside of classroom to allow students time to reflect on actions) Parent contact Alternative play program 	As required	Executive	School Bytes

Review dates

Last review date: 14 October, 2024

Next review date: 4 February, 2025

Appendix 1: Behaviour management flowchart



Appendix 2: Bullying Response Flowchart

There is a nationally agreed definition of bullying which all Australian schools now use: Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening. Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records). Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.



Acknowledgements

Students at Kiama Public School are recognised for displaying our school values of Respect, Responsibility and Resilience using a range of acknowledgements.

RESPECT

RESPONSIBILITY

RESILIENCE



Sunny Tokens

Sunny tokens are given to all students frequently in the classroom or playground for displaying our school values. Students then use these tokens to vote on an acknowledgment reward activity they would like to participate in.



Fast Passes

Two students from each class are awarded a fast pass for consistently displaying the school values across all school settings. These passes provide students with additional privileges at the next whole school acknowledgement activity.



Whole School Acknowledgement Activities

All students participate to vote on the acknowledgement activity each time the school collects a tub full of Sunny tokens.



Merit Awards

Two students from each class are awarded a merit certificate from their classroom teacher recognising their individual achievement within the classroom at an assembly.



Sunny Post Cards

Students can be acknowledged individually for displaying achievement of the school's values of respect, responsibility and resilience. Post cards are given directly to the student to take home to share with their family.



Positive Phone Call Home

Students can be acknowledged individually for achieving personal learning goals or for displaying the school values. Parents will be contacted over the phone by the Principal, Deputy Principal or classroom teacher.



End Of Year Achievement Certificate

A range of special awards including Academic achievement awards and Citizenship awards are given to students.