

Killarney Heights HS

Student Behaviour Management Policy



Overview

Killarney Heights High School aims to create a supportive environment that encourages a sense of belonging and connectedness between students and the school community. Working in partnership with students, their families and the wider school community, we strive to create a cohesive and inclusive school environment which reflects our school values of connect, respect and aspire.

We use [Positive Behaviour for Learning \(PBL\)](#) to explicitly teach our expected behaviours. 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 PBL framework supports schools to identify and successfully implement whole-school routines and processes to ensure a calm, predictable and harmonious school environment in which all students are able to thrive socially and academically.

By embedding [Restorative, Trauma-informed Practice](#) throughout our school processes, we encourage behaviour that is supportive and respectful. We support students to be truly accountable for their behaviour and to repair any harm caused to others as a result of their actions. Our approach focuses on building, maintaining and restoring positive relationships and developing empathy, compassion, social responsibility and emotional regulation skills.

Promoting and reinforcing positive student behaviour and school-wide expectations

High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses. We expect all our students to follow the NSW DOE [Behaviour Code for Students](#) and to uphold the [KHHS Anti-Bullying](#), [Lock Up; Look Up](#) and [Diversity and Inclusion](#) policies.

1. School-Wide Expectations:

Killarney Heights High School has the following school-wide rules and expectations:

RESPECT (Instructions and environment)

- Follow all instructions and KHHS School and Classroom Routines
- Use school facilities and resources considerately
- Be present and punctual
- Wear school uniform with pride

CONNECT (Relationships and community)

1. Foster positive, inclusive relationships
2. Interact with dignity and compassion
3. Celebrate difference and diversity
4. Collaborate positively with others

ASPIRE (Learning and working)

- Strive for the highest standards in learning
- Be ready and equipped for learning
- Embrace challenge and new opportunities
- Seek feedback and demonstrate a growth mindset

2. School-Wide Approach:

We use the following strategies and systems to explicitly teach and reinforce positive student behaviour and behavioural expectations:

Care Continuum	Strategy	Details	Audience
Prevention	Positive Behaviour for Learning	Consistent development and implementation of school-wide classroom and playground routines to ensure a calm, predictable and productive school environment.	All students and staff
Prevention	Trauma-Informed Practice	All staff are trained to recognise trauma and the behaviours related to trauma in students. Teachers are equipped with co-regulation strategies to support students' re-entry into the window of tolerance.	All students and staff
Prevention	Wellbeing Lessons	Fortnightly wellbeing lessons are used to explicitly teach students emotional regulation, communication, conflict resolution and relationship building skills.	Years 7 to 10
Early Intervention	Restorative Practices	We use restorative practices as an approach to conflict resolution and community building, centred around repairing harm and nurturing positive communication and relationships.	All students and staff
Early Intervention	Zones of Regulation	This small group wellbeing program that fosters wellbeing through explicitly teaching social and emotional skills and developing a common language for communication and emotional understanding.	Year 7 students
Early Intervention	Raise	Through early intervention mentoring, Raise mentors are trusted adults who students set goals, overcome challenges and develop confidence.	Year 8 students
Targeted Intervention	Learning Support	The Learning Support Team work with teachers, students and families to support those students who require learning provisions, adjustments and differentiation. This includes the development of learning support plans.	Students with specific learning needs
Targeted Intervention	Rise and Thrive	These small group wellbeing programs provide identified students with a daily check-in and goal setting session with a mentor along with confidence building activities including excursions, camps and charity work.	Year 8-10 students

Recognising and Rewarding Positive Behaviour

Our KHHS Rewards System recognises and rewards students who demonstrate our school-wide values and expectations of connect, respect and aspire. This system is designed to promote and acknowledge expected student behaviours, focusing on the use of positive language to describe the desired behaviours from everyone within the Killarney community.

1. KHHS Rewards System:

Students whose actions and behaviour contributes to the positive culture of the school are acknowledged with the award of with one of the following merits:

A White Killa	Positive Behaviour in class and/or the playground Recognising student behaviour either in class or in the playground that contributes towards a positive school culture and reflects the values of connect, respect and aspire.
A Blue Killa (5 White Killas)	Outstanding Contribution to the School Community Recognising outstanding student behaviour, achievement or contribution in the area of academics, leadership, community service, sports or creative or performing arts.

Students may accumulate Killas towards the awards outlined in the chart below. These awards will be distributed during our regularly scheduled assemblies so students are publicly recognised for their positive behaviour. Each fortnight the students who have received the most Killas will be rewarded with a canteen voucher and those with the most killas at the end of each year will be invited to participate in a PBL Rewards Day.

GOLD MEDAL Awarded for receiving 500 Killa awards
SILVER MEDAL Awarded for receiving 250 Killa awards
BRONZE MEDAL Awarded for receiving 100 Killa awards
RIBBON Awarded for receiving 50 Killa awards
CERTIFICATE Awarded for receiving 20 Killa awards

2. Aspire Morning Tea

We recognise outstanding academic effort and achievement with our annual Aspire Morning Tea Awards Presentation during which parents are invited to celebrate with students and their teachers.

Responding to Student Behaviours of Concern and Repairing Harm

1. What constitutes a 'behaviour of concern'?

A behaviour of concern refers to a challenging or unsafe behaviour that causes actual harm or an unacceptable risk of harm to the learning, wellbeing or health of any member of the school community. A student's actions may constitute a behaviour of concern on the basis of their complexity, intensity or frequency. Behaviours of concern may include actions that breach the NSW DOE's [Behaviour Code for Students](#) or the KHHS School Wide Expectations, [Anti-Bulling](#), [Lock up; Look Up](#) or [Diversity and Inclusion](#) Policies.

2. Understanding Behaviours of Concern

In identifying and understanding student behaviours of concern, we always consider the student's individual circumstances and whether these are impacting their ability to positively engage with their learning. Factors such as disability, trauma background, cultural or religious background, living situation and socioeconomic circumstances may all influence responses to student behaviours of concern. Before deciding on the most appropriate way to respond to behaviours of concern, we seek to:

- Understand the context in which the behaviour of concern occurred.
- Identify the unmet needs motivating the behaviour of concern.
- Determine the impact of the behaviour of concern the student and the school community.

The 'Student Behaviour Flow Charts' indicate the levels through which teachers will guide students who are displaying behaviours of concern.

Student Behaviour Flow Chart	
White	Prevention – All Students Teaching pro-social behaviour, building a positive classroom and school community and responding to low-level or isolated behaviours of concern.
Green Card	Early Intervention – Some Students Responding to student behaviours of concern that causes <u>moderate</u> or <u>repeated</u> harm or risk of harm to the learning, safety or wellbeing of themselves or others.
Orange Card	Targeted Intervention – A Few Students Responding to student behaviours of concern that causes <u>substantial</u> or <u>continuing</u> harm or risk of harm to the learning, safety or wellbeing of themselves or others.
Red Card	Intensive Intervention – Identified Students Responding to behaviours of concern that causes <u>significant</u> or <u>persistent</u> harm or risk of harm to the learning, safety or wellbeing of themselves or others.

3. Restorative Practice:

Restorative practice sits at the core of our response to behaviours of concern. [Restorative practices](#) aim to foster healthy relationships, enhance social-emotional skills and promote a sense of belonging within the school community. This approach emphasizes working with students to address any unmet needs and identify strategies to repair the harm caused by behaviours of concern. This process promotes accountability, empathy and harmony between students, teachers and the broader school community.

Restorative Practice involve engaging all parties affected by an incident in a dialogue to address the underlying needs, emotions and impacts related to the incident or behaviour of concern. This approach encourages empathic listening, authentic communication and collaborative problem-solving, allowing individuals to take responsibility, repair harm and find ways to restore trust and build stronger connections. It is a non-punitive approach which accepts that we all make mistakes and have the ability to ‘fix’ the problem together and learn from our experiences. We use the following restorative practices here at KHHS:

- Affective Statements
- Restorative Questioning
- Impromptu Restorative Conferences
- Restorative Circles
- Formal Restorative Conferences

The ‘Responding to Behaviours of Concern Flowchart’ sets out the continuum of interventions that teachers at KHHS will use to respond to behaviours of concern.

Responding to Student Behaviours of Concern	
Prevention – All Students All Teachers	All Teachers: ➤ Explicitly teach and consistently implement the KHHS School and Classroom Routines ➤ Ensure that lessons are effectively planned and structured ➤ Ensure that learning is appropriately differentiated for students ➤ Demonstrate unconditional positive regard for their students and recognise success ➤ Implement trauma-informed co-regulation strategies ➤ Consistently use affective statements and restorative questioning.
Early Intervention – Some Students Class Teacher	Classroom Teachers: ➤ Ensure the white level steps have been implemented ➤ Facilitate an impromptu restorative conversation regarding the behaviour of concern ➤ Identify the unmet need motivating the behaviour of concern ➤ Support the students to identify the impact of the behaviour of concern ➤ Identify strategies to repair harm caused by the behaviour of concern ➤ Identify strategies to address the unmet needs motivating the behaviour of concern ➤ Issue a Green Card with goals that clearly reflect the agreed strategies ➤ Inform Head Teacher about the behaviour of concern ➤ Contact parents to inform them of the behaviour of concern and agreed goals ➤ Facilitate a reflective conversation with the student when filling out the Green Card ➤ Any of these restorative conversations may take place during recess or lunch ➤ Record interactions on Sentral
Targeted Intervention – A Few Students Head Teachers	Head Teachers: ➤ Support the class teacher to review the white and green level steps ➤ Facilitate a restorative conversation individually with class teacher and student ➤ Facilitate a restorative conference between Class Teacher and Student ➤ Identify strategies to repair harm, ensure safety and address unmet needs ➤ Issue an Orange Reflection Book with goals that clearly reflects the agreed strategies. ➤ Contacts parents informing them of the behaviour of concern and agreed goals. ➤ Conducts a daily reflective conversation with the student for the duration of the card ➤ Will inform the Year Advisor and/or Learning Support of any matters of concern ➤ May withdraw a student from a lesson prior to the restorative conversation ➤ Any of these restorative conversations may take place during recess or lunch ➤ Record on Sentral
Intensive Intervention – Identified Students Senior Executive	The Senior Executive: ➤ Supports the Head Teacher to review the White, Green and Orange level steps ➤ Facilitates a restorative conversation individually with all stakeholders ➤ Undertakes formal restorative conference with all relevant stakeholders ➤ Identify strategies to repair harm, ensure safety and address unmet needs ➤ Issue a Red Reflection Book with goals that clearly reflects the agreed strategies ➤ Undertakes a reflective conversation each day for the duration of the Red Card ➤ May devise and implement a Behaviour Support Plan or Risk Management Plan ➤ May issue a formal suspension caution or proceed to a suspension ➤ Any of these conversations may take place during recess, lunch, before or after school ➤ Record on Sentral

4. Strategies to Repair Harm, Address Unmet Needs and Ensure Safety:

As students work through the restorative process with school staff, they will be supported to identify strategies to repair harm, address unmet needs and ensure the safety and wellbeing of the school community. These repair strategies will be directly linked to the impact of the behaviour of concern and the unmet need motivating the behaviour of concern. Repair strategies may include but are not limited to the following:

- Offering a sincere apology for the harm caused
- Practising positive replacement behaviours
- Participation in school wellbeing programs
- Undertaking relevant community service activities
- Daily check-ins or increased supervision

Students placed on PBL reflection books or behaviour support plans will develop goals based on the repair strategies they identify as part of the restorative process.

5. Detention, Reflection and Restorative Practices:

While detention is not used as a 'punishment' in and of itself, some restorative practices and repair strategies may take place during recess or lunch, before or after school. The table below outlines our practices around detentions:

Detention/Reflection Type	Description	Duration and Supervision
Restorative Conference:	Students may be required to participate in restorative interactions, conferences or circles during recess or lunch or before or after school. This can also include preparing for a restorative conference or preparing/delivering an apology.	10-60 minutes Teacher, Head Teacher or Senior Executive
Reflection:	Students who have been placed on PBL Reflection Booklets may be required to participate in reflective conversations each day for the duration of the booklet. These reflective conversations may take place at recess or lunch or before or after school.	2-10 minutes Teacher, Head Teacher or Senior Executive
Community Service:	Students may be asked to complete community service activities directly related to the incident that has occurred. Eg. A student who damaged school property may be asked to assist with its repair in their own time.	10-30 minutes Teacher, Head Teacher or Senior Executive
Reviewing Missed Learning:	Students who have missed learning opportunities due to behaviours of concern may be required to review the missed learning during recess or lunch. Eg. A student who truanted sport may be asked to review a presentation on the importance of physical education.	10-30 minutes Class Teacher

Where students are asked to participate in restorative practices or repair strategies during their break times, they will be actively supervised by a member of the teaching staff and allowed at least 10 minutes to access food and toilets.

6. Timeout:

A time-out is a planned behaviour intervention that is implemented as part of a behaviour support plan based on an assessment of the behaviour. The table below outlines our practices around timeouts

Timeout Type	Description	Duration and Supervision
Executive-Directed:	Executive directed timeouts may be used to prevent an escalation of behaviour while planning for the implementation of a restorative conference or devising ways to address an unmet need. This may mean withdrawing a student from a class prior to a restorative conference taking place.	Up to 2 periods Supervised by an executive member.
Student-Directed:	Student directed timeouts allow a student to leave a stressful situation to prevent an escalation of behaviour. It is designed to provide opportunities for students to regulate emotions and behaviour. With appropriate medical documentation, students may be allocated a timeout card in their behaviour plan, allowing them to check-in at the front office to access an identified support person.	10-15 minutes Check-in at Front Office
Playground Timeout:	Playground timeouts may be used to prevent unsafe behaviours while planning for ways to address unmet needs. These timeouts may also require students to remain in an assigned area of the playground while they develop positive replacement behaviours.	Up to two weeks
Suspension:	Where a students' behaviour of concern poses a significant risk of harm to the learning, wellbeing or safety of any community member and all steps in the behaviour flowchart have been followed, they may be suspended for a period of time. This allows the school time to work with the student, their family and other support services to develop a plan to address their unmet needs and support them in developing positive replacement behaviours.	Up to 10 days

Bullying and Cyberbullying: Identification, Prevention, and Response

1. Identifying Bullying and Cyberbullying

Bullying involves repeated harmful behaviour—physical, verbal, social, or psychological—targeting an individual or group. Cyberbullying refers to using digital platforms to harass, intimidate, or demean others.

Signs to Look For:

- Sudden changes in student behaviour, such as avoidance of school, withdrawal, or reluctance to engage online.
- Unexplained injuries, damaged belongings, or emotional distress.

2. Preventing Bullying and Cyberbullying

School Programs:

- PBL: Embedding inclusivity, respect, and safety into the school culture.
- Digital Literacy Program: Teaching safe and responsible online behaviour in wellbeing and PDHPE lessons.

Explicit Teaching:

- Wellbeing lessons on empathy, conflict resolution, and online safety.
- Restorative circles to build respectful relationships and resolve conflicts.

Community Building:

- Peer support program to foster positive relationships.
- Events and assemblies celebrating diversity and inclusion.
- Before school programs such as breakfast club, Run beyond, Coffee and conversations to strengthen students' sense of belonging.

Teacher Training:

- Professional learning in trauma-informed practices and restorative techniques.
- Ongoing support to equip staff to address bullying effectively.

3. Responding to Bullying and Cyberbullying

Response Steps to Minor Bullying:

Role	Actions
Classroom Teacher	- Address the behaviour using restorative questioning: 1. What happened? 2. Who has been affected? 3. What needs to happen to make things right? - Notify the Year Advisor if the behaviour persists or escalates. - Document the incident in Sentral if referred.
Year Advisor	- Facilitate a restorative conference with the students involved. - Contact parents/carers to inform them of the incident and restorative actions. - Record details in Sentral.

	- Monitor the behaviour and check in with involved students to ensure resolution.
Student Support Officer (SSO)	- Assist the Year Advisor if requested. - Provide emotional support to the students involved. - Help with facilitating reflective conversations if needed.

Response Steps for Major or Ongoing Bullying

Role	Actions
Classroom Teacher	- Notify the Year Advisor or HTW immediately upon identifying ongoing or severe bullying. - Provide a written account of the incident for documentation in Sentral. - Ensure immediate safety in the classroom.
Year Advisor	- Confirm steps taken at the classroom level. - Notify the HTW for further intervention. - Provide interim support to ensure the students' safety.
Head Teacher Wellbeing (HTW)	- Lead a restorative circle for group incidents or a restorative conference for individual cases. - Collaborate with the SSO to provide emotional support. - Develop or refine behaviour support plans for the perpetrator. - Contact parents/carers of all involved parties to discuss action plans. - Oversee documentation in Sentral.
Deputy Principal (DP)	- Convene a formal restorative conference involving all stakeholders for persistent or unresolved cases. - Implement additional interventions, such as suspensions or risk management plans, if required. - Ensure all incidents are thoroughly documented in Sentral. - Communicate outcomes to parents/carers and relevant staff.
Student Support Officer (SSO)	- Offer ongoing emotional support to the students, including regular check-ins. - Assist with facilitating restorative circles for group dynamics. - Monitor and report on the wellbeing of all students involved.

1. Reviewing the school behaviour support and management plan:

This plan will be implemented on November 26th 2024 and will be reviewed on November 26st 2024. The review process will involve consultation with parents, students and staff.