NSW Department of Education

KVPS Behaviour Support and Management Plan

Overview

Killarney Vale Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

Our goal is to inspire every child to participate positively in the school community and beyond. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful learners in a caring learning community.

Principles of positive behaviour support, trauma-informed practice, inclusive practice, and social emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

To achieve our mission, key programs prioritised and valued by the school community are:

- The Toolbox Project
- Backflips Against Bullying
- Life Skills Go
- Seasons for Growth

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

Killarney Vale Public 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. Staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

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 actively respond to student bullying behaviour.

Partnership with Parents and Carers

Killarney Vale Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, by:

- inviting parent/carer and student feedback through formal and informal means, such as Tell Them From Me surveys, school surveys, consulting with the P & C and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Killarney Vale Public School will communicate these expectations to parents/carers through the school newsletter, Facebook page and school website. Our school proactively builds collaborative

relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

School-wide Expectations and Rules

Rule 1	Rule 2
Let Others Learn	Follow Instructions

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. 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.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Life Skills Go	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	All Staff
Prevention	Toolbox Project	The Toolbox project is a research-based program which aims to build resilience, self-mastery and empathy for self and others. It raises awareness of 12 innate tools needed to navigate everyday life. Each week there is a new Toolbox lesson.	Staff Students K-6

Care Continuum	Strategy or Program	Details	Audience
Prevention	National Day of Action (NDA)	Our school participates in the annual National Day of Action against Bullying and Violence (NDA) in August each year.	Staff Students K - 6
Prevention	Harmony Day	Our school celebrates Harmony Day each year. This day is about inclusiveness, respect and a sense of belonging for everyone.	Staff Students K-6
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	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
Early intervention	Seasons for Growth	Seasons for Growth is an evidence-based, early intervention program that strengthens emotional wellbeing of children who are dealing with changes in their life, including grief from loss.	Individual Students
Targeted / Individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	All
Targeted / individual intervention	Attendance Support	The LST refer students to the attendance co-ordinator (DP) who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students Assistant Principal Deputy Principal
Individual intervention	Individual behaviour support planning	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual Students Parent/Carer LaST Assistant Principal Deputy Principal
Individual intervention	Personalised Learning Pathways	Personalised Learning Pathways for Aboriginal students are developed in a consultation process between the student, parents/carers and teachers, to identify, organise and apply personal approaches to learning and engagement	Aboriginal school coordinator Aboriginal Education Advisor (AECG) Aboriginal students Families Classroom teachers Staff SLSO AEO

Care Continuum	Strategy or Program	Details	Audience
Individual intervention	Personalised Learning & Support Plans	Personalised Learning and Support Plans for students are developed in a consultation process between the student, parents/carers and teachers, to identify, organise and apply personal approaches to learning and engagement.	Individual students LaST Assistant Principal Classroom Teacher Parent/Carer SLSO

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

A behaviour of concern is a 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. See Behaviour Management Flow Chart.

Killarney Vale 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 student, 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
- 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 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 School Bytes. These include:

Classroom	Non-classroom setting
• rule reminder • re-direct • offer choice • error correction • prompts – name move • reteach • seat change • stay in at break to discuss/ complete work • conference • reflection • communication with parent/carer.	• rule reminder • re-direct • offer choice • error correction • prompts • reteach • play or playground re-direction • walk with teacher • reflection • communication with parent/carer.

Killarney Vale Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. The Toolbox Project consists 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 adults and 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.

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 and referred to regularly. Teachers model behaviours and provide opportunities for practice.	1. Refer to school-wide consistency guide and/or Toolbox visuals and/or supports so that the student can self-regulate.	1. Contact 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.

Students are acknowledged for meeting school-wide expectations and rules through Nailed It! Rewards.		
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer (Nailed It! Slips) in a school-wide continuum for acknowledging expected behaviour.	2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	2. 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.
3. Tangible reinforcers include those that are: -free and frequent -moderate and intermittent -significant and infrequent -intermittent and infrequent Reinforcers are recorded through the Class Dojo platform.	3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before a low-level consequence is applied.	3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. CT or AP 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.
4. Social emotional learning lessons are taught (Toolbox) weekly.	4. Teacher records on School Bytes 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 School Bytes 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 and end of term reward days.	Teacher contact 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 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
- Chill Out and/or Problem Solving
- 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, 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:

- Incident Notification and Response policy
- Incident Notification and Response Procedures
- Student Behaviour Policy and Suspension and Expulsion procedures

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.

Chill Our / Problem Solving

Toilet and food breaks are always included when withdrawal from the playground during break times in response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Chill Out – withdrawal from free choice play and re-allocation to office or classroom for supervised play following 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.	Next break either lunch or recess	Assistant Principal	Documented in School Bytes. CT or AP phones parents if needed.
Problem Solving Session – a structured debriefing and planning after a major incident. Discussion is based around the behaviour of concern with an individual student or group of students.	Next break either lunch or recess	Assistant Principal	Documented in School Bytes. CT or AP phones parents if needed.
Additional Problem-Solving Sessions – withdrawal from playground and re-allocation to AP classroom. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices when they re-enter the playground.	Next break either lunch or recess. Depending on the initial incident will depend on how many sessions.	Assistant Principal	Documented in School Bytes. CT or AP phones parents if needed.
Alternate Play Plan – student is instructed to play in a specific area of the playground. This may or may not be under direct supervision (SLSO).	Lunch & recess – could be up to a week.	Assistant Principal	Documented in School Bytes. AP phones parents.

Review Dates

Last Review Date: 5th February 2025

Next Review Date: 11th April 2025

Behaviour Management Flowchart

Killarney Vale Public School's Wellbeing Management Guideline

Observe Problem Behaviour

Problem Solve with Student/s

Is behaviour Office/ Exec managed?

No

Yes

STEP 1
Prompt: state what behaviour is expected.
Redirect: restate the class rule.
Reteach: revisit the appropriate Toolbox Tool
Provide Choice

Behaviour Stops

Behaviour Continues

Give positive verbal/ Social feedback

ACTION:
Reminder
(CT Conference)
Warning
(CT Conference – at next available break)
Time Out in Class – 15 loss of play
School Bytes Minor – CT to enter as Minor Incident on School Bytes.
Buddy Class –
Send student to buddy class with work needed to be completed – **this is a Major, refer to Major STEP 1.**
Triage –
If behaviour continues/serious incident call 101 for support.

PLAYGROUND CONSEQUENCES:
Miss out on play.
Walk with teacher.
Loss of privilege.
Conference – this can be down on the way to lines.

Complete Minor Incident Report

Issue Minor Incident Report: if student does not respond to redirection:

Take action to correct behaviour. Consequences need to relate to behaviour being corrected.

3 Minors in a fortnight = a MAJOR INCIDENT Follow Supervising Teacher Major Action

Minor Behaviour Response Teacher Managed
Reminder/Warning /Time Out and Buddy Class

No hat in wrong area
Out of bounds
Playing in the toilets
Running on concrete
Swinging on chair
Throwing an object in the room without intent
Unsafe/rough play

Annoying others
Excluding others
Teasing

Off task behaviour
Out of seat
Refusing to complete work
Distracting others

Back chatting/arguing
Disruptive behaviour
Littering
Ignoring teacher instructions
Inappropriate gestures
Taking things without permission
Damaging uniform/items
Misuse of technology

Major Triage

Leaving the room without permission
Leaving school grounds without permission
Refusing to go to class
Throwing an object with intent
Aggressive language
Physical Aggression

Intimidation
Repeatedly interfering with a game
Harassment

Refusing to go and speak to a teacher
Refusing to go to Time Out

Disturbing others in the toilet
Instigating negative behaviour
Using language of a sexual nature
Continued Minor Behaviours (Buddy Class)
Stealing objects with intent
Damaging school property
Purposely spreading information to harm others
Serious misuse of technology

STEP 1
Inform student of value/rule violation.
State expected behaviour.
Buddy Class/Major
Student to attend Problem Solving Session

Supervising Teacher Action:

Supervising Teacher Action: Enter Data **(Classroom/ Playground)** and **notify AP.** Supervising Teacher Calls family & **Records on School Bytes as Interview**

Exec. Action:

Review incident
Determine Consequence
Enter data **(Playground)**
1 Problem Solving Session in the Planning Room – AP to determine further action.
Create individual playground timetable and plan.

3 Majors = AP & Supervising Teacher meets with family.

4 Major incident = Directly to DP Follow Up.

Intervention will be determined by Executive and communicated to the teacher.

Immediate Action:

Bullying
Deliberate destruction of school/others property
Discrimination – racial, sexual, or religious. Refer to ARCO if necessary
Physical violence
Criminal behaviour (stealing, vandalism, smoking, etc.)
Offensive language towards a member of staff, student, or community member
Physical aggression causing injury or pain.
Spitting on another person

ACTION:
Notify Principal/Deputy Principal
AP - Phone Call/parent interview
CT to discuss student at Stage Meeting

CONSEQUENCES:
Problem Solving Sessions as determined by the AP.
Create individual playground timetable and plan if required.

Triage Process:

1. Phone (101) Reception
2. Exec. to present to location of incident.
3. Supervising Teacher to record the incident on School Bytes.
4. Exec. will then record the follow-up action on School Bytes.

If incident is to be followed up the next day, Supervising Teacher is to follow the Major Supervising Teacher Action steps. During the Phone Call, the Supervisor Teacher is to inform the family that the incident will involve a AP/DP follow up.

NAILED IT! REWARD DAY: Students cannot purchase the top NAILED IT! Reward if they have received a Warning of Suspension/Suspension in the term.

Response Flowchart

First hour: Listen

- Provide a safe, quiet space to talk and reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- As a mandatory reporter, if you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours.

Step 1: Document

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student and check with the student to ensure you have the facts correct
- Enter the record in School Bytes
- Notify school executive of incident if required in line with behaviour management flowchart
- Notify parent/s that the issue of concern is being investigated

Step 2: Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Step 3: Discuss

- Evaluate the information to determine if it meets the definition of bullying (see above)
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Step 4: Implement

- Document the plan of action in School Bytes
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Step 5: Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in School Bytes

Ongoing folllow-up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in School Bytes
- Refer matter to the Learning and Support Team within 48 hours if the situation is not resolved
- Look for opportunities to improve school wellbeing for all students