

Overview

Kincumber High School aims to pursue excellence by providing a positive, inclusive and safe environment in which each individual student is known, valued and cared for. The school draws upon a comprehensive and coordinated approach, understanding that success requires a co-ordinated focus on 3 linked key areas – academic / wellbeing / behaviour – ensuring the whole student is catered for. Through a range of diverse whole school, targeted and individual supports and programs, students are taught resilience, self-regulation and social skills. Utilising aspects of restorative practices and inclusive education, allows every student the opportunity to fully participate in the rich learning experiences offered at Kincumber High School.

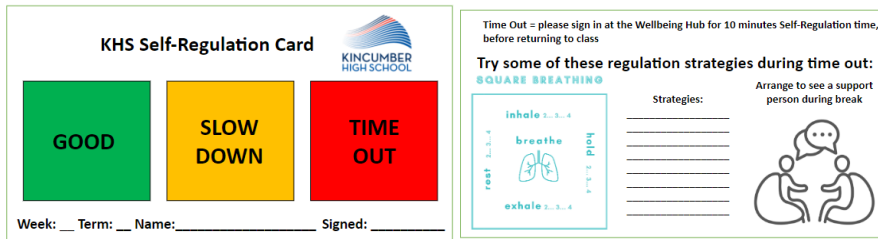
This plan explicitly addresses supports for low-level behaviours up to behaviours of concern, including management of bullying and cyber-bullying incidents, as well as providing opportunities to teach positive behaviours. The school has implemented an online bullying reporter system and concise flowchart of interventions to support students who may experience this behaviour. Kincumber High School has implemented preventative, early intervention, targeted and individualised behaviour strategies to recognise, celebrate and support positive behaviour, that provide the foundation for high behavioural expectations. In conjunction with this, Kincumber High School uses extensive behaviour support management strategies to ensure all students maximise the high-quality learning experience they are entitled to. Kincumber High School works closely with the Learning and Wellbeing Officer, Assistant Principal Learning and Support, Home School Liaison Officer, Aboriginal Attendance Officer and Aboriginal Education Officer when determining supports for students.

Our School Behaviour Support and Management Plan draws on:

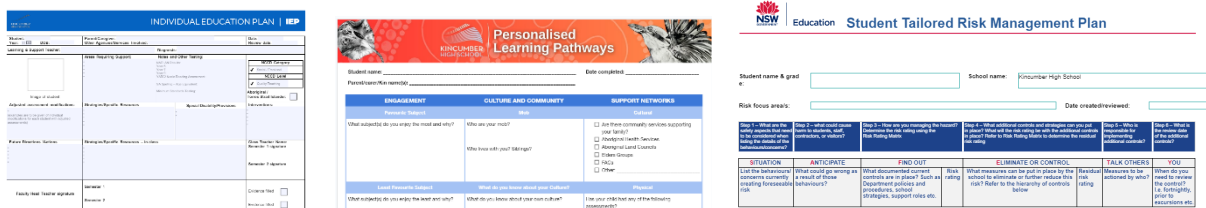
- the previous Kincumber High School Wellbeing and Discipline Policy
- [the NSW Department of Education Behaviour Code for Students \(2024\)](#)
- [the NSW Department of Education Suspension and Expulsion Procedures \(2024\)](#)
- [Student Behaviour Policy \(2024\)](#)
- [The NSW Department of Education Detention and Time-Out Procedures \(2024\)](#)
- [The Department of Education and Kincumber High School Mobile Phone Policy](#)
- [the NSW Department of Education Wellbeing Framework \(2015\)](#)
- [the NSW Department of Education Inclusive Education Statement](#) and is informed by trauma informed practices as established for all students in NSW Government schools.

The School Behaviour Support and Management Plan incorporates evidence based best practices, including:

- The Zones of Regulation – Self-Regulation Card



- Ignore, Walk Away, Report – Anti-bullying strategy – see [Appendix 2: Bullying Response Flowchart](#)
- Online Peer Conflict and Bullying Reporter – located on the school website
- Positive Behaviour Blue Slips – Based on the [Values in NSW Public Schools \(2016\)](#)
- Restorative Practices
- NSW Department of Education endorsed Individual Education Plans / Personal Learning Plans / Behaviour Support Plans and Risk Management Plans



Partnership with parents and carers

Kincumber High School values the [School Community Charter](#) – through established Collaborative / Respectful / Communication forming the foundation of our interaction with parents and community members. Our parents and community are expected to participate in the education of young people and share the responsibility for shaping appropriate student behaviour and instilling these values, through active participation in school events such as Parent Teacher Nights, Values Assemblies, Subject Selection Night, Evening of Excellence, HSC Information Night, Orientation Evening, sporting and academic achievement assemblies. Kincumber High School works extensively with the Parents and Citizens Association (P&C), as well as the Aboriginal Education Consultative Group Inc. (AECG). The school has an established and effective positive pathways program with local businesses, TAFE and universities. In conjunction with this, the school liaises with outside agencies, including external mental health providers, paediatricians, behaviour specialists, Headspace, CAMHS, RYSS, Gosford Council Youth Workers, NSW Police and NSW Health, to design and run programs for students to build resilience, improve self-esteem, lower bullying, address risk taking behaviours and develop individual student strengths. Parents, carers and the community are encouraged to connect with the school through our [Kincumber High School website](#), [Facebook page](#), [Instagram page](#), [phone and email contacts](#).

School-wide expectations and rules

Expectations – Learning Spaces	Expectations -Playground / Toilets	Expectations – Before / After School and Excursions
Respect KHS staff and peers	Follow KHS staff instruction	Conduct yourself in a safe and respectful manner
Be prepared for each lesson – including appropriate uniform	Respect toilets and playground spaces	Respect school and community transport
Take pride in school resources and equipment	Stay in bounds and interact in a safe manner	Follow Mobile Devices Policy
Don't be out of class without a pass	Report any incidents to KHS staff on duty	Report any incidents to KHS staff

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 / Targeted / Individual Intervention	Wellbeing Hub	The Kincumber High School Wellbeing Hub provides opportunities for students to access wellbeing supports, such as: <ul style="list-style-type: none"> - Self-Regulation and de-escalation spaces - Mental health tools, programs and referrals - Financial supports and information - food and equipment support - Head Teacher Wellbeing and Student Support Officer 	Students 7-12 / Staff
Prevention / Targeted / Individual Intervention	Self-Regulation Card	Students have the opportunity to seek support before inappropriate behaviours have an impact on their own and other student's learning. Uses the Zones of Regulation and a universal language – Green / Yellow / Red to assist in communication and understanding. Students are supported through the Wellbeing Hub and participate in skill development through resilience and wellbeing strategies. The strategies are tailored to suit the student's needs.	Students 7-12 / Staff
Prevention	Bully, No Way! Day	Whole school recognition and learning experience. The whole school celebrates anti-bullying recognition and undertakes a learning experience	Students 7-12 / Staff /

Care Continuum	Strategy or Program	Details	Audience
		developing strategies on managing and reporting incidents.	Families and Community
Prevention / Targeted	Blue Slips	Students are rewarded for positive and pro-social behaviours, being issued a Blue Slip when these qualities are displayed. The Blue Slips draw on the Department's 9 Values. Students place the slips into their house box and winners are drawn out in the fortnightly whole School Assembly. There is also a major prize draw at the end of the year.	Students 7-12 / Staff / Families and Community
Prevention	Life Changer Program	Resilience, anti-bullying and team building program. The program draws on 5 pillars of health = Health / Skills / Self / Purpose / Tribe – to teach pre-emptive, holistic and sustainable wellbeing strategies.	Students 7-9 / Staff
Prevention	Zones of Regulation	A coloured rating scale used by students to identify where they are on the social/emotional scale.	Students 7 – 12 / Staff
Prevention	Trauma Informed Practice PL	At Kincumber High School, the teaching staff undertook training in Trauma Informed Practice. Allowing teachers to identify and help support for targeted students through this framework.	Staff
Prevention	Wellbeing Assemblies	Students participate in a Wellbeing Assembly each semester. The assembly is run by the Year Adviser for each cohort and offers the opportunity for learning experiences in wellbeing and behaviour supports.	Students 7-12 / Families and Community
Prevention / Targeted / Individual Intervention	Positive Attendance Rewards	Kincumber High School encourages positive attendance, students with attendance above 90% are placed in a draw to win an iPhone at the end of the year or AirPods semesterly. Students also receive a merit certificate for positive attendance.	Students 7-12 / Families and Communities
Prevention	Inclusive Learning Spaces	Signage in all learning spaces across the school, reflecting inclusive and safe behaviours.	Students 7-12 / Staff
Prevention / Targeted / Individual Intervention	Mobile Phone Policy	Kincumber High School adheres to the NSW Government Phone Ban in Schools. Kincumber High School uses a locked phone pouch: Students place their phone in a magnetically locked pouch and are unable to use their phone. Pouches are magnetically unlocked at the end of the school day. Phones found outside of pouches during designated times follow the KHS 3 Strike Policy.	Students 7-12 / Staff / Families and Community
Early / Individual intervention	Online Peer Conflict and Bullying Reporter and Flowchart	Students and parents / carers have the opportunity to report incidents of bullying through the school website. This allows for effective communication of incidents, including outside of school hours, providing an opportunity for support and reporting.	Students 7-12 / Staff / Families
Early Intervention	The Aspire Program	A program developed by the Soroptimist International Brisbane Water and University of Newcastle. The program develops stronger relationships, while engaging in therapeutic activities. Participants learning strategies in goal setting, mindfulness and social skills development. 10 students participate in the program each term.	Students 7-10 / Families and Community

Care Continuum	Strategy or Program	Details	Audience
Early / Targeted / Individual Intervention	<u>Uniform Support</u>	Ensuring all Kincumber High School students have access to the correct and appropriate uniform, including access through the school for students who require financial assistance.	Students 7-12 / Families and Communities
Early Intervention	Equipment Support	Ensuring all Kincumber High School students have access to the right equipment for successful learning each day, including access through the school for students who require financial assistance.	Students 7-12 / Staff / Families
Early / Targeted / Individual Intervention	Phone Intervention Program - Attendance	The Attendance Team alongside the Principal, Deputy Principals, Year Adviser and Head Teacher Wellbeing contact parents and carers each term, for students with attendance below 90%.	Students 7-12 / Staff / Families
Targeted / Individual Intervention	Learning Support Team	The Learning Support Team consists of the School's Deputy Principals, Head Teachers Support, Head Teacher Wellbeing, School Counsellors, Learning and Support Teachers and Student Support officer. The LST works with teachers, students and families to support students who require personalised learning and support.	Students 7-12 / Staff / Families
Targeted Intervention	Rock and Water	Rock and Water is a self-awareness, resilience and social skills program. The program builds self-confidence, respect and reflection through a combination of mental and physical activities. The program is run in Years 7-10 by the Year Adviser, with 15 students from each cohort participating in the 10 Week course each year (60 students in total each year).	Students 7-10 / Staff / Families
Targeted Intervention	Top Blokes	Top Blokes is a program that teaches students resilience, empathy and self-respect. The program delivers learning experiences in peer pressure, cyber-bullying, healthy relationships, risky behaviour and anger management strategies. 20 students from Year 8 and 20 students from Year 9	Students Year 8 and Year 9 / Families and Community
Individual Intervention	School Counsellor	School counselling staff support students by providing psychological counselling and intervention services. School counsellors work with students of all year cohorts and their families.	Individual Students / Staff / Families
Individual Intervention	Behaviour Contract	Student Behaviour Contract – an agreement between the student and the Deputy Principal to identify specific behaviours that required targeted support	Individual Students / Staff / Families
Individual Intervention	Individual Behaviour Plan	Individual Student Behaviour Plan – Students work with the Learning Support Team, identifying 3 SMART goals and targeted supports, in order to reduce the frequency and impact identified behaviours are having on a student's learning experience. These plans are implemented over a period of time and reviewed.	Individual Students / Staff / Families

Care Continuum	Strategy or Program	Details	Audience
Individual Intervention	Behaviour Response Plan	Behaviour Response Plan – outlines the different behaviours a student may present with throughout the escalation cycle, allowing the student to identify when and what strategies they can draw upon. This also allows KHS staff to identify the best supports to help de-escalate situations across the diverse learning environments at KHS.	Individual Students / Staff / Families
Individual Intervention	Student Tailored Risk Management Plan	Risk Management Plan – provides recognition and direction on how to support students where behaviours may have an impact on health and safety.	Individual Students / Staff / Families
Individual Intervention	Monitoring Booklets	A visual guide that allows students and teachers to recognise and record how a student’s behaviour is progressing during the day. Teachers indicate whether a student’s behaviour has been Excellent / Good / Satisfactory / Unsatisfactory during the lesson and comment on how their behaviour reflected this. Student’s on Behaviour Monitoring Booklets check in with a Deputy Principal in GR1 or have Head Teacher Reflection session and parents sight and sign off on the booklet each day.	Individual Students / Staff / Families
Individual Intervention	Functional Behaviour Assessment	A functional Behaviour Assessment (FBA) involves a series of steps to evaluate the function of a student’s behaviour and how the school can best support them. This entails in class observations, School Counsellor support and questionnaires completed by teachers, student and parents / carers.	Individual Students / Staff / Families

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

Kincumber High School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- concerns reported through Online Peer Conflict and Bullying Reporter. This may include disclosing information that is not previously known, either because it is new information or because it has been kept a secret.
- directly observing a student’s behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks).
- concerns raised by a parent, community member or agency.

<p>Prevention</p> <p>Responses to recognise and reinforce positive, inclusive and safe behaviour – All Staff</p>	<p>Intervention</p> <p>Responses to minor inappropriate behaviour – Teacher Level</p>	<p>Targeted/Individualised</p> <p>Responses to behaviours of concern – Executive Level</p>
<p>Clear and concise behaviour expectations – taught, modelled and displayed across all learning spaces</p>	<p>Teachers use a range of behaviour management skills across all learning environments for minor inappropriate behaviour, including: Trauma Informed Practice, proximity, tone of voice, redirection, verbal cues, non-verbal cues, positive reinforcement, feedback.</p>	<p>GR1 Planning Room – student check in with Deputy Principal. Students on Monitoring booklets or issued a planning room slip, meet with a Deputy Principal in GR1 for 15 minutes at Break 1.</p>
<p>Ignore, Walk Away, Report – students are encouraged to be upstanders and not bystanders if an incident occurs</p>	<p>Teachers utilise IEPs / PLPs / Behaviour Support Plans to inform best practice when designing learning experiences and catering for our diverse range of student needs. These plans contain scripts / SMART Goals / seating plans / course work modifications / Student Mentors / Self-Regulation Card.</p>	<p>Faculty Monitoring Booklet – issued by Head Teacher in conjunction with classroom teacher as a visual guide for students to track how they are behaving in that course.</p>
<p>Parent / Carer Contact – KHS staff call home to establish a positive connection with families</p>	<p>Self-Regulation Card – Zones of Regulation – minor inappropriate behaviours fall into the Yellow Zone, students with a card can opt to use it or teachers can ask the student to use it. Students without a card can be sent to the Wellbeing Hub with a pink pass from the teacher, for 10 minutes in Wellbeing Hub.</p>	<p>Behaviour Monitoring Booklet – issued by Deputy Principal as a visual guide for students to track how they are behaving across a whole day. Students with a booklet report to GR1 Planning Room Break 1.</p>
<p>Student Voice – Student inclusion in designing and selecting programs and supports</p>	<p>Parent / Carer contact – teacher makes a phone call home to discuss behaviour expectations.</p>	<p>Head Teacher Reflection session – student attends a reflection session with the Head Teacher of a faculty. A session can last between 5 minutes and 15 minutes. A Head Teacher may request a student return for a different day / time or on multiple days / times – this will be clearly communicated to the student. If a student does not attend a session they, will be given another day and time, if they do not attend the catch up, it will be escalated to a GR1 Planning Room.</p>
<p>Values Awards assembly – held each semester</p>	<p>KHS Reflection session – teachers may ask a student to return at a specified time during Break 1 or 2 to complete unfinished course work or reflect on KHS behaviour expectations. A KHS Reflection Session can last between 5 minutes and 15 minutes. A teacher may request a student return for a different day / time or on multiple days / times – this will be clearly communicated to the student. If a student does not attend a session they, will be given another day and time, if they do not attend the catch up, it will be escalated to a Head Teacher Reflection session.</p>	<p>After School Detention – Student attends a Reflection Session after school on Wednesday. Issued by a Head Teacher or Deputy Principal. An Afternoon Detention is communicated home through a phone call and official letter.</p>
<p>Anti-Racism Contact Officer sessions – Sessions delivered by the KHS ARCO Team to cohorts, celebrating positive supports and outlining reporting process</p>	<p>Millennium Incident entry – the minor inappropriate behaviour is recorded on Millennium and referred onto the appropriate level of support or support person, for example Head Teacher or Teacher Mentor.</p>	<p>Attendance Plans – Attendance support plans to facilitate re-engagement with school and maximise contact with school supports. Designed in consultation with the Learning Support Team, Home School Liaison Officer, Aboriginal Attendance Officer and Learning and Wellbeing Officer.</p>

NCCD – systems and processes	Blue Slips – recognising and celebrating positive behaviour	Suspension procedures: <ul style="list-style-type: none"> - Suspension Caution - Suspension - Expulsion
	ARCO Report / Reflection – ARCO resolution	The Learning Support Team referral
		ARCO Report / Reflection – Senior Executive / ARCO resolution
		Assistant Principal Learning and Support (APLaS) and / or Learning and Wellbeing Officer (LWO) referral for behaviour support
		Home School Liaison Officer (HSLO) referral – HSLP application for attendance support

Responses to serious behaviours of concern

- See [Appendix 1: Behaviour management flowchart](#)
- 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

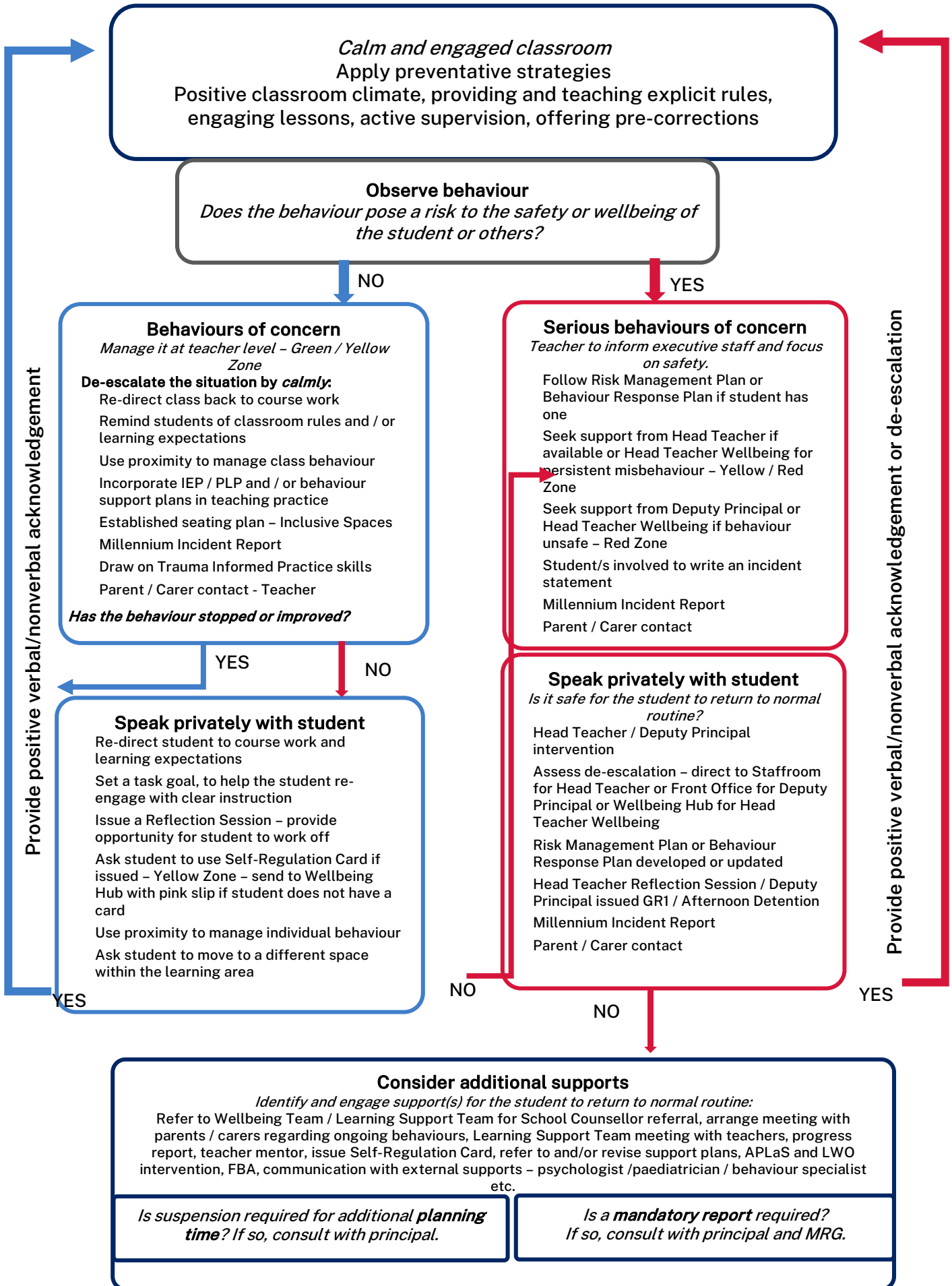
Strategy	When and how long?	Who coordinates?	How are these recorded?
Teacher Reflection Session	Issued for Break 1 and / or 2. 5 minutes – 15 minutes, leaving enough time to use the toilets and eat / drink	Classroom Teacher	Millennium
Head Teacher Reflection Session	Issued for Break 1 and / or 2. 5 minutes – 15 minutes, leaving enough time to use the toilets and eat / drink	Head Teacher	Millennium
GR1 Planning Room	Issued for Break 1 15 minutes, leaving enough time to use the toilets and eat / drink	Deputy Principal	Planning room folder
After School Detention	2:30pm - 3:20pm	Deputy Principal	Millennium and letter home
Restorative Practice Lesson	1 period	Deputy Principal / Head Teacher Wellbeing	Millennium and Support Plans

Review dates

Last review date: 24/06/2024, Term 2

Next review date: 24/06/2025, Term 2

Appendix 1: Behaviour management flowchart (Alternative example)



Appendix 2: Bullying Response Flowchart

