

NSW Department of Education School Behaviour Support and Management Plan Kingscliff High School



Overview

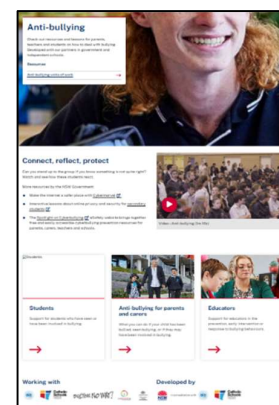
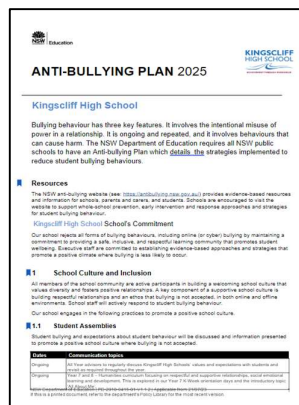
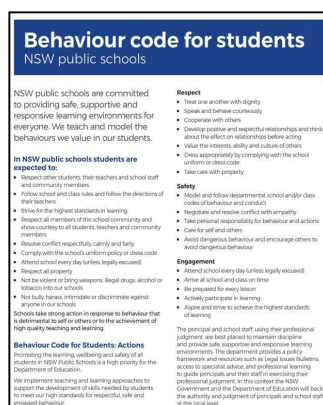
Kingscliff High School is committed to supporting the learning and wellbeing of every student. Learning and behaviour support is critical to the provision of safe and supportive learning environments that strengthen student educational outcomes. Our inclusive, engaging and respectful practices enable every student to access and fully participate in learning, supported by reasonable adjustments and teaching interventions tailored to meet the individual. This plan reflects our school's strategic and evidence-based behaviour management tiered approach that is aligned with the Department of Education's (DoE) [Student Behaviour Policy](#).

Partnership with parents and carers

Kingscliff High School utilises our local Delivery Support Team, Tweed and Wollumbin AECG and P&C to form partnerships in the development and implementation of student behaviour support and management strategies. The communication of the strategies will be made through established channels including but not limited to scheduled parent information evenings and assemblies, the KHS website, KHS Facebook page, School Newsletters, parent email and targeted communication relating to specific student behaviours. The [School Community Charter](#) is used to inform parents and carers on engagement expectations with Kingscliff High School.

School-wide expectations and rules

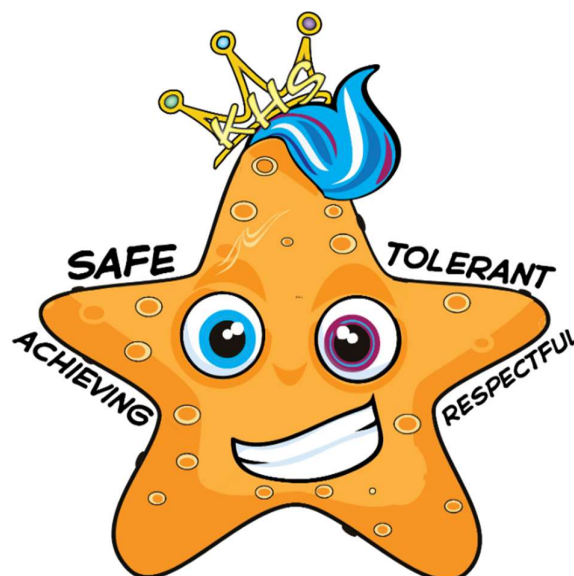
At Kingscliff High School, we are committed to providing an engaging, safe and respectful learning environment for everyone. We teach and model the behaviours we value in our students. We take strong action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning. Our Behaviour Support and Management Plan has strong and explicit links to the Department of Education Behaviour code for students, School Community Charter and Anti- Bullying Plan. These documents are pictured and linked by clicking on the document.



At Kingscliff High School students are taught expected behaviours across all settings of the school. Students are to be Safe, Tolerant, Achieving and Respectful learners. These are called our STAR Values.

Students have opportunity to learn the STAR Values in Homerooms activities, Year, Stage and Whole School assemblies, Special presentations from PCYC and other external support groups and dedicated days such as 'Take a Stand' and 'Bullying No Way' days.

Our Positive Behaviour Rewards System reinforces and recognises students for positive prosocial, safe, respectful and responsible behaviour for learning. Students can receive 'Gotchas' and positive Sentral entries when demonstrating STAR (Safe, Tolerant, Achieving, Respectful) behaviours.



STAR Values	What does that look like
Safe	- Follow all staff directions - Be in the right place at the right time - Get permission to leave - Maintain a clean and safe environment - Keep your hands and feet to yourself - Keep walkways and stairs clear - Use equipment in the correct way
Tolerant	- Accept difference and diversity - Nice or nothing - Take a stand against bullying
Achieving	- Be prepared for learning - Be punctual - Actively seek help - Be an active learner - Accept responsibility
Respectful	- Use socially appropriate language and actions - Listen and speak when appropriate - Wear school uniform correctly - Care for school property and property of others - Use personal devices appropriately

Whole school approach across the care continuum

Kingscliff High School's Positive Behaviour for Learning approach has a range of proactive and responsive strategies and approaches to prevent and respond to student behaviours. Our strategies are consistent with departmental policies and procedures. Kingscliff High School employs tiered strategies and interventions that support students to learn and practice expected behaviours using explicit teaching and feedback. Our preventative interventions and universal expectations aim to

develop a positive, inclusive and respectful school culture that promotes a safe, respectful and engaging environment where personal, social and academic achievement can thrive. The interventions at Kingscliff High School have been tiered to ensure they provide timely and appropriate support that aligns with The Care Continuum, with an emphasis is on prevention:

- Universal prevention and protection practices for all students.
- Tier I early interventions for some students displaying emerging, low-level behaviours of concern.
- Tier II targeted intervention for some students or groups of students identified as requiring more intensive support.
- Tier III intensive and individual intervention for few students with highly complex and challenging behaviours.

The KHS Positive Behaviour for Learning approach sets whole school expectations applied across all settings to promote Safe, Tolerant, Achieving and Respectful student behaviour. This strategy utilises elements of the evidence-based Positive Behaviour for Learning framework with effective visual reminders and universal school language.

The explicit teaching of behavioural expectations of students being Safe, Tolerant, Achieving and Respect are delivered to students during homerooms and year assemblies and are reinforced by staff in alignment with the Student Behaviour Code.

Our expectations are adapted to suit specific locations within the school, such as the classroom, playground, and corridor settings. These expectations form a key component of the School Behaviour Support and Management Plan that is aligned with the DoE Continuum of Care.

	Intervention	Details	Who
CARE CONTINUUM UNIVERSAL INTERVENTIONS AND PREVENTION	Universal Language and Expectations	- The Positive Behavior for Learning framework of consistent language and expectations in all settings (classroom, playground and transitions). - The school language and STAR expectations are built around the DoE student behaviour code - Safe, Tolerant, Achieving and Respectful. - PBL lessons are embedded throughout homeroom activities, signage and assemblies.	All staff
	Explicit teaching of behaviours	- School expectations are reinforced through the teaching of the 'PBL Fortnightly Focus' delivered bi-weekly to students. - School-wide consistent signage and language scripts reinforce the expected behaviours each lesson and across all settings. - Staff model school values and reinforce student behaviour expectations each lesson through consistent routines and language. - Staff reinforce the school anti-bullying policy in collaboration with wellbeing staff and educational programs that are designed to empower students in a supportive learning environment. - Anti-Racism Contact Officers (ARCO) promote anti-racism education, support complaint handling and monitor racism incidents.	All staff
	Positive reinforcement, programs and acknowledgement	- A variety of positive behaviour programs and strategies are promoted to encourage and acknowledge student excellence and commitment to our core values (individual, group, year or whole school). - Staff issue Gotchas for student excellence and use positive communication with parents. - Staff actively communicate with parent/caregivers using methods such as emails, phone calls, meetings and interviews. - The wellbeing team organises a variety of events through the year, such as R U O K Day whereby students strengthen positive relationships with teaching and learning staff. - Students are acknowledged for excellence and commitment to learning during school assemblies throughout the year with awards, such as Spirit of Kingscliff Awards, Principal's Awards, and Pizza Days.	All staff

CARE CONTINUUM TIER I – EARLY INTERVENTION	Classroom management strategies and routines	• Staff are trained in behaviour management practices that are aligned with Positive Behaviour for Learning (PBL), Trauma Informed Practices and restorative practices that provide an effective blend of strategies, routines and interventions that address age-appropriate misbehaviour and encourage positive student behaviours. • Staff work in partnership with colleagues and their faculty executive to create and maintain positive learning environments that are conducive to learning. Teachers employ a wide range of strategies to support students and communicate regularly with parent/caregivers to ensure that all key stakeholders are involved in the educational development of every student. • Some interventions may include: - Classroom teacher behaviour monitoring. - Classroom teacher differentiation and learning adjustments. - Classroom teacher parent/caregiver contact, meetings and interviews. - Classroom teacher restorative conversations (student detentions, interviews and mediations). - Positive Behaviour for Learning universal language and explicit teaching of expectations. - Senior class placement. - Student mediation. - Student time out strategies.	All staff
	Intervention	Details	Who
CARE CONTINUUM TIER I – EARLY INTERVENTION	Extended Transition and Enhanced Enrolment Procedure	Interventions begin at a student transition phase through strong and effective partnerships with primary schools that feed into Kingscliff High School. Extended Transition programs and the Family Centre's Prime to High Program are designed for universal, all student support, early intervention group support and targeted individual student support. Students enrolling throughout the year that are identified as needing extra support with their start are offered an Enhanced Enrolment process where additional supports can be planned and negotiated. Our transition programs include but is not limited to: - Taster lesson delivery to Years 5 and 6 - Prime to High Program - 7 Up Program - Peer Support Program (new in 2025) - KHS Learning & Support Team transition visits to primary schools, and extended transitions Term 4 year 6. - CASE STEM challenge days - Orientation day - YULI program for Aboriginal and Torres Strait Islander students - YULI Camp	Wellbeing and Learning Support staff

	Behaviour, Learning Support	• Some students require early and targeted interventions to support their behaviour and educational progress. The school's application of the care continuum ensures that proactive interventions are utilised responsively by teaching and learning staff. • The Learning and Support Team (LST) is composed of the following key stakeholders – Principal, Deputy Principal, AEO, Attendance Coordinator, Head Teacher Wellbeing, Learning and Support Teachers, School Counselling service, Student Support Officer and Year Advisers. • Following a referral to the school's Learning and Support Team, interventions are aligned to student needs which may include: - Behaviour intervention, support and restorative programs. - Disability provisions and/or Adjusted Tasks. - Learning and Support Teacher (LaST) classroom teacher and Head Teacher support. - Minimum standards interventions and testing. - Student Learning and Support Officer (SLSO) / Paraprofessional support. - Student planning (Plan creation on SENTRAL), Individual Education Plan (IEP), Personalised Learning Pathway (PLP)). - Teaching and learning literacy and numeracy programs, such as EAL/D, Small Group tuition/mentoring groups.	Wellbeing and Learning Support staff
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	Intervention	Details	Who
CARE CONTINUUM TIER II – TARGETTED INTERVENTION	School and External Wellbeing Programs	- The school has developed a range of programs to mentor, guide and build the capacity of students to manage and regulate their behaviour and wellbeing. Examples of these programs include: - External presentations, such as Lovebites, PCYC, NSW Police and Elevate. - Family Centre group work. - Student mediation, prosocial and emotional skill capacity building programs. - Tweed Youth Services – group mentoring, Boys Group, Girls Group. - Aboriginal student specific programs and services including but not limited to YULI and AEO Support.	Wellbeing and LaST
	External Agency and Contact Support	The Learning and Support Team plays an active role in linking students and families to services and agencies that with education professionals, form a layered support around the student. The school wellbeing team liaises regularly with medical professionals and health agencies, government services and community organisations to facilitate this essential partnership.	Wellbeing and LaST
	Head Teacher Interventions	- Teaching and learning is led by a dedicated team of specialist Head Teachers who utilise their vast experience and expertise in curriculum knowledge, professional learning and behaviour support interventions to provide a wholistic educational experience that is inclusive of the DoE Wellbeing and School Excellence Frameworks. Some interventions may include: - Head Teacher behaviour monitoring. - Head Teacher classroom teacher support (senior class placement, student mediation, student relax and returns). - Head Teacher parent/caregiver contact, meetings and interviews. - Head Teacher restorative conversations (student detentions, interviews and mediations). - Referral to the Learning Support Team. - Referral to the Anti-Racism Contact Officer	Head Teachers

	Class Teacher Supports	- Class Teachers and teachers on supervision ie Sport and playground can assist targeted interventions through: - Familiarising themselves with and following student behaviour management and/or learning and support plans - Applying targeted intervention approaches alongside universal strategies - Communication with their support eg Learning and Wellbeing team, Head Teachers	All staff
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	Intervention	Details	Who
CARE CONTINUUM TIER III – INDIVIDUAL INTERVENTION	Behaviour, Learning and Support	- Occasionally, some students require more individualised and targeted interventions to support their behaviour and educational progress. The school's application of the care continuum ensures that proactive interventions are utilised responsively by teaching and learning staff. These Individual interventions are the Tier III level of the Care Continuum. - Following a referral to the school's Learning and Support Team, interventions are aligned to the needs of the student which may include: - Access Request for Integration Funding Support (IFS) or placement at a specialist setting. - Functional Behaviour Assessment (FBA). - Placement in executive detention. - Referral to the School Counsellor, Deputy Principal, Head Teacher Welfare, Student Support Officer (SSO) - Student planning (PLAN review, Behaviour Support Plan (BSP), Risk Management Plan (RMP), Safety Plan, Individualised Support Plan (ISP). - Teaching and learning academic testing and literacy/numeracy small group tutoring.	All staff
	Year Adviser Interventions	The first point of contact is the Year Adviser who is responsible for the coordination and initial management of student and/or parent/caregiver learning or wellbeing concerns. They provide support and advocate for the student to ensure they are linked with appropriate learning and wellbeing support interventions. The Year Adviser proactively addresses emerging or repeated social and emotional behaviours of concern through student mediation, parent/caregiver contact and restorative conversations.	Year Advisers

CARE CONTINUUM TIER III – INDIVIDUAL INTERVENTION	Referral	- To provide specialist support for a student, the Learning and Support Team may refer to and consult with internal school-based teams and or external delivery support teams within the department. Interventions may include: - LST may refer internally or through delivery support to create Individual Behaviour Support Plans, Safety Plans and or Risk Management Plans - Referral to the Learning and Wellbeing Officer (LWO), Home School Liaison Officer (HSLO), Aboriginal Education and Wellbeing Officer (AEWO) or the Aboriginal Community Liaison Officer (ACLO) or Aboriginal Community Liaison Officer (ACLO) - Referral to the Assistant Principal Learning and Support (APLaS). Referral to the Delivery Support and Coordination Team Around a School, Complex Case Team or Behaviour Specialist.	Wellbeing and LaST
	School and External Wellbeing Programs	- The Learning and Support Team in consultation with the parent/caregiver may place a student in a wellbeing program (school based or external provider). Examples of these programs may include but are not limited to: - External outreach programs (Family Centre, Tweed Youth Services). - PCYC program (Fit for Change, Fit for Life, Fit for Work, Tweed Heads PCYC). - School Aboriginal programs (Beyond Broncos, Clontarf). - School wellbeing program (Girls Group, Boys Group, Gym Program). Supported wellbeing programs (Family Centre and Perfect Presence programs).	
	Intervention	• Details	Who
	Deputy Principal Interventions	- Individual Support led by the Deputy Principal who utilises their vast experience and expertise in curriculum knowledge, professional learning and behaviour support interventions to provide a wholistic educational experience that is inclusive of the DoE Plan for Public Schools, Student Behaviour Strategy and School Excellence Frameworks. Some interventions may include: - Deputy Principal behaviour monitoring. - Deputy Principal classroom teacher support (senior class placement, student mediation, student relax and returns). - Deputy Principal parent/caregiver contact, meetings and interviews. - Deputy Principal restorative conversations (student detentions, interviews, mediations, and student agreements). Referral to external agency, such as Child Wellbeing Unit and School-Link Coordinator.	Deputy Principal

	External Agency And Contact Support	- The Learning and Support Team plays an active role in linking students and families to services and agencies that with education professionals, form a layered support around the student. For students with complex behaviour or learning concerns, the wellbeing team will liaise with medical professionals and health agencies, government services and community organisations to facilitate this strong and essential partnership. Some interventions may include: - Application for an alternative learning pathway, such as Northern Rivers Connect, Distance Education, TAFE NSW. Referral or communication with services such as Child and Adolescent Mental Health Service (CAMHS), Headspace, Department of Communities and Justice (DCJ), Youth Action Meetings (YAM), health/community services.	Wellbeing and LaST
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Specific Information around bullying and cyber-bullying

The Schools Anti-Bullying Plan and Departments Anti-bullying website detail the premise and actions surrounding bullying behaviour. In addition, the Bullying Response Flowchart is available in Appendix 2 below.

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](#).

Responses to serious behaviours of concern

- The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) apply to all NSW public schools.
- Kingscliff High School's Behaviour Response flowchart can be found at Appendix 1 below.
- Responses to all behaviours of concern apply to student behaviour that occurs:
 - o at school
 - o on the way to and from school
 - o on school-endorsed activities that are off-site
 - o outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
 - o when using social media, mobile devices and/or other technology involving another student or staff member.

Detention, reflection and restorative practices

Restorative practices including Detentions are processes in managing misbehaviour and encouraging students to follow school expectations. They ensure the safety and wellbeing of all students and staff, as well as provide an educational environment where all students can achieve and succeed, it is essential that behaviour is managed appropriately. Where students do not respond positively to the standards and expectations of the school, it may be necessary to apply a fair, reasonable and proportionate action.

Detentions are a planned consequence that involves a single student, or group of students,

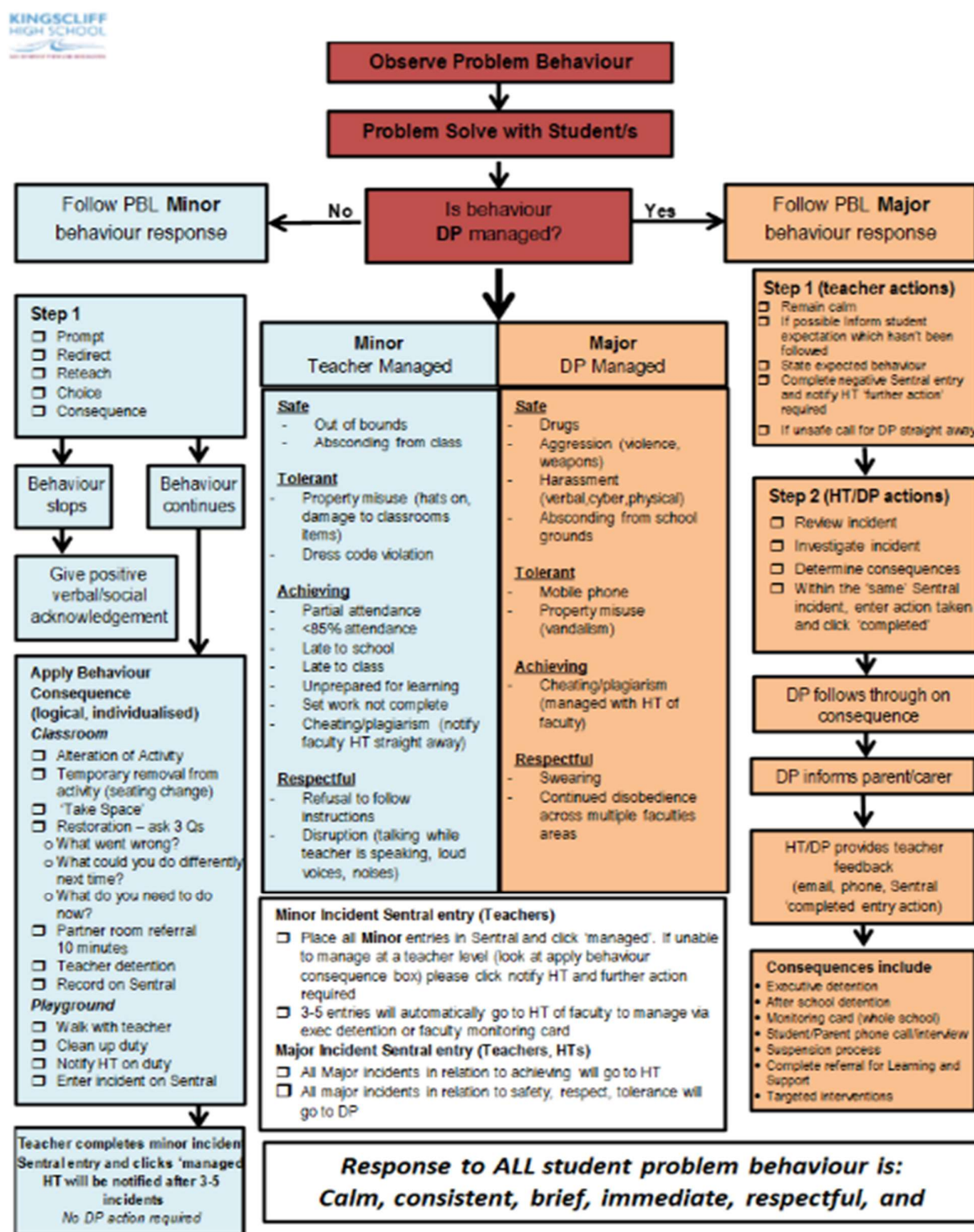
generally being in a designated room or area. The purpose of these is to support the student to reflect on their behaviour, review expectations and coach prosocial skills. The student is always supervised in the room by at least one adult and the student is not left alone at any time.

Strategy	Details	Duration and Guidelines	Who is involved?
Class teacher Detention	- The school utilises class teacher detentions to discuss student behaviours of concern and complete unfinished learning tasks and activities. - Class teacher detentions can also be used for student: - Continued disobedience. - Non-compliance of school rules and expectations. - Refusal to follow instructions. - Unsafe or dangerous behaviours. - Tier II or III behaviour or wellbeing program. - Students will have sufficient time after detention to use toilet and eat food - Restorative conversations should be held in a calm and supportive manner highlighting the behaviours demonstrated by the student and reasons behind those decisions ie how to avoid them in future. - Class Detentions should be recorded on Sentral in the 'teacher follow up' section of the entry	Class teacher detentions will vary depending on the student, setting, behaviour of concern and context. During break times recess and lunch Detentions can usually be completed within a 15-minute timeframe. Detentions for a particular activity or event, such as Non-Sport last for the duration of the activity.	Class Teachers Parents
Executive Detention	- Occasionally, students who display behaviour(s) of concern may require more individualised and targeted support interventions. Executive Detention is the next level of support which operates during lunch breaks each day. - The purpose of this intervention is to reflect on decisions that may retract from learning and restore focus towards learning. - Along with behaviour monitoring, the Executive Detention may support: - Class detentions and conversations with the classroom teacher, head teacher and deputy principal. - Participation in school learning, behaviour and wellbeing programs, - Student completion of missed class work or learning activities due to the student's behaviour(s) of concern.	Executive Detention is held in Room C014 for 20 minutes of the lunch break. Head Teachers and Deputy Principals can place students on Executive Detentions recording it as a follow up action on Sentral.	Class Teachers liaising with Head Teacher Deputy Principal

Strategy	Details	Duration and Guidelines	Who is involved?
After School Detention	- Some students may demonstrate behaviours of concern that have escalated or may have been unable to be resolved at an earlier level of intervention. After School Detention serves as the next level of support and takes place during on Tuesday and Thursday afternoons. - The purpose of this intervention is to formalise school expectations and reinforce the behaviour code for students. - After School Detentions may be used to accompany a formal caution of suspension when necessary - A form letter is to be produced and sent home or emailed to parent a minimum of 2 days prior to After School Detention.	After School Detention is held in Room C014 From 3:15 – 4:00pm on Tuesday and Thursday afternoons. Students need not eat during this detention Student may be able to access a toilet pass in this time Head Teachers and Deputy Principals can place students on Executive Detentions recording it as a follow up action on Sentral.	Head Teachers Deputy Principal
Formal Caution of Suspension	To maintain high standards of student behaviour, schools should communicate regularly to the school community the expectations articulated in the department's Behaviour code for students and the school behaviour support and management plan. The purpose of the formal caution is for the student and their parents or carers to understand the impact of the student's behaviour or behaviours of concern and to engage them in positive behaviour supports and strategies. More information can be found on the department's Suspension and Expulsion Procedures policy page	A formal caution is valid for up to 50 school days from the date the caution is issued. Formal cautions should not be carried over into the next calendar year unless consultation has occurred with the Director, Educational Leadership.	Deputy Principal
Suspension	There will be cases of unacceptable behaviour where a student may need to be removed from the school for a period of time. Suspension is an action available to the principal in these situations. The purpose of the suspension is to allow the school to implement appropriate supports during the student's absence to address the student's complex and challenging behaviour or behaviours. This is to ensure a successful return to school, and mitigate any unacceptable risks posed to teaching and learning, and the health, safety and wellbeing of staff and/or students.	The principal must decide the duration of the suspension with consideration of appropriate time to implement supports for the student and/or put in place appropriate safety measures where relevant. A suspension may last up to 10 consecutive school days However, if the number of days are insufficient to implement	Principal

Strategy	Details	Duration and Guidelines	Who is involved?
	More information can be found on the department's Suspension and Expulsion Procedures policy page	appropriate supports for the student, the principal can extend the suspension for up to 5 additional school days.	

Appendix 1: Behaviour management flowchart



Appendix 2: Bullying Response Flowchart



Review dates

Last review date: Week 9, Term 4, 2024

Next review date: Week 9, Term 4, 2025