NSW Department of Education

Kings Langley Public School Behaviour Support and Management Plan

Overview

Kings Langley Public School is a school with students at the core of all that we do. Our students are active participants in their learning journey in a school environment that is supportive, safe and engaging. Every child receives a personalised education, based on their individual learning needs, that is determined through data collection and the close tracking and monitoring of progress. Our teachers' expert knowledge of curriculum and best-practice is continually growing and evolving in line with student need and our staff are recognised as life-long learners. We are 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:

- Regulate, Recharge, Restart
- PBL (Positive Behaviour for Learning) encompassing social and emotional learning and school expectations
- Tiered behaviour support system
- Emotional regulation zones
- Positive Living Skills (PLS)

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

Kings Langley 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 enables 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

Kings Langley 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 school surveys, consulting with the P & C and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Kings Langley Public School will communicate these expectations to parents/carers through the school newsletter 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

Kings Langley Public School has the following school-wide expectations and rules:

To be respectful, resilient and a learner.

Respectful	Resilient	Learner
Be kind and value others	Have a positive mindset	Do your best
Use appropriate language	Be willing to grow	Be a believer
Work co-operatively	Bounce back from setbacks	Be a risk taker
Accept differences	Be resourceful	Be determined

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.

Kings Langley Public School follows the department's endorsed evidence-based approaches that support behaviour including Positive Behaviour for Learning (PBL), trauma-informed practices, and the principles of inclusive practice.

Care Continuum	Strategy or Program	Details	Audience
Prevention	PBL expectations	Weekly lessons embedded into all PDH lessons explicitly teaching school behavioural expectations. This will develop a positive and safe culture. The framework will assist our students to improve social, emotional, behavioural and academic outcomes.	Whole School
Prevention	Assessment Capable Learner qualities	A program that provides explicit instruction on the qualities of a learner (eg, a believer, a risk taker, is determined, is a planner, is reflective) to empower students to become more resilient. Teachers will model ACL language during lessons.	Whole school
Prevention	Behaviour response system	This is a system which guides the actions of teachers to respond consistently to the behaviours exhibited by students and to reduce the distress of an individual and to keep everyone safe across the school	Whole school
Prevention	RRR Zones of regulation	This is a systematic cognitive approach which provides explicit teaching of the zones of regulation to help the students identify and regulate their feelings to meet the demands of learning and social situations.	Whole school
Early intervention	Behaviour response system	This is a system which guides the actions of teachers to respond consistently to the behaviours exhibited by students displaying low-level behaviours of concern. This can be supported by a behaviour scaffold.	Identified students and staff

Care Continuum	Strategy or Program	Details	Audience
Early intervention	RRR Zones of regulation (emotions)	This is a systematic cognitive approach which provides explicit teaching of the zones of regulation to help identified students regulate their feelings to meet the demands of learning and social situations. This can be used to develop behaviour support planning and to respond individually to students.	Individual students and staff
Early intervention	Behaviour planning scaffold (Tier 1)	Tier 1 – The scaffold is a document that outlines the strategies the classroom teacher has/is putting into place to support students and is developed with the aid of school resources. eg, PRIM	Individual students and class teachers
Targeted intervention	Behaviour planning – support plan (Tier 2)	Tier 2 – The behaviour support plan identifies and assesses the context and function of the behaviour. It develops SMART goals and chooses evidence informed strategies to tech positive replacement behaviours. This is required if a student displays more complex and challenging behaviours or frequently occurring concerning behaviours which puts the student's learning and social success at risk. A scatterplot can be used to aid teachers to identify the specific behaviour to modify.	Targeted students, families, staff, executive and Assistant Principal Learning and Support
Targeted / Individual intervention	Learning and Support https://education.nsw.gov.au/schooling/parents-and-carers/inclusive-learning-support/high-school/how-your-child-can-be-supported-in-high-school/school-learning-and-support-team	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 AP and HSLO who will convene a planning meeting with students, families and teachers to address barriers to	Individual students, APs, HSLO

Care Continuum	Strategy or Program	Details	Audience
		improved attendance and set growth goals.	
Individual intervention	Behaviour planning-response plan (Tier 3) and risk management (Tier 4)	Students with highly complex and challenging behaviours require individual assessment, implementation, monitoring and review of behaviour planning. The capacity of school teams and teaching staff must be built to undertake functional behaviour assessments (FBA), develop individual student support plans and risk management plans for individual students. This is to be completed in collaboration with parents and other department staff. Tier 3 – A Response Plan outlines the student's behaviours in relation to the zones of regulation and the prevention strategies that can be used within each zone. Tier 4 – A Risk Management Plan is co-written with the Learning Support Team and Assistant Principal for Learning and Support. Major incidences must be reported to the Incident Report and Support Hotline	Tier 3: Targeted students, families, staff, executive, learning and support team and Learning and Wellbeing support (Department)

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

Identifying behaviour of concern, including bullying and cyberbullying

A behaviour of concern is 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 Appendix 2.

Kings Langley 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 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 the School Bytes Wellbeing system. These include:

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

Kings Langley Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. PBL and Regulate, Recharge, Restart consist 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 are teacher managed.	Targeted/Individualised Responses to behaviours of concern are executive managed
1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.	1. Refer to school-wide expectations and/or emotional regulation 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 for support.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer (captains) 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	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 low-level consequence is applied.	3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Behaviour Referral form is used to record incident. Executive to enter incident on Wellbeing system 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 (Smiling	4. Teacher records incident on Behaviour Referral form which is entered on School Bytes	4. Refer to the school's Learning and Support Team considering current and previous behaviour

Minds/Positive Living Skills) weekly.	Wellbeing system. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO.	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 phone calls home are used to communicate student effort to meet expectations. PBL awards for being respectful, resilient and a learner are given at fortnightly school assemblies.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.	Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on the School Bytes Wellbeing system. 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
- reflection and restorative practices (listed below)
- liaise with Team Around a School for additional support or advice
- communication and collaboration with parents/carers (phone, email, 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.

Reflection and restorative practices

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

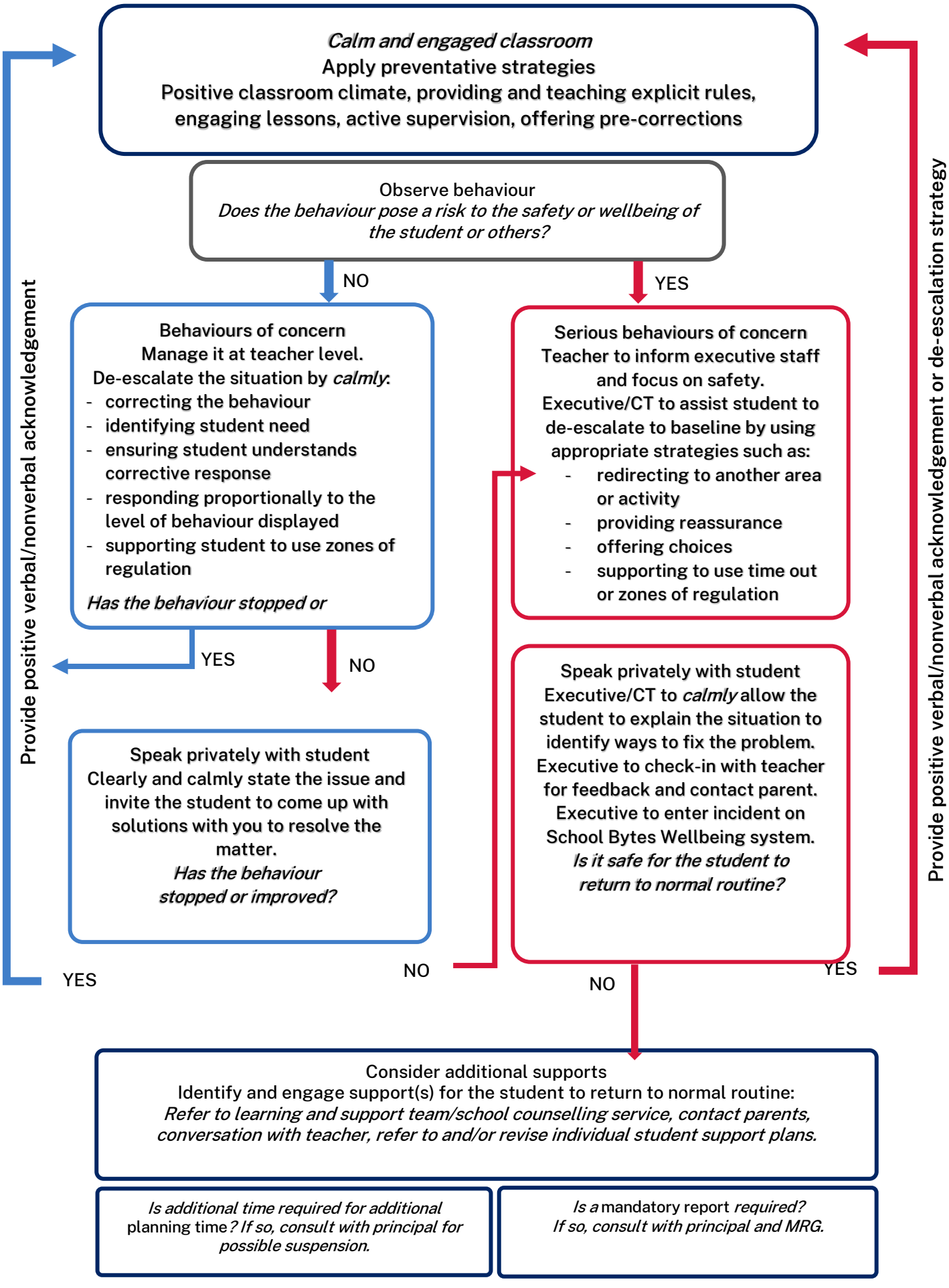
Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Day of crisis event or next day at either lunch or recess break	Assistant Principal	Documented in [School Bytes Wellbeing system]
Alternate play plan – withdrawal from free choice play and re-allocation to office or alternative space 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	Assistant Principal	Documented in [School Bytes Wellbeing system]
Restorative practice – teacher assisted student, peer or small group discussion involving Reflective Questioning	Scheduled for either lunch or recess break	Assistant Principal	Documented in [School Bytes Wellbeing system]

Review dates

Last review date: 31.1.2025

Next review date: 31.1.2027

Appendix 1: Behaviour management flowchart



Appendix 2: Bullying Response Flowchart

The following flowchart explains the actions Kings Langley Public School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The time frames will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.