

Krambach Public School Behaviour Support and Management Plan

Overview

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

Our core values and school expectations of **Being Safe, Being Respectful and Being A Learner** provide a culture of inclusivity and high expectations in all learning environments, ensuring that each student is guided and challenged to become a resilient, confident, creative and successful learner.

Principles of positive behaviour support 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 vision, key programs and initiatives prioritised and valued by the school community are:

- School Expectations Matrix
- 5 KODA Classroom Rules
- Resilience Project
- Child Protection Education
- Student Leadership
- Transition Programs (transitioning into Kindergarten and Year 7)
- Wellbeing Program
- Attendance Initiatives

Krambach Public School rejects all forms of bullying behaviours, including cyberbullying by maintaining a commitment to providing a safe, inclusive, and respectful learning community that promotes student wellbeing.

Partnership with parents and carers

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

- Individual and small group consultation, inviting parent/carer feedback through the weekly planner, on the school Facebook page and at P&C meetings.

Krambach Public School will communicate the school expectations via:

- Weekly planner
- P&C Meetings
- School Website
- School Facebook Page

School-wide expectations and rules

Krambach Public School has the following school-wide expectations:

BE SAFE

BE RESPECTFUL

BE A LEARNER

BE SAFE	BE RESPECTFUL	BE A LEARNER
Actions & words that stop others & yourself from getting hurt.	Actions & words that make others feel good.	Actions that allow me to take ownership of my own learning & personal growth.

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 cyberbullying 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 and school wide 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 all 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 students.

Care Continuum	Strategy or Program	Details	Audience
Prevention	School Expectations	A consistent school wide implementation of our school expectations matrix outlining expected behaviours of students in the classroom and playground.	
		All classrooms follow the 5 KODA Rules and teachers co-develop classroom routines with students at the start of each school year. Positive recognition when students follow expectations with verbal feedback, nonverbal cues and/or KODAs.	Whole School
Early Intervention	Classroom and playground management	A consistent proactive approach that focuses on being 'preventative rather than reactive': <ul style="list-style-type: none"> • Re-direct students to an alternative task • Discuss with student about appropriate behaviour • Remove from activity • Move to another area of the playground • Reflection time out of the playground • Acknowledge those students who are modelling the correct behaviour. 	Whole School
Individual Intervention	Behaviour Support Plan	Additional Support and guidance for identified students. The plan is collaboratively developed with the student, parents/carers and classroom teacher to ensure clear, specific and achievable goals are targeted to support identified needs of a student.	Individual Students, Parents/Carers, Classroom Teacher & Principal
Targeted Intervention	Learning and Support	Collaboratively develop a plan to support individual students who require personalised learning and support, this includes the development of risk assessments.	Individual Students, Parents/Carers, Classroom Teacher & Principal

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

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.

Krambach 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 child or young person'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 wellbeing officer or 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

Krambach Public School uses the following strategies to recognise and reinforce positive student behaviour and behavioural expectations:

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.

Specific positive feedback may not be sufficiently reinforcing for some students, so the school-wide continuum provides the opportunity to pair verbal or non-verbal feedback with a positive, tangible consequence.

The school-wide continuum for acknowledging expected behaviour includes:

- free and frequent – for everyday use by all staff in all settings (KODAs)
- moderate and intermittent – awarded occasionally
- significant and infrequent – semester or annual types of recognition.

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. Staff 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. Seek help from principal or other staff member if there is a risk to safety. Otherwise notify principal ASAP.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for	2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback	2. Principal/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

acknowledging expected behaviour.		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: <ul style="list-style-type: none"> • free and frequent • moderate and intermittent • significant and infrequent Intermittent and infrequent reinforcers are recorded on the centralised recording system.	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. Principal collects information and review the incident from multiple perspectives and determine next steps. Principal records the incident on the centralised recording system and contact parent/carer by email or phone. Principal may consider further action eg: formal caution/suspension.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact through phone calls home is used to communicate student effort to meet expectations.	Teacher contacts parents by phone when a range of corrective responses have not been successful. In some cases, individual planning and referral to LST may be discussed.	Principal contacts parent/carer to discuss any support and behaviour responses, including referral to the LST, outside agencies or Team Around a School.

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.

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](#).
- All behaviours of concern and low level behaviours at Krambach Public School are recorded on School Bytes. This allows staff to analyse data and identify and rectify any potential trends.

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.

Action	When and how long?	Who coordinates?	How are these recorded?
Time to reflect out of the playground - What happened? What did you do? What could you do instead next time?	Class time and break times as required	Teacher/ principal	Documented in School Bytes

Excursions

Work Health and Safety risk assessments may determine a student to be at risk when attending an offsite school event, where safety to the student, other students and/or teachers is of concern. The student's behaviour may be supported in the everyday school setting, however it may be a risk in a less structured / supported environment with routines altered, or longer than a school day type of activity.

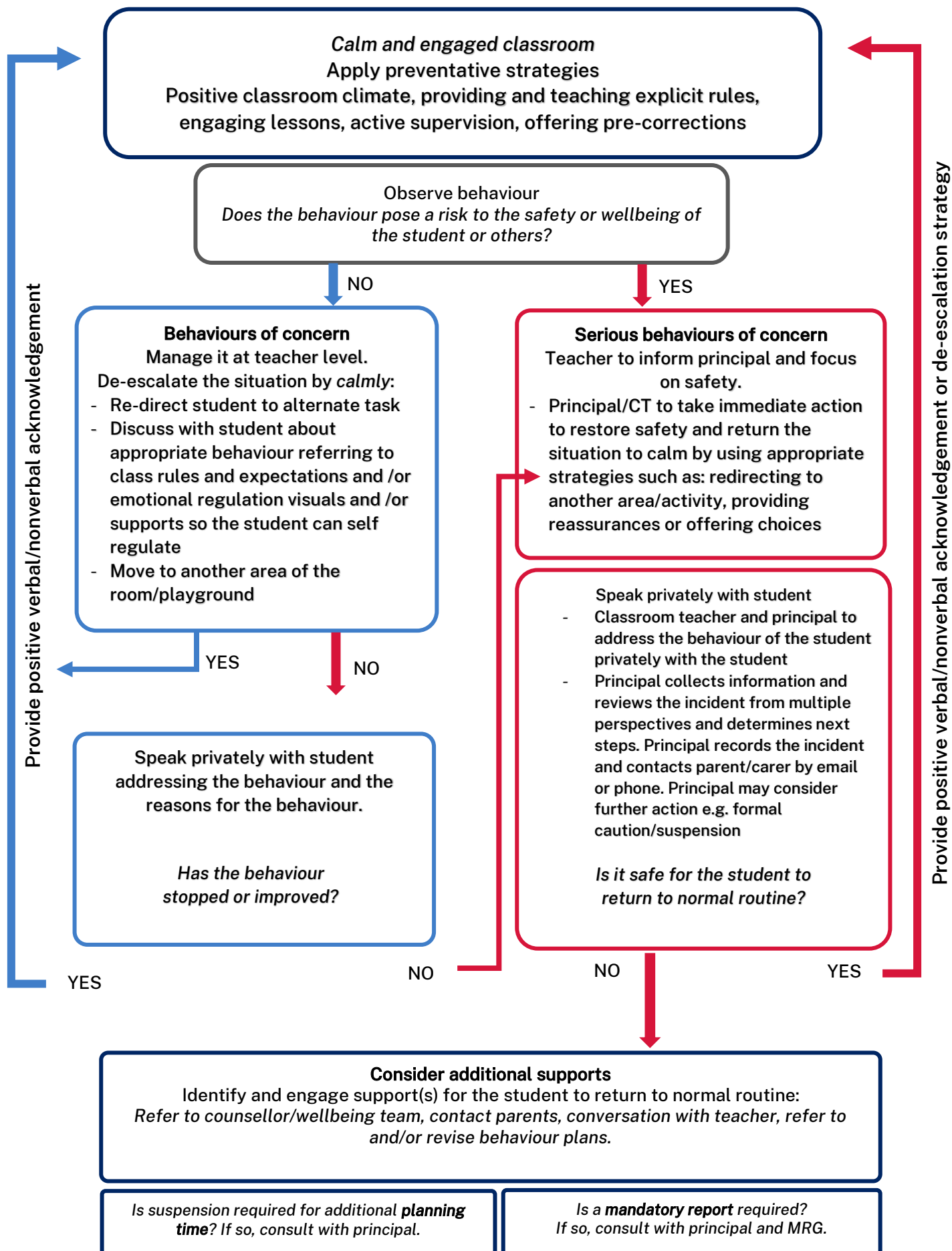
If it is determined that a student's behaviour is a risk and the student will not be participating in an excursion, the teacher, parent/carers, and school principal will discuss concerns and attempt to resolve the issue.

Review dates

Last review date: December 2024

Next review date: December 2025

Appendix 1: Krambach Public School - Behaviour Management Flowchart



Appendix 2: Krambach Public School - Bullying Response Flowchart



NOTE: Insert updated Behaviour code for students PDF here

NSW Department of Education

Behaviour code for students

Information for students and parents or carers

NSW public schools are committed to providing safe, supportive, and responsive learning environments for everyone across a range of settings. We teach and model the inclusive and safe behaviours we value in our students.

In NSW public schools students are expected, to the best of their ability, to:

- show respect to other students, their teachers and school staff and community members
- follow school and class rules and follow the directions of their teachers
- strive for the highest standards in learning
- act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- resolve conflict respectfully, calmly and fairly
- meet the school's agreed uniform policy or dress code
- attend school every day (unless legally excused)
- respect all property
- be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools
- not bully, harass, intimidate, or discriminate against anyone in our schools.

Schools take action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning.

All students have a right to:

- safety at school
- access and fully participate in their learning
- be treated with respect by other students, teachers and school staff
- express their views, set goals and self-advocate.

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments and apply an appropriate action when students are not meeting these expectations.

The department is responsible for the provision of a policy framework and resources such as legal issues bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment.

In this context, the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

Behaviour code for students: Student actions

Promoting the inclusion, learning, wellbeing, and safety of all students in NSW public schools is a high priority for the Department of Education.

We implement teaching and learning approaches across a range of settings to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

To meet the expectations set out above, students in NSW public schools, to the best of their ability, should adhere to the following principles.

Respect

- Treat one another with dignity.
- Communicate and behave courteously.
- Act and work cooperatively with other students, teachers, and school staff.
- Develop positive and respectful relationships.
- Value the interests, ability and culture of others.
- Respect the learning needs of other students.
- Dress appropriately by wearing the agreed school uniform or dress code.
- Take care with school property and the property of staff and other students.

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