

# Kyogle Public School

## Behaviour Support and Management Plan

### Overview

Kyogle Public School community believes that every student should be motivated to achieve their personal best, using high expectations, in a positive and inclusive environment. Kyogle Public School draws its students from urban Kyogle and surrounding rural areas. We cater for the educational needs of a wide and diverse community with a broad socio-economic range. Our school aims to: provide quality instruction for all students through a curriculum which caters for needs and interests; encourage a child-centred philosophy with high self-image; develop mutual respect and teamwork across all staff and students; seek professional growth; and recognise and use the expertise of individual staff and community members. Our school has a caring, sharing atmosphere and enjoys a good relationship with parents and the general community. Both groups are very supportive of our endeavours and programs.

### Partnership with parents and carers

At Kyogle Public School we recognise that the best education happens when parents and schools work together. We will work collaboratively with parents/carers to develop and implement the SBSMP by:

- Inviting parent/carer feedback through consulting with the P & C and local AECG, Tell Them From Me surveys, school surveys and providing information in the school newsletter.
- Engaging in regular, ongoing consultation and collaboration with parents/carers to identify and respond to additional learning and support needs.
- Using concerns raised through the complaints procedures to review school systems, data and practices.

### School-wide expectations and rules

<b>Expectation -Be A Learner</b>	<b>Expectations – Be Respectful</b>	<b>Expectation – Be Safe</b>
<i>Have all equipment for class</i>	<i>Wear school uniform</i>	<i>Be in the right place at the right time</i>
<i>Listen to the speaker</i>	<i>Follow staff instructions</i>	<i>Stay in bounds</i>
<i>Complete tasks to best ability</i>	<i>Use school talk</i>	<i>Keep hands and feet to self</i>
<i>Ask questions</i>	<i>Look after belongings</i>	<i>Use equipment for its purpose</i>
<i>Phones to the office</i>	<i>Value all property</i>	<i>Care for others</i>
<i>Out of class, need a pass</i>	<i>Put rubbish in the bin</i>	<i>Walk</i>

## 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

At Kyogle Public School, social, emotional and academic development will be achieved in a safe and respectful environment. KPS has a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn. Our school implements the department's endorsed evidence-based approaches including Positive Behaviour for Learning (PBL), trauma-informed practices, and the principals of inclusive practice. Approaches for antibullying, including cyberbullying are addressed in the Kyogle Public School Bullying Response Flowchart.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Behaviour for Learning (PBL)	A whole school approach to develop a safe, positive learning environment by teaching students how to be safe, positive learners and how to respond appropriately to bullying behaviour, how to avoid escalating conflict and what to do if they witness others being bullied.  We implement weekly PBL lessons to all classes that is informed by behaviour and student data collected at school as a preventative approach.	All students, staff and families.
Prevention	Child Protection	Teaching child protection is a mandatory part of the Personal Development, Health and Physical Education syllabus. The learning experiences in PDHPE provide students with a range of self-management and interpersonal skills to promote and advocate for the health and wellbeing of themselves and others.	Students K-6
Prevention	Awards	KPS recognises positive behaviours of students by giving ICU and PBL awards to students who are following the school expectations of being safe, being a learner and being respectful. These awards are given at stage and whole school assemblies.	Students K-6
Early Interventions	Life Education	Life Education visits KPS biennially delivering a program that supports the physical, social and emotional wellbeing of	Students K-6

Care Continuum	Strategy or Program	Details	Audience
		students, empowering students to make safer, healthier and happier choices.	
Early /Targeted Intervention	Berry Street Education Model	An educational model with practical, classroom-based strategies to increase engagement of all students, including those with complex, unmet needs. Specific strategies include: <ul style="list-style-type: none"> <li>- Using trauma informed language</li> <li>- Ready to learn plans</li> <li>- De-escalation strategies, positive primers and brain breaks.</li> </ul>	Students K-6
Early / Targeted Intervention	Trauma Informed Practice	Training for whole staff to create a trauma-aware school community. Staff will develop an understanding of childhood trauma and its impacts on student learning and wellbeing so they can better meet students' needs so that students can reach their full potential.	Students K-6
Early / Targeted Intervention	Zones of Regulation	An empowering instructional program to build safe and supportive environments that increase self-awareness and social and emotional skills.	Select groups and individuals K-6
Targeted Intervention	Sista Speak/ Bro Speak	A ten-week mentoring program for indigenous students to build respectful relationships, life skills and learn about culture.	Targeted students
Targeted Intervention	Learning and Support Team	The Learning and Support Team works with teachers, students and families to support students who require personalised learning and support.	All
Targeted Intervention	Attendance Team	The attendance team works closely with families to help identify issues impacting attendance and support students in improving their attendance at school.	Targeted students
Individual intervention	Individual Behaviour Support Planning	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual students.
Individual intervention	Intensive Behaviour Support	Tailored behaviour management advice with support from Team around a School for more complex behaviours and needs.	Individual students

## 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, 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.

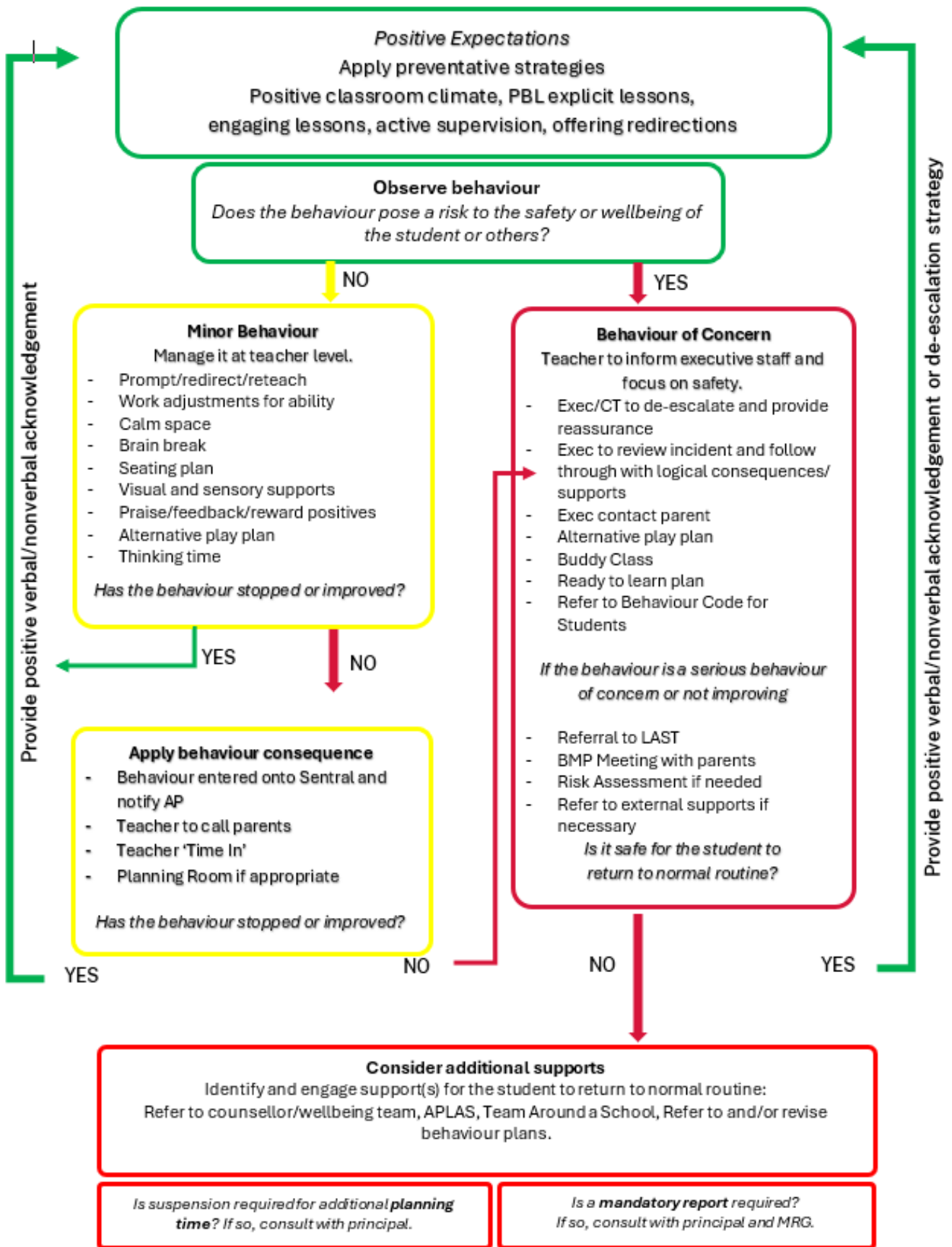
Kyogle Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber bullying in the following ways:

- Maintaining appropriate levels of supervision in the classroom and playground and observing student behaviours, interactions and communications with each other.
- Managing reports of incidents, negative behaviours and bullying by entering reports onto Sentral in a timely manner and escalating these to Assistant Principals or Principal.
- Teaching students to identify, report and respond to bullying at school and online.

### Kyogle Public School Bullying Response Flowchart



### Kyogle Public School Behaviour Management Flowchart



### Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on the school’s management system Sentral. Responses may include:

- Review and document incident using incident reports and Sentral.
- Determine appropriate action and support for students involved.
- Report behaviours of concern to Stage Assistant Principal (AP).
- Communication with parents via phone or meeting.
- Planning Room with Stage AP to allow students opportunities to reflect on and regulate emotions and behaviour.
- Discuss student behaviour and support needs with Learning Support Team.
- Develop or review Ready to Learn Plan or Behaviour Management Plan.
- Liaise with Team Around a School for additional support or advice.

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?
<b>Teacher ‘Time In’</b> – Time in class with the teacher to have restorative conversations and plan for appropriate behaviours.	Next break for 5 to 10 minutes.	Teacher	Documented on Sentral
<b>Planning Room</b> – A debriefing with the Stage Assistant Principal (AP) after a behaviour of concern to allow students an opportunity to reflect on behaviours and teach/plan for more appropriate behaviours. Planning room takes place in the Stage AP’s classroom during lunch ‘eating time.’ Students can eat their lunch in planning room and are able to	Next day at lunch time	Assistant Principal	Documented on Sentral

Strategy	When and how long?	Who coordinates?	How are these recorded?
take toilet breaks as needed. Students will get a minimum of 15 minutes of play after Planning Room.			
<b>Alternate Play Plan</b> – Inclusion in structured and supported activities following a behaviour of concern related to a particular activity or area. Parents are informed if the behaviour has been serious or repeated.	Next day / week- Negotiated with student and reviewed as needed.	Assistant Principal	Documented on Sentral

## Review dates

Last review date: Week 8 Term 4, 2024

Next review date: Week 8 Term 1, 2024