

Mount Kanwary Public School Behaviour Support and Management Plan

Overview

Mount Kanwary Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged in their learning.

Our goal is to inspire every child to participate positively in society. 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 education, 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, consistent responses.

To achieve our vision, key programs prioritised and valued by the school community include

- **Positive Behaviour for Learning (PBL)**
- **Grow Your Mind**

Mount Kanwary Public School rejects all forms of bullying behaviours, including cyberbullying, by maintaining a strong commitment to providing a safe, inclusive, and respectful learning environment that promotes student wellbeing. Staff are dedicated to implementing evidence-based approaches and strategies that foster a positive school climate where bullying is less likely to occur.

All members of our school community are active participants in building a welcoming culture that values diversity and nurtures positive relationships. A key component of this supportive environment is developing respectful relationships and an ethos that bullying is never accepted, whether online or offline. School staff actively respond to all instances of bullying behaviour to ensure that every student feels safe, valued, and connected.

Partnership with parents and carers

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

- Inviting parent/carer and student feedback through formal and informal means such as school surveys, Tell Them From Me surveys, consulting with the P & C
- Direct, regular communication with families via Audiri, Sentral, phone call or face to face meetings as required for individual students
- Whole school communication through Audiri, school assemblies and at Parents and Citizens (P&C) meetings regarding PBL expectations, celebrations and any changes.

Mount Kanwary Public School will communicate these expectations to parents/carers through the Audiri Parent Dashboard and emails. 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

At Mount Kanwary Public School, we **Respect** others and our environment, **Connect** through kindness and teamwork, and **Strive** to do our best in everything we do.

Respect	Connect	Strive
- I own my behaviour and take responsibility for my actions - I listen to others and follow instructions - I keep my hands and feet to myself - I respect my belongings and the belongings of others - I am mindful of others' feelings and opinions.	- I speak politely to everyone - I encourage others and am a good sport - I care for our environment - I include others in my games - I am kind to all.	- I show pride in all that I do - I work hard and complete my work to a high standard - I wear my school uniform everyday - I am in the right place at the right time - I am at school on time and ready to learn.

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.

Mount Kanwary Public School takes strong action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning. See the [Behaviour code for students](#) for more details.

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 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 students.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Breakfast	School runs a breakfast program that provides access to a free healthy breakfast and builds strong student-teacher connections.	Staff, students K – 6
Prevention	Strong connection with families	Engaging parent involvement through two way channels of communication around school expectations, recognition of positive behaviours and responses to behaviours of concern. Parents are encouraged and requested to be involved in supporting students to meet school expectations for behaviours and social interactions.	Staff & Families
Prevention	Classroom Management	Strong teacher/student relationships. Consistent teacher expectations, routines, modelling and responses to behaviour.	All staff
Prevention	PBL	Schoolwide and classroom systems of support that bring together the whole school community to contribute to developing a positive, safe and supportive learning culture by regularly reinforcing expectations through weekly focus lessons, consistent expectations, language and responses, a tiered reward framework for recognising adherence to expectations and a structured and documented framework for responding to a lack of adherence to expectations.	Whole school
Early intervention	Grow Your Mind	The "Grow Your Mind" program focuses on enhancing personal growth through mindset development, emotional intelligence, and continuous learning. It offers tools and strategies to boost mental clarity, focus, and resilience.	Students K - 6
Early Intervention	Classroom management	Explicit teaching and modelling of specific skills including behaviour expectations and social skills. Social stories, visual clues and self-regulation strategies (such as brain breaks, positive primers, quiet spaces, opportunity to calm down and bounce back and receive support through co-regulation).	Classroom teachers, families and students
Targeted intervention	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	The toolkit supports our school to prepare, engage and educate the school community about creating and	All students, individual students K

Care Continuum	Strategy or Program	Details	Audience
		maintaining safe online environments to prevent cyberbullying incidents.	- 6, families, staff, LST
Targeted Intervention	Attendance support	The principal will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, principal, families
Targeted Individual/ intervention	School learning and support	Provides support for students who need personalised learning and support.	Principal, LST individual students K - 6, families
Individual intervention	Individual behaviour support planning	Planning is done in collaboration with the student and their family with support from Team Around a School where needed. This can include individual behaviour support and risk management plans.	Individual students, staff, LST Principal

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.

Mount Kanwary 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.

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](#)

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

Mount Kanwary 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
- 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
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.	Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	Seek help from principal or other staff member if there is a risk to safety. Otherwise notify principal ASAP.
Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for	Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise,	Principal/CT to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as:

acknowledging expected behaviour	redirect with specific corrective feedback	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.
Tangible reinforcers include those that are: • free and frequent • moderate and intermittent • significant and infrequent Intermittent and infrequent reinforcers are recorded on the centralised recording system (Sentral).	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. Teacher records on the centralised recording system by the end of the school day. Monitor and inform family if repeated.	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. Refer to the school's Learning and Support Team or APLaS considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.
Teacher/parent contact	Teacher/parent contact	Teacher parent/contact
Teacher contact through email, text message or phone calls home are used to communicate student effort to meet expectations.	Teacher contacts parents by phone or email 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

Responses, including students who display serious behaviours of concern, are recorded in the centralised recording 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, parent portal, 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 procedure](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).
- If a behaviour of concern is also a child protection matter use the [Mandatory Reporting Guideline Tool](#).

Reflection Practices

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection conversation (problem solving) – What happened, what did you do, and what could you do instead next time.	Class time and break times as required	Teacher/ principal	Documented in school record system

Review dates

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026