NSW Department of Education

School Behaviour Support and Management Plan
Kapooka Public School

Overview

Kapooka Public School is committed to high expectations for students' behaviour which are established and maintained through explicitly teaching and modelling positive behaviour and having planned responses, promoting excellence, opportunity and success for every student, every day. Our goal is to engage every child to participate positively in the school community and beyond, developing active and thoughtful citizens of the future.

Kapooka 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 promotes student wellbeing. Staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

A welcoming school culture is actively built by the whole community valuing diversity and fostering 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.

Key programs prioritised and valued by the school community are Positive Living Skills and Smiling Minds.

Partnership with parents and carers

Kapooka Public School partner with parents/carers, establishing expectations for parent engagement in developing and implementing student behaviour management and anti-bullying strategies by:

- reinforcing at the beginning of the year at Information Night, through parent/teacher interviews, the school newsletter and our other communication channels the school's values and expectations.
- using concerns raised through complaints procedures to review school systems, data and practices.

Kapooka school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning safety and wellbeing. Communication channels are used to highlight positive behaviour and discuss, in a timely manner, strategies to address any behaviours of concerns.

Feedback on our behaviour support and management plan is regularly sort from the parents/carers by formal and informal means such as Tell Them From Me surveys, school surveys and through the P&C.

School-wide expectations and rules

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

- To display the values of Respect, Responsibility and Resilience

	Respect	Resilience	Responsibility
Classroom and Playground	Speak politely Follow instructions Care for others Value self and others Follow agreed rules Care for environment	Persevere Have a growth mindset Bounce back Attempt all tasks Be a good sport Play safely Right place, right time	Strive for goals Be cooperative Be honest Act on feedback Be cooperative Encourage others Be active Be sun safe
Toilets	Respect privacy Leave food and drink outside	Use toilets during breaks Report damage	Use, wash your hands and leave Return promptly to class
Bubblers	Wait your turn Give others space	Use bubblers during breaks Be patient	Turn taps off Be water wise

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

Kapooka Public School embeds student wellbeing and positive behaviour approaches and strategies in practices across the care continuum to promote positive behaviour and respond the behaviours of concern including bullying and cyber-bullying behaviour.

These approaches and strategies are bult 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 the provide options for student choice
- differentiating learning content and tasks to meet the needs of all learners.

Kapooka Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations.

Every class in Kapooka Public School uses the Positive Living Skills program and Smiling Minds Curriculum to promote positive behaviour through explicitly teaching skills to support behavioural expectations.

Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention	Smiling Minds	Smiling Minds is practised daily in class. The Smiling Mind Mindfulness Curriculum has been developed to improve and support student wellbeing, the development of essential personal and social capabilities and enhancing student engagement with learning. In implementing this program, we will be supporting students to: • Develop emotion regulation skills - manage stress, anxiety and build resilience. • Develop skills to support learning – improve focus, attention and concentration, foster a growth mindset, enhance decision making and problem solving, support readiness to learn and foster creativity. • Develop social Awareness - improve classroom behavior, cultivate a calmer classroom, enhance self and social awareness, foster respectful relationships.	All
Prevention	Positive Living Skills	The Positive Living Skills program aims are to stem the flow of: • bullying, cyberbullying • violence, • anxiety, • depression and • suicide This is achieved by applying an intentional teaching approach to build the skills for: • self-regulation, • kindness, empathy, • respect, • peer support, • inclusion, • appreciation, • acceptance, • healthy self-esteem and • resilience.	All
Prevention	National Day of Action	Our school participates in the annual National Day of Action against bullying and Violence (NDA) in August each year	All students All staff
Prevention	Child Protection	Teaching child protection education is a mandatory part of the syllabus	All

Care Continuum	Strategy or Program	Details	Audience
Prevention/ Early intervention/ Targeted Individual	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	The toolkit resources are categorized into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents. The link to this resource is regularly sent home.	All
Early Intervention	Defence School Mentor programs	With a mobile student population individuals and groups of students participate in proactive groups with the Defence School Mentor focusing on friendship and transitioning into a new community. The values of cooperation, teamwork and kindness are developed in programs with our school assistance dog Xena.	All schools staff parents
Targeted intervention	Learning and Support	Teachers work with students and families to support those students who require personalised or small group learning and support for behaviour. This involves the development of short-and long- term SMART goals.	Individual students, staff and families
Individual intervention	Individual Behaviour Support Planning	Students requiring specific strategies have plans developed in collaboration with parents and, where necessary, DoE specialist staff. This may include the developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans including short-and long- SMART term goals. These are communicated to all staff.	Individual students All school staff Parents

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

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.

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. See Appendix 1.

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 in School Bytes.

These include:

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

Kapooka Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Positive Living Skills and Smiling Minds consist of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

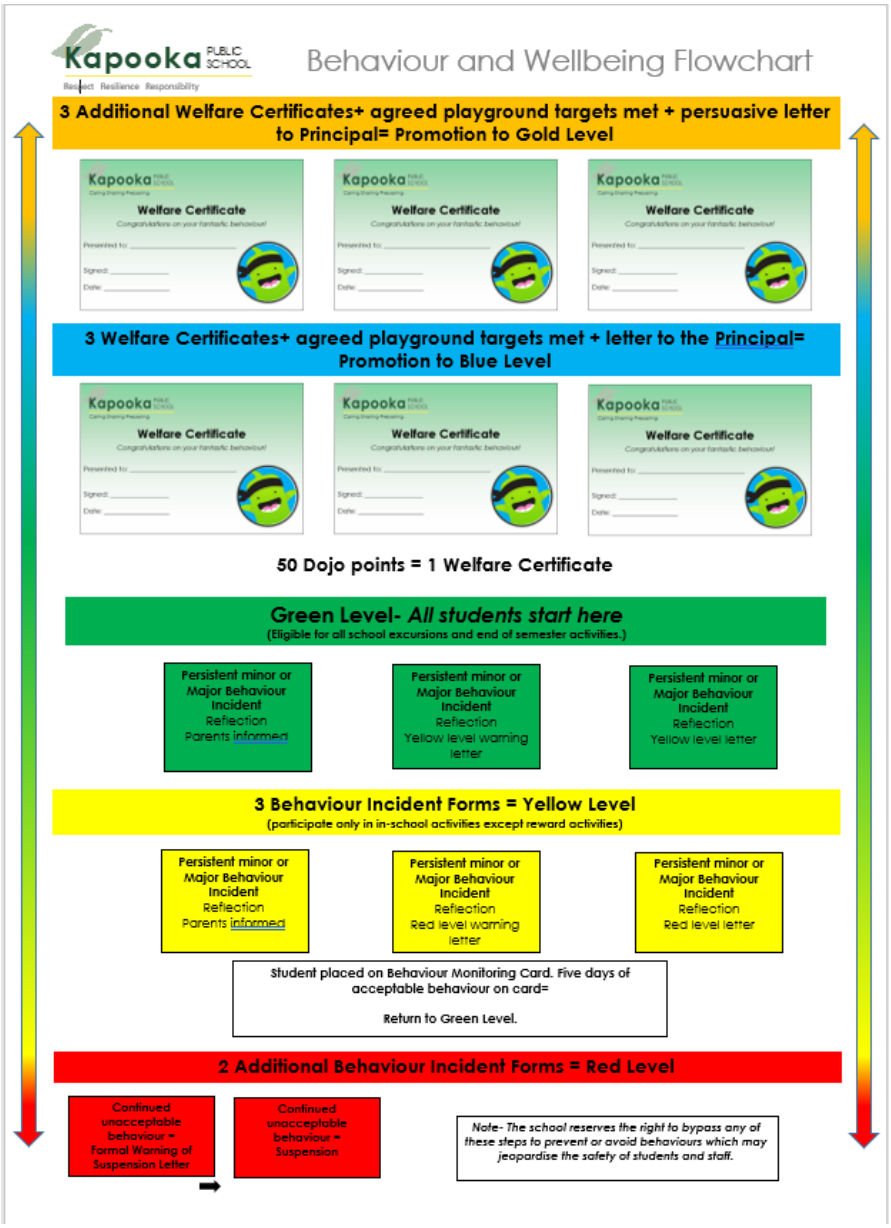
We acknowledge that not all students are encouraged by the same thing or in the same ways. Younger students may be more motivated by adult attention while older students are typically more motivated by peer attention, activities, privileges, or freedom. When learning new skills, students need immediate 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	Targeted/Individualised Responses to behaviours of concern
Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practise. Students are acknowledged for meeting school-wide expectations and rules every day in class through tokens, Class Dojo, and at assemblies as levels are achieved.	Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	Contact office to seek assistance from executive.
Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	Executive 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.
Tangible reinforcers include that that are: Free and frequent (tokens) Moderate and intermittent (dojos) Significant and infrequent (level changes) Reinforcers are recorded in behaviour/wellbeing in School Bytes	Use direct responses eg 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 from the behaviour/wellbeing flowchart.	Principal collects information and reviews the incident from multiple perspectives to determine next steps. Incident recorded on School Bytes and parent/carer contacted by email, phone or Class Dojo. Principal may consider further action eg from the behaviour/wellbeing flowchart or formal caution or suspension.
Social emotional learning lessons are taught weekly – Positive Living Skills – Smiling Minds	Teacher records on School Bytes before the end of the school day. Monitor and inform the family if behaviour repeated. For some incidents, referral is made t the school's anti-racism contact officer (ARCO) or anti-bullying coordinator.	Refer to the school's Learning and Support Team (LST) considering current and previous behaviour data. Other actions my 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 Class Dojo, face to face or phone calls home are used to communicate student effort to meet expectations. Recognition	Teacher contacts parents to arrange a meeting by Class Dojo, phone or email when a range of corrective responses have not been successful.	Parent/carer contact is made by school executive to discuss any support and behaviour responses including referral to the LST, school counsellor,

	awards for positive and individual and class behaviour are given at school assemblies each term.	Individual planning and referral to LST may be discussed.	outside agencies or Team Around a School.



This is communicated to parents at the beginning of each year. The flowchart has been developed with the community and is evaluated regularly.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on School Bytes. 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
- detention, 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.

- 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

Toilet and food breaks are always included when withdrawal from free choice play at the lunch 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 room – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	At the next lunch break	Principal	Documented in School Bytes
Alternate play plan – withdrawal from free choice play and re-allocation to a place in the playground, relocation to the office or classroom for supervision following breach a in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect	When the behaviour happens or at the next break	Principal	Documented in School Bytes

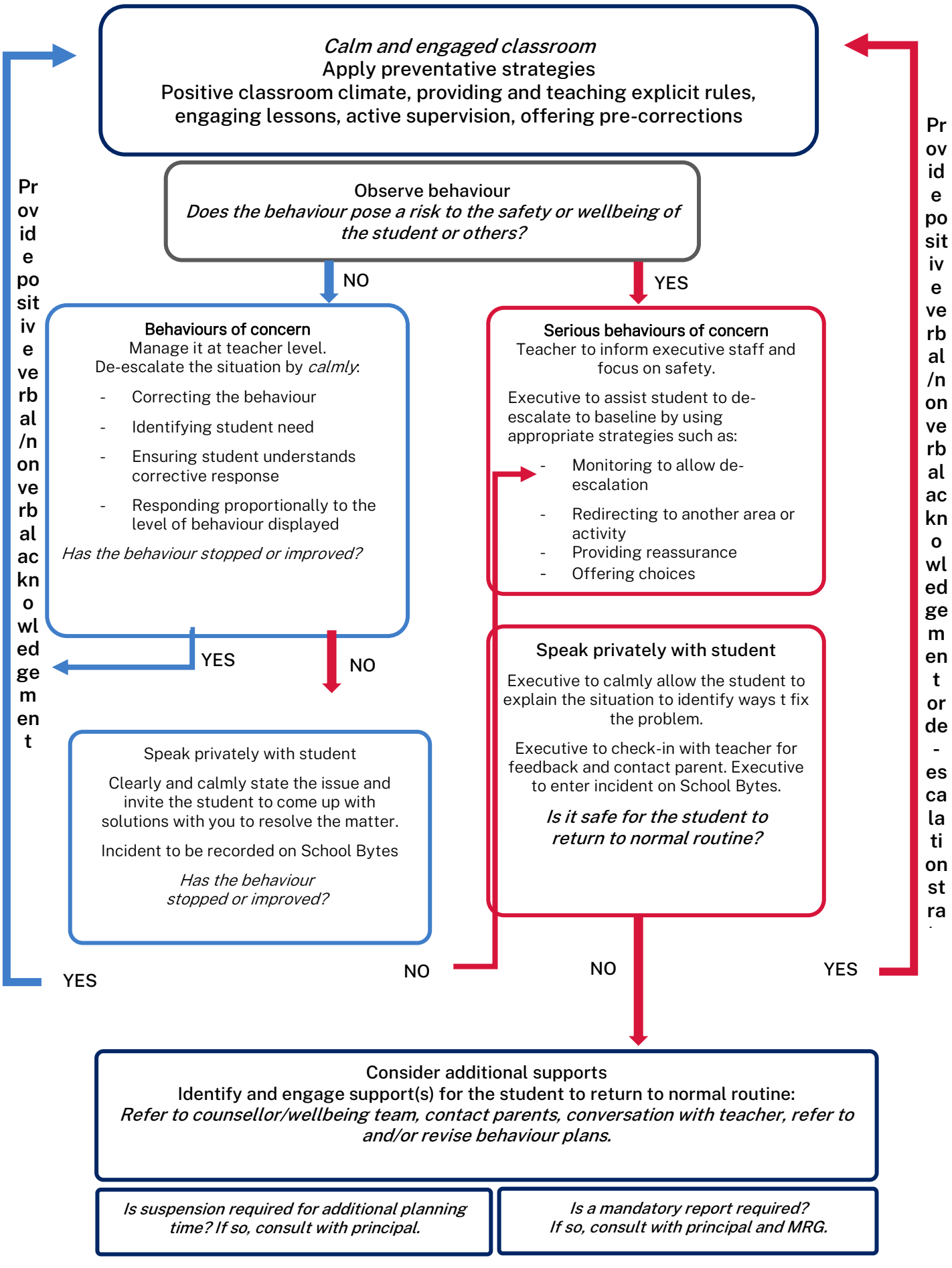
on their behaviour and make positive choices – individual or group (detention)			
Restorative practice – peer mediation or circles in groups	Scheduled for lunch break	Principal	Documented in School Bytes

Review dates

Last review date: 8 ay Term 2, 2024

Next review date: 31 January Day 1, Term 1, 2025

Appendix 1: Behaviour management flowchart



Bullying is when people repeatedly and intentionally use words or actions against someone or a group of people to cause distress and risk to their wellbeing.

Appendix 2: Bullying Response Flowchart

First hour: Listen
- Provide a safe, quiet space to talk and reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- As a mandatory reporter, if you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours.

Day 1: Document
- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student and check with the student to ensure you have the facts correct
- Enter the record in School Bytes
- Notify school executive of incident if required in line with behaviour management flowchart
- Notify parent/s that the issue of concern is being investigated

Day 2: Collect
- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day 3: Discuss
- Evaluate the information to determine if it meets the definition of bullying (see above)
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day 4: Implement
- Document the plan of action in School Bytes.
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day 5: Review
- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in School Bytes

Ongoing folllow-up
- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in School Bytes
- Refer matter to the Learning and Support Team within 48 hours if the situation is not resolved
- Look for opportunities to improve school wellbeing for all students