



## Karuah Public School Behaviour Support and Management Plan

### Overview

Karuah Public School is dedicated to explicitly teaching and modelling positive behaviour, while ensuring all students are actively engaged in their learning.

Our vision is to inspire each child to contribute positively within the school community and beyond. We aim to foster excellence, opportunity, and success for every student, every day. We prioritise creating a safe, respectful, and caring environment for all learners.

Our daily practices are underpinned by the principles of positive behaviour support, trauma-informed teaching, inclusive practices, and social-emotional learning. We set high expectations for student behaviour, which are reinforced through role modelling and explicit instruction.

Positive Behaviour for Learning (PBL) is a key program that is prioritised and valued at Karuah Public School as well as the NSW Department of Education's Behaviour Code for Students.

These initiatives focus on social and emotional development, promoting positive mental health, strong relationships, and the prevention of bullying.

Karuah Public School has a firm stance against all forms of bullying, including cyberbullying. We are committed to creating a safe, inclusive, and respectful learning environment that prioritises student wellbeing. Our staff use evidence-based strategies to foster a positive school climate where bullying is less likely to occur.

We believe in the active participation of all members of our school community in building a welcoming culture that values diversity and promotes positive relationships. A critical element of this culture is reinforcing that bullying, whether online or offline, will not be tolerated. Our staff are proactive in addressing and responding to bullying behaviours.

Karuah Public School values its partnership with parents and carers in setting expectations for student behaviour management and anti-bullying strategies. We actively seek feedback from parents and students through formal and informal channels, such as Tell Them From Me surveys, school surveys, and consultations with the P&C and local AECG. Additionally, we use feedback gathered from complaints to evaluate and refine school practices.

We ensure that these expectations are communicated to parents and carers through the school newsletter and website. By building strong, collaborative relationships with families and the wider community, we create a shared understanding of how to best support student learning, safety, and wellbeing.

## School-wide expectations and rules

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

**To be respectful and responsible learners who show pride in everything that they do.**

Respect	Responsibility	Pride
Be kind and value others	Be safe	Try your personal best
Use appropriate language	Be on time	Create neat bookwork
Work co-operatively	Be ready to learn	Be proud of yourself
Take care of our school environment	Be in the right place at the right time	Be proud of our school
Be patient		Represent with pride
Accept differences		

## 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.

Care Continuum	Strategy or Program	Details	Audience
Prevention	<a href="#">Positive Behaviour for Learning</a>	The Positive Behaviour for Learning (PBL) program is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behaviour and academic outcomes for children and young people.	Students K-6
Prevention	<a href="#">Child protection</a>	Teaching child protection education is a mandatory part of the syllabus.	Students K-6
Prevention	<a href="#">Rock and Water</a>	Rock and Water is a course that incorporates exercises and games to develop confidence, self-reflection, self-management and interpersonal skills.	Students K-6
Prevention	<a href="#">Child protection</a>	Teaching child protection education is a mandatory part of the syllabus	Students K-6
Prevention	<a href="#">Zones of Regulation</a>	The Zones of Regulation program assists students to developing increased self-awareness and social and emotional skills.	Students K-6
Prevention/ Early intervention	Student Identified Staff Member	Each student identifies a staff member who they want to be their support person/ mentor.	Students K-6
Early intervention	RESET Room	AP Wellbeing available for students to “Remove yourself, Explain your side, Search for solutions, Engage a plan, Transform your behaviour”.	Students K-6
Prevention/ Early intervention/ Targeted Intervention	Australian eSafety Commissioner <a href="#">Toolkit for Schools</a> to prevent and respond to cyberbullying	The toolkit supports our school to prepare, engage and educate the school community about creating and maintaining safe online environments to prevent cyberbullying incidents.	All students, individual students K - 6, families, staff
Targeted/ Individual intervention	Learning and Support	Provides support for students who need personalised learning and support.	LST, LaST, WIHN, School Counsellor, APs, Principal, individual students, families

Care Continuum	Strategy or Program	Details	Audience
<b>Targeted intervention</b>	Attendance support	The AP Wellbeing and Principal plan meetings with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, AP Wellbeing, Principal
<b>Individual intervention</b>	<a href="#">Individual Behaviour Support Planning</a>	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. Implementing, monitoring and reviewing also occur.	Individual students, families and staff

## 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.

Karuah 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.

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. Corrective responses are recorded on Sentral - Wellbeing.

- **Teacher managed** – low level inappropriate behaviour is managed by teachers in the classroom and the playground. These are often referred to as 'Yellow behaviours'.

- **Executive managed** – behaviour of concern is managed by school executive. These are often referred to as ‘Orange behaviours and Red behaviours’.

Classroom	Non-classroom setting
<ul style="list-style-type: none"> <li>• rule reminder</li> <li>• re-direct</li> <li>• offer choice</li> <li>• error correction</li> <li>• prompts</li> <li>• reteach</li> <li>• seat change</li> <li>• stay in at break to discuss/ complete work</li> <li>• conference</li> <li>• reflection and restorative practices</li> <li>• communication with parent/carer</li> </ul>	<ul style="list-style-type: none"> <li>• rule reminder</li> <li>• re-direct</li> <li>• offer choice</li> <li>• error correction</li> <li>• prompts</li> <li>• reteach</li> <li>• play or playground re-direction</li> <li>• walk with teacher</li> <li>• reflection and restorative practices</li> <li>• communication with parent/carer</li> </ul>

Karuah Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations.

Positive Behaviour for Learning, Rock and Water and Zones of Regulation 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 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	Early Intervention	Targeted/Individualised
Responses to recognise and reinforce positive, inclusive and safe behaviour	Responses to minor inappropriate behaviour	Responses to behaviours of concern
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. Seek help (call or send for help) from AP or principal if there is a risk to safety. Otherwise notify principal as soon as possible.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer 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. 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 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"> <li>• free and frequent</li> <li>• moderate and intermittent</li> <li>• significant and infrequent</li> </ul>	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. CT records the incident on the sentral and contact parent/carer by email or phone. Principal may consider further action eg: formal caution/suspension.
4. All social-emotional learning programs (Zones of Regulation, Rock and Water) are taught weekly and embedded into daily practise.	4. Teacher records on sentral by the end of the school day. Monitor and inform family if repeated.	4. Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.
<b>Teacher/parent contact</b>	<b>Teacher/parent contact</b>	<b>Teacher/parent contact</b>
Teacher contact through phone calls home or Class Dojo 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 on Sentral. 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 policy](#) and [Incident Notification and Response Procedures](#)
- [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](#).

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 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.

Action	When and how long?	Who coordinates?	How are these recorded?
<b>Reflection conversation (problem-solving)</b> – 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 Sentral
<b>RESET Room</b> - a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Lunch or recess breaks	Assistant Principal	Documented in Sentral
<b>Alternate play plan</b> – withdrawal from free choice play and re-allocation to office or classroom 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	Lunch or recess	Principal	Documented in Sentral

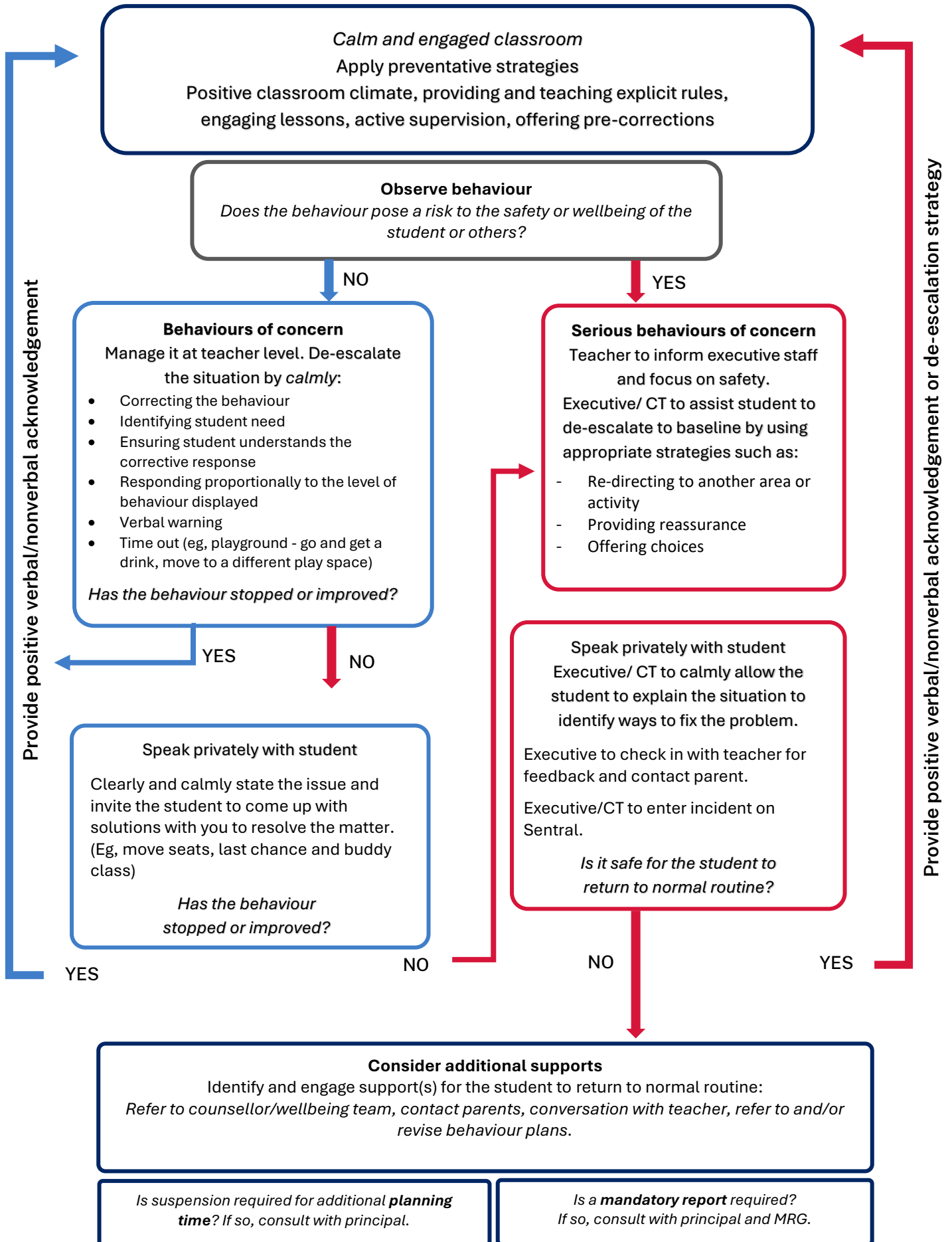


## Review dates

Last review date: [5/12/24: Term 4, 2024]

Next review date: [INSERT DATE: Day 1, Term 1, 202X]

Appendix 1: Behaviour management flowchart (Alternative example)



## Appendix 2: Bullying Response Flowchart (Optional)

