



BEHAVIOUR SUPPORT & MANAGEMENT PROCEDURES

Ratified by staff:
31 January 2024

Ratified by P&C:
20 February 2024

Effective from:
February 2024

Reviewed:
Term 1 2025

Next review:
Term 1 2026

OVERVIEW

Kurrajong Public School is committed to explicitly teaching and modelling positive behaviour and to support all students to be engaged with their learning. We support the learning, wellbeing and safety of all students and believe the collaboration between staff, students and parents/carers is fundamental to maintaining positive student behaviour and effective discipline. All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation and discrimination. To achieve this, all NSW public schools are expected to maintain high standards of discipline.

Meaningful engagement and partnerships between the school, student, parents and carers, and community is fundamental to maintaining positive student behaviour in schools.

These procedures reference NSW Department of Education PD-2006-0316-06-V02.0.1 and apply to:

- student behaviour 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
- if the student's conduct significantly affects, or is likely to significantly affect, the health, learning and safety of students or staff
- when using social networking sites, mobile devices and/or other technology involving another student or a departmental staff member for school related issues.

Principals acting in accordance with the Student Behaviour policy and these procedures are acting with the authority of, and are supported by, the NSW Department of Education.





PROMOTING POSITIVE BEHAVIOUR

Kurrajong Public School has four core behavioural expectations for all students:

- **Respect** - students are expected to engage in respectful relationships and behaviour with adults and peers at all times.
- **Responsibility** - students are expected to take personal responsibility for their behavioural choices.
- **Resilience** - students are encouraged to 'bounce back' from adversity and demonstrate a growth mindset in order to learn from mistakes.
- **Excellence** - students are expected to strive for excellence and value the learning opportunities provided each day.

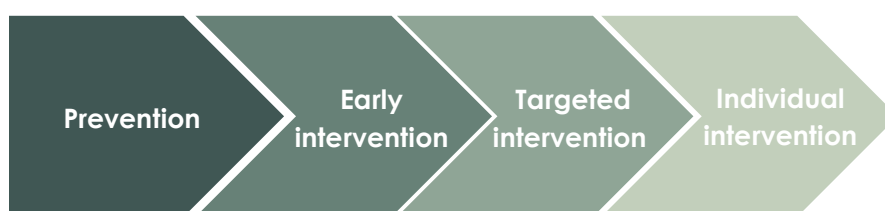
Students are encouraged to seek teacher assistance for support and guidance as applicable.

CONTINUUM OF CARE

Kurrajong Public School is strongly committed to enabling all students to grow and learn to their greatest potential. Strong connections between positive behaviour support and positive outcomes in learning and wellbeing are enhanced by proactive and holistic school practices and a focus on prevention, early interventions and tailored approaches to behaviour support.

Supporting student behaviour is critical for promoting, engaging and lifting performance and wellbeing and ensuring a safe and happy environment for our staff and students. We understand that students who feel supported and safe are more likely to be more connected to school and active participants in their learning, improving academic achievement. We aim to provide inclusive learning environments that are collaborative, supportive and cohesive through clear expectations, positive reinforcement and strong partnerships with parents.

Our school refers to the NSW Department of Education Behaviour Code for Students and the School Community Charter to maintain a positive environment for all. (Documents attached)





Prevention

IN THE CLASSROOM

Classroom Token Cumulative System

Tokens (sticker) are presented to students for consistent or exceptional classroom behaviour including the demonstration of our school core values. This reward system is cumulative from Kindergarten to Year 6. It is the responsibility of students to add their token to their chart, maintain it along with other cumulative awards and present them to the school office in readiness for the next level to be presented.

10 classroom rewards (varies in each classroom) = **1 token**

10 tokens = **1 silver award**

Silver awards are presented by the Principal at whole school assemblies.

3 silver awards = **1 gold award**

Gold awards are presented by the Principal at whole school assemblies.

3 gold awards = **1 waratah award & commemorative badge**

Students who receive a waratah award are invited to attend a special morning tea. Waratah awards & badges are presented by the Principal at whole school assemblies.

1 waratah award + 3 additional gold awards = **medallion**

Medallions are presented by the Principal at the annual presentation day assembly.

Parents will receive an email if their child is receiving a silver, gold or waratah award at an assembly.

Merit Awards

Merit awards are presented to three students per class during fortnightly whole school assemblies. These awards are presented by classroom teachers for any reason including acknowledgement of effort or achievement or for the demonstration of our school core values





Annual Awards

At the end of each year staff nominate students to receive an award at the presentation day assembly. These awards recognise our school core values, citizenship, academic effort, academic achievement, sporting achievement and other key learning areas. Parents are notified if their child is receiving an award at the presentation day assembly.

Choice Theory

In achieving our goal to enable all students to grow and learn to their greatest potential in a safe and respectful learning environment, we adopt Choice Theory practices that provide a common language and practice to build respectful relationships and foster effective communication with students, staff, parents and the wider community. Choice theory practices are explicitly taught through the 'Get Happier Schools' program. These principles aim to teach students to manage their feelings effectively through acquiring and applying the knowledge, attitudes and skills associated with five social and emotional competencies; self awareness, self management, social awareness, relationship skills and responsible decision making. Students gain a better understanding of themselves and their peers through the understanding that they are the driver of their own car and the only ones who can control their behaviour. Students are equipped with skills to regulate their emotions, take personal responsibility for their choices and develop resilience and healthy relationships. They learn to contribute positively to their own wellbeing, the wellbeing of their peers and the collective wellbeing of the school.

FriYay Groups

Positive peer relationships are enhanced through deliberate opportunities for camaraderie, kindness and support. FriYay groups are student led (Stage 3) mixed groups of students from K-6. Students engage in interest based activities that support the development of positive relationships, resilience, a sense of belonging and interconnectedness across the entire school.





IN THE PLAYGROUND

The playground is an important learning environment for students. Well-structured and properly equipped playground spaces promote pro-social behaviours that are beneficial for social competence and for cognitive development.

Playground signage

Clear behavioural expectations are explicitly communicated via signage in various locations across the school. Teachers on duty refer to this signage as reminders to students regarding the expectations.

Playground Gotcha

As teachers observe students displaying positive behaviour in the playground they will award students with a 'gotcha' ticket. Students can write their name and class on their ticket and place it in the applicable sports house bag displayed in the playground. One ticket per house is randomly selected from the bags during whole school assemblies. These students are rewarded with a trophy to look after for the fortnight. Students often opt to display this trophy on their classroom desk during this time.

Passive Play

The passive play area, located beneath the COLA, provides an inviting space where students can engage in meaningful play and cultivate friendships. This environment encourages social interaction and cooperative activities, allowing students to explore friendships while enjoying a relaxed and nurturing setting.





Early intervention

TRAFFIC LIGHT SYSTEM

Each classroom utilises a version of the traffic light system in accordance with the age of students they are catering to.

- **K-2 classrooms** display a traffic light colour coded system where students move their name up and down the colours in accordance with their behavioural choices.
- **3-6 classrooms** rely on verbal reminders of behavioural choices.

All students start their day on green level and revert back to green level after recess and lunch breaks.

THINKING TIME

At times students require a brief break in order to re-set. Depending on the stage of traffic light system, this may occur in the classroom or in a buddy classroom. At the conclusion of the thinking time students engage in a reflective conversation with the teacher or executive through which they are encouraged to take personal responsibility for their behavioural choices and better understand the impact of these on themselves, their peers and their teachers.

REFLECTION WITH EXECUTIVE

If students continue to demonstrate poor behavioural choices they will engage in a discussion with an executive staff member in order to reflect on their choices and develop a plan to move forward with more positive choices.

At all stages of the traffic light system students have multiple opportunities to self correct their behavioural choices, learn from their mistakes and re-set. Our staff engage with students in a positive tone and approach each situation as an opportunity to support students to make better choices.





The following interventions are determined by a member of the executive team. The executive member will communicate with parents in the event of a targeted intervention being applied.

BEHAVIOUR MONITORING CARD

If students continue to make behavioural choices that do not align with our schools core values they may be issued with a behaviour monitoring card. This card will have a specific focus that the student requires support with in either the classroom or the playground. Students who have a behaviour monitoring card will check in with an executive member each day.

RECESS AND/OR LUNCH THINKING TIME

Thinking time during student play breaks provides an opportunity for students to reflect on their behavioural choices and the impact of these on themselves and others. During this time students engage in reflective discussions with an executive member in which students are encouraged to take personal responsibility for the behavioural choices and collaborate to develop an action plan to support positive behavioural choices when reintegrating to the playground or classroom.

LEARNING SUPPORT REFERRAL

Students may be referred to the Learning Support Team to determine if additional support can be gained through external agencies or school counsellor interventions.





The following interventions are determined by the principal or a delegate of the principal in their absence. The principal, or their delegate, will communicate with parents in the event of an individual intervention being applied.

BEHAVIOUR SUPPORT PLAN

A behaviour support plan can be developed with key personnel, parents and the student to assist the student to address inappropriate behaviours and outlines strategies to support the student to improve their behaviour.

LOSS OF PRIVILEGES

If students continue to make behavioural choices that do not align with our schools core values they may lose privileges including, but not limited to, exclusion from representing the school at events and activities, being limited to certain areas of the playground, spending play breaks in the administration building or completing school work in the administration building.

SUSPENSION

(referenced from NSW Department of Education | PD-2006-0316-06-V02.0.1)

Students who continue to display behaviour that poses a risk to the learning, wellbeing or safety of themselves or others may be suspended for a period of time. Suspension allows time for the school to plan appropriate support for the student to successfully re-engage with learning at school and provides an opportunity for the student to re-set their behavioural choices.

Suspension is a serious action and the principal only considers suspension when other appropriate behaviour support options have been attempted or implemented and given time to be effective but have not been successful in resolving behaviours of concern.





In some circumstances, the principal may determine that a student should be suspended as a first response to a behaviour of concern because there are immediate and significant risks to health, safety and wellbeing for students or staff that cannot be mitigated with the student at school. Behaviours of concern could include physical violence, verbal abuse or psychological abuse. Other examples may include:

- behaviours that pose an unacceptable risk to health and safety, learning, and/or the wellbeing of any person, including where such a risk is posed by a student's continuing, consistent, unproductive and disruptive behaviour that results in a detrimental impact on the educational interests of other students and all possible interventions and supports to redirect or minimise this behaviour have already been attempted
- a student's behaviour that causes damage to or the destruction or loss of property
- bullying and cyber-bullying
- drugs in schools
- weapons and knives in schools
- physical aggression
- racism or discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity
- mis-use of technology

Principals must determine the appropriate number of school days for a suspension and will give the shortest number of days needed to implement supports for the student. The maximum number of days for any suspension are:

- K-2: the maximum number of consecutive school days for a suspension is 5 school days
- Years 3-12: the maximum number of consecutive school days for a suspension is 10 school days.

A warning of suspension may be issued prior to a formal suspension and is valid for up to 50 school days from the date the caution is issued. In certain circumstances, the principal may determine that a student should be suspended without issuing a formal caution to suspend because there are immediate and significant risks to health, safety and wellbeing for students or staff that cannot be otherwise mitigated.



Behaviour code for students

NSW public schools

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.

In NSW public schools students are expected to:

- Respect 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
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

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

Behaviour Code for Students: Actions

Promoting the 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 to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

Engagement

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides 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.

School Community Charter

 **Collaborative. Respectful. Communication.**

The following School Community Charter outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.

What our schools provide

NSW public schools work to create positive environments for students, staff and the entire school community that support student learning. We strive to ensure that every student is known, valued and cared for.

The best education happens when parents and schools work together.

The School Community Charter aligns with the NSW Department of Education Strategic Plan 2018 – 2022.



Positive environments

It is important that our NSW public schools are positive environments and that parents and carers are kept informed of students' progress and school announcements.

Parents and carers can expect:

- To be welcomed into our schools to work in partnership to promote student learning.
- Communication from school staff will be timely, polite and informative.
- Professional relationships with school staff are based on transparency, honesty and mutual respect.
- To be treated fairly. Tolerance and understanding are promoted as we respect diversity.

We treat each other with **respect**

We **prioritise** the wellbeing of all students and staff

Unsafe behaviour is not acceptable in our schools

We work **together** with the school

Ensuring respectful learning environments for all members of NSW Public Schools communities.



We create
collaborative
learning
environments

We
all play
our part

We work
in partnership
to promote
student
learning

Communicating with our schools

Our staff will find a time to talk to you when they can give you their full attention. Please remember that while our staff are in class or dealing with other matters, they may not be available to answer your questions immediately.

Our schools and communities will make sure that written communication is appropriate, fair and easy to read. We encourage you to use email and social media appropriately to connect with your school and stay up-to-date with up-coming events in the school community.

Our guide for parents, carers and students provides useful information about the complaints process:

education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions/guide-for-parents-carers-and-students

Respectful communication is a right

In all workplaces people have the right to feel respected. Unacceptable and offensive behaviour has no place in our school communities.

To ensure the wellbeing of students, staff and the community in our schools, steps will be taken to address unacceptable behaviour. This may include restricting contact with the school community or, in more serious cases, referral to NSW Police.



Unacceptable behaviour may include but is not limited to:

- Aggressive or intimidating actions, such as violence, threatening gestures or physical proximity.
- Aggressive or intimidating language, including the use of obscenities, making sexist, racist or derogatory comments or using a rude tone.
- Treating members of the school community differently due to aspects such as their religion or disability.
- Inappropriate and time wasting communication.



Collaborative.
Respectful.
Communication.

School Community Charter

education.nsw.gov.au