

# Kellyville Public School

*A Tradition of Excellence & Opportunity*



## School Behaviour Support and Management Plan

### Overview

Kellyville Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

Our goal is to inspire every child to participate positively in the school community and beyond. 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, inclusive practice, 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 responses.

Key programs prioritised and valued by the school community are the Positive Behaviour for Learning, Peer Support and the explicit teaching of the Learning Dispositions.

Kellyville 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.

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters 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.

### Partnership with parents and carers

Kellyville Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by:

- accepting shared responsibility for student behaviour,
- supporting student learning,
- ensuring students attend school every day unless legally excused (e.g. sick, family funeral, religious ceremony),
- providing a school uniform for students to wear every day,
- modelling respectful, safe behaviours whilst on the school grounds,
- communicating any concerns with staff in an appropriate and respectful manner at an appropriate time,
- supporting school and teaching staff in the presence of their children,
- fostering resilience in their children,
- supporting and adhering to the school's Behaviour Support and Management Plan.
- supporting the school community charter.

Kellyville Public School will communicate these expectations to parents/carers through the school newsletter and school website. 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 Rules and Expectations

Be Respectful	Be Safe	Be a Learner
It is an expectation that all students treat peers, staff, adults and visitors with kindness and respect.	It is an expectation that all students act in a manner that is safe to themselves, to others and the environment.	It is an expectation that all students try their hardest, apply the learning dispositions and a growth mindset to be successful learners in all areas of the curriculum.

## 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

The whole school approach across the care continuum includes evidence-based approaches that support behaviour. At Kellyville Public School the following strategies 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
- promoting inclusivity and respectful relationships throughout the whole school community
- 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
<b>Prevention</b>	PBL lessons	Explicit teaching of behaviour expectations in both classroom and non-classroom settings supports the social emotional and learning of students and prevents inappropriate behaviour.	Whole School Students K-6
	Learning Dispositions	The learning dispositions 'be brave', 'be gritty', 'be curious', 'be collaborative', 'be reflective' and 'be kind' are embedded in classroom practice and evident in student self-talk. These learner qualities support both learning and social development.	Students K-6 Teachers SLSOs
	The Anxiety Project	TAP is a research evidence-based program that aims to reduce anxiety in children. Students, teachers and parents learn strategies to help them manage/reduce their anxiety e.g. breathing techniques	Students K-6 Teachers SLSOs Parents
	Lunch Clubs	Students are provided with an opportunity to participate in both active and passive activities to build their social skills and social connections.	Students SLSOs
	Bullying Awareness	Explicit teaching of anti-bullying strategies.	Teachers
<b>Early intervention</b>	Learning and Support Team	The LST work with teachers, students, carers, and community to support those students who require personalised learning support., including the development of Individual Education Plans, Personal Learning Pathways	Individual students, families, teachers
<b>Targeted intervention</b>	Zones of Regulation	Explicit teaching of the Zones of Regulation to assist students learn about emotions and develop self-regulation.	Identified students
<b>Individual intervention</b>	Case Management Approach	Students with complex and challenging behaviours are monitored through a case management approach and regularly discussed across key stakeholders within the school community. This includes the	LST Executive School Counsellor

Care Continuum	Strategy or Program	Details	Audience
		preparation of risk management and behaviour plans; attendance plans;	Families
	Attendance Support	The LST refer students to the attendance DP who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals	Individual students DP

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

### Planned responses and strategies to recognise and reinforce positive student behaviour and achievement:

- Kellyville Public School is a Positive Behaviour for Learning (PBL) school. The three school rules are: *Be Respectful Be Safe, Be a Learner*. There are 3 levels of awards: Bronze, Silver and Gold. Awards are given to students demonstrating appropriate behaviours in each category. The whole school reward system operates on an annual basis. Each student has the opportunity each year to earn a Gold Award. If a student earns 3 Gold Awards during their school years at Kellyville Public School they are eligible for a Platinum Award.
- Akuna Awards are distributed by all members of staff who observe students “being good”, that is, students exhibiting expected behaviours in non-classroom settings eg the playground, hall, assembly lines. The class who accumulates the most awards throughout a term (1 class for K-2; 1 class for 3-6) receives a reward.
- Class Achievement Awards are announced at the K-2 and Stage 2 and Stage 3 fortnightly Assemblies. These awards are given for achievement in learning or for demonstration of the learning dispositions and expected behaviours in the classroom.
- These initiatives recognise achievement, promote wellbeing and foster pro-social behaviour and a climate of respect.

### Planned responses to inappropriate behaviour and behaviours of concern including bullying and cyber bullying:

- Teachers will identify inappropriate behaviour through observation of behaviour, communication and work produced, student, parent, community member or agency notification. These will be followed up through investigation and appropriate resolution to the individual behaviour of concern. The following policies will be accessed:

Anti-bullying policy

Anti-racism policy

Students and parents support appropriate use of technology and social media. This will be supported by:

- Technology Agreement signed by students and parents and the explicit instruction on safe use and awareness of technology.

- Police Liaison Officer presentations on impact and consequences of bullying and cyberbullying.

### **Responses to serious behaviours of concern**

Major inappropriate behaviours will be referred to and responded to by an Executive member of staff.

Major inappropriate behaviours will result in one or more of the following courses of action:

- referral to the stage supervisor
  - apology written or verbal
  - warning of exclusion from special school privileges
  - detention and reflection
  - red card detention with reflection
  - parent contact/ parent interview
  - exclusion from special school privileges
  - support program implemented
  - withdrawal of leadership position for a short term or permanent period
  - withdrawal of school representative position opportunity
  - detention with executive supervision
  - warning of possible suspension
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- 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

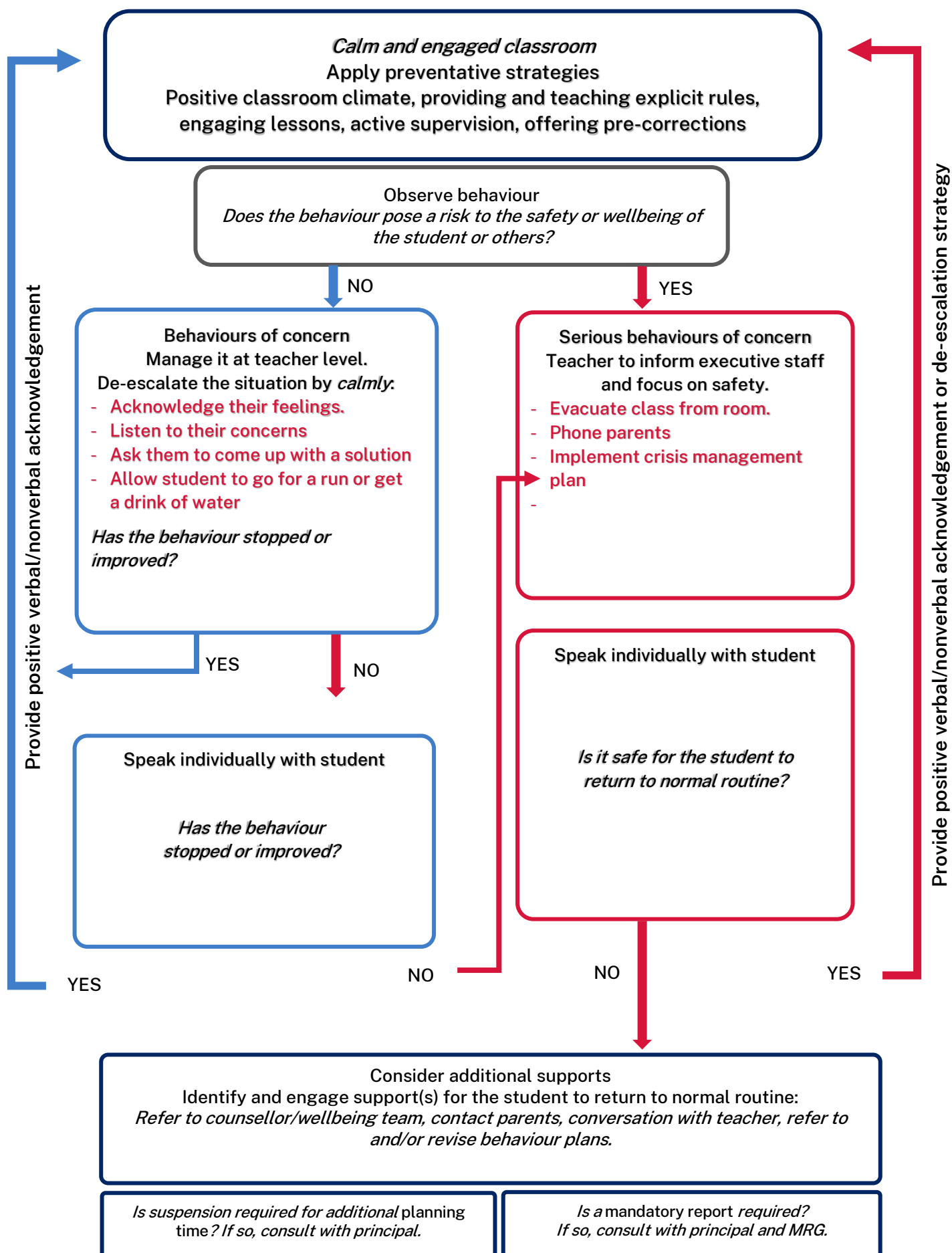
Strategy	When and how long?	Who coordinates?	How are these recorded?
Student reflection discussions	Lunchtime Class time	Class Teacher  Assistant Principal Deputy Principal	School Bytes
Silver seats of reflection	Less than ½ of lunch	Class teacher Assistant Principal	Not recorded. Minor concerns.
Red card detention	1 lunchtime Students eat lunch during their detention Provision of a toilet break	Assistant Principal Deputy Principal Principal	School Bytes
Extended red card detention	2-3 lunchtimes Students eat lunch during their detention  Provision of a toilet break	Assistant Principal Deputy Principal Principal	School Bytes

## Review dates

Last review date: 2/2025

Next review date: 2/2026

## Appendix 1: Behaviour management flowchart



## Appendix 2: Bullying Response Flowchart

