

# Kingswood Park Primary School Behaviour Support and Management Plan

## Overview

Kingswood Park Public School is committed to explicitly teaching and modelling positive behaviour to support all students to be engaged with their learning. Key programs in our school plan, prioritised and valued by our school community, ensures we are striving together to inspire successful and engaged learners for life.

*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.*

## Promoting and Reinforcing Positive Student Behaviour and School Wide Expectations

Kingswood Park Public School has the school wide expectation **for all students to be safe, respectful learners**. Principles of positive behaviour support, trauma-informed practice, 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.

Kingswood Park Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- Positive behavioural reward system linked to our expectations
- In class and whole school focus on expectations
- A planned approach to whole school wellbeing which establishes a learning culture of high expectations and positive connections to ensure all students are able to connect, succeed, thrive and learn.

The [Behaviour Code for Students](#) can be found [here](#).

Kingswood Park 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.

Policies that support the Behaviour Code for Students include, the department [Student behaviour policy](#), the [Digital devices and online services for students policy](#), and the [Anti-racism policy](#).

## Partnership with parents and carers

Kingswood Park Public School will partner with parents and carers in establishing expectations for engagement in developing and implementing student behaviour management strategies through consulting with the P & C and local AECG as well as school and department surveys.

Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing through case management meetings.

The [community charter](#) can be found [here](#)

## 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, cyber-bullying behaviour and racism. 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.

**Universal Prevention:** Maintains safe, respectful, learning environments through implementing preventative whole school practices and programs through positive practices and strategies.

**Early Intervention:** Develop a range of initial responses and approaches for students with low level concerning behaviours.

**Target Intervention:** Support and encourage positive behaviours, targeting students exhibiting more complex and challenging behaviours.

**Individual Intervention:** Intensive intervention for students with complex and challenging needs.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Living Skills	The Positive Living Skills (PLS) program is an evidence-based comprehensive mental health and wellbeing approach based on a combination of social and emotional learning, preventative mental health, resilience and life skills.	Whole School
Prevention	Growing Strong Minds	GSM consists of evidence-based strategies used daily by teachers to teach self-regulation built on character strengths. This is a P-6 program based on character strengths that strives to empower students to thrive. Strong Minds enhances the school's wellbeing culture by promoting inclusion, a sense of belonging and enhances positive relationships which impacts student engagement and builds resilience. Strong Minds also promotes collaboration with families.	Whole School
Prevention	National Week of Action (NWA) Harmony Day NAIDOC Week Reconciliation Week Sorry Day Purple day	Our school participates in annual days and weeks to promote diversity.  We have two trained ARCO officers and two AEOs	Whole School

Care Continuum	Strategy or Program	Details	Audience
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.  KPPS participates in Day for Daniel in October	Whole School
Prevention	Trauma Informed Practice (TIP)	TIP builds trust promotes safety and builds collaboration, choice, and empowerment. This involves Zones of Regulation, brain breaks, Fantastic Elastic Brain (a growth mindset)	Whole school
Prevention	Wellbeing system	Whole school focus on one of the PBL expectations each fortnight. Expectations are explicitly taught and reinforced in class and at assemblies. Students are recognised for exhibiting KPPS expectations and are presented with awards through Caught You Being Good (CYBG) and merit system in class and at assemblies.	Whole School
Prevention	Classroom Management	Strong classroom management is built through: <ul style="list-style-type: none"> <li>• A safe environment</li> <li>• High Expectations</li> <li>• Strong teacher/student relationships</li> <li>• Consistent teacher expectations, routines, modelling, and responses to behaviour</li> <li>• Curriculum links- student voice, PDHPE, History and English</li> <li>• Social skills building</li> <li>• Chill Out spaces (self-directed)</li> <li>• Time Out Procedure (teacher directed)</li> <li>• SLSO (Student Learning Support Officers) support</li> <li>• Time off playground (teacher directed) as appropriate for age/developmental level.</li> </ul>	Whole School
Prevention	Yearly Transitions	Executive conduct thorough enrolment interviews, gaining valuable information to support students and families. Teachers engage in a thorough hand over to ensure effective communication and transition. Transition also occurs between preschools, primary school, high schools, and support schools to assist students as they move from one level to the next. For example, CLONTARF, Little Tracks, orientation days.	Whole school
Prevention	Attendance	KPPS has a whole school approach to a safe and supportive environment to enhance attendance and a sense of belonging. Attendance incentives support student engagement, i.e. 100% attendance weekly merits, walking bus, attendance improvement charts, hampers	Whole school
Prevention / Early Intervention /	Bullying No Way Week	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	

Care Continuum	Strategy or Program	Details	Audience
Targeted / Individual	Online Guardian Information sessions		
Early Intervention/ Targeted	<p>Music Therapy</p> <p>Peaceful kids</p> <p>WSU Small Groups</p> <p>Kindergarten wellbeing</p> <p>Ballet without Borders</p> <p>Panthers on the Prowl</p> <p>Intervention Groups</p> <p>Drumbeat</p>	Small group intervention programs to support and increase the coping strategies of students who are feeling anxious, stressed or who have poor resilience, in a small group environment at school.	Small groups students K - 6
Early Intervention	Smiling Minds	Smiling Minds is a program used to assist self-regulation and improve focus on learning often used during transition times.	Students K - 6
Early Intervention /Targeted	Active Playground	<p>Staff promote a variety of activities during break times enriching imaginations and improving wellbeing.</p> <p>Specific for students with high needs. A negotiated playground program assists in keeping students on track in a less routine orientated environment.</p>	Students K - 6
Targeted / Individual intervention	Learning and Support	Our Learning and Support Team (LST) supports teachers, students and families to identify student needs and access school counsellor support or specialist allied health professionals.	All
Targeted / individual intervention	Attendance support	The LST refer students to the attendance co-ordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals. Assistance from our Home School Liaison Officer (HSLO) is requested when necessary and Attendance Improvement plans are created.	Individual students, attendance co-ordinator, HSLO
Individual intervention	Case Management	Our LST supports teachers, students and families to identify student needs, access school counsellor support or specialist allied health professionals. They also complete applications for integration funding support or support units, through Access Request. Our Team around the student, includes HSLO, ACLO, AEOs, SLSOs, APLAS, who work in conjunction with the LST team to:	Identified students and Our team around the student

Care Continuum	Strategy or Program	Details	Audience
		<p>Develop appropriate behaviour expectations and strategies with other staff members.</p> <p>Monitor the impact of support for individual students through data collection.</p> <p>Provide consistent strategies and adjustments outlined within an individual student support plan.</p>	
Individual intervention	Individual behaviour support planning	<p>Executive Time Out (Exec directed)</p> <p>Developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans. A Functional Behaviour Assessment (FBA) collects information about a student and their challenging behaviour. It is a problem-solving strategy designed to inform the design of an Individual Behaviour Support Plan.</p> <p>Individual Behaviour Support Plans assist to focus on:</p> <ul style="list-style-type: none"> <li>-increased social competence and interpersonal skills</li> <li>-social emotional skill development</li> <li>-developing a safe environment</li> <li>-parent involvement with development of working strategies.</li> </ul>	Individual students, parent/carer, LAST, AP
Individual intervention	IEPs (Individual Education Plan) and PLPs (Personal Learning program)	Individual Education Plans and Personal Learning Pathways are developed by teachers, Assistant Principals, and AEOs (Aboriginal Education Officer) to set goals for students to improve their literacy, numeracy, social skills, behaviour and cultural knowledge.	Students in Out of Home Care, Funded students, Students with Learning difficulties and Aboriginal students.

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

- Whole school merit system which includes in class rewards identified by class teachers
- All staff follow the Behaviour Flowchart for inappropriate behaviours
- Class Teachers identify students with behaviour of concern to the executive
- All staff record positive and negative incidents on Schoolbytes and notify executive
- If a serious incident occurs an executive is notified immediately
- Racism reports are referred to the ARCO
- Incidents of bullying or cyber bullying are referred to the executive and managed according to policy

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
Merit System	Teacher Intervention – Calm consistent approach	Executive notified and procedures followed or interventions implemented
CYBG program	See flowchart at end	
Executive Shout Out cards		

### Responses to serious behaviours of concern

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.

Students’ behaviour will be assessed by the executive team. An executive timeout or a formal caution to suspend may be given or a suspension if deemed appropriate by the principal.

### 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](#).

### Reflection and restorative practices

Depending on the student, their disabilities, circumstances and the incident, a student may miss some play time (appropriate to their age/development level) and be in executive chill out space where they will reflect on the incident and discuss the incident. Toilet and food breaks are always included. Their behaviour may require a parent/carer conversation. Records are on Schoolbytes.

Last review date: 28.2.25, Term 1, 2025

Next review date: Beginning of Term 3, 2025

PBL Matrix will be updated in 2025 to Behaviour and Expectations Matrix and Flowchart simplified



# PBL Matrix

**“We are in the right place, at the right time, making good choices.”**

	All Settings	Playground	All Learning Areas	Toilets	Assembly & Lining Up	Office
Safe	<ul style="list-style-type: none"> <li>We keep our hands and feet to ourselves.</li> <li>We stay in the right place</li> </ul>	<ul style="list-style-type: none"> <li>We always walk on concrete.</li> <li>We play suitable games in the right area.</li> <li>We report concerns to the duty teacher</li> </ul>	<ul style="list-style-type: none"> <li>We enter and exit in a sensible way</li> <li>We move safely around the room.</li> <li>We use equipment as it is intended.</li> </ul>	<ul style="list-style-type: none"> <li>We enter sensibly and leave the toilet when we are finished.</li> <li>We go to the toilet, flush, and wash our hands.</li> <li>We are waterwise</li> </ul>	<ul style="list-style-type: none"> <li>We sit or stand quietly and calmly in lines.</li> <li>We walk sensibly and safely to lines.</li> </ul>	<ul style="list-style-type: none"> <li>We keep doorways and walkways clear.</li> </ul>
Respectful	<ul style="list-style-type: none"> <li>We listen and follow instructions and directions.</li> <li>We treat everyone with kindness.</li> <li>We care for others and our own property.</li> <li>We listen quietly for all announcements</li> </ul>	<ul style="list-style-type: none"> <li>We play fairly and use appropriate language.</li> <li>We pack away our equipment.</li> <li>We agree on the rules before starting the game and except winning or losing</li> </ul>	<ul style="list-style-type: none"> <li>We leave the area clean and tidy.</li> <li>We respect others right to learn.</li> <li>We listen to others and their opinions</li> </ul>	<ul style="list-style-type: none"> <li>We keep the toilet area clean.</li> <li>We maintain our own privacy.</li> <li>We respect the privacy of others.</li> </ul>	<ul style="list-style-type: none"> <li>We listen to the speaker.</li> <li>We are polite to award winners.</li> <li>We sing the national anthem and stand silently for the acknowledgment of country</li> </ul>	<ul style="list-style-type: none"> <li>We wait our turn at the counter patiently and quietly.</li> <li>We ask the office staff to help us.</li> <li>We speak politely and in a clear voice and say please and thank you.</li> </ul>
Learner	<ul style="list-style-type: none"> <li>We join in and do our best.</li> <li>We have a positive attitude towards learning</li> <li>We make good choices and own our behaviour</li> </ul>	<ul style="list-style-type: none"> <li>We make good choices about what and where to play.</li> <li>We care and help others when playing.</li> <li>When we hear the music, we line up in the right place</li> </ul>	<ul style="list-style-type: none"> <li>We join in, take turns, and help others.</li> <li>We come ready to learn.</li> <li>We seek help using respectful language.</li> </ul>	<ul style="list-style-type: none"> <li>We use the toilets during play breaks.</li> <li>We return to class quickly and sensibly.</li> </ul>	<ul style="list-style-type: none"> <li>We are on time to lines and assembly.</li> </ul>	<ul style="list-style-type: none"> <li>We know why we are at the office.</li> <li>We explain what we need.</li> <li>We return to class quickly and sensibly.</li> </ul>





