NSW Department of Education

Karangi Public School Behaviour Support and Management Plan

Overview

Karangi 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, 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.

In addition, our 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. All staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

To achieve our mission, key programs prioritised and valued by the school community are:

- Positive Behaviour for Learning
- Life Skills Go

Partnership with parents and carers

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

- inviting parent/carer and student feedback through formal and informal means, such as school surveys and consulting with the P & C.
- using concerns raised through complaints procedures to review school systems, data and practices.

Karangi Public School will communicate these expectations to parents/carers through the school newsletter, Facebook page, School Bytes Parent portal and the 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 expectations and rules

Respectful	Responsible	Safe
Treat other students, school staff and community members with dignity and fairness.	Strive for the highest standards in learning.	Follow school and class rules and the directions of school staff.
Resolve conflict respectfully and calmly.	Take care of your belongings and the property of others.	Care for self and others.

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
- proactively identifying any potential issues before they arise and monitor so that problems can be addressed before any incidents occur

Care Continuum	Strategy or Program	Details	Audience
Prevention	PBL	Our Positive Behaviour for Learning program is an evidence-based approach to behaviour and wellbeing. We embed PBL focuses and expectations across the school.	All
Prevention	Life Skills Go	The Life Skills GO 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. Adult support. Students use the emotional check-in daily to communicate their readiness to learn.	All

Care Continuum	Strategy or Program	Details	Audience
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K-6
Prevention/Early intervention	Transition programs	Our transition to school program (including transition to kindergarten or transition in other grade from another school) ensures close communications with families and any external agencies so that students with known needs can participate in extra transition to become familiar with the school's behavioural expectations and so that plans can be developed to keep all students safe. The school communicates with the feeder high schools so that any behaviour plans are shared, ensuring a smooth start to high school for students requiring behaviour support.	Staff, parent/carer, outside agencies, early childhood educators and high school staff
Prevention/Early intervention	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	The toolkit resources are categorised 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.	All
Prevention/Early intervention/Targeted intervention	Bullying no way	Participation in awareness raising such as Anti-bullying Day and Harmony Day activities and explicit teaching for all K-6 students of stage-appropriate programs which promote positive relationships and incorporate strategies to deal with bullying. At Karangi Public School this is addressed through our PBL program as well as the PD.H.PE curriculum.	All
Targeted intervention/Individual support	Learning support	The principal works with the school psychologist, teachers, students and families to support students who require personalised learning and support.	All
Individual intervention	Attendance support	The principal will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, Principal, HSLO

Care Continuum	Strategy or Program	Details	Audience
Individual support	Individual behaviour support planning	This may include developing, implementing, monitoring and reviewing behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, principal

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 principal managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or principal 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 or Appendix 2 (bullying behaviours).

- Teacher managed – low level inappropriate behaviour is managed by teachers in the classroom and the playground.
- Principal managed – behaviour of concern is managed by school principal.

Corrective responses are recorded on our School Bytes Wellbeing system. 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 • 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 • reflection and restorative practices • communication with parent/carer.

Karangi Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Life Skills Go and PBL 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 response
- 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
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. Contact office to seek help from principal straight away if there is a risk.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour. *PBL Acknowledgement Day at end of each term.*	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 such as Gaagum Awards and weekly PBL award certificates are recorded /and used by all staff regularly. *(gaagum awards are little paper slips that acknowledge respectful, responsible and safe behaviours and are given 'freely and frequently'. In the younger grades students can earn a small, teacher provided 'prize' once they reach 10 gaagum awards. In the older grades, as negotiate by students- for example in 2023 Stage 3 students did not want anything other thank a verbal congratulations on reaching 10 gaagums. In 2024, students negotiated with the CRT for rewards such as a seat swap, a kahoot quiz, etc)*	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 low-level consequence is applied. CRT diarises behaviour so that repeated behaviours can be tracked.	3. Principal collects information and reviews the incident from multiple perspectives to determine next steps. Principal to record incident on School Bytes Wellbeing system and contact parent/carer by phone. Principal may consider further action e.g., formal caution or suspension.

4. Social emotional learning lessons are taught (Life Skills GO & PBL) weekly. Daily emotion check-ins occur first thing in the morning and throughout the day as needed.	4. Teacher records in the School Bytes Wellbeing system by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator or principal.	4. Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may 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 the parent portal or phone calls home are used to communicate positive student effort to meet expectations. PBL recognition awards for positive individual and class/playground behaviour are awarded and sent home each week and are acknowledged in the school's newsletter.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.	Parent/carer contact is made by principal to discuss any support and behaviour responses, including referral to the LST, school counsellor/psychologist, outside agencies or Team Around a School.

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

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

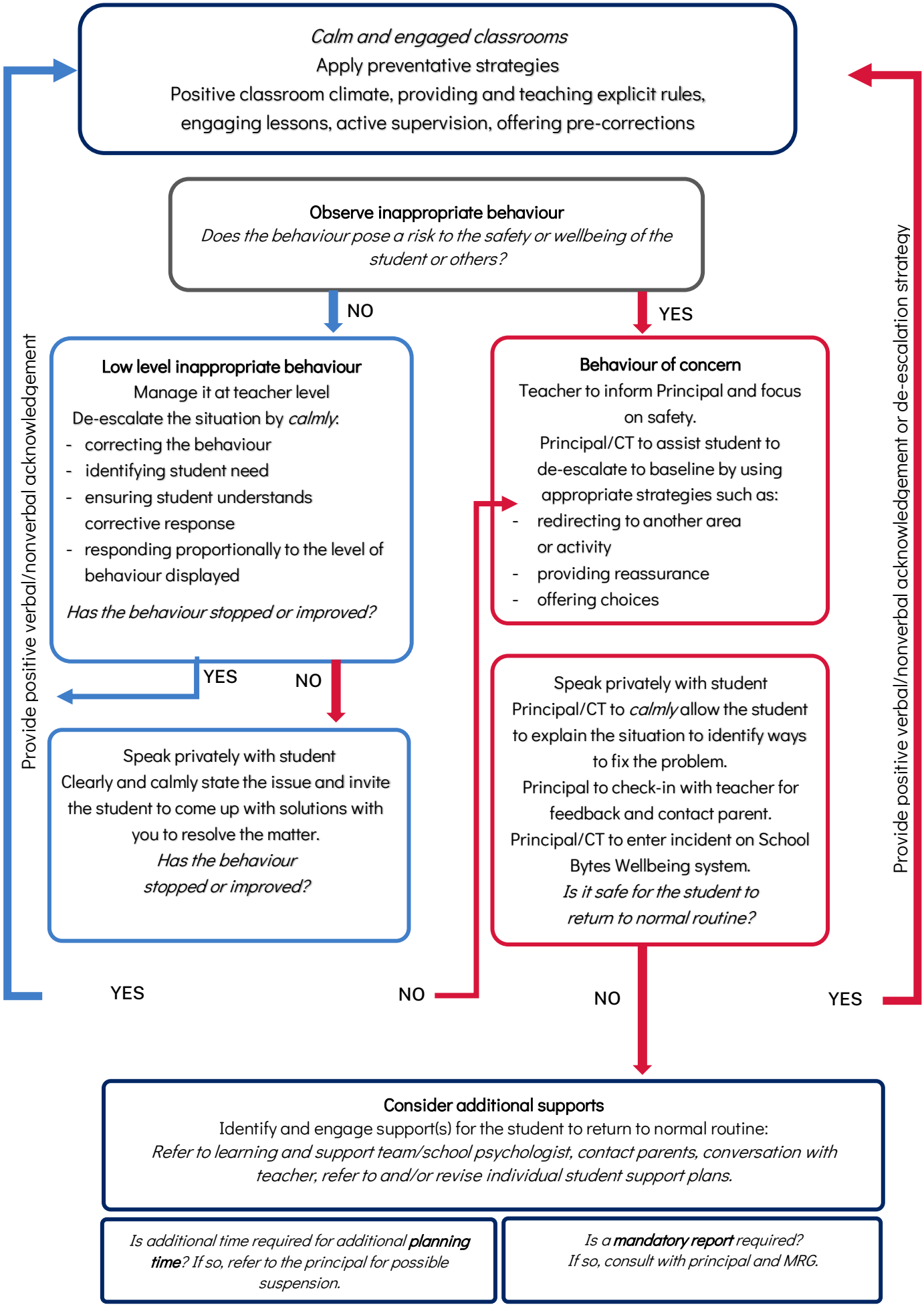
Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection session – a structured debriefing and planning session after a crisis event or behaviour of concern with an individual student (reflection).	As close to the incident as possible or next day at either lunch or recess break.	Principal/teacher	Documented in School Bytes.
Alternate play plan – 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.	Next closest break.	Principal/or principal delegate	Documented in School Bytes.
Restorative practice – individual or in peer groups as determined by the incident, those involved and/or those affected.	Scheduled for a time that will address the situation most appropriately, including recess/lunch break or in class time.	Principal/or principal delegate	Documented in School Bytes.

Review dates

Last review date: 29/05/2024: Week 5, Term 2, 2024

Next review date: 29/05/25: Week 5, Term 2, 2025

Appendix 1: Behaviour management flowchart



Appendix 2: Bullying Response Flowchart