

Kurmond Public School Behaviour Support and Management Plan

Overview

Kurmond 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, courteous, and responsible 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.

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

- PBL
- Gotcha4Life
- Bounce Back
- THINKUKNOW
- Peer Support
- 1,2,3Magic
- Triple P Parenting
- Smiling Minds

These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying.

Kurmond 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

Parents are encouraged to communicate any concerns with school staff immediately so that we can work together to solve any situations that arise. Kurmond Public School periodically organises Kurmond Connect learning sessions for parents to take part in such as but not limited to:

- Triple P Parenting program

- Bounce Back
- 1, 2, 3 Magic
- THINKUKNOW

School-wide expectations and rules

Kurmond Public School is a Positive Behaviour for Learning (PBL) school. We maintain high standards in the areas of Safety, Responsibility and Courtesy for students, staff and our community. We teach our students that it is through sustained Effort that true Achievement takes place. Hence our school motto *‘Success Through Endeavour’*.

Our PBL jigsaw which outlines these expectations:



Term 1		
Expectation - Courtesy	Expectations - Safety	Expectation - Responsibility
Effort: I try my best	Effort: I try my best	Effort: I try my best
I use my manners	I keep my hands to myself	I follow my school expectations
I wait my turn	I move safely around the school	I care for my belongings and those of others
I share and include others	I am in the right place at the right time	I am responsible for my actions

Term 2		
Expectation - Courtesy	Expectations - Safety	Expectation - Responsibility
Effort: I try my best	Effort: I try my best	Effort: I try my best
<u>In the classroom:</u> I put my hand up to speak	<u>In the classroom:</u> I walk inside	<u>In the classroom:</u> I look after my belongings
<u>At the canteen:</u> I use my manners	<u>At the canteen:</u> I line up in the right way	<u>At the canteen:</u> I wait my turn
<u>At assembly:</u> I listen when others speak	<u>At assembly:</u> I walk calmly to the hall	<u>At assembly:</u> I sit quietly

Term 3		
Expectation - Courtesy	Expectations - Safety	Expectation - Responsibility
Effort: I try my best	Effort: I try my best	Effort: I try my best
<u>In the classroom:</u> I use my manners	<u>In the classroom:</u> I use equipment the right way	<u>In the classroom:</u> I am respectful to everyone
<u>In the playground:</u> I include others	<u>In playground:</u> I wear my hat	<u>In the playground:</u> I follow the school's expectations
<u>At the office:</u> I use my manners	<u>At the office:</u> I walk to the office	<u>At the office:</u> I return my notes

Term 4		
Expectation - Courtesy	Expectations - Safety	Expectation - Responsibility
Effort: I try my best	Effort: I try my best	Effort: I try my best
<u>In the classroom:</u> I am helpful	<u>In the classroom:</u> I push my chair in	<u>In the classroom:</u> I follow my teacher's instructions
<u>In the playground:</u> I show good sportsmanship	<u>In playground:</u> I stay in the right areas	<u>In the playground:</u> I look after school equipment
<u>In the toilets:</u> I wait my turn	<u>In the toilets:</u> I wash my hands	<u>In the toilets:</u> I use a quiet voice

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

Care Continuum	Strategy or Program	Details	Audience
Prevention	School's expectations	Kurmond's expectations of safety, responsibility, courtesy, effort and achievement are used as the foundation in all settings. This includes high expectations for positive attendance and punctuality of our students with a number of daily, weekly and end of term incentives to promote ongoing high attendance rates.	Whole School (Students, Teachers, Parents)
	Classroom management	Classroom management follows the PBL framework and universal systems support consistent expectations school wide. These are displayed in all settings. Classroom teachers focus on the specific needs within their own classrooms. Consequences follow our schoolwide systems and are consistent throughout the school. Coo-ees and merits are awarded as positive reinforcement by teachers. These are recorded via Class Dojo.	Whole School (Students, Teachers, Parents)
	Playground management	Teachers award 'Coo-ees' and merits to support positive behaviours in line with the school Supervising teachers use the behaviours and consequences chart to ensure the prompt and consistent enactment of consequences where applicable.	Whole School (Students, Teachers, Parents)
	Transition Programs	Transition programs are organised to support all students enrolling at Kurmond and progressing through school, including our pre-school connections, school tours and connections with the local high schools.	Community / agencies (Preschools, locals high schools), Coordinating Teachers)
	Kurmond Connect	Parent workshops are provided for parents on supporting resilient and independent children. 1, 2, 3 Magic program, Bounce Back, Triple P Parenting Program, Gotcha4Life and – support materials available for families.	Teachers, students, parents

Care Continuum	Strategy or Program	Details	Audience
Early intervention	Learning and Support Team	The school's learning and support team provides teachers and students with ongoing support for targeted individual, class and cohort needs. The Learning and Support team organises connections to programs and initiatives to train and equip teachers in catering for the specific needs of their students and classes.	School counsellor, LaST, OoHC caseworkers, families, Kurmond's LST
	Small group intervention	Small group intervention is organised for targeted areas of need, including both social and academic. Some of the small group initiatives that are provided to support student behaviour include: social games, lego club, colouring in and organised sporting games to promote team work.	LaST, School Counsellor, teachers, families
Targeted intervention	Student Wellbeing	Student wellbeing is provided through classroom programs including brain breaks, Smiling Minds activities, and health, wellbeing and relationships programs in PDHPE.	Teachers and students
Individual intervention	Class and Playground Monitoring System	Targeted programs are developed for individual students who require specific support for positive behaviours. These programs are individualised and created in consultation with the Learning and Support team, and assistant principal.	LaST, class teachers, families, students
	Learning and Support	The Learning and Support Team work alongside the classroom teacher, parents and assistant principal to create targeted programs and interventions to support individual students. These supports can include strategies for successful behaviour within the classroom and/or playground, referral to the school counsellor or external services, and student surveys to support individual plans.	LaST, class teachers, families and Assistant Principal
	Counsellor Intervention	The School Counsellor is available for individual cases that may require specific expertise. The counsellor works with families and the school to create plans for the best options for ensuring the success of the student's participation and attendance at school.	School Counsellor, families

Care Continuum	Strategy or Program	Details	Audience
	Attendance Programs	Attendance programs support specific students who have poor attendance rates or school refusal. The principal and assistant principal work alongside the HSLO, the family, the classroom teacher of the student at risk to create and implement a coming to school plan.	HSLO, Principal, classroom teachers, families, students
	Individual Plans	Individual plans provide a bank of interventions that can be adjusted and communicated with all stakeholders to ensure the success of individual students in the areas of behaviour and attendance. Individual plans may include academic as well as social and emotional goals and are negotiated with the child and their family. Additional programs and interventions may supplement these plans. Plans are reviewed and passed on to subsequent teachers to ensure ongoing success of the student.	LaST, families, Assistant Principal

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

Kurmond Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- observation of 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
- 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, which may include but not be limited to the school counselling service.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on School Bytes.

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 Support Team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments

- reflection and restorative practices
- liaise with [Team Around a School](#) for additional support or advice if necessary
- communication and collaboration with parents/carers via phone, writing and / or parent 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.

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

Toilet and food breaks are always included during reflection times if these occur during play / break times as a response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

Strategy	When and how long?	Who coordinates?	How are these recorded?
In class reflection through 1,2,3 Magic. Student is reminded of class expectations.	5 minutes	Class teacher / supervising teacher	Classroom teacher records if these are repeated behaviours.
Loss of play if above continues. Reflection and completion of missed learning task.	10 minutes	Class teacher / supervising teacher	Classroom teacher records if these are repeated behaviours.
Time out in buddy class	10 minutes reflection time in buddy class and 10 minutes	Class teacher / supervising teacher	Entered in School Bytes and reported to Assistant

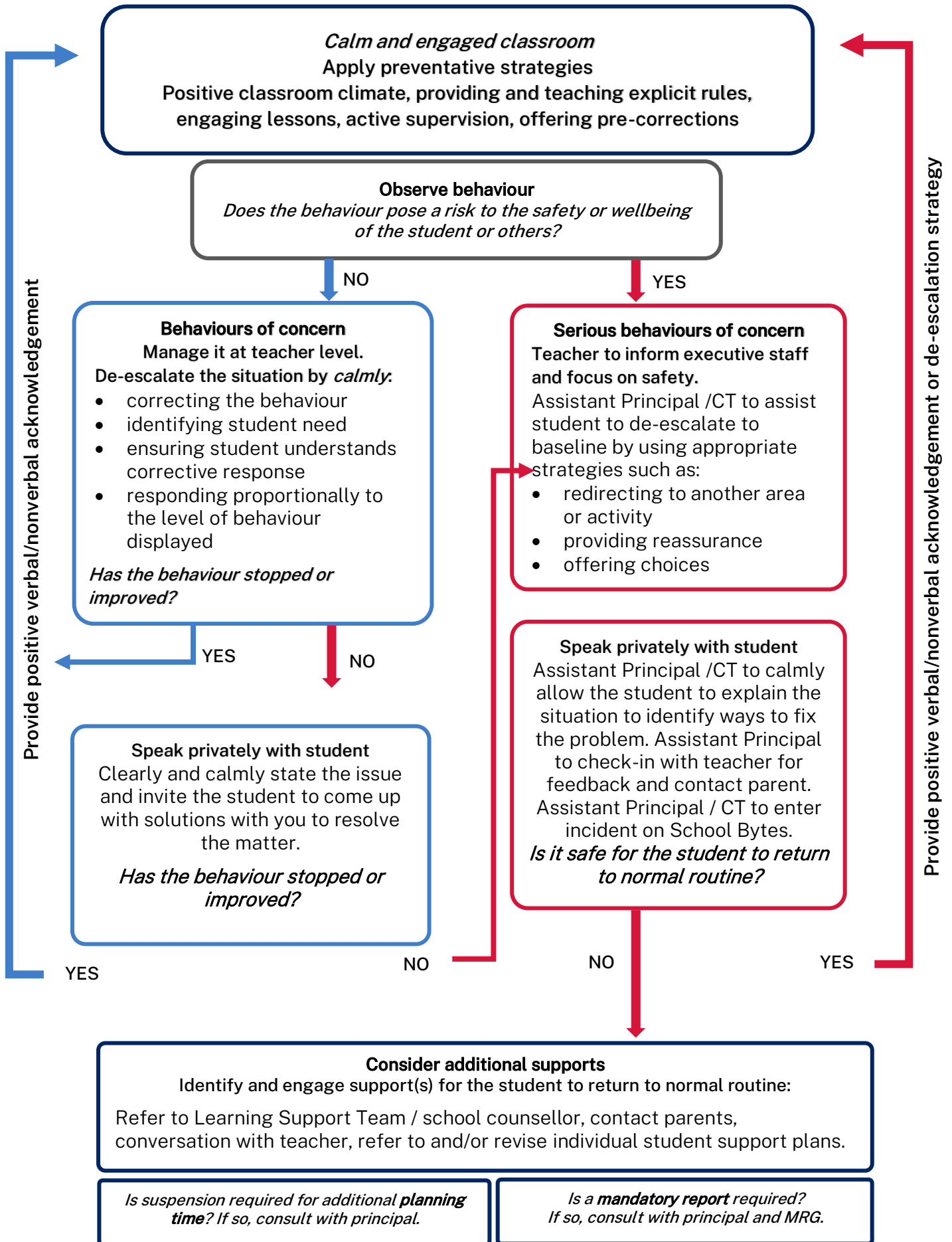
Strategy	When and how long?	Who coordinates?	How are these recorded?
	completion of missed learning task. May be actioned the following day.		Principal Classroom Teacher contacts parents.
Response to serious class or playground incident to keep students and staff safe.	Off playground or out of class immediately – reflection time may be actioned the following day if needed. Referred to Assistant Principal or Principal immediately	Supervising Teacher Assistant Principal	Entered in School Bytes and reported to Assistant Principal or Principal communicates to Parents

Review dates

Last review date: 31st January Day 1, Term 1, 2025

Next review date: 30th January: Day 1, Term 1, 2026

Appendix 1: Behaviour management flowchart



Appendix 2: Bullying Response Flowchart

