Kincumber Public School Behaviour Support and Management Plan

Overview

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

We believe that we can inspire every child to participate positively in society. 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 and social emotional learning underpin our daily practice.

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

- **Positive Behaviour for Learning** (PBL)
- **You Can Do It!** (YCDI)

Promoting and reinforcing positive student behaviour and school-wide expectations

Kincumber Public School has the following school-wide rules and expectations:

- To be **safe**, **respectful learners**.

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

- A school-developed scope and sequence of PBL lessons is taught weekly in every classroom. The curriculum elaborates the school expectations of being a safe, respectful learner across a range of settings including classroom and non-classroom settings, and for specific school activities eg diving at the swimming carnival or being offsite on excursions. Lessons are registered to ensure that students have been taught the content.

- A provider-developed scope and sequence of YCDI lessons is taught weekly in every classroom. The curriculum of social and emotional learning (SEL) is based around the five keys to success – persistence, resilience, organisation, getting along and confidence. Lessons are registered to ensure that students have been taught the content.

- It is important to note that not all students are encouraged by the same thing or in the same ways and that younger students are 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. (Ch.5 PBIS Tier 1 Workbook).

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 responses.

⇒ Enhance self-esteem and build an internal locus of control.

Specific positive feedback may not be sufficiently reinforcing for some students so the school-wide continuum provides the opportunity to pair verbal or non-verbal feedback with a positive, tangible consequence.

There is a school-wide continuum for acknowledging expected behaviour:

1. **Free and frequent** – for everyday use by all staff in all settings
2. **Moderate and intermittent** – awarded occasionally
3. **Significant and infrequent** –semester or annual types of recognition

- *Free and frequent.* The school-wide reinforcement system to acknowledge expected behaviour is based on our PBL mascots, the *Goldie* and *Coach Kinny* keys, as they represent the YCDI keys to success which reinforce the school expectations. Staff reinforce positive behaviours by awarding tokens with behaviour-specific verbal feedback.

Using tokens makes it easy to record the total positive performance feedback statements given. Targets are set for school-wide, classroom,

individuals and settings (e.g. canteen, playground etc). When students, classes, or whole school reach their targets for positive feedback statements, students get to celebrate their success.

These celebrations are a menu of preferred activities, decided on by the students allowing for the recognition of positive behaviour through in-school, fun activities that reflect students' interests and preferences. The tokens help staff to remember to give positive recognition to students. They can be collected and traded for a variety of social, classroom-based, activity and material reinforcers at the *Goldie Bank* which is run by the student Junior PBL Team.

Whole-school reward days are accessible to all students.

- *Moderate and intermittent.* A variety of awards, school-developed and other, in the form of certificates, ribbons etc is presented to students, classes and groups at assemblies.

These include merit certificates presented to students for learning, effort, schoolwork or activities that go above and beyond expectations, sports awards for school and PSSA events, Star of the Week Award, Assembly Class of the Week and awards presented for extra-curricular events e.g. public speaking and debating, dance festivals etc.

To acknowledge above and beyond participation in non-school activities, students are recognised in the newsletter in Stars Outside of School.

- *Significant and infrequent.* An end-of-semester school report is an opportunity for teachers to positively reinforce a variety of academic, sporting, cultural and pro-social student achievements. Teachers can also identify students whose semester efforts are acknowledged with a Principal's Award.

The Annual Presentation Evening is the opportunity for recognition and acknowledgement for sustained or exceptional achievement across a range of academic, sporting, cultural and pro-social student endeavours.

Behaviour Code for Students

The Behaviour Code for Students can be found at
https://education.nsw.gov.au/policy-library/policies/pd-2006-0316/pd-2006-0316-01. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Inappropriate behaviour that is considered minor is managed by teachers in the classroom and the playground. Behaviour that is considered major is managed by school executive and is called an office discipline referral (ODR) and is responded to with the practices listed below.

Teacher managed - Corrective consequences for unexpected (minor) behaviours in classrooms include a Zones of Regulation strategy, rule reminder, re-direct, offered choice, error correction, prompts, reteaching, seat change, stay in at break to discuss or to complete work, home contact and are recorded on Sentral.

Corrective consequences for unexpected (minor) behaviours in non-classroom settings include a Zones of Regulation strategy, rule reminder, re-direct, offered choice, error correction, prompts, reteaching, play or playground re-direction, home contact and are recorded on Sentral.

Executive managed (ODRs)- Corrective consequences for unexpected (major) behaviours (office discipline referrals) include home contact (phone, email, parent portal), detention, reflection and restorative practices (listed below), and are recorded on Sentral. The NSW Department of Education Suspension and Expulsion Procedures which include a formal caution to suspend or suspension, may apply to ODRs.

Expected and unexpected (positive and negative) behaviour is recorded in an online database. Review and analysis of patterns of unexpected behaviour is tabled at the PBL team meeting for whole school problem-solving or in the learning support team meeting for individual students to determine the additional supports needed to meet behaviour expectations.

The following responses to expected and unexpected behaviour flowchart provides more detail.

Responses to
expected and unexp

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Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention	PBL	Positive Behaviour for Learning (PBL) is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people. A school-developed scope and sequence of lessons is taught weekly by all class teachers. The seven essential components of implementation are overseen by a school team which includes staff and parent representatives. The 8 Effective Classroom Practices are the foundation for staff professional learning and implementation.	Staff, students K - 6, families
Prevention	YCDI	YCDI! Program Achieve is a socio-emotional learning program that teaches children positive attitudes, socio-emotional skills and character strengths which influence both wellbeing and achievement outcomes. It also has a focus on reducing socio-emotional difficulties (anxiety, feeling down, anger, procrastination, not paying attention) through teaching children to use cognitive restructuring and cognitive behaviour strategies. A provider-developed scope and sequence of lessons is taught weekly by all class teachers	Staff, students K - 6, families
Prevention	Smiling Minds	Mindfulness is a well-established and researched technique for achieving calmness and improved wellbeing. Clinical research shows that mindfulness leads to reduced stress, anxiety and depression, improved academic skills, social skills and self-esteem by developing emotion and behaviour regulation skills, improved attention and concentration. A provider-developed scope and sequence of lessons is delivered throughout the year.	Students K - 6
Prevention	Child Protection	It is mandatory to teach child protection education in every stage of learning from Kindergarten to Year 10 as part of the NSW Education Standards Authority (NESA) Personal Development, Health and Physical Education (PDHPE) K-10 Syllabus. A NSW DoE scope and sequence of ten lessons is taught in Term 2 by all class teachers	Students K - 6

Care Continuum	Strategy or Program	Details	Audience
Prevention	Classroom Culture	*Classroom Culture* centres on five core principles: calm and consistent, sustainable routines, first attention to best conduct, scripted interventions, and restorative approaches to build positive learning environments.	Staff
Prevention	Bullying – The Power to Cope	Based on the latest research in cognitive-behavioural therapy (CBT) and developed to meet a need. This program helps students when being teased or bullied to re-structure their stress-creating, extremely negative self-talk (ways of thinking) to more moderate, less stress-producing self-talk. Students learn the importance of not taking anti-social behaviour personally and that they can tolerate different forms of bullying, including cyber-bullying. There are four parts to this curriculum which can be delivered as a whole day or over several sessions.	Students in Stages 2 and 3
Early Intervention	The Anxiety Project	A whole school approach to manage anxiety and build resilience. This program assists teachers to reduce anxiety by teaching specific CBT-related classroom techniques for managing child anxiety. There is a seven-lesson curriculum for students.	Staff, students K - 6, families
Early Intervention	Zones of Regulation	The Zones is a systematic, cognitive-behavioural approach used to teach us how to regulate our feelings, energy and sensory needs in order to meet the demands of the situation around us and be successful socially.	Students
Early Intervention	SRSS-IE	The Student Risk Screening Scale is a brief screening tool designed to screen school-aged students for externalising and internalising factors that may require proactive support. The school has used the Student Risk Screening Scale since 2014 to screen and provide early intervention approaches.	Students K - 6
Targeted Intervention	Learning and Support	The Learning and Support team works with teachers, students and families to support those students who require personalised learning and support. Functions include referral, instructional leadership, case management, development of support plans, assessments, NCCD and NDIS, and the development of short- and long-term goals in Learning and Engagement Plans.	Staff, individual students K - 6, families
Targeted Intervention	Check In Check Out (CICO)	This intervention is for students who exhibit a pattern of problem behaviours across multiple settings. Behaviours are low-level such as talking out, talking back, off task, or out of seat. It is most appropriate for problem behaviours that are maintained by adult attention.	Individual students K - 6, families

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Care Continuum	Strategy or Program	Details	Audience
		Students who are attempting to escape difficult work and/or materials that are not at the correct level of difficulty are inappropriate candidates for CICO.	
Targeted Intervention	Tier2/3 SEL Intervention Skillbuilding	The Learning Support Team and PBL Tier 2/3 Team use academic and socio-behavioural data to refer students to LAST for one of several pathways – Calm Kids Central, Social Thinking and Me, Seasons for Growth, Anxiety Coach, Superflex, Social Behaviour Mapping, Zones of Regulation.	Small groups of students, Learning & Support Teacher (LAST)
Targeted Intervention	Attendance	The Learning Support Team refer students with attendance concerns 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.	Individual students, attendance co-ordinator
Targeted Intervention	Bullying. So Not OK. Owning Up	These programs are facilitated by female teachers to address girls' friendships, friendship dynamics and group behaviour as they transition to secondary school in response to identified need.	Students – Stage 3 girls
Individual Intervention	Tier 3 Behaviour Support Plans	The Learning Support Team and PBL Tier 2/3 Team use academic and socio-behavioural data to refer students to LAST and Assistant Principal Engagement for development of Behaviour Response Plans, Risk Management Plans and Safety and Supervision Plans	Individual students, LAST, AP - Engagement

Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
COPING session – a structured debriefing and planning after a crisis event with individual student. (reflection)	Next day at either lunch or recess break	Assistant Principal	Documented in Sentral Wellbeing module
Alternate play plan – withdrawal from free choice play and re-allocation to office or classroom for supervised play following repeated rule violations – individual or group. (detention)	Next break	Assistant Principal	Documented in Sentral Wellbeing module
Restorative practice – peer mediation or circles in groups	Scheduled for either lunch or recess break when involved are available	Assistant Principal	Documented in Sentral Wellbeing module

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour.

Partnership with parents/carers

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

- Including parent representatives in the PBL Tier 1 Team
- Inviting parent/carer and student feedback through formal and informal means e.g. through Tell Them From Me Surveys, school surveys, consulting with the school's P & C Association and local AECG
- Using concerns raised through complaints procedures to review school systems, data and practices

Kincumber Public School will communicate these expectations to parents/carers by:

- The school newsletter
- The Sentral Parent Portal
- The school website

School Anti-bullying Plan

The link to the school's existing anti-bullying plan is here. Refer to the Bullying of Students – Prevention and Response Policy and Anti-bullying Plan.

Reviewing dates

Last review date: Day 1, Term 1 2024

Next review date: Day 1, Term 1, 2025

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