NSW Department of Education 

# Kurrambee School Behaviour Support and Management Plan

Overview

Kurrambee 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.

Every member of the school community is valued and together we will grow and flourish.

## Partnership with parents and carers

At Kurrambee School, we have an embedded culture of parent and carer partnerships in all aspects of teaching and learning. Parents and carers partner with the school to develop the students’ Personalised Learning Plan and Behaviour Support Plan. Both documents are signed by all stakeholders to acknowledge that collaborative consultation has taken place.

Parents and students are invited to provide Kurrambee School with feedback

* through formal and informal means, such as Tell Them From Me surveys, and school surveys.
* Pemulwuy AECG
* or using concerns raised through complaints procedures to review school systems, data and practices.

Kurrambee School will communicate the PBL expectations to parents/carers at enrolment and at each transition point. 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 information sessions across each year.

## School-wide expectations and rules- SAFE, RESPECTFUL, LEARNERS

|  |  |  |
| --- | --- | --- |
|  |  |  |

## 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. This document translated into multiple languages is available here: [Behaviour code for students](https://education.nsw.gov.au/schooling/translated-documents/behaviour-code-for-students).

## Whole school approach across the care continuum

**Interventions across the care continuum**

Kurrambee 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.

Students may require different types of intervention delivered in different ways along a continuum of care.

The care continuum includes interventions for:

* **All** students (Universal support- What we do for all students) - creating a safe and respectful learning and play environments for all students. Along the care continuum this is known as prevention or universal interventions.
* **Some** students (Targeted supports- What extra do we do for students with additional complexity) - providing early intervention and targeted support for disruptive student behaviour, including students at risk of developing negative behaviours. Along the care continuum this includes early and targeted interventions.
* **Few** students (Intensive supports and individual interventions- What we do for students with additional complexity - supporting students with complex and challenging behaviour needs, including students who have been diagnosed with conditions, through intense, individual interventions.

There are different entry points for each student depending on their level of need. An intervention can begin at prevention or at any other point across the continuum. The care continuum is designed to be used in both directions where it is relevant to the needs of the student or class. Some strategies may span across the continuum where relevant.

|  |  |  |  |
| --- | --- | --- | --- |
| **Prevention** | **Early Intervention** | **Targeted Intervention** | **Individual Intervention** |
| At Kurrambee School, we aim to establish and maintain safe and respectful learning environments both in the classroom and across the school. These interventions underpin effective teaching and reduce minor behaviours of concern when applied consistently. | * Environmental or Ecological Assessment * Instructional Leader Support * LISTEN (LST) referral * Collaborative practices * Data Collection and Use | * Behaviour specialists * Occupational Therapy * SGT and other flexible funding | * Network support (Health, DCJ, Police) * Medical Support (PECAT, Paediatrician, Psychiatrist, Psychologist) * Case management * LAC |

| Care Continuum | Strategy or Program | | Details | Audience |
| --- | --- | --- | --- | --- |
| Prevention | Student planning | | All students have a comprehensive planning documentation that ensures that their social, emotional, physical and academic needs are met and understood so every student is Known, Valued and Cared for. These include   * Personalised Learning Plan * Risk Assessments * Health Care Plan * Behaviour Support Plan, as relevant | Students  Staff  Parents and carers |
| Prevention | Class planning | | Consideration is made when establishing class groups including personalities, sensory needs, proximity to essential resources, social and learning cohorts. | Staff |
| Prevention | Positive Behaviour for Learning (PBL) | | Whole school PBL expectations embedded across settings and people.  One PBL focus expectation taught explicitly each week using a range of strategies.  PBL expectations are highly visible throughout the school and shared with families.  Staff manage minor behaviour by   * Giving student choice * Redirecting * Reteaching * Giving students time and space including self-directed time out. * Attend to positives. * Communicate clearly, calmly, consistently, and give students a way to receptively understand and express themselves.   Students are recognised for their PBL achievement awards weekly a assemblies. | Students  Staff  Parents and carers |
| Prevention | Classroom toolkit | | Strong classroom management strategies to support students receptive and expressive communication through the explicit use of classroom toolkit including   1. Explicit teaching of the core and fringe vocabularies 2. Visual Schedules, first/then boards, social supports and priming and termination prompts 3. Social supports such as turn taking boards   Scaffolding to teach predictability within lessons. | Students  Staff  Parents and carers |
| Prevention | | Teaching and Learning programs | All teaching and learning programs are differentiated to meet the individual learning needs of the students within each classroom. This includes the differentiation of learning goals, materials, teaching and learning activities and teaching and learning environments. | Staff |
| Prevention | CPI Safety Intervention Foundation Training | | The CPI program supports staff in being able to identify and respond safely and appropriately to behaviours of concern at all levels, including the crisis level. Strategies include:   * always using a team approach to supporting students with behaviours of concern and throughout an escalation cycle. * recognising and managing your own regulation and resilience * setting limits * supporting students throughout the escalation curve by using safety whilst maintaining relationships and * using the principles of Trauma informed practice. |  |
| Prevention | SoSafe Program | | The SoSafe program teaches students about who the people are in their lives and , who should interact with them. School staff and therapists and transport staff are ‘people who helps us’. This program also teaches students about public and private spaces and behaviours associated with those spaces. Students learn to communicate with the people helping them.  <https://sosafeprogram.com/> | Students  Staff  Parents and carers  Community |
| Prevention | Zones of Regulation | | The Zones of Regulation program teaches students about their feelings and about and the zones in which to put their feelings into. There are no ‘right’ or ‘wrong’ feelings or zones, it is how the way that the feelings are expressed that matters. When we are in the green zone, we are ready to work, play and learn. n the other zones, (yellow, blue and red), we use out toolkit of strategies to assist students to self-regulate and return to the ‘green zone’.  <https://zonesofregulation.com/> | Students  Staff  Parents and carers |
| Prevention | Allied Health Services | | The school collaborates with Allied Health Professionals contracted by parents using NDIS funding. The Allied Services support complements the teaching of students PLP goals within the school, home and community. The school currently employs a speech therapist one day a week.  If needed, we are able to apply for assistance through LBL for families to access the NDIS for their child. | Students  Staff  Parents and carers  Community |
| Prevention | Attendance Monitoring and follow-up | | Class Teachers mark the roll each day by 9:30am. An automatic message is sent to the parents of students absent from school. Unexplained absences are followed via the administration team. The school communicates the importance of regular attendance via the school newsletter. When students have unexplained absences of 3 days or more, the Principal will conduct a wellbeing check via a phone call to parents or carers. If Principal is unable to contact the students’ parents or carers, a police wellbeing check may be done. | Students  Staff  Parents and carers |
| Prevention | Professional Learning and Information sessions | | Stakeholders are provided with opportunities to develop their knowledge and practices in behaviour support at a whole school level and their Professional Development Plan.  <https://education.nsw.gov.au/schooling/school-community/attendance-behaviour-and-engagement/behaviour-professional-learning> | Staff  Parents and carers |
| Early Intervention | Access to Learning and Support team | | Staff make referrals to Kurrambee School’s Learning and Support team (LiSTen) for support and assistance around engaging the student with curriculum or behaviour management. | Students  Staff  Parents and carers |
| Early Intervention | Instructional Leader | | Teachers, SLSOs and Instructional Leaders collaborate through Teaching Sprints. Together they co-plan lessons, co-teach in the classroom, co-reflect on the teaching and co-debrief on areas for improvement. | Students  Staff |
| Early Intervention | Collection of data | | Data will be taken to identify the functional hypotheses of behaviour so supports can be put in place. Data will be analysed to look at patterns of behaviour and identify supports needed to | Students  Staff  Parents and carers |
| Early Intervention | Skill development strategies | | We recognise that all behaviours have a function and students are taught the skills to appropriately meet functions of behaviour in a safe and appropriate manner | Students  Staff  Parents and carers |
| Early Intervention | Stepping Stones Triple P | | The Stepping Stones Triple P program supports parents and carers to ensure happy, confident children and a harmonious family/home life through:  •setting rules and routines,  •managing behaviours of concern at home and in the community,  •being a part of your community events,  •developing plans and supports to manage difficult situations, and  •looking after your own wellbeing.  <https://www.triplep-parenting.net.au/au/free-parenting-courses/which-course-is-right-for-me/stepping-stones-for-parents-of-a-child-with-a-disability/> | Parents and carers |
| Targeted Intervention | Learning and Wellbeing meetings for targeted students | | Meetings are held with all relevant stakeholders to support identified students who need wholistic wellbeing support, so they can connect, succeed, learn and thrive at school and home. | Students  Staff  Parents and carers |
| Targeted Intervention | Behaviour Specialist  OT  Speech Therapist | | The school can use flexible funding to employ Allied Health Care professionals to support the learning and wellbeing of students so they can connect, succeed, learn and thrive at school. | Students  Staff  Parents and carers |
| Individual Intervention | Network Specialist Centre Support | | Referral to Network Specialist Centre for support with funding, liaising with other Government Departments such as DCJ, Health, Police. | Students  Staff  Parents and carers |
| Individual Intervention | PECAT clinic at Kurrambee School | | Students who are highly unregulated in all environments may be referred to the PECAT clinic ran by the School Link team from the Children’s Hospital, Westmead. The PECAT team is a multidisciplinary collaborative team that provides outreach paediatric services to meet the needs of children with mental health needs or behaviours of concern and an intellectual disability. The PECAT clinic meets at Kurrambee School once per term and is chaired by Dr Gillian Brooks, Paediatrician. The clinic team also includes a social worker, registrar, the parent, student, teacher, Deputy Principal and any other relevant stakeholders from the CHW, school or home. There is no cost to the service as bulk billed by Medicare after a referral is received by the students GP for Dr Brooks. The PECAT team listen to families and try collectively to resolve issues, address concerns, and provide pathways to address meet complexities of need. | Students  Staff  Parents and carers  PECAT team  Community representatives, |
| Individual  Intervention | Mental Health Hub | | Students may also access the support of the Mental Health Intellectual Disability Hub, through the Westmead Children's Hospital. The Hub is a short-term consultation service, working with complex patients and their support networks, to support and provide advice, through sharing their expertise around assessment, diagnosis and treatment for co-occurring mental health issues.  To access the program, students must be referred by their treating Paediatrician, Clinical Psychologist or Psychiatrist.  <https://www.health.nsw.gov.au/mentalhealth/services/children/Pages/intellectual-disability-children-teens.aspx> |  |
| Individual  Intervention | Partial Attendance Plans | | In exceptional circumstances, it may be appropriate for a student to be on a short-term Partial Attendance Plan to support their wellbeing and facilitate a return to full-time attendance. Partial attendance plans are reviewed every five weeks and require sign off from the Director Educational Leadership (DEL). |  |
| Individual  Intervention | Team Around a School | | The Team around a School comprises non-school based roles such as the learning and wellbeing team (Nirimba), behaviour specialists, networked specialist facilitators and NDIS coordinators, as well as school-based roles including Assistant Principal Learning and Support, Senior Psychologists Education and Itinerant Teachers.  The Health, Safety and Staff Wellbeing team provide incident response and support.  The first point of contact from the Delivery Support team is your local Assistant Principal Learning and Support or learning and wellbeing officer. For more complex matters or whole school process support, requests may be considered at the Delivery Support coordination meeting. A behaviour specialist may be allocated to provide specialist support. |  |

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

|  |  |  |
| --- | --- | --- |
| **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 |
|  |  |  |
| At Kurrambee School, we explicitly reinforce students for being safe, respectful learners through giving explicit feedback about appropriate behaviour, and awarding PBL against the PBL expectations. PBL award certificates are given out weekly for students who have collect 5 ticks against oner PBL expectation. Certificates are given out for each PBL expectation. As each student achieves 5 awards in each expectation, they receive a bronze, silver, gold respectively.  At the end of every semester, students who receive a GOLD award participate in a special morning tea. | At the classroom level, teachers use a variety of strategies to support the students to self-regulate by giving choice, redirecting, reteaching, attending to positives and ignoring minor negative behaviours, giving time and space, and communicating.  Teachers ‘give choice’ by offering a small number of choices that we can follow through on and providing a way for the student to make the choice.  Teachers ‘redirect’ by using a change in activity or person and supporting students to use their sensory tools or activities to help de-escalate a situation.  Teachers ‘re-teach’ by identifying the skills that a student needs to learn, and the supports required. We attend to every child’s positive and explicitly reinforce these while ignoring minor behaviours to avoid reinforcing negative behaviour and increase the time spent on learning for all students.  Teachers give ‘time and space’ to allow students to process and understand what they are expected to do and give time to regulate and be ready to learn. Student-directed ‘time and space’ (time out) enables a student to remove themselves from a situation or environment causing stress and use this as a tool to get themselves back to the ‘green zone’ so they are ready to learn.  Teachers ‘communicate’ calmly and consistently, and make sure that every student has a way to communicate with us. | All behaviours of concern/major behaviour incidents are recorded through school bytes The school then addresses any risks associated with the Behaviours of Concern. The school then works collaborative with families to address the concerns of behaviour so we can mitigate the risk as best as we can whilst providing the student with a highly supportive environment.  At Kurrambee School, we use a team approach to supporting and managing behaviours of concern. When a student is escalating beyond the classroom management level, we call for via an internal phone or duress alarm. The team can include the school executive, and support staff from the classroom and across the school. The goal is to allow the continuation of learning for the class, de-escalate the situation, keep everyone safe, repair relationships and return the student to learning. Communication is key to ensuring everyone’s wellbeing at these times.  Sometimes, students need to be reminded and supported to take a break from learning and or the classroom environment. This time is used for the students to return to baseline, so they are in the Zone for Learning. This break may be used to de-escalate a situation and keep everyone safe. This is always supported by staff to ensure connection and safety. |

### Responses to serious behaviours of concern

* The NSW Department of Education [Student Behaviour policy](https://education.nsw.gov.au/policy-library/policies/pd-2006-0316) and [Suspension and Expulsion procedures](https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-06) 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](https://education.nsw.gov.au/policy-library/policies/pd-2007-0362)
* [Incident Notification and Response Procedures](https://education.nsw.gov.au/content/dam/main-education/policy-library/public/implementation-documents/incident_proc.pdf)
* [Student Behaviour policy](https://education.nsw.gov.au/policy-library/policies/pd-2006-0316) and [Suspension and Expulsion procedures](https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-06).

## Detention, reflection and restorative practices

Toilet and food breaks are always included when students need time to withdraw from stressors. Withdrawal is a time for reflection, communication and is planned 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? |
| --- | --- | --- | --- |
| Teacher-directed time-out. Student will be monitored, and verbally engaged when they appear to be or are back to baseline. | As needed. student will be monitored | Exec, Class Teacher | Recorded on the school proforma for Teacher-directed Time Out Record |
| Supporting recovery and then return to class | As appropriate for individual students | Exec, Class Teacher | Recorded on school bytes under Wellbeing |
| Detention/Reflection time with executive | As appropriate for individual students | Exec, Class Teacher | Recorded on school bytes under Wellbeing |
| Communication with parents and carers | On the day a major incident occurs | Exec, Class Teacher | phone call, in person, email, communication book (as required). |
| Debrief with staff | Class team, involved | Exec, Class Teacher | Recorded on Team Support meeting minutes |

## Review dates

Last review date: Day 1, Term 1, 2025 Next review date: Day 1, Term 1, 2026

Appendix 1: Behaviour management flowchart

Speak privately with student

Clearly and calmly state the issue and offer the student choices

*Has the behaviour stopped or improved?*

*Calm and engaged classroom*Apply preventative strategies including the use of the classroom toolkit

Positive classroom climate, providing and teaching explicit rules,   
engaging lessons, active supervision, offering pre-corrections

**Behaviours of concern**

Manage it at teacher level.

De-escalate the situation by *calmly*:

* correcting the behaviour
* identifying student need
* ensuring student understands corrective response
* responding proportionally to the level of behaviour displayed as per Individual behaviour support plans, if appropriate.

*Has the behaviour stopped or improved?*

**Serious behaviours of concern**

Teacher to inform executive staff, focus on safety.

Executive/CT to assist student to de-escalate to baseline by using appropriate strategies such as:

* redirecting to another area or activity
* follow individual behaviour support plan

**Observe behaviour**

*Does the behaviour pose a risk to the safety or wellbeing of the student or others?*

NO

YES

NO

YES

**Consider additional supports**

Identify and engage support(s) for the student to return to normal routine:  
*Contact parents, conversation with teacher, refer to and/or revise risk assessment and behaviour plans.*

*Is suspension required for additional* ***planning time****? If so, consult with principal.*

*Is a* ***mandatory report*** *required?   
If so, consult with principal and MRG.*

YES

NO

NO

YES

Provide positive verbal/nonverbal acknowledgement or de-escalation strategy

Provide positive verbal/nonverbal acknowledgement

Speak privately with student

* Using PBL language and AAC system, explain to the student what you saw and what they did, acknowledge their behaviour and why they may have been dysregulated and explicitly teach alternate responses.

*Is it safe for the student to   
return to normal routine?*

### Appendix 2: Bullying Response Flowchart

The following flowchart explains the actions Kurrambee School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.

### Appendix 3: Minor Behaviours- Continuum of Response

**Calm, Consistent, Brief, Immediate and Respectful**

|  |  |
| --- | --- |
| **Staff Response** | **Words/ Actions an adult can use** |
| Prompt | Provide verbal and/or visual cue |
| Redirect | Restate the expected behaviour from the matrix |
| Reteach | State and demonstrate the matrix behaviour (if possible)  Have student state and demonstrate (if possible)  Provide immediate feedback |
| Provide choice (reengage or have a consequence applied) | The statement of two alternatives- the preferred or desired behaviour or a less preferred choice (logical consequence)  Give the student a choice and get a response  Apply logical consequence if preferred behaviour not demonstrated. |
| Conference | Describe the problem. Describe the alternative behaviour.  Tell why the alternative is better  Practise  Provide feedback. |

### Definitions

|  |  |
| --- | --- |
| Term | Definition |
| Behaviour of concern | 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, developmentally appropriate behaviour. |
| Bullying | Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm. |
| Detention | Detention and/or reflection is a disciplinary consequence that schools may use to address inappropriate student behaviour. Detention and reflection are applied as close as possible to the breach in behaviour. It allows the school to provide timely support to students to assist them to achieve the desired behaviour, to reflect on their behaviour and make positive choices. The student is always supervised by a staff member. |
| School Behaviour Support and Management Plan | An operational document that outlines school processes and practices for behaviour support and management. It must be published on the school website so it is available to all students, parents, carers and school staff. |
| Time-out | Teacher-directed time-out is a de-escalation strategy and occurs where a student is directed away from an educational activity or setting when they engage in behaviours of concern. It is used after other de-escalation strategies and teaching practices have been tried.  Self-directed time-out enables a student to remove themselves from a situation or environment causing stress. It is a planned informal behaviour support strategy that may be used as part of a behaviour support response and documented as an agreed strategy. |