

Kempsey South Public School School Behaviour Support and Management Plan 2023

Overview

Kempsey South Public School is currently embedding the Berry Street Education Model into our Social Emotional Learning and Wellbeing programs to teach and promote our core values of 'Respect', 'Resilience' and 'Ready to Learn'.

Our School Behaviour Support and Management Plan has been developed with the following principles in mind.


- Strong relationships matter.
- Students are supported to learn and grow.
- Positive learning environments enhance social competence and academic success.

Promoting and reinforcing positive student behaviour and school-wide expectations

Kempsey South Public School prides itself on building positive, respectful and trusting relationships between teachers, students and families. Teachers ensure that all students receive affirming notice and support each day. Teachers use conversation as an opportunity to model healthy attachment principles, positive relational culture expectations and peer support, and they teach and show relationship skills in their conversations, de-escalation, and conflict management interactions with students and each other.

Students receive explicit teaching of behavioural expectations, school and class rules, school values and social emotional competencies. This ensures that they can develop the skills and capabilities needed to engage successfully and positively with school and the wider community.

Our learning environments encourage the recognition and acknowledgment of positive behaviour through praise and recognition, rewards and reinforcement, and formal awards systems.



Kempsey South Public School strives to promote its three core school values of 'Respect', 'Resilience' and 'Ready to Learn'.

Classes have learnt about and discussed the school values and have identified ways they can enact them in class and the playground. Signs are currently being developed as visual reminders for key locations around the school.

Every Monday morning the Principal has a Zoom meeting assembly with all classes. This assembly not only prepares students for events of the week but also reminds students of the school value that will be highlighted. He discusses the ways in which students can demonstrate this value in class, the playground and community. During the week School Leaders and staff acknowledge efforts by giving students who demonstrate these positive behaviours a 'Values Voucher'. These vouchers then go into a draw for a \$5 canteen voucher drawn at the weekly assembly.

At the weekly whole-school assembly, Merit Awards are also given to students demonstrating achievement, growth, or improvement towards a school value or learning goal.

As well as class rewards, whole school 'Reward Days' are also planned and implemented to reward students for demonstrating positive behaviour.

Students are also encouraged to visit the Principal or Deputy Principal for acknowledgement when demonstrating positive attributes.

Classroom teachers use See-Saw to communicate and share student achievements and positive behaviour with families.

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. The Behaviour Code is promoted and reinforced through our school values as follows:

Respect

- Treat one another with respect.
- Speak and behave courteously.
- Cooperate with others.
- Develop positive and respectful relationships and think about the effect on relationships before acting.
- Value the interests, ability and culture of others.
- Dress appropriately by complying with the school uniform or dress code.
- Take care with property.

Resilience

- Model and follow departmental, school and/or class codes of behaviour and conduct.
- Negotiate and resolve conflict with empathy.
- Take personal responsibility for behaviour and actions.
- Care for self and others.
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour.

Ready to Learn

- Attend school every day (unless legally excused).
- Arrive at school and class on time.
- Be prepared for every lesson.
- Actively participate in learning.
- Aspire and strive to achieve the highest standards of learning.

Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention	Berry Street Education Model	The Berry Street Education Model uses a trauma informed, positive education, lens that links approaches addressed in trauma informed practice (healing) with proven psychology interventions (growth) to meet the unique and complex needs of students who have been impacted by trauma.	All students and staff
Prevention	Brospeak	Brospeak is a cultural and mentoring workshop program which has a strong cultural focus and is designed to inspire and motivate Aboriginal young people about the importance of education.	Aboriginal and Torres Strait Islander young men

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Prevention	Sistaspeak	Sistaspeak is a cultural and mentoring workshop program which has a strong cultural focus and is designed to inspire and motivate Aboriginal young people about the importance of education.	Aboriginal and Torres Strait Islander young women
Early/ Targeted Intervention	Rock and Water	Students learn to stand strong, negotiate using “rock” or “water” verbal approaches, walk away from trouble, consider alternatives to aggression, and develop understandings about who they are, their intuitive feelings and their personal direction.	Identified students
Early/ Targeted Intervention	Drumbeat	Drumbeat is an evidence-based, award-winning social and emotional learning program that incorporates recent development in neurological research which notes the beneficial impact of rhythmic interventions on primal brain systems associated with anxiety and emotional control.	Identified students
Early Intervention	Supporting Student Behaviour Flow Chart	Outlines processes to support individual students' behaviour in the classroom and playground.	Staff and identified students
Early/ Individual Intervention	Ready to Learn Plans	De-escalation plans are developed with students to assist in identifying and responding to stress and emotional dysregulation.	All students in Grades 3-6. Identified students in Grades K-2
Individual Intervention	Behaviour Support Plans	Behaviour Support Plans are developed and implemented to prevent and respond to complex or challenging behaviours.	Identified students, parents, and staff
Early Intervention	The Got it! program	This is a specialised early intervention program for students K-2 who display emerging conduct problems such as aggression, defiance, and disruptive behaviour. The program includes a family component.	Transition pre kinder -2 Students families and staff
Targeted/ Individual Intervention	Learning and Support Team	The Learning and Support Team work with teachers, students, and families to support those students who require personalised learning	Individual students, staff

Care Continuum	Strategy or Program	Details	Audience
		and support plans and pathways. Strategies include instructional leadership, development of risk assessments and support plans, and the development of short- and long-term goals and strategies.	
Individual Intervention	Functional Behaviour assessment	Functional behaviour assessments are undertaken by teachers or specialists to identify the function of problem behaviour and to develop and implement appropriate interventions in response.	Individual students, staff
Individual Intervention	Reset	Students come to Executive when they are stressed or dysregulated and need time to co-regulate or self-regulate away from their peers.	Individual students
Individual Intervention	Restorative Conversations	Rather than punishment, restorative conversations are used to hold students accountable for their actions and behaviour. They are used to demonstrate and teach empathy, to teach students to resolve conflict calmly and to allow students to have a voice.	Individual staff and students
Targeted Intervention	Hickey's Creek Outdoor Wellbeing learning program	Hickey's Creek Campus provides an alternative venue from school to provide flexible and responsive teaching and learning programs.	Identified students
Prevention	ARCC	Cultural and Dhungutti language lessons are inclusively provided to all students to build a sense of respect and belonging.	All students
Individual Intervention	PLASP	Personalised Learning and Support Plans are developed for students requiring extensive supports.	Identified students, parents
Targeted/ Individual Intervention	School Psychologist	Our School Psychologist provides therapeutic interventions such as Zones of Regulation training and Sand Therapy for identified students.	Identified students and small groups.
Prevention/ Early Intervention	Hearing Screening	Community Health or Australian Hearing provide Hearing Screening Assessments for all students in Kindergarten and Year 1. Referrals for follow up are made where needed.	Grade K and 1 students
Prevention/ Early	Dental Screening	Community Health provides free dental checks for all students.	All students

Care Continuum	Strategy or Program	Details	Audience
Intervention		Referrals for follow up are made where required.	
Targeted Intervention	Dhalayi Doctors	This program aims to teach students how to identify and incorporate health and wellbeing practices into their community.	Stage 2 students
Targeted Intervention	PCYC Resilience Program	This program, conducted by Kempsey PCYC, aims to teach students the social skills and strategies needed to promote resilience.	Targeted classes
Prevention	Supported Playgroup	Facilitated by an Early Childhood Teacher this group supports the development of play, social, and wellbeing skills of children and parents.	Parents and children aged 0-5
Early Intervention	Buthi Wupu's	This Kindergarten transition program provides weekly sessions for Pre-Kindergarten students enabling them to develop positive relationships with the school environment.	Pre-Kindergarten students enrolling in school

Detention, reflection and restorative practices

Where Restorative Practices may not be possible, due to the safety risk a behaviour presents to others, detention may be used. Students who have caused harm to others through threats and intimidation, physical violence, and/or verbal assault directed at others will be removed from class or the playground and placed on detention.

Action	When and how long?	Who coordinates?	How are these recorded?
Detention-Off the playground	During Recess break in the Library for 15 mins.	Executive staff	Detentions are entered into Sentral and roll marked on completion.
Detention-Immediate removal from class	Executive Office, any time during the day, for 15 mins.	Executive Staff	Logged as an Incident in Sentral and recorded as follow up action.

Partnership with parents/carers

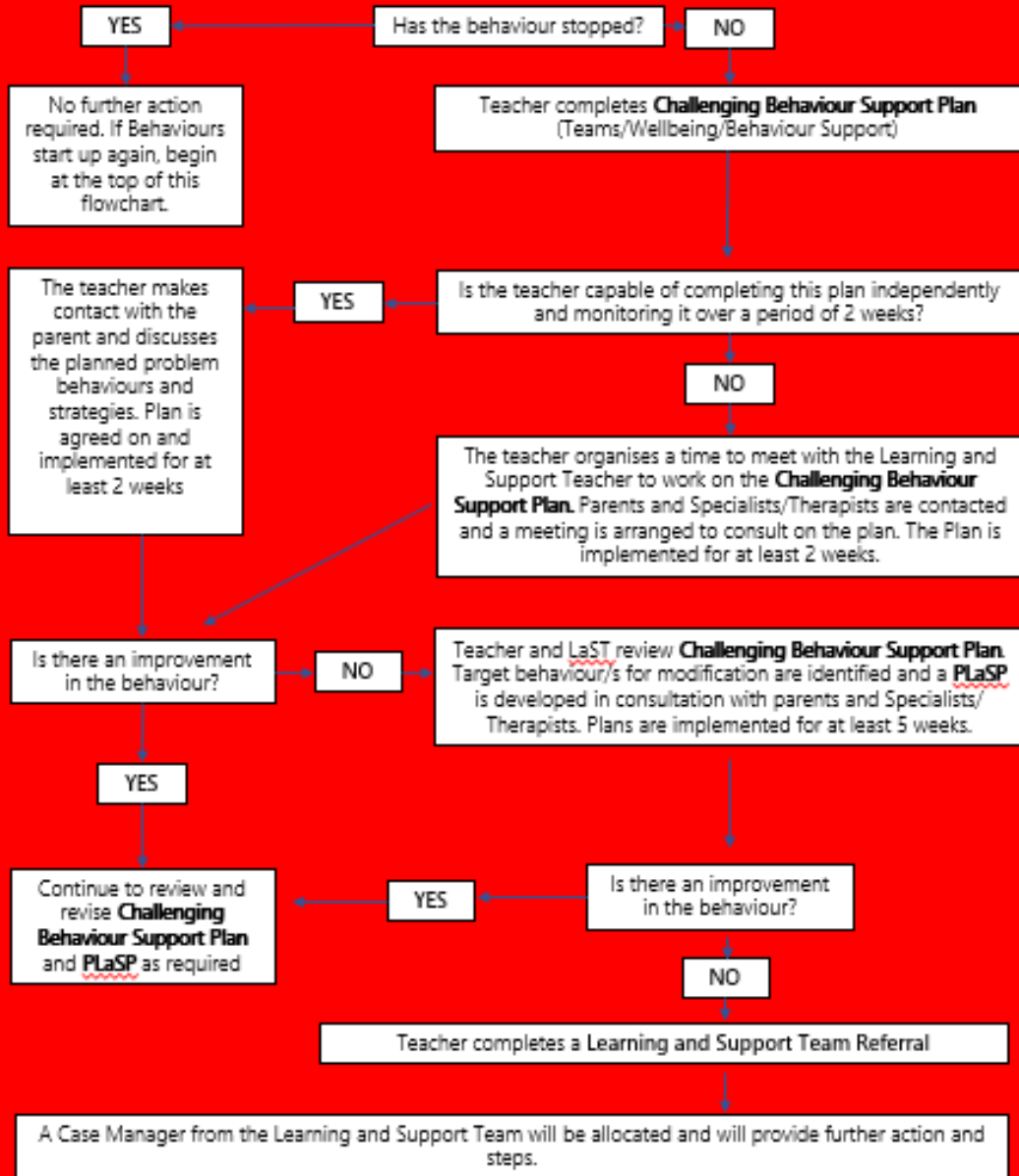
Kempsey South Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies as follows.



Supporting Challenging Behaviour



Student behaviour is discussed between the Classroom Teacher and Stage Supervisor. Strategies are shared and trialled by the Classroom Teacher for 1-2 weeks. Strategies are documented in an **Individual Behaviour Plan Generic**. (Teams/Wellbeing/Behaviour Support)



If you find that this flowchart does not address your query, question or concern, please see your direct supervisor.



School Anti-bullying Plan

[https://kempseysth-p.schools.nsw.gov.au/content/dam/doe/sws/schools/k/kempseysth-p/download-box/Kempsey South Public School- Anti Bulying Plan 2023.pdf](https://kempseysth-p.schools.nsw.gov.au/content/dam/doe/sws/schools/k/kempseysth-p/download-box/Kempsey%20South%20Public%20School-Anti%20Bulying%20Plan%202023.pdf).

Refer to the [Bullying of Students – Prevention and Response Policy](#) and [Anti-bullying Plan](#).

Reviewing dates

Last review date: 11/09/2023

Next review date: 3rd March 2024