

Kentucky Public School - School Behaviour Support and Management Plan

Overview

School Vision Statement

Kentucky Public School empowers all students to be the best version of themselves. The safe and supportive environment, coupled with high quality teaching, supports all students to learn and play in a culture of high expectations, equity and continual improvement.

The behaviour expectations at Kentucky Public School are built from Kentucky Kindness: We are Proud and Responsible: We Act Respectfully and Safely. These expectations provide the foundation for staff and students interact with others. Students learn to self-regulate their emotions, deal with uncomfortable situations positively and treat others with respect and dignity. Students learn and play in an environment of **inclusion** and emotional and physical **safety** (Extract from the Kentucky Public School Context, School Excellence Plan, 2024-2027).

Partnership with parents and carers

The school (Kentucky Public School) is the cornerstone of the community. It is a place where all families connect, belong and are valued as key stakeholders in the success of the school. The active Parents and Citizens Association is focused on supporting the school and the students (Extract from the Kentucky Public School Context, School Excellence Plan, 2024-2027)

Kentucky Public School partners with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and bullying strategies, through:

- Asking parent/carer and student feedback through formal and informal means such as school surveys and consulting with the P & C.
- Inviting families to termly Celebration of Learning assemblies which involve open classrooms and informal opportunities for conversations with staff.
- Holding formal Success Meetings in Term 1 and 3. The meetings bring students, families and teachers together to speak about student growth and development.

Kentucky Public School will communicate these expectations to parents/carers through the school newsletter. 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

Kentucky Kindness	We Are:	We Act:
	Proud	Respectfully
	Responsible	Safely

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	Calm and Supportive Staff	Staff deal with behaviour with consistency, empathy and kindness. Maintaining student's positive wellbeing and safety is prioritised.	Students, Families
	Explicit Teaching	Students are taught what each expectation looks, feels and sounds like in all settings of the school.	Students
	Emotional Regulation	Students explore emotions and learn ways to deal with them in a positive way.	Students
	Proactive Strategies	<ul style="list-style-type: none"> - Reminders of Expected Behaviour - Parallel recognition - Active Supervision - Calm & Supportive Environments - Visual Prompts 	Students
	Student Voice	Students are active participants in the creation of the school's behaviour systems.	Staff
	Predictable Routines	Routines are taught to students and are consistent throughout the year.	Students
	Positive Recognition	Recognising students for following expectations and Going Above & Beyond them.	Students, Families
	Differentiated Curriculum	Students engage in learning that is focused on their strengths and supports them to develop areas of need.	Students, Families
	Consistent Consequences	Consequences for positive and negative behaviour are collaboratively created at the start of the year and reviewed regularly.	Students, Families
	Early intervention	Classroom Organisation	<ul style="list-style-type: none"> - Seating plans - Sensory aides

Care Continuum	Strategy or Program	Details	Audience
		- Active supervision	
	5 Key Steps	Teachers implement the 5 Key Steps: - Pre-correction, 1st Warning, 2nd Warning, Buddy Room/Time Out and Restore. These steps support teachers to fairly, consistently and calmly support students to be responsible for their behaviour choices.	Students, Families
	Behaviour Management Plans (BMP)	Students with a BMP may have a range of strategies to support them to self-regulate their behaviour and provide safety form them and others.	Students, Families, Staff
Targeted intervention	Behaviour Management Plans (BMP)	Students with a BMP may have a range of strategies to support them to self-regulate their behaviour and provide safety form them and others.	Students, Families, Staff
	Explicit Teaching	Students are taught specifically what is expected from them and supported to create strategies that support them.	Students, Families
	Differentiated Curriculum	Students learning needs are reviewed and Classroom Teachers implement plans to support their learning.	Students, Families
Individual intervention	Behaviour Management Plans (BMP)	Students with a BMP may have a range of strategies to support the to self-regulate their behaviour that include low level interventions.	Students, Families, Staff
	Explicit Teaching	Students are taught specifically what is expected from them and supported to create strategies that support them.	Students, Families
	Differentiated Curriculum	Students learning needs are reviewed and Classroom Teachers implement plans to support their learning.	Students, Families

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

Kentucky Public School uses the following strategies to recognise and reinforce positive student behaviour and behavioural expectations:

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 focus 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.

The school-wide continuum for acknowledging expected behaviour includes:

- Positive Recognition – Kindness Awards for students displaying school expectations.
- Above and Beyond Award – A weekly award for 1 or 2 students that have gone ‘Above and Beyond’ expectations.
- Whole School Rewards System – Increments of 100 Kindness Awards. Students receive a reward once they have earned 100 awards. The rewards are determined by the students and progressively get bigger to build to more significant rewards.

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
School Wide behaviour expectations are explicitly taught to students.	5 Key Steps	5 Key Steps
Expectations are common language and provide the basis of all feedback.	Refer to school-wide expectations and/or supports so that the student can self-regulate.	Seek help from principal or other staff member if there is a risk to safety.
Staff model positive behaviour and provide opportunities for students to practice when they have made a mistake.	Use indirect responses: proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback	Principal/CT to take immediate steps to restore safety and return the situation to calm by using appropriate strategies
Verbal and non-verbal specific positive feedback is given to students as positive reinforcement.	Collect incident data and communicate with families.	Principal collects incident data and reviews from multiple perspectives to determine next steps.
Students receive Kindness Awards and Above & Beyond Awards as positive recognition for meeting or exceeding our school-wide expectations.		Formal Warning of Suspension – 50 days
Whole-school rewards are activated through students collectively earning kindness awards.		Suspension
Collect incident data and communicate with families.		

Responses to serious behaviours of concern

Responses, including students who display serious behaviours of concern, are recorded in School Bytes – Wellbeing. 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 and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- reflection and restorative practices (listed below)
- liaise with Team Around a School for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, 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 procedure](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

Detention, reflection and restorative practices

[Include information about food and toilet breaks and the maximum length of time appropriate to the age/developmental level of the student]

Strategy	When and how long?	Who coordinates?	How are these recorded?
Buddy Room Support Teacher-initiated withdrawal of a student from the main learning environment. Students completes a Reflection Sheet. Teacher leads a restorative conversation when suitable. Students complete the classwork that missed either in the break or at home. The Reflection Sheet is sent home for parents to view, speak with their child about the incident and sign and return the sheet the next day.	10 mins	Class Teacher	Record kept in School Bytes – Wellbeing

Strategy	When and how long?	Who coordinates?	How are these recorded?
<p>Playground Negative Behaviour</p> <p>Students that display negative behaviour choices in the playground receive natural consequences that are linked to the behaviour. For example, a student that litters will be asked to spend some time making our environment better.</p>	<p>Various depending on the severity of the negative behaviour</p>	<p>Duty Teacher</p>	<p>Major Negative Behaviours are Recorded</p>
<p>Formal caution</p> <p>A formal caution of suspension may be issued when behaviours of concern continue, or are of a severe nature, and the student is at risk of suspension. The purpose of the formal caution to suspend is to provide a circuit breaker for the student to understand the impact of their behaviour of concern and engage them with a positive behaviour support.</p> <p>In certain circumstances, the principal may determine that a student should be suspended without issuing a formal caution to suspend because there are immediate and significant risks to health, safety and wellbeing for students or staff that cannot be otherwise mitigated.</p>	<p>The duration of a formal caution can be up to 50 days from the date the caution is issued at the discretion of the Principal.</p> <p>Formal cautions do not remain valid into the next calendar year unless consultation has occurred with the Director, Educational Leadership.</p>	<p>Principal</p>	<p>Record kept in School Bytes – Wellbeing</p>
<p>Suspension</p> <p>There will be cases of unacceptable behaviour where a student may need to be removed from the school for a period of time. Suspension is an action available to the principal in these situations.</p> <p>The purpose of the suspension is to allow the school to implement appropriate supports during the student’s absence to address the student’s complex and challenging behaviour or behaviours. This is to ensure a successful return to school, and mitigate any unacceptable risks posed to teaching and learning, and the health, safety and wellbeing of staff and/or students.</p> <p>See 2.1 Grounds for suspension for more information.</p>	<p>The principal must decide the duration of the suspension with consideration of appropriate time to implement supports for the student and/or put in place appropriate safety measures where relevant.</p> <p>The duration can be: up to 5 consecutive school days for students in Kindergarten to Year 2 and up to 10 consecutive school days for students in Year 3 to Year 12.</p> <p>See 2.3 Duration of a suspension for more information.</p>	<p>Principal</p>	<p>Record kept in School Bytes – Wellbeing</p>

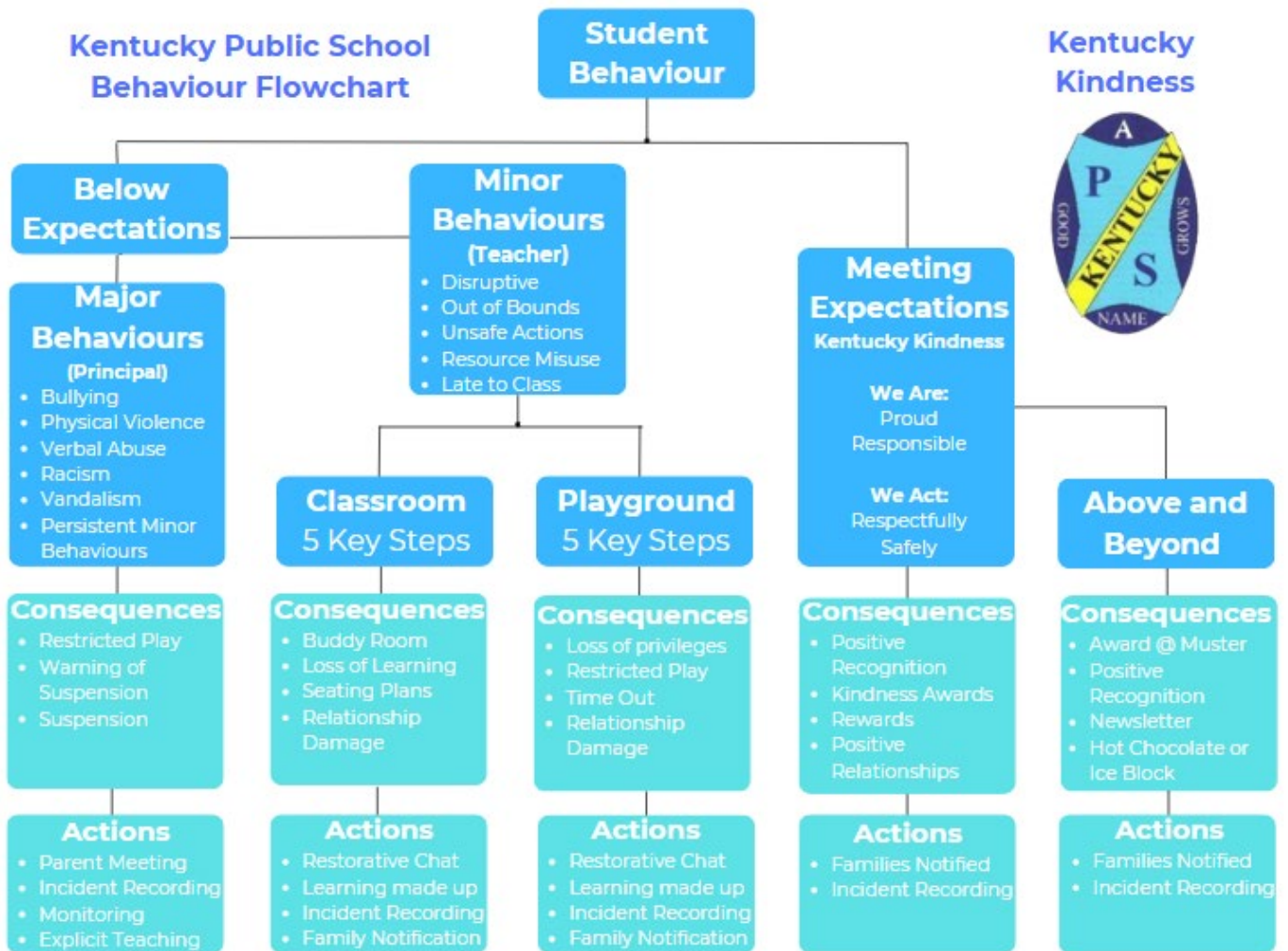
Strategy	When and how long?	Who coordinates?	How are these recorded?
<p>Expulsion</p> <p>There may be some serious circumstances where behaviour interventions, including suspensions and risk management strategies have not been successful in managing significant behaviours of concern. In these circumstances a principal can consider expelling a student from the school. In all cases where consideration is being given to expelling a student, the gravity of the circumstances requires that particular emphasis be given to procedural fairness. See 3.1 Grounds for an expulsion for more information.</p>	<p>The decision to expel a student is made jointly by the principal and Director, Educational Leadership.</p> <p>The principal and/or Director, Educational Leadership should convene a formal meeting, within 7 school days, held face-to-face with the principal, student and their parent, carer or support person, to discuss:</p> <ul style="list-style-type: none"> -that expulsion from school is being considered -the reasons or grounds for the possible expulsion -the implications of proceeding with an expulsion -the information and documentation on which the consideration to expel is based. 	<p>Principal & Director, Educational Leadership</p>	<p>Record kept in School Bytes – Wellbeing</p>

Review dates

Last review date: [6/2 : Day 1, Term 1, 2025]

Next review date: [13/3: Term 1, 2025]

Next review date: [28/4: Day 1, Term 2, 2025]



Kentucky Kindness



