



# Karningul School

## School Behaviour Support and Management Plan

### Overview

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

Karningul School provides an opportunity for change by supporting students through intervention in collaboration with all stake holders. Karningul School empowers students to develop into safe, respectful learners who can problem solve.

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 vision, key programs prioritised and valued by the school community are:

- Trauma Informed Practice
- Positive Behaviour for Learning
- Restorative Practices

KARNINGUL SCHOOL rejects all forms of bullying behaviours, including cyberbullying 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

KARNINGUL SCHOOL will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and bullying strategies, by:

- inviting parent/carer and student feedback through formal and informal means such as enrolment procedures, school surveys, school events, phone calls, emails termly review meetings and relevant support documents

KARNINGUL SCHOOL will communicate these expectations to parents/carers through the school enrolment process, school newsletter, reports and other formal and informal opportunities. 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 and rules

KARNINGUL SCHOOL has the following school-wide rules and expectations:

To be safe, respectful learners who can problem solve.

Safe	Respectful	Learners	Problem Solvers
Keeping hands and feet to self	Respectful language	Attempting the work to the best of your ability	Entering and exiting all areas in a safe way.
Right place at the right time	Listening to others	Asking for help	Using equipment appropriately
Keeping personal space	Speak respectfully to others	Letting others learn	Having personal space

### 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.

KARNINGUL SCHOOL takes strong action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning. See the [Behaviour Code for Students](#) for more details.

### Whole school approach across the care continuum

Our 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 cyberbullying behaviour.

These approaches and strategies are built on a foundation of evidence-informed 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 students

Care Continuum	Strategy or Program	Details	Audience
Prevention	Breakfast Club	School community run a breakfast club program that provides access to a free healthy breakfast and builds strong student-teacher connections.	Staff, students
Prevention	<a href="#">National Day of Action Against Bullying and Violence (NDA)</a>	Our school participates in the annual National Day of Action against Bullying and Violence (NDA) - in August each year.	Staff & students
Prevention/ Early intervention	RAGE program	RAGE, an award-winning anger management course for youth aged 11-17, can be adapted to serve younger children as well. RAGE is a strengths-based, solution-focused program.	Students years 5-8
Prevention / Early intervention / Targeted / Individual	Australian eSafety Commissioner <a href="#">Toolkit for Schools</a> to prevent and respond to cyberbullying	The toolkit supports our school to prepare, engage and educate the school community about creating and maintaining safe online environments to prevent cyberbullying incidents.	All students, individual students K - 8, families, staff
Targeted intervention	Attendance support	The principal will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, principal
Targeted / individual intervention	School learning and support	Provides support for students who need personalised learning and support.	Principal, AP, SSO, families, students, counsellors
Individual intervention	<a href="#">Individual Behaviour Support Planning</a>	Planning is done in collaboration with the student and their family with support from Team Around a School where needed. This can include individual behaviour support and risk management plans.	Individual students, staff
Targeted Intervention	Level Up Program	Participants embark on exciting adventures while learning important life skills such as confidence, empathy, and frustration tolerance. Through interactive storytelling and role-playing, children develop creativity, teamwork, and problem-solving abilities in a supportive and engaging environment.	Stage 3 students

Care Continuum	Strategy or Program	Details	Audience
Targeted intervention	Reading to animals program	This program gives students the opportunity to read to shelter dogs and cats. The primary goal is to encourage students who are reluctant readers by giving them a pleasant real world experience where reading is seen as a valuable skill.	All students
Early intervention	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	All staff and students
Early Intervention	Premier Sporting Challenge	To promote increased participation in sport and physical activity, leading to healthier, more active lifestyles, the Premier's Sporting Challenge (PSC) is a multi-faceted program offering a range of initiatives to Department of Education students and teachers across the state	All students
Targeted intervention	School swim scheme	A multi-faceted program focusing on developing water safety skills and knowledge for primary aged students. Opportunities within the program include 'Learn to Swim' and 'Water Safety Awareness', classroom resources and teacher professional learning	All students

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

A behaviour of concern that is challenging, complex or unsafe requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm.

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

- directly observing a child or young person's behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
- a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
- concerns raised by a parent, community member or agency.

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.

### **Preventing behaviours of concern**

Behaviour responses are delivered in the following ways:

- a. 'RAGE program'
- b. PBL expectations and PBL curriculum
- c. Whole school token based economy
- d. LST referral process for identified behaviour, wellbeing and attendance support
- e. Targeted programs for pro social behaviour
- f. Student voice focus groups – including transition, pre-enrolment interviews and student surveys
- g. Behaviour Plans
- h. Mentoring

### **Responding to behaviours of concern**

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Behaviour / wellbeing ITD system. These may include:

- i. review and document incident
- j. determine appropriate response/s, including supports for staff or other students impacted
- k. refer/monitor the student through the school learning and support team
- l. develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- m. detention, reflection and restorative practices (listed below)
- n. liaise with [Team Around a School](#) for additional support or advice
- o. communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- p. 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.

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.
<p>1. Behaviour expectations are taught and referred to regularly. Staff model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.</p>	<p>1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.</p>	<p>1. Seek help from principal or other staff member if there is a risk to safety. Otherwise notify principal ASAP.</p>
<p>2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.</p>	<p>2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback</p>	<p>2. Principal/Assistant Principal/CT/SSO to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirecting to another area or activity, providing reassurance or offering choices.</p> <p>Incident review and planning is scheduled for a later time determined by the context and nature of the incident.</p>
<p>3. Tangible reinforcers include those that are:</p> <ul style="list-style-type: none"> <li>• free and frequent</li> <li>• moderate and intermittent</li> <li>• significant and infrequent</li> </ul> <p>Intermittent and infrequent reinforcers are recorded on the centralised recording system.</p>	<p>3. Use direct responses e.g. Rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before a low-level consequence is applied.</p>	<p>3. Principal and/or delegate collects information and review the incident from multiple perspectives and determine next steps. Principal records the incident on the centralised recording system and contact parent/carer by email or phone. Principal may consider further action eg: formal caution/suspension.</p>
<p>4. All social-emotional learning programs are taught daily and/or context.</p>	<p>4. Teacher records on the centralised recording system by the end of the school day. Monitor and inform family if repeated.</p>	<p>4. Refer to the school's Learning and Support Team or APLaS considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.</p>
<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>
<p>Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations.</p>	<p>Teacher contacts parents by phone or email when a range of corrective responses have not been successful.</p> <p>In some cases, individual planning and referral to LST may be discussed.</p>	<p>Principal and/or delegate contacts parent/carer to discuss any support and behaviour responses, including referral to the LST, outside agencies or Team Around a School.</p>

## Reporting and recording behaviours of concern

Behaviours of concern are recorded on a centralised recording system, COMPASS.

Staff will comply with reporting and responding processes outlined in the:

- [Incident Notification and Response policy](#) and [Incident Notification and Response Procedures](#)
- [Student Behaviour policy](#) and procedures
- If a behaviour of concern is also a child protection matter use the [Mandatory Reporting Guideline Tool](#).

Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](#) and reporting links for most sites, games and apps can be found at the [eSafety Guide](#).

## Reflection practices

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

Strategy	When and how long?	Who coordinates?	How are these recorded?
<b>Alternate break plan</b> – withdrawal from playground during breaks and re-allocation to office/classroom for supervised breaktime following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention)	Next break	School executive	Compass
<b>Reflective action</b> – Safe, respectful, learner who can problem solve If a student is asked to leave or exits the classroom, The SSO comes out to meet the student at a designated area where the student fills out a reflection sheet with the staff member	As soon as possible	Classroom teacher/Year Advisor/HT	Compass
<b>Check in/Check out system</b> - Students are able to use two 5 minute breaks during the day. They can ask the teacher to take their break during class time.	During class/ 5 minutes and only twice a day.	Classroom teacher/SSO	Behaviour monitoring sheet.

# Appendix 1: Reflection process

## Student Reflection

Name: \_\_\_\_\_

Which expectation(s) do you need to reflect on?

Safe	<input type="checkbox"/>
Respectful	<input type="checkbox"/>
Learner	<input type="checkbox"/>
Problem Solver	<input type="checkbox"/>

What could you do better next time?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How will you behave when you re-enter the classroom? Please give one example for each expectation:

Safe	
Respectful	
Learner	
Problem Solver	




Why were you asked to leave the classroom?  
(Please describe how you were you behaving)


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How were you feeling?

 Sad    
  Frustrated    
  Angry    
  Embarrassed

 Calm    
  Confused    
 Other: \_\_\_\_\_

Can you explain why you felt like that?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Student: _____	Session: _____
Responding Staff Member: _____	Exit Time: ____:____ am/pm
Date: ____/____/____	



# Appendix 2: Behaviour management flowchart information



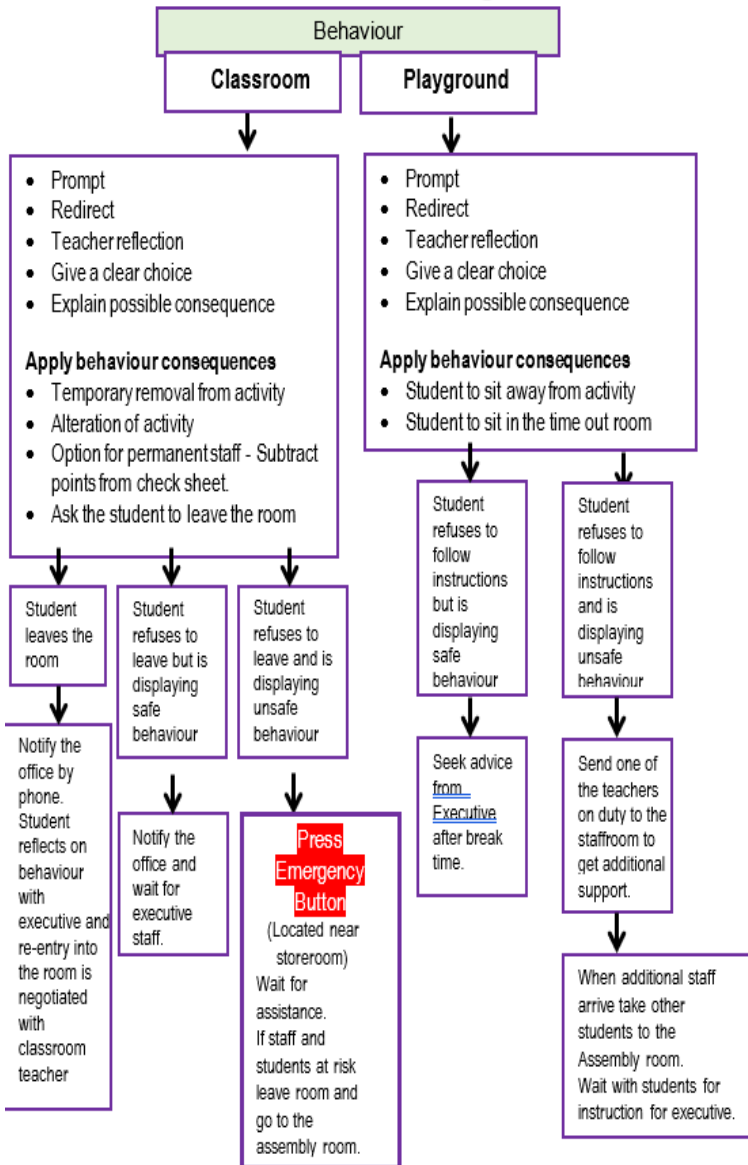
## Karningul School Behaviour Management Flowchart Information

Classroom Behaviour Intervention	Playground Behaviour Intervention
<ul style="list-style-type: none"> <li>• Prompt                             <ul style="list-style-type: none"> <li>- Use non-verbal cues such as pointing to the students work or hand up to stop them talking etc.</li> <li>- Move closer to the student while continuing the lesson.</li> <li>- Praise positive behaviour from other students if appropriate.</li> <li>- Repeat task instructions one on one and offer extra assistance.</li> <li>- Remind students of positive rewards for appropriate behaviour.</li> </ul> </li> <li>• Redirect                             <ul style="list-style-type: none"> <li>- Refer to the PBL expectations.</li> <li>- Engage in brief conversation with the student on an unrelated topic before redirecting them back to work.</li> </ul> </li> <li>• Teacher reflection                             <ul style="list-style-type: none"> <li>- Why is the student exhibiting this behaviour?</li> <li>- Is the learning task modified to suit the student’s ability? Modify if needed.</li> </ul> </li> <li>• Give a clear choice                             <ul style="list-style-type: none"> <li>- Negotiate the task with the student if appropriate. Sometimes students like to feel they have control of a situation so giving them some choice in their learning allows them to regain some control. E.g. You can choose the order you complete the activities but they all need to be completed.</li> <li>- Giving students two choices and allowing them to pick between them is also an effective method of giving them some control while encouraging compliance e.g. Either put the ball in your pocket or in the tray, which one?</li> </ul> </li> <li>• Explain possible consequence                             <ul style="list-style-type: none"> <li>- Make sure the consequence is appropriate for the level of behaviour.</li> <li>- Consequences may include, reduced points on the checking system, reduced or no free time, a cross towards not attending the PCYC program etc</li> <li>- Discuss incident at daily debrief.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Prompt                             <ul style="list-style-type: none"> <li>- Move closer to the student.</li> <li>- Praise positive behaviour from other students if appropriate.</li> <li>- Remind students of positive rewards for appropriate behaviour.</li> </ul> </li> <li>• Redirect                             <ul style="list-style-type: none"> <li>- Refer to the PBL expectations.</li> <li>- Engage in brief conversation with the student on an unrelated topic before redirecting them.</li> </ul> </li> <li>• Teacher reflection                             <ul style="list-style-type: none"> <li>- Why is the student exhibiting this behaviour?</li> </ul> </li> <li>• Give a clear choice                             <ul style="list-style-type: none"> <li>- Giving students two choices and allowing them to pick between them is also an effective method of giving them some control while encouraging compliance e.g. If you swear again you will need to stop playing, <u>its</u> your choice.</li> </ul> </li> <li>• Explain possible consequence                             <ul style="list-style-type: none"> <li>- Make sure the consequence is appropriate for the level of behaviour.</li> <li>- Consequences may include, being asked to move away from the particular game or other student involved, sitting in the timeout room, time off the playground, reduced points on the checking system, a cross towards not attending the PCYC program etc</li> <li>- Discuss incident at daily debrief.</li> </ul> </li> </ul>

# Appendix 3: Behaviour management flowchart



**Karningul School Behaviour Management Flowchart**



Minor Behaviour	Major Behaviour
<ul style="list-style-type: none"> <li>• Inappropriate verbal language</li> <li>• Physical contact – non-serious but inappropriate</li> <li>• Non-compliance</li> <li>• Disruption (talking while teacher is speaking; loud voices or noises indoors)</li> <li>• Property misuse</li> <li>• Misuse of technology</li> <li>• Play fighting</li> <li>• Out of bounds</li> <li>• Excluding</li> </ul>	<ul style="list-style-type: none"> <li>• Abusive language</li> <li>• Continued non-compliance</li> <li>• Physical aggression</li> <li>• Theft</li> <li>• Property damage</li> <li>• Absconding</li> <li>• Criminal activity</li> <li>• Bullying</li> <li>• Provoking violence either verbal or physical</li> <li>• Misuse of technology</li> <li>• Staff abuse either verbal or physical</li> </ul>

**Proactive Strategies**

PBL expectations are displayed throughout the school.  
 PBL curriculum taught to students.  
 All staff verbally acknowledge positive behaviour.  
 Staff to give 4 positive acknowledgements to 1 negative correction.  
 Karningul School checking system is used daily.  
 Student check sheets are sent home to parents and carers daily.  
 Positive phone call home to parents and carers.  
 End of term positive behaviour reward excursion.  
 Primary students participate in the Gold Coin reward program for academic excellence.  
 End of semester assembly and BBQ with families and members of the community to celebrate excellence within the school.

**Referrals and Additional Support**

Daily debrief with all staff to discuss and record daily events and concerns.

## Appendix 4: Bullying Response Flowchart



(Optional)

## Review dates

Last review date: [INSERT DATE: Day 1, Term 1, 2025]Next review date: [INSERT DATE: Day 1, Term 1, 2026]