

School Behaviour Support and Management Plan- Kempsey East Public School

Overview

Kempsey East Public School is embedding the Berry Street Education Model into our Social Emotional Learning and Wellbeing programs to promote and teach our core values of 'Respect,' 'Responsibility,' and striving for 'Personal Best.'

Our School Behaviour Support and Management Plan is guided by the following principles:

- Strong relationships are the foundation of success.
- Students are nurtured to learn and thrive.
- Positive learning environments foster social skills and academic achievement.

School-wide expectations and rules

Kempsey East Public School is committed to fostering positive, respectful, and trusting relationships among teachers, students, and families. Each day, teachers ensure that all students feel noticed, supported, and valued. Conversations are used as opportunities to model principles of healthy attachment, promote a positive relational culture, and encourage peer support. Teachers actively demonstrate relationship-building skills through their interactions, including de-escalation, conflict resolution, and collaborative discussions.

Students receive explicit instruction in behavioural expectations, school and classroom rules, core values, and social-emotional competencies. This approach equips them with the skills and abilities needed to engage positively and successfully within the school and broader community.

Our learning environments celebrate and reinforce positive behaviour through praise, recognition, rewards, and a structured awards system, fostering a culture of encouragement and achievement.

Kempsey East Public School is dedicated to promoting its three core values: **'Respect,' 'Responsibility,' and 'Personal Best.'**

Classes will continue to explore and discuss these values, identifying practical ways to embody them both in the classroom and the playground. To support this, visual signage are located around the school as constant reminders of these values.

At the whole-school assemblies, Merit Awards are presented to students who exhibit achievement, growth, or improvement related to a school value or learning goal. In addition to class-based rewards, whole-school **'Reward Days'** are organised to celebrate positive behaviour across the school.

Students are also encouraged to visit the Principal or Deputy Principal to receive recognition for displaying positive attributes.

Classroom teachers use **Class Dojo** to share student achievements and positive behaviours with families, fostering strong school-home connections.

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	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 staff and students
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
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 intervention	Supporting Student Behaviour flowchart	Outlines processes to support individual students' behaviour in the classroom and playground	Staff and identified students
Early intervention/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

Care Continuum	Strategy or Program	Details	Audience
Individual intervention	Behaviour Support Plan	Behaviour Support Plans are developed and implemented to prevent and respond to complex or challenging behaviours	Identified students, parents, and staff
Targeted/individual intervention	Wellbeing Team	The Learning and Support Team work with teachers, students, and families to support those students who require personalised learning and support plans and pathways. Strategies include instructional leadership, development of risk assessments and support plans, and the development of short- and longterm goals and strategies	Individual students and staff
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 and learning and support teacher
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
Prevention	ARCC	Cultural and Dhungutti language lessons are inclusively provided to all students to build a sense of respect and belonging.	All students
Individual prevention	PLASP	Personalised Learning and Support Plans are developed for students requiring extensive supports.	Identified students and parents

Care Continuum	Strategy or Program	Details	Audience
Targeted/Individual interventions	School Counsellor	Our School Counsellor provides therapeutic interventions such as Zones of Regulation training and Sand Therapy for identified students	Identified students and parents/carers
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
Prevention	School OT/Speech Therapist	Support class teachers with strategies to support student self-regulation and learning	Teachers and students
Prevention	Schol based General Practitioner (from Term 3)	Provides medical support to students and families requiring referrals, health screenings, and ongoing care, helping address physical and mental health needs within the school community.	Learning and Support, identified students/families/carers

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

At Kempsey East Public School, we implement planned and consistent responses to student behaviours to ensure a safe, respectful, and inclusive learning environment. Positive and appropriate behaviours are actively acknowledged and reinforced through a range of strategies, including praise, awards, and incentive programs that promote our core values of **Respect, Responsibility, and Personal Best**. Inappropriate behaviours are addressed using restorative practices, logical consequences, and explicit teaching of expected behaviours to guide students towards positive choices. For behaviours of concern, including bullying and cyberbullying, we adopt a zero-tolerance approach underpinned by prevention, early intervention, and tailored support. Students involved in such behaviours are supported with strategies to repair harm and develop social-emotional skills, while victims are provided with immediate and ongoing support. Our proactive and collaborative approach involves students, families, and staff, ensuring a unified response that prioritizes the wellbeing and growth of all members of our school community.

Responses to serious behaviours of concern

- 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 Policy](#)
- [Incident Notification and Response Procedures](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

Detention, reflection and restorative practices



Kempsey East Public School- Behaviour Man

Revised 2025

		Short Time Out (STO)	Long Time Out (LTO)	Level 3	
		Teacher Managed	Teacher led, consultation with AP	AP Managed/teacher consultation	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Use severe inappropriate behaviour</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">PROMPT: provide a verbal/visual cue to remind student of appropriate behaviour</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">REDIRECT: re-state the appropriate behaviour</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">RE-TEACH: State and demonstrate the matrix behaviour.</p>	BEHAVIOUR	<ul style="list-style-type: none"> Refusal to follow reasonable request Playing/disturbing others in toilets Out of bounds Disrupting other's games Excluding others Throwing food Rough play Late to class No hat and not playing in the shade Minor teasing/annoying others Inappropriate language/comments Dropping litter Lying Calling out continuously Classroom disruption Inappropriate comments Unsafe handling of technology 	<ul style="list-style-type: none"> Continuing STO behaviour Refusing STO Absconding Throwing an object with intent Minor physical aggression (pushing/shoving) Repeated disruptive behaviours Instigating negative behaviours Aggressive language towards students Intimidations (verbal/physical) Inappropriate gestures or language Going through belongings of other students 	<ul style="list-style-type: none"> Bullying/coercion/harassment Continued non-compliance Deliberate destruction of property (school/others) Discrimination- racial, sexual, or religious (Refer to ARCO) Offensive language/gestures towards a staff member Physical aggression with the intent to cause harm Chronic minor infractions 3 LTO within 5 school weeks (AP to monitor stage entries on School Bytes) 	
		<p>When determining the consequence for a behaviour, it is important to individually consider frequency, intensity and duration of the behaviour when determining appropriate level due to overlap matrix.</p>			
		CONSEQUENCES	<p>Withdrawal time (5-10 minutes) with the playground duty/teacher who logged incident administers light consequence as close as possible to time of incident</p> <p>Examples: apology & brief time out (walk with the teacher, restorative justice, think and reflect time)</p> <p>Teach expected behaviour</p>	<p>1 visit to the reflection room for restorative conversation lunch/recess ASAP</p> <p>Teach expected behaviour</p> <p>3 LTOs within 5 school weeks will result in level 3 consequences.</p>	<p>2 visits to the reflection room for restorative conversation and discussion</p> <p>Cannot represent the school or participate in non-learning based extracurricular activities for 2 weeks</p> <p>Further LTOs will result in level 4- formal caution</p> <p>Check in card with teacher of students choosing</p>
		ACTION	<ul style="list-style-type: none"> Enter in School Bytes 	<ul style="list-style-type: none"> Enter on school bytes- including teacher who issued to LTO) Phone call to parents that day (class teacher, RFF, or AP if class teachers away. RFF teacher to speak with class teacher before calling family) 	<ul style="list-style-type: none"> Enter on school bytes- refer to reflection room for the following to breaks (teacher) Reflection letters send home to families (executive) Phone call to family (AP) Issue 2-day check in book (AP) AP (and learning support) to discuss strategies/plan for implementation Refer to learning and support
	QNS	<ol style="list-style-type: none"> What happened? How did your actions affect others? Your actions affected me by X What can you do 	<ol style="list-style-type: none"> What led to this behaviour How do you think the other person/I felt when you said that? 	<ol style="list-style-type: none"> What do you feel led to this behaviour? How can we help you make better choices What support do you need to change this 	

Review dates

Last review date: 11 December 2024

Next review date: April 2025

