

Kanahooka High School Behaviour Support and Management Plan

Overview

Kanahooka High School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged in their learning.

Our goal is to inspire every child to participate positively in society. We focus on promoting respect, integrity, success and empathy for every student, every day. We value and strive to develop safe, respectful learners in a caring learning community.

The 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.

Our processes are founded on the idea that students must learn to take responsibility for their own actions and to ensure all staff respond to these challenges consistently to support students to acknowledge harm and learn from their behaviour.

To achieve our mission, key approaches and programs prioritised and valued by the school community are:

- Restorative Practice
- Whole School Recognition Program
- Peer Support
- Teen Mental Health First Aid
- Clontarf
- Creating Chances

These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying.

Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.

Partnership with parents and carers

Kanahooka High School will partner with families in establishing expectations for parent engagement in developing and implementing student behaviour management strategies, including for bullying behaviour by:

- inviting families and student feedback through formal and informal means, for example, through Tell Them From Me Surveys, school surveys, consulting with the school's P & C Association and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

- developing and implementing student behaviour management strategies in line with the [School Community Charter](#).

Kanahooka High School will communicate these expectations to parents/carers through the school newsletter, website and provide links to information and resources in the [Behaviour support toolkit](#).

School-wide expectations and rules

Kanahooka High School has the following school-wide expectations and rules in all settings:

Respect	Integrity	Success	Empathy
Treat yourself and others with kindness and care	Treat everyone fairly	Make the most of every learning opportunity	Listen actively
Maintain positive and respectful relationships	Communicate openly and honestly	Strive to achieve your best	Show kindness and care
Cooperate with others	Be accountable for your actions	Attend each lesson prepared to learn	Offer help and support
Be inclusive of the abilities, beliefs and interests of others	Be reliable and honest	Collaborate and value other's contributions	Be considerate of others' feelings

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 \(nsw.gov.au\)](#)

Whole school approach across the care continuum

Our school embeds student wellbeing and positive behaviour approaches and strategies across the care continuum and responds to behaviours of concern, including bullying and cyberbullying behaviour. Behaviours that do not constitute bullying include mutual disagreements or isolated incidents.

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:

- 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
- actively supervising 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.



The Care Continuum

Supporting Positive Behaviour

At Kanahooka High School, we implement whole-school practices and programs to support the long-term learning, well-being, and safety of all students. Our approach is guided by the care continuum, which encompasses strategies to promote positive behaviour and provide tailored support at every level.



For a detailed breakdown of the strategies and programs implemented at KHS across the care continuum, please follow this [link](#).

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

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

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 inappropriate or developmentally appropriate behaviour.

- **Prevention (whole school)** – Responses to recognise and reinforce positive, inclusive and safe behaviour
- **Early intervention (Classroom Teacher)** – Teacher manages minor classroom behaviours including partial and full truancy
- **Targeted intervention (Classroom Teacher / Executive)** – Teacher-Executive collaboration to minimise escalating behaviours of concern. This occurs when the CRT has attempted interventions that have not been successful
- **Individual intervention (Executive / Senior Executive)** – This may include developing, implementing, monitoring and reviewing behaviour support, behaviour response and risk management plans.
- **Individual intervention (Senior Executive / Principal) – Responses** to behaviours of serious concern requiring immediate/long term intervention.

Interventions by teachers may include:

- re-direct, offer choice or error correction, prompts
- reteach
- seat change/play or playground re-direction
- detention, reflection and restorative practices
- communication with parent/carer


Responses to serious 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:

- 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
- detention, 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.

Kanahooka High School uses the Planned Approach to Student Behaviour to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:




Kanahooka High School

Planned Responses to Student Behaviour

This procedure is underpinned by the DoE Behaviour Code for Students which aims to provide safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

STEP ONE CLASSROOM TEACHER		STEP TWO CLASSROOM TEACHER EXECUTIVE
<p style="text-align: center; font-weight: bold; margin: 0;">Prevention</p> <p style="font-size: x-small; margin: 0;">Responses to recognise and reinforce positive, inclusive and safe behaviour</p> <ul style="list-style-type: none"> Teacher establishes expectations at the start of the lesson School RISE Values are routinely reinforced and referred to Teacher models behaviours and provides opportunities for practice High expectations are modelled Staff acknowledgement of students meeting school-wide expectations and RISE Values Use of SLPs and appropriate student differentiation High quality teaching and learning programs to engage students Celebrating success regularly Student voice and choice in the classroom Faculty and Whole School Recognition Restorative language used frequently in the classroom and playground Positive parent contact (phone call/SMS) 	<p style="text-align: center; font-weight: bold; margin: 0;">Early Intervention</p> <p style="font-size: x-small; margin: 0;">Responses to minor inappropriate behaviour one teacher managed.</p> <p style="font-size: x-small; margin: 0;">Teacher manages minor classroom behaviours including partial and full truancy.</p> <p style="font-size: x-small; margin: 0;">Behaviours of concern* could include:</p> <ul style="list-style-type: none"> Interrupting the learning environment Failure to follow teachers instructions Isolated lateness to class / truancy Disrespectful behaviour Peer conflict Minor misuse of computers / technology Mobile phone use** <p style="font-size: x-small; margin: 0;">Interventions:</p> <ul style="list-style-type: none"> Praise positive effort, good work and/or appropriate behaviour Offer choice Redirect with specific corrective feedback or offer re do Prompts (verbal/non-verbal) Seat change / seating plan Meeting with student/goal setting Parent contact LaST / Wellbeing Referral Debrief and Breaktime Reflection After School Detention <p style="font-size: x-small; margin: 0;">**For mobile phone breach refer to Mobile Phone Policy and Procedures.</p> <p style="font-size: x-small; margin: 0;">Responsibilities:</p> <ul style="list-style-type: none"> Use of SLPs and appropriate student differentiation to support all students Address behaviours with student Parent contact Document on Sentral Inform HT and liaise regarding appropriate interventions and progress <p style="font-size: x-small; margin: 0; color: green;">Refer to faculty Head Teacher if issue not resolved at Step 1 Level</p>	<p style="text-align: center; font-weight: bold; margin: 0;">Targeted Intervention</p> <p style="font-size: x-small; margin: 0;">Responses to behaviours of concern are executive managed</p> <p style="font-size: x-small; margin: 0;">Teacher-Executive collaboration to minimise escalating behaviours of concern. This occurs when the CRT has attempted interventions that have not been successful.</p> <p style="font-size: x-small; margin: 0;">Behaviours of concern could include:</p> <ul style="list-style-type: none"> Repeatedly interrupting the learning environment Failure to follow teachers instructions Regular lateness to class and truancy Continued disrespectful behaviour Ongoing peer conflict Continued misuse of computers / technology Failure to surrender mobile phone** <p style="font-size: x-small; margin: 0;">Interventions:</p> <ul style="list-style-type: none"> Head Teacher Interview Meeting with student/goal setting Debrief and Breaktime Reflection Parent contact Faculty Monitoring Card to support student Referrals made (for example Wellbeing Team, LaST, SSO, School Counsellor) Engagement in Programs offered at School (i.e. Top Blokes) After School Detention Formal Caution to Suspend <p style="font-size: x-small; margin: 0;">Responsibilities:</p> <ul style="list-style-type: none"> Support CRT with implementation of SLP's and differentiation for all students Support CRT with interventions and inform them of support provided Interview and address behaviours with student Gather witness statements if required Parent contact Document on Sentral and monitor progress with both CRT and student <p style="font-size: x-small; margin: 0;">Failure to successfully complete Monitoring Card could result in student being referred to the DP</p> <p style="font-size: x-small; margin: 0; color: green;">Refer to Deputy Principal if issue not resolved at Step 2 Level</p>

*Some behaviours of concern may be escalated straight to DP and/or Principal Level



Kanahooka High School

Planned Responses to Student Behaviour

This procedure is underpinned by the DoE Behaviour Code for Students which aims to provide safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

STEP THREE EXECUTIVE → SENIOR EXECUTIVE	STEP FOUR SENIOR EXECUTIVE → PRINCIPAL
<p style="text-align: center; font-weight: bold; margin: 0;">Individual Intervention:</p> <p style="font-size: x-small; margin: 0;">This may include developing, implementing, monitoring and reviewing, behaviour support, behaviour response and risk management plans.</p>	
<p style="font-size: x-small; margin: 0;">This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.</p> <p style="font-size: x-small; margin: 0;">Behaviours of serious concern could include:</p> <ul style="list-style-type: none"> Repeatedly interrupting the learning environment Failure to follow CRT and HT instructions Regular truancy / Off school premises / absconding Continued disrespectful behaviour Verbal abuse Dangerous behaviour Continued misuse of computers / technology Repeated breach of Mobile Phone Policy** Bullying and cyberbullying <p style="font-size: x-small; margin: 0;">Interventions:</p> <ul style="list-style-type: none"> Interview and address behaviours with student Gather witness statements if required Parent contact / meeting Monitoring Card Withdrawal from the playground Referrals made (for example Wellbeing Team, LaST, SSO, School Counsellor) Engagement in Programs offered at School (i.e. Top Blokes) Debrief and Breaktime Reflection Review or implement Risk Management Plans / Behaviour Support Plans / Behaviour Management Plans / Student Education Plans Formal Caution to Suspend Recommend Suspension to Principal where appropriate <p style="font-size: x-small; margin: 0;">Responsibilities:</p> <ul style="list-style-type: none"> Address behaviours with student Parent contact / meeting Communicate information / outcome with relevant staff Support HTs with interventions Document on Sentral and monitor <p style="font-size: x-small; margin: 0; color: red;">Refer to Principal if issue not resolved at Step 3 Level</p>	<p style="font-size: x-small; margin: 0;">Responses to behaviours of serious concern requiring immediate/long term intervention.</p> <p style="font-size: x-small; margin: 0;">Behaviours of serious concern could include:</p> <ul style="list-style-type: none"> Continued/persistent disobedience and/or disruptive behaviour Poses an unacceptable risk to others or to teaching and learning Malicious damage to or theft of property Verbal abuse Bullying and cyberbullying Misuse of technology Discrimination <p style="font-size: x-small; margin: 0;">DOE Suspension and Expulsion Policy is followed at all times.</p> <p style="font-size: x-small; margin: 0;">Interventions:</p> <ul style="list-style-type: none"> Address behaviours with student and parent Review or implement Risk Management Plans / Behaviour Support Plans / Behaviour Management Plans / Student Education Plans Referrals made to Wellbeing Team LaST / Counsellor Reflection and restorative practices Suspension Suspension Resolution Meeting Monitoring and support on return from suspension, including any restorative processes required <p style="font-size: x-small; margin: 0;">Responsibilities:</p> <ul style="list-style-type: none"> Address behaviours with student Parent contact Communicate the outcome with relevant staff Referrals where appropriate Document on Sentral and monitor

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 manner and students’ conduct
- when using social media, mobile devices and/or other technology involving another student or staff member, where there is a clear and close connection between the school and students’ conduct.

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support, for example through their year advisor or school counselling service.

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](#)

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](#).

Detention, reflection and restorative practices

Toilet and food breaks are always included when students are withdrawn from the playground as a planned 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?
Debrief – provides an opportunity for the student to reflect on their actions, understand the impact, and reset their behavior in the short term.	Debriefs to be completed by the classroom teacher at the point of need. Teacher discretion. 5min maximum.	Classroom Teacher	Sentral
Breaktime Reflection - a structured opportunity for students to address and adjust minor behavioral challenges exhibited during lessons. This process encourages students to reflect on their actions, understand the impact of their behaviors on others, and take accountability in a supportive and constructive.	Issued at a pre-arranged time. 15mins maximum. Students have 10 mins to use the restroom and eat.	Classroom Teacher	Sentral
Afternoon School Detention (ASD) - addresses repeated or significant breaches of the school's behavioural expectations. This is the most serious sanction a classroom teacher can impose.	Issued at a pre-arranged time. 30mins maximum Students have 10 mins to use the restroom and eat.	Classroom Teacher / Head Teacher	Sentral

Detention, Reflection and Restorative Practice Procedures

Review dates

Last review date: [4/12/2024: Term 4, 2024]

Next review date: [4/07/2025: Term 2, 2025]

Bullying Response Flowchart

The following flowchart explains the actions Kanahooka High 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.

