

# Kensington Public School Behaviour Support and Management Plan

## Overview

Kensington Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are Positive Behaviour for Learning and the Zones of Regulation Framework..

### **Promoting and reinforcing positive student behaviour and school-wide expectations**

Kensington Public School has the following school-wide rules and expectations:

- to address the diverse academic and social needs of ALL students to support them to be successful
- to support students through their transition from early childhood settings through to senior years of schooling
- establishes positive social expectations for all in the school community
- provides a framework for the school and its community to collectively support the wellbeing of ALL students.

Kensington Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- The Positive Behaviour for Learning approach is used for all students, staff and community members of Kensington Public School to support the three core school values: Honour, Knowledge and Community. These values were developed through intensive consultation with all key stakeholders and underpin the behaviour expectations for various school settings including: classroom, playground, hall, canteen, library, corridors and before and after school transitions.
- The school values are explicitly taught to students at the beginning of each year, and examples are revisited throughout the year to maintain a shared language and reflect on expectations. Kensington Public School also uses a Focus of the Fortnight focus to explicitly teach and reflect upon aspects of social and emotional learning
- Through the implementation of the Zones of Regulation tools and framework, students are encouraged to utilise these tools to support their social and emotional learning.

## 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.

## Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Preventative	PDHPE	Each term students participate in a different focus unit: <b>Term One:</b> Positive Relationships <b>Term Two:</b> Safety of Self and Others <b>Term Three:</b> Making Healthy Choices <b>Term Four:</b> Coping with Change	Students
Preventative	PBL Tier 1	Positive Behaviour for Learning strategies and framework embedded in day to day practice. PBL is implemented as a whole-school approach	Students
Preventative	Focus: Building Sense of belonging	<ul style="list-style-type: none"> <li>• Whole school approach/ shared language (Focus of the Fortnight and school values)</li> <li>• TTFM survey</li> <li>• Harmony day</li> <li>• NDA</li> <li>• Education week</li> <li>• Zones of regulation</li> </ul>	Students and Community
Targeted Intervention	Additional Playground Provision	Students identified as requiring additional support to develop social skills receive additional provision at playtimes through SLSO and teacher support (including personalised learning and support and the facilitation of access to alternative play areas including the library at lunchtimes)	Students
Targeted Intervention	Learning and Support (LaST)	The Learning and Support team work with teachers, students and families to support students who require personalised learning and support. This includes the development of all support plans and goals, risk assessments and facilitation of parent meetings	Students
Preventative	Values booklet Reward System	Values booklet: Students have individual KPS Values Booklet. Once 75 ticks have been awarded for demonstrating one of the school values, students receive the correlating silver value certificate at their weekly assembly. Students	Students and Community

Care Continuum	Strategy or Program	Details	Audience
		work towards achieving all three silver value certificates over the course of the year.	
Targeted intervention	Learning and Support and APC&I	Intervention provided for students identified as requiring support or extension (Examples include social skills intervention, Minilit programs, CLISP programs and HPGE Maths groups)	Students
Preventative	Merit Awards	Each week, K-2 and 3-6 students attend assemblies to communicate and credit student achievement in line with the school values. Merit certificates are awarded to students by their class teachers each week in assembly. Students who receive Merit certificates are recognised in the school newsletter.	Students and Community
Preventative	Student of the Term	A peer-recognised reward system each term whereby students nominate a peer that has shown the school values.	Students and Community
Preventative	Positive Parent Postcards/ Mail	Students are rewarded and celebrated through communication of progress/success to parents. Students are recognised for demonstrating our school values.	Students and Community
Preventative	House Points	House points are awarded by any teacher or support staff at any time. A tally of House points from each class is collected by House Captains each week. The winning House is announced and celebrated during weekly assemblies.	Students and Community
Preventative	Value Stickers	Students are rewarded with Values stickers on the playground and in the classroom to acknowledge positive behaviour, linked to the Focus of the Fortnight. Teachers and/or students write the student's name and class on the peelable sticker backing. The student places this in a Stage PBL box, located outside the library. These act like a raffle ticket. Every second Friday one ticket per stage is pulled out and successful students may choose from a selection of wellbeing rewards: a piece of sporting equipment, fidget toy or a stationery item.	Students and Community
Preventative	School Leadership	School leadership positions at KPS include School Captains, Vice Captains, House Captains, Performing Arts Leaders, IT Leaders and Environmental Leaders. School leaders act as representatives at whole-school events where	Year 4-6

Care Continuum	Strategy or Program	Details	Audience
		KPS is represented to the wider community (ANZAC Day assembly, sports carnivals, etc.). They independently investigate and develop other potential leadership opportunities, meeting as the need arises to organise events and develop self-devised leadership roles.	
Preventative	Zones of Regulation Education	Focus of the Fortnight, PDHPE and Student Wellbeing sessions support the implementation of the tools, resources and framework related to the Zones of Regulation	Students and Community
Preventative	Student Wellbeing Newsletter Articles	Fortnight Student Wellbeing articles and updates are shared with the community through the school newsletter. This supports our community to understand Student Wellbeing initiatives and develops a shared understanding of school behaviour support.	Students and Community

### Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Behaviour support and management flow chart	As Required	Supporting Teacher/s working in conjunction with parent/carer /LaST where appropriate	Sentral
Individualised behaviour support plans, De-escalation plans, Positive Behaviour Support plans	As Required	Classroom teacher, LaST working in conjunction with parent/carer and APL&S (Assistant Principal, Learning and Support)	Google Drive, Sentral, Hard copies of plans shared with parents/carers
Restorative conversations	As Required	Supporting Teacher	Sentral

Action	When and how long?	Who coordinates?	How are these recorded?
		working in conjunction with parent, carer, where appropriate	
Restorative reflection sheets	As Required	Supporting Teacher working in conjunction with parent, carer, where appropriate	Sentral
Teacher-directed reflection time	As Required	Supporting Teacher working in conjunction with parent, carer, where appropriate	Sentral
Self-directed reflection time	As Required	Supporting Teacher, parent and carer & student	Sentral

### Partnership with parents/carers

Kensington Public School will continue to partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by holding workshops for parents/carers and teachers.

Kensington Public School will communicate these expectations to parents/carers by schoolzine notifications, the school newsletter, the school website and through personalised meetings with parents and carers, where appropriate



## School Anti-bullying Plan

Refer to the [Bullying of Students – Prevention and Response Policy](#) , our school Anti-Bullying Plan and our KPS Student Wellbeing handbook

### Reviewing dates

Last review date: Week 3, Term 2, 2023

Next review date: Day 1, Term 1, 2024