

# School Behaviour Support and Management Plan KHS 2025



## Overview

Kirrawee High School is committed to explicitly teaching and modelling positive behaviour and supporting all students to be engaged with their learning. The school prioritises Social and Emotional Learning through the Wellbeing Scope and Sequence, Wellbeing Lessons and Signature Strengths. By incorporating these strategies, Kirrawee High School helps students develop the social and emotional skills they need to succeed academically and in life and creates a positive and supportive school environment.

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

Kirrawee High School expects that all students will strive to build the following strengths:

- respectful global citizens who embrace a common humanity
- responsible and engaged students who are proud of themselves and their school
- resilient learners who work towards their personal best.

Kirrawee High School uses strategies and systems to recognise, explicitly teach, and reinforce positive student behaviour and behavioural expectations. These include:

- Signature Strengths
- Student behaviour expectations
- Disruption to learning procedures
- Reflection activities
- STARS - awarded for small positive actions e.g. working well in a group, quickly getting organised etc.
- Student of the Week Award

All students are expected to exhibit positive behaviour that contributes to the safety and wellbeing of themselves and others. Any actions that could potentially cause harm, threaten safety, or impede learning and wellbeing will not be tolerated. Such behaviours include but are not limited to aggressive or hostile behaviour, verbal or psychological abuse, physical violence, bullying (including

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cyber-bullying), assault, criminal behaviour, racism or discrimination, misuse of technology, destruction/vandalism of property, possession or supply of a banned or restricted substance/item. Additionally, all students are expected to uphold and strive for positive behaviours that display respect, safety, and engagement.

Teaching positive behaviour at Kirrawee High School involves creating a culture of respect, responsibility, and positivity that encourages students to develop healthy social and emotional skills. The school models positive behaviour by treating students with respect, being courteous, and showing empathy and understanding. Positive behaviour is rewarded with praise, recognition, and tangible rewards such as STARS, certificates and recognition rewards. This encourages students to continue exhibiting positive behaviour throughout their time at Kirrawee High School.

Clear expectations for behaviour in the classroom and throughout the school are established and communicated to students and parents through the Schools' Signature Strengths and behaviour expectations. Students are taught social and emotional skills such as empathy, self-regulation, and conflict resolution through classroom lessons, year meetings, and other activities. Students are involved in developing and implementing school-wide behaviour programs, such as student-led committees or peer mediation programs. A sense of community is fostered by promoting positive relationships among students, teachers, and staff, and by encouraging participation in school activities and events.

Individualised support is provided for students who struggle with behaviour issues, such as counselling, mentoring, or behaviour intervention and support plans.

### Partnership with parents and carers

Kirrawee High School will work in partnership with parents, carers and the community to establish expectations and engagement in implementing student behaviour management strategies, including for bullying behaviour by:

- Inviting parent and family feedback through a range of formal, informal, face-to-face and digitally administered means such as Tell Them From Me surveys, school feedback surveys, consultation with the school's P&C Association and local Aboriginal Education Consultative Group (AECG)
- Using concerns raised through school communication channels to regularly review school systems, data and practice

Kirrawee High School will communicate these expectations to parents/carers by accessibility to plans, procedures and expectations on our school website, review processes involving P&C and/or separate consultation forums as appropriate.



## School-wide expectations and rules

Kirrawee High School is committed to providing a safe and supportive learning environment for everyone.

The learning environment is characterised by learning as a cooperative endeavour with teachers acting as facilitators and students developing self-motivation, challenged to take responsibility for their own learning and incorporating these skills as life-long attributes. To support this all students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school’s uniform requirements
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our school
- Not bully, harass, intimidate or discriminate against anyone.

The school will take strong action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning.

To support the development of a safe and supportive learning environment, the following actions are required of all students:

Respect	Safety	Engagement
<ul style="list-style-type: none"> <li>• Treat one another with dignity</li> <li>• Speak and behave courteously</li> <li>• Cooperate with others</li> <li>• Develop positive and respectful relationships and think about the effect on relationships before acting</li> <li>• Value the interests, ability and culture of others</li> <li>• Dress appropriately by complying with the school uniform or dress code</li> </ul>	<ul style="list-style-type: none"> <li>• Model and follow departmental, school and/or class codes of behaviour and conduct</li> <li>• Negotiate and resolve conflict with empathy</li> <li>• Take personal responsibility for behaviour and actions</li> <li>• Care for self and others</li> <li>• Avoid dangerous behaviour and encourage others to avoid dangerous behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Attend school every day</li> <li>• Arrive at school and class on time</li> <li>• Be prepared for every lesson</li> <li>• Actively participate in learning</li> <li>• Aspire and strive to achieve the highest standards of learning</li> </ul>

## Our Signature Strengths

The Kirrawee High School community strives to uphold three core strengths. All students are expected to aspire and strive towards achieving these strengths, whilst challenging themselves and pushing personal boundaries to achieve success.

Students are encouraged to set meaningful and attainable SMART goals by using these strengths as guidance.

## The Signature Strengths of the Kirrawee High School Community are:

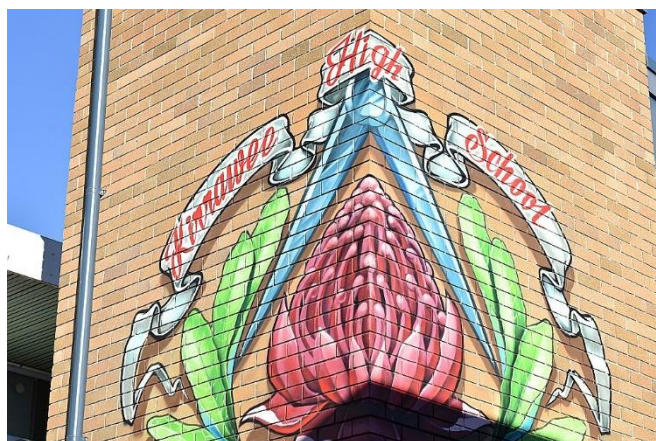
Resilient learners who work towards their personal best

Respectful global citizens who embrace a common humanity

Responsible and engaged students who are proud of themselves and their school

## Behaviour Code for Students

Kirrawee High School expects student to meet the expectations outlined in The Behaviour Code for Students. This 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 across the care continuum

Kirrawee High School embeds proactive student wellbeing and positive behaviour approaches across a care continuum, ensuring that prevention and intervention strategies are used to develop social and emotional learning skills in student.

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.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Signature Strengths	Classroom systems of support that brings together the whole school community to contribute to developing a positive, safe, and supportive learning culture.	Whole school
	Police Youth Engagement Officer	The PYLO delivers age-appropriate workshops and seminars to students to support their development related to the social-emotional capabilities continuum.	Whole school
	Wellbeing Professional Learning	Each week staff actively participates in professional learning. Each term there will be learning attributed to supporting student wellbeing	All Staff
	Student behaviour expectations and disruption to learning procedures	Behaviour expectations are explicitly stated to students at the start of the year and communicated on the front page of student diaries. Students reflect on these expectations through restorative conversations with teachers. The procedures for managing disruption to learning is communicated to all students, parents and staff.	Whole school
	Wellbeing Scope and Sequence	Year Advisers develop and implementing a scope and sequence to address wellbeing concerns and typical issues of each cohort. This is	Students Years 7-12

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		developed using <u>ACARA's personal and social capabilities.</u>	
	Anti-Bullying Initiatives	Students engage with school developed and externally provided workshops targeting the development of pro-social behaviours and respectful relationships including Love Bites, Cyber Safety, Tech curriculum.	Students Years 7-12
	School Assemblies	Positive social behaviour aligned to behaviour expectations and expectations for learning are outlined and discussed regularly.	Students Years 7-12
	Year Meetings	Positive social behaviour aligned to behaviour expectations and expectations for learning are outlined and discussed fortnightly.	Students Years 7-12
	Head Teacher Student Engagement	This position is established to oversee the development of wellbeing curricular and proactive social and emotional learning programs to support the development of skills in self-regulation and resilience.	Students Years 7-12
	Student Support Officer	The SSO facilitates individual and small group intervention to promote and teach healthy coping strategies, positive relational behaviours and resilience.	Students Years 7-12
Early Intervention for all or some	Mental Health and Wellbeing Programs	Students engage with evidence based mental health and wellbeing programs which seek to target identified needs across cohorts and groups. Programs such as Top Blockes, RAISE Mentoring, RECONNECT Counselling, MyStrengths and MyResilience and mentoring programs are used to support the development of self-regulation and resilience in students.	Students Years 7-12
	School Counselling Service	The School Counselling team works closely with the learning support and wellbeing teams to support staff in implementing best practice for enhancing student mental health. The team liaises with teaching staff and Year Advisers to provide advice and assist with proactive planning for wellbeing supports.	Students Years 7-12
	Year 7 Wellbeing Lessons	Students participate in fortnightly wellbeing lessons designed to explicitly teach concepts related to values, character strengths and resilience.	Year 7



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	Peer Support	Student leaders in senior years orientate new year 7 students to school int terms of procedures and building social connections.	Year 7 students
	Learning Support Team	<p>The school learning and support team plays a key role in supporting students with disabilities and additional learning needs.</p> <p>The team:</p> <ul style="list-style-type: none"> <li>• supports teachers in identifying and responding to the additional learning needs of students</li> <li>• facilitates and coordinates a whole school approach to improving the learning outcomes of every student</li> <li>• coordinates planning processes and resourcing for students with disability and additional learning and support needs</li> <li>• designs and implements the supports required to build teacher capacity so that all students access quality learning</li> </ul> <p>develops collaborative partnerships with the school, parents and carers, other professionals and the wider school community.</p>	Students with disability and additional learning needs
	Transition Strategies	The Year Advisers and executive staff meet with feeder primary schools to ensure students are known to the wellbeing team. Information is followed up by the Learning Support Team. Year 7 Bootcamp occurs in the first week of Year 7 to orientate students to the school.	Year 7 students and families
	Delivery support Team	<ul style="list-style-type: none"> <li>• The school liaises and consults with the Delivery Support Team to provide targeted, individualised support to students with identified learning and wellbeing needs.</li> </ul>	Individual students Years 7-12
	Student Support Officer	The SSO provides individual support to students who present with mental health and wellbeing concerns and require low level counselling support. The SSO supports students to develop social and	Individual students Years 7-12

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		emotional skills through targeted strengths-based programs and strategies that build resilience, coping skills and positive relationships. The SSO supports the establishment of links to external services based on the individual wellbeing and behavioural needs of students.	
Individual, targeted interventions for some	School Counselling Team	The School Counselling Service offers mental health and wellbeing supports to students in the context of their learning and experience at school. School Counsellors can facilitate referrals to external services, complete psychometric testing and assessments, and provide counselling support to students. The team works closely with the wellbeing and learning support teams to ensure interventions for students are individualised, evidence based and collaboratively implemented by teaching staff.	Individual students Years 7-12
	Yarning Circles	Culturally inclusive environments are created for First Nations Students to connect with culture and community members and to share experiences in building identity with their peers. The 'bring a friend' program allows for the inclusion on non-Aboriginal students to participate in the Yarning Circles and enhance cultural awareness.	Aboriginal and Torres Strait Islander Students
	HSC Support Teacher	This role provides intensive support to students in Years 11 and 12 by teaching positive study habits, organisational strategies and goal setting.	Year 11 and 12 students
	Learning Support	The Learning and Support Team works with teachers, students, and families to support those students who require personalised learning and support. Including Instructional leadership, development of Learning Support Plans, Risk Assessments and Safety Plans	Individual students, families and staff
	Attendance Programs	Attendance reports are generated twice a term to identify students requiring additional support in attending school. The wellbeing team communicates supports with students and parents to address barriers. Year Advisers meet with students who have low or declining attendance rates regularly to support attendance at school. As an indicator of challenges in	Students in Years 7-12



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		wellbeing and learning, students with low rates of attendance are provided with additional supports to improve their experience at school. Attendance recognition activities are held once a term for students with high rates of attendance and a suite of rewards for improved attendance are given to students at the end of each term.	
	Individual Behaviour Support Plans	An Individual Behaviour Support Plan is developed for a student with persistent and/or serious challenging behaviour. The plan outlines replacement behaviours required and support to achieve this. Staff from the school wellbeing teamwork with the student to identify causes, develop strategies, and monitor the effectiveness of the plan. The plan may also involve input from the family and other support services.	Individual students Years 7-12
	Positive Behaviour Monitoring	Student behaviour is monitored through interactions in the classroom, playground and cocurricular activities. The signature strengths and behaviour code establish a set of expectations that are communicated to students, teachers, and parents. This creates a positive school culture and promotes consistency with management of behaviour.	Individual students Years 7-12
	Individual behaviour support planning	Key Wellbeing and Senior Executive staff work with teachers, students, and families to support those students who require additional behavioural support. This includes the development of Behaviour Plans, Risk Assessments and Safety Plans	Individual students Years 7-12

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

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. This includes in the classroom, playground and at Assemblies/on Sentral</p> <p>Staff model and promote appropriate behaviours as well as preventative and resilience strategies</p> <p>Students are acknowledged for meeting school-wide expectations and rules.</p>	<p>1. School wide behaviour standards and expectations are reinforced and the signature strengths of the KHS community promoted.</p>	<p>1. Student seeks help from school staff (teacher, YA, SSO) straight away if there is a risk. Otherwise students notify staff ASAP and before the end of the school day.</p> <p>Incident review and planning is scheduled for a later time, determined by the context and nature of the incident in collaboration with HT/DP.</p>
<p>2. Students regularly engage in learning opportunities where social and emotional skills are explicitly taught through a wellbeing curriculum. This includes:</p> <p>The delivery of the Wellbeing Scope and Sequence in fortnightly year meetings and in planned workshops/activities to support student wellbeing</p> <p>Fortnightly Wellbeing Lessons taught to Year 7 which deliver a tailored wellbeing curriculum</p>	<p>2. Students are empowered as upstanders through Wellbeing Scope and Sequence</p> <p>Students report incidences of negative behaviours involving peers to staff. Appropriate actions are taken by staff to address the issue including mediation. Appropriate referrals are made to supports within the school including SSO, ARCO.</p>	<p>2. HT/DP collects information and reviews the incident from multiple perspectives to determine the next steps. HT/DP makes contact parent/carer by email or phone. DP/P may consider further action for e.g. formal caution/suspension.</p> <p>Refer to the school's Learning Support Team considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.</p>

### Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are conducted according to the school's Behaviour Policy. Responses may include:

- The provision of appropriate supports to staff and students impacted
- Student referral and monitoring through the school learning and support team, including Yas and key welfare staff

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- Development and/or review of individual student support planning including support from the SSOs to target the development of replacement behaviour
- Detention, reflection and restorative practices (listed below)
- Communication and collaboration with parents/carers (phone, email and/or 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 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

### Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
<b>Minor Detentions</b>	Break times for max 15 mins	Teaching Staff	Sentral
<b>Teacher Reflection Sheets</b>	As required	Teaching Staff	Sentral
<b>Head Teacher Reflection Sheets</b>	As required	Executive Staff	Sentral
<b>Afterschool Detention</b>	A1L – 2-3pm Thursdays	Head Teachers	Sentral
<b>DP Afterschool Detention</b>	3pm-4pm – Front Office	Senior Executive	Sentral
<b>Main Office Interview Rooms</b> <ul style="list-style-type: none"> <li>• <b>Writing statements</b></li> <li>• <b>Waiting to speak to exec staff</b></li> <li>• <b>Engaging in reflection activities, timeout, quiet space for learning</b></li> </ul>	As required	Deputy Principal / Principal	Sentral
<b>Sport Detention</b>	During Sport Afternoon – 1 hour	Sport Coordinator	Sentral
<b>Uniform Detention</b>	E26 Recess 15mins	Uniform Coordinator	Sentral
<b>Late Arrival Detention</b>	A1L Recess 15 mins	Head Teacher Administration	Sentral
<b>Wellbeing Hub Timeout Space</b>	Library 15 mins	Head Teacher Welfare/SSO	Sentral

### Review dates

Last review date: Term 4, 2024

Next review date: Term 4, 2025

## Appendix 1: Behaviour management flowchart

### Managing Disruption to Learning



KIRRAWEE HIGH SCHOOL  
Measure by Achievement

Toolbox	<p>Classroom</p> <p>Teacher gives student 3 verbal signals about inappropriate behaviour. These can include:</p> <p>Quick rule reminder for the individual</p> <ul style="list-style-type: none"> <li>Remind student of recent good behaviour</li> <li>Asked to stand for a moment</li> <li>Moved seat</li> <li>Redirect the student</li> <li>Ask the student a question</li> <li>Ask them to self-regulate the inappropriate behaviour</li> <li>Last reminder is for detention</li> </ul>	<p>Non-verbal strategy toolbox</p> <ul style="list-style-type: none"> <li>Eye contact</li> <li>Proximity</li> <li>Purposeful pause</li> <li>Hand gesture</li> <li>Change tone of voice</li> <li>Change volume of voice</li> </ul>
Class Teacher	<p><u>Detention (15mins max)</u></p> <p>Teacher discusses issues and expectations. Links to Signature Strengths. Does the student have issues accessing learning? Are there welfare issues?</p>	
	<p><u>If 2<sup>nd</sup> Detention</u></p> <p>Teacher discusses issues and expectations. Links to Signature Strengths. Have lessons been adjusted to allow student access to learning.</p> <ul style="list-style-type: none"> <li>Teacher level reflection sheet is completed by student.</li> <li>Parent phone call by teacher to discuss issue and student reflection.</li> <li>Record in Sentral student behaviour, teacher consequences and scanned reflection sheet.</li> </ul>	
Head Teacher	<p><u>If 3<sup>rd</sup> Detention</u></p> <p>Teacher and Head Teacher discuss with student the issues that occur in class, why there has been no improvement, and expectations.</p> <ul style="list-style-type: none"> <li>Student is issued faculty monitoring card and administered by class teacher (HT option to move class temporarily)</li> <li>Review lesson adjustments made for student to access learning.</li> <li>Review previous reflection sheet and discuss why change in behaviour did not improve.</li> <li>Parent phone call by Head Teacher to arrange face to face meeting.</li> <li>After school detention</li> <li>Head Teacher liaises with Year Advisor to see if there are other issues to be aware of.</li> </ul>	
Deputy Principal	<p><u>If faculty monitoring card has 3 unsatisfactory lessons or no satisfactory improvement on return</u></p> <p>Head Teacher and Deputy discuss with student the issues that occur in class, why there has been no improvement, and expectations using completed reflection sheets</p> <ul style="list-style-type: none"> <li>Student may be removed to work in Admin Block for the disturbed class.</li> <li>Deputy will create a learning contract with student</li> <li>Parent phone call by Deputy Principal</li> <li>After school detention</li> <li>Whole school monitoring sheet for 1-2 weeks and return to normal class</li> <li>Suspension warning.</li> </ul>	
Principal	<p><u>If deemed unsatisfactory by Deputy Principal</u></p> <p>Principal goes over the issues that occur in class and expectations with Student.</p> <ul style="list-style-type: none"> <li>Student may be removed from all classes and sent home with parent if possible.</li> <li>Parent meeting organised</li> <li>Student may be suspended</li> <li>Return to class assignment</li> <li>Whole school monitoring sheet for 1-2 weeks maximum and return to normal class.</li> </ul>	
	<p><u>If whole school monitoring card shows no improvement</u></p> <p>Student is removed from class and will work in Admin Block until:</p> <ul style="list-style-type: none"> <li>Sent home with parent</li> <li>May be suspended again</li> <li>Return to class assignment</li> <li>Whole school monitoring sheet for 1-2 weeks maximum and return to normal class.</li> </ul>	

Instances of behaviour which is abusive, violent, defiant and/or causes significant harm falls outside of this process. In these cases a consequence is often directly required and possible escalation to the supervisor.

NSW Department of Education

# Behaviour code for students

Information for students and parents or carers

NSW public schools are committed to providing safe, supportive, and responsive learning environments for everyone across a range of settings. We teach and model the inclusive and safe behaviours we value in our students.

**In NSW public schools students are expected, to the best of their ability, to:**

- show respect to other students, their teachers and school staff and community members
- follow school and class rules and follow the directions of their teachers
- strive for the highest standards in learning
- act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- resolve conflict respectfully, calmly and fairly
- meet the school's agreed uniform policy or dress code
- attend school every day (unless legally excused)
- respect all property
- be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools
- not bully, harass, intimidate, or discriminate against anyone in our schools.

Schools take action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning.

**All students have a right to:**

- safety at school
- access and fully participate in their learning
- be treated with respect by other students, teachers and school staff
- express their views, set goals and self-advocate.

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments and apply an appropriate action when students are not meeting these expectations. The department is responsible for the provision of a policy framework and resources such as legal issues bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context, the NSW

Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

**Behaviour code for students: Student actions**

Promoting the inclusion, learning, wellbeing, and safety of all students in NSW public schools is a high priority for the Department of Education.

We implement teaching and learning approaches across a range of settings to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

**To meet the expectations set out above, students in NSW public schools, to the best of their ability, should adhere to the following principles.**

**Respect**

- Treat one another with dignity.
- Communicate and behave courteously.
- Act and work cooperatively with other students, teachers, and school staff.
- Develop positive and respectful relationships.
- Value the interests, ability and culture of others.
- Respect the learning needs of other students.
- Dress appropriately by wearing the agreed school uniform or dress code.
- Take care with school property and the property of staff and other students.

**Safety**

- Model and follow school and class rules and expectations around behaviour and conduct.
- Negotiate and resolve conflict.
- Be aware of and take responsibility for how their behaviour and actions impact others.
- Care for self and others.
- Be safe and help others to make safe choices that do not hurt themselves or others.

**Engagement**

- Arrive at school and class on time.
- Be prepared for every lesson.
- Actively participate in learning.
- Aspire and strive to achieve the highest standards of learning.