



NSW Department of Education

Kingscliff Public School

## Behaviour Support Management Plan



### Overview

Kingscliff Public School is an inclusive and supportive environment with high expectations, where students are encouraged to become independent, resilient, lifelong learners. With a shared vision for respectful relationships between students, staff, parents and community, we strive for excellence in academic, cultural, physical and social development.

Kingscliff PS is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Our Behaviour Support and Management Plan has been developed to cultivate a school-wide safe, respectful, and inclusive learning environment that fosters academic excellence and personal growth.

The principles of positive behaviour support, inclusive practice, trauma-informed practice, and social emotional learning underpin our daily practice. High expectations for student behaviour is embedded through effective role modelling, explicit teaching, and planned responses.

Kingscliff PS rejects all forms of bullying behaviours, including online (or cyber) bullying 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.


### Partnership with parents and carers

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships.

Kingscliff Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, by:

- **inviting parent/carer and student feedback through formal and informal means, such as surveys and focus groups and genuine consultation with our P & C and local AECG.**
- **using concerns raised through complaints procedures to review school systems, data and practices.**

Kingscliff Public School will communicate these expectations to parents/carers through the school newsletter, Seesaw and school website. Our school proactively builds collaborative



relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

## 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](#).

## School-wide expectations and rules


The department's endorsed evidence-based approaches that support behaviour include Positive Behaviour for Learning (PBL), trauma-informed practices, and the principals of inclusive practice.

Kingscliff Public School uses Positive Behaviour for Learning to promote our school values and expectations for behaviour.

Expectation	
Be Safe	Students are encouraged to play safely, use school equipment in a safe manner, wear hats to play, be in the right place at the right time, travel to and from school safely and to follow teachers' instructions.
Be Responsible	Students are encouraged to be ready to learn, make good choices and to own your actions.
Be Respectful	Students are encouraged to show different teachers, the same respect as their regular teacher, to care for people, places and property, to include others and use kind words.
Be Resilient	Students are encouraged to be a problem solver, to learn from mistakes and to be a good friend to others.

Kingscliff PS uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- Individualised planning and support through our Learning Support Team
- Support from the Department of Education's "Team Around the School"
- PBL student leadership program
- Staff Professional Learning including: Supporting Our Students' Mental Health, Classroom Management Fundamentals e- learning, and Functional Behaviour Assessment, Trauma Informed Practices
- Child Protection/Drug Education/Interrelate Programs

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- Online Guardians/Safe on Social workshops
  - School Leadership Training/Aspire Leadership/ Leading without a badge
  - Prime to High transition program
  - Kingsley Award for exemplary behaviour, highlighting our school PBL values

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, but are not limited to:

- Stating and explicitly teaching classroom and school-wide expectations
- Establishing predictable routines and procedures that are communicated clearly
- Encouraging expected behaviour with positive feedback and reinforcement
- Actively discouraging inappropriate behaviours
- Providing active supervision of students
- Maximising opportunities for active engagement with learning

## 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 cyber-bullying behaviour.

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:

- 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 learners.

Care Continuum	Strategy or Program	Details	Audience
Across the continuum	Positive Behaviour for Learning	Positive Behaviour for Learning (PBL) is a whole-school framework that promotes positive, consistent and evidence-based approaches to behaviour. It supports a safe and inclusive learning environment by explicitly teaching expectations, reinforcing positive behaviour, and using data to guide decisions. PBL fosters student engagement, wellbeing, and a strong sense of school belonging.	K-6
Across the continuum	Zones of Regulation	Zones of Regulation is a program used to support the development of self-regulation in children. All the different ways children feel and the states of alertness they experience are categorized into four coloured zones. This program includes the below topics:  Triggers / Size of the Problem / Positive Thinking / Flexible Thinking / Coping Skills	K-6
Across the continuum	Regulation strategies including sensory tools, check ins, brain breaks, and environmental adjustments.	Regulation strategies, such as sensory tools, check ins, brain breaks, and environmental adjustments, are essential elements of a proactive approach within the care continuum. These supports help students to self-regulate, remain engaged, and access learning. By embedding these strategies across the school day, staff can prevent escalation, support emotional wellbeing, and create inclusive environments tailored to diverse sensory and regulation needs.	K-6
Prevention	Supported transition	Supported transition is essential for easing student anxiety and promoting a smooth move across settings and stages. Key strategies include <i>social stories</i> , <i>familiarisation visits</i> with new teachers and classrooms, and <i>targeted transition programs</i> —from early childhood to Kindergarten, and Stage 3 to Stage 4. These approaches help students build confidence, understand expectations, and feel secure in new environments.	Pre-6

Care Continuum	Strategy or Program	Details	Audience
<b>Prevention</b>	Prime to High	<p>This program is run by the Family Centre. It helps to support transition into high school. It aims to provide students with the opportunity to explore their hopes and fears and to develop strategies to assist students to transition into high school. Topics include:</p> <p>My Hopes and Fears about High school            Potential friendship group changes and resilience            Handling Peer Pressure            Managing stress and school workloads</p>	Year 6
<b>Early Intervention</b>	Staff discussion	<p>Staff discussion plays a vital role in early identification and collaborative problem-solving. Regular meetings and informal check-ins allow staff to share insights, monitor student progress, and plan consistent, targeted supports—ensuring a team approach to wellbeing and behaviour across the school.</p>	K-6
<b>Early, Targeted, and Individual Intervention</b>	Wellbeing Team Referral System	<p>Referral to our weekly Learning and Support Team (LST) meetings allows for discussion and collaborative planning to ensure relevant staff are informed of key details needed to support individual students or groups. Support may include referral to the LaST, School Counsellor, Aboriginal Student Support roles, or other Department of Education services, such as the HSLO, AP-H, AP-V, APLS, LWO, or TSTEI</p>	Individually targeted students as required
<b>Early, Targeted and Individual Intervention</b>	Learning and Support Team	<p>The Learning and Support Team (LST) coordinates and monitors targeted support for students with additional learning, behaviour, or wellbeing needs. Through collaborative problem-solving and data-informed planning, the LST ensures timely interventions, connects students with specialist services, and supports staff in implementing inclusive practices.</p>	Individually targeted students as required
<b>Targeted Intervention</b>	Seasons for Growth and Storm Birds	<p>This program is an innovative, evidence-based change, loss and grief education program that draws on the metaphor of the seasons to understand the experience of grief. It builds the knowledge and skills necessary to strengthen social and emotional wellbeing post significant loss.</p> <p>Disaster Recovery Program</p>	Individually targeted students as required

Care Continuum	Strategy or Program	Details	Audience
<b>Targeted Intervention</b>	Cool Kids	Cool Kids is a structured evidence-based program that treats anxiety in children. Children selected for this program must have anxiety as their primary presenting concern.	Individually targeted students as required
<b>Targeted Intervention</b>	Resilience Programs Hub Club	This program helps children to build their emotional resilience, so they are better equipped to deal with the day-to-day stresses that life brings them. Program delivered by Student Support Officer. Targeted 6 week program.	Individually targeted students as required Years 1-6
<b>Targeted Intervention</b>	Healthy Friendships Hub Club	This small group is designed to help children develop healthy friendship skills and social skills. The activities cover all the negative behaviour's children sometimes engage in while remaining positive and focusing on more helpful skills to use.	Individually targeted students as required
<b>Targeted and Individual Intervention</b>	Attendance Support	Stage AP's coordinate HSLO Attendance data sheets and follow up with home contact for attendance concerns. HSLO to support Principal with parent meetings and/or additional follow-up.	Individually targeted students as required
<b>Targeted and Individual Intervention</b>	Reflection Class	Reflection Class provides students with structured time to consider their behaviour, its impact on others, and how to make more positive choices. It supports emotional regulation and personal responsibility, using restorative principles to guide students toward improved future behaviour. Additionally, they may be asked to attend planning room with AP coordinators to guide their reflection and to help to find a solution. The planning room makes use of restorative practice principles.	Individually targeted students as required
<b>Individual Intervention</b>	School Counsellor Support	Specific individual counsellor support for students as required. Students to be referred Learning and Support Team meeting	Individual students and families

Care Continuum	Strategy or Program	Details	Audience
<b>Individual intervention</b>	<a href="#">Individual behaviour support planning</a>	Individual Behaviour Support Planning involves developing tailored strategies to address a student's specific behavioural needs. Plans are created collaboratively with staff, families, and support personnel, and may include behaviour goals, regulation strategies, and risk management to promote student success and safety.	Individually targeted students as required

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

### Identifying behaviour of concern, including bullying and cyberbullying

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. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm. See Appendix 1.

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

- directly observing a student'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 student, parent, community member or agency.

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 the school counselling service.

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.

## Preventing and responding to behaviours of concern

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.

- **Teacher managed** – low level inappropriate behaviour is managed by teachers in the classroom and the playground.
- **Executive managed** – behaviour of concern is managed by school executive.
- **Corrective responses and behaviour of concern are recorded on Sentral.**

These include:

Classroom	Non-classroom setting
<ul style="list-style-type: none"><li>• Remind of expectations</li><li>• Redirect positively</li><li>• Offer choices</li><li>• Give corrective feedback</li><li>• Use prompts</li><li>• Re-teach as needed</li><li>• Change seating to support focus</li><li>• Use break time for check-ins or task completion</li><li>• Hold student conferences</li><li>• Facilitate reflection and restorative conversations</li><li>• Communicate with parents/carers</li></ul>	<ul style="list-style-type: none"><li>• Maintain active supervision</li><li>• Provide rule reminders</li><li>• Redirect to positive play</li><li>• Offer safe and supported choices</li><li>• Give constructive feedback</li><li>• Use prompts to guide behaviour</li><li>• Re-teach expected playground behaviours</li><li>• Guide students to alternate play areas when needed</li><li>• Use 'walk and talk' for reflection</li><li>• Facilitate restorative conversations</li><li>• Communicate with parents/carers</li></ul>

At Kingscliff Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Teaching strategies support learning self-regulation, how to reduce impulsivity, increase focus and strengthen peer networks.

We acknowledge that not all students are encouraged by the same thing or in the same ways. Younger students may be more motivated by adult attention while older students are typically



more motivated by peer attention, activities, privileges, or freedom. When learning new skills, students need immediate and frequent reinforcement and as they develop mastery they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts.

The use of verbal and non-verbal specific positive feedback is the most powerful way to:

- help adults and learners to focus on positive social behaviour
- increase the likelihood that students will use the expected behaviours and skills in the future
- decrease unexpected behaviour and reduce the need for corrective responses
- enhance self-esteem and build an internal focus of control.

Prevention	Early Intervention	Targeted/Individualised
Responses to recognise and reinforce positive, inclusive and safe behaviour	Responses to minor inappropriate behaviour are teacher managed.	Responses to behaviours of concern are executive managed
<p>1. Behaviour expectations are taught and referred to regularly.</p> <p>Teachers model behaviours and provide opportunities for practice.</p> <p>Students are acknowledged for meeting school-wide expectations and rules.</p> <p><b>Be Safe, Be Responsible, Be Respectful, Be Resilient</b></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. Contact school straight away if there is a risk. Otherwise notify student's stage supervisor or executive ASAP and before the end of the school day.</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>Kingscliff</p>	<p>2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p>	<p>2. Executive/CT 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. 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> <p>free and frequent</p> <p>moderate and intermittent</p> <p>significant and infrequent</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</p>	<p>3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on Behaviour / wellbeing</p>

Intermittent and infrequent reinforcers are recorded on Behaviour / wellbeing system.	classroom/playground behaviour expectation before low-level consequence is applied.	system and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.
4. Social emotional learning lessons are taught. Programs include:  Zones of Regulation / Building positive Relationships / Seasons for Growth / Storm Birds / RAMSR- Rhythm and movement for self-regulation / Cool Kids / Peaceful Kids / Healthy Friendships / Prime to High	4. Teacher records on Behaviour / wellbeing Sentral system by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.	4. Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at fortnightly school assemblies.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.	Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School.



## Responses for serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Behaviour / Sentral 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
- adjustments to playtime, 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.

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 serious 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](#).

## Reflection and restorative practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
<b>Reflection Class</b> – An opportunity for students to reflect on their behaviour and its impact following a classroom incident.	At the time of incident Up to 30 mins	Classroom teacher, Reflection classroom teacher	Recorded in Sentral-Wellbeing
<b>Planning Room</b> – A structured opportunity to reflect on actions, explore positive alternatives, and consider the impact on self and others.	Same or next day at either lunch or recess break Up to 20 mins	Assistant Principal	Recorded in Sentral-Wellbeing
<b>Alternate play plan</b> – Temporary withdrawal from free play, with supervised engagement in an alternative space, to support reflection and guide the student toward positive behaviour choices – individually or in a small group.	Immediately after incident Up to one week Extensions past one week require a review	Assistant Principal / LaST	Recorded in Sentral-Wellbeing
<b>Restorative practice</b> – <a href="#">peer mediation</a> or <a href="#">circles</a> in groups	After a relational breakdown Up to 20 mins	Assistant Principal / CRT/ LaST	Recorded in Sentral-Wellbeing

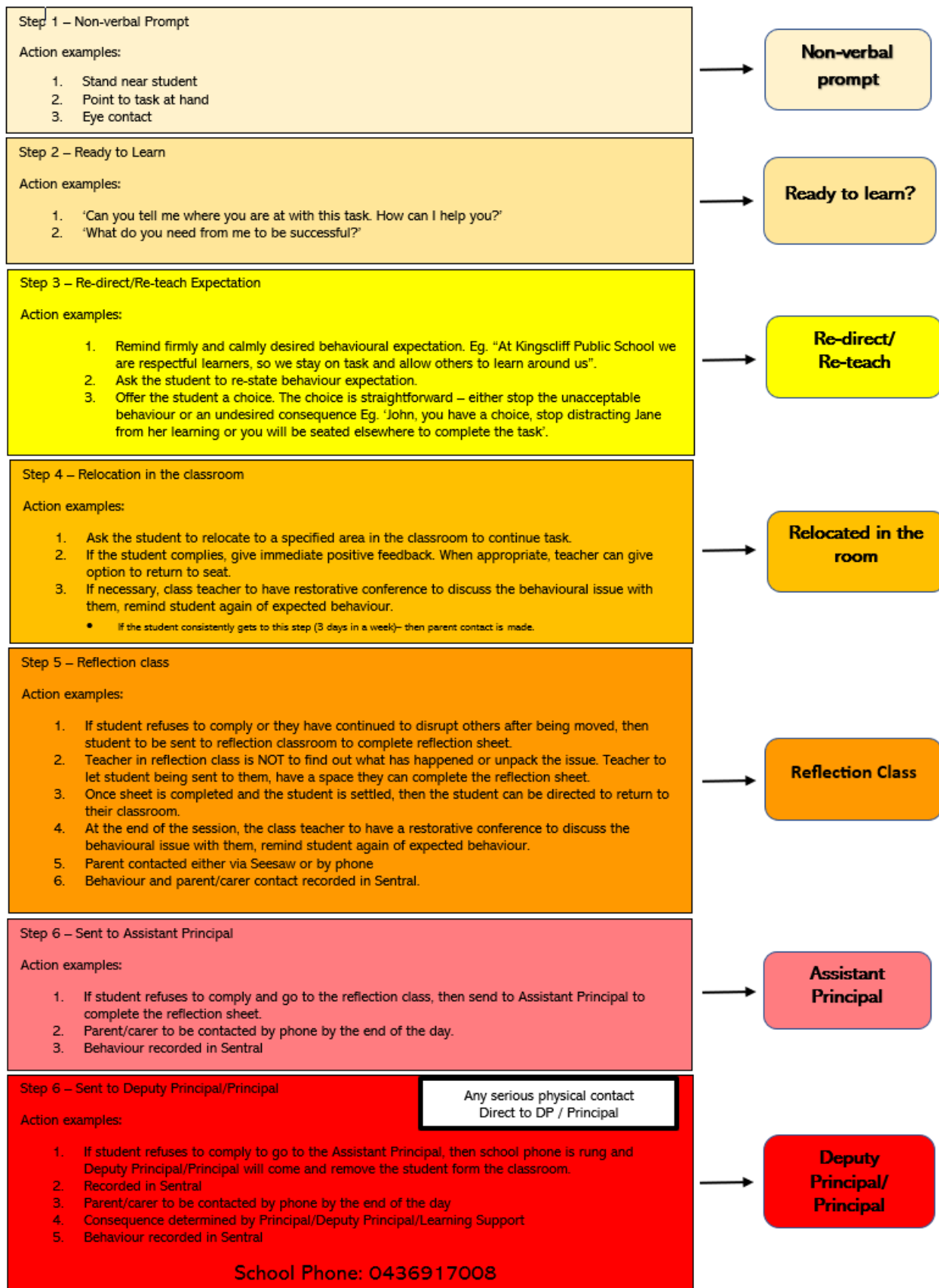
**Review Dates:** Last review date: Day 1, Term 1, 2025. Next review date: Day 1, Term 1, 2026.

## Appendix 1: Behaviour management flowchart



### Classroom Behaviour Continuum – Teacher Prompts

This continuum resets after each break



## Appendix 2: Bullying Response Flowchart



Social stories