

Overview

Kariong Mountains 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 excellence, opportunity and success 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.

Kariong Mountains High School is a united educational community, where students, staff and families are known, respected and cared for. Every student is provided the very best curricular and extra-curricular opportunities, to maximise their learning potential. Successful post school pathways sit at the forefront of planning and growing with all our students, realised through building strong educational connections with our learning community, tertiary and vocational institutions, business and industry. We take great pride in our school's core values 'Unity Knowledge Respect', which form the essential foundation for supporting and fostering student growth.

- **Unity** – building connections and a sense of belonging.
- **Knowledge** – providing an enriched academic and vocational culture with a holistic approach.
- **Respect** – actively modelling and reinforcing positive engagement with the whole school community.

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

- Restorative Practice
- Positive Behaviour for Learning (PBL).

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. The PBL framework is described in detail further in this plan.

Partnership with parents and carers

Kariong Mountains 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.

Kariong Mountains 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

Kariong Mountains High School has the following school-wide expectations and for students:

- **Attend school every day** and attend all classes, unless legally excused.
- **Arrive at lessons on time** and be prepared to participate in learning.
- **Strive for the highest standards** in learning.
- **Maintain a neat appearance** and comply with the school's uniform policy.
- **Resolve conflict respectfully**, calmly and fairly.
- **Behave in a safe, considerate and responsible manner**, this includes travel to and from school.
- **Be respectful at all times** and cooperate with teacher instructions and learning activities.
- **Treat all members** of the school community with dignity and respect.
- **Take care** of their own property, the school's and others.
- **Keep the school grounds tidy** at all times.
- **Not be violent** or bring weapons, illegal drugs, alcohol, tobacco or vaping devices into our school.
- **Not harass, bully or interfere** with the safety of others or engage in any illegal or anti-social behaviour of any kind.

The expectations listed above are included in our [Student Behaviour Policy](#) and align with the NSW Department of Education (DoE) Behaviour Code for Students.

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.

CARE CONTINUUM	PROCESS	STAFF
<p>PREVENTION</p> <p>= <i>'approaches aim to establish and maintain safe, respectful learning environments for all students'</i></p>	<ul style="list-style-type: none"> ● PBL ● Learning Coaches for social skills, mindfulness, character education, trauma informed approaches. ● Positive behaviour/citizenship / mindfulness/social skills/health in KLA curriculums. ● Future Focused Learning based around Summit Wheel and school values. ● Completion of Class Diversity Profiles by subject teacher and application of student plans. ● Visible learning. ● Classroom management - teacher/student relationships, positive reinforcement, consistent teacher expectations/routines/modelling/responses. ● Wellbeing days/moments/programmes. ● Anti-bullying policy. 	<p>All</p>
<p>EARLY INTERVENTION</p> <p>= <i>'initial responses and approaches to work with students displaying emerging, low-level behaviours of concern'</i></p>	<ul style="list-style-type: none"> ● Record conversations/actions on Compass. ● CT mentoring. White card using SMART goals. ● Communication with parents/carers. ● Restorative practice. ● Explicit teaching and modelling of specific skills including behaviour expectations and social skills. ● Referral to the Wellbeing Faculty for planning/review. ● School Counsellor, SSO, WHIN interventions. ● Updated Class Diversity Profiles and application of student plans. 	<p>CTs</p> <p>...with support from Wellbeing Faculty</p> <p>CTs</p>
<p>TARGETED INTERVENTION</p> <p>= <i>'positive behavioural supports for students requiring more intensive support'</i></p>	<ul style="list-style-type: none"> ● Faculty reflection for restorative practice through Behaviour contract + Green card with parent/carer communication. Students have individual expectations and goals. ● Referral to Wellbeing Faculty for planning/review who collaborate, consider transition strategies and engage delivery support team as appropriate. Communication of reviewed student plan... ● Updated Class Diversity Profiles and application of reviewed student plans. ● Stage 4/5 Coordinator coordinates with HTs in Exec Meeting on monitoring behaviour. Places students on day-to-day blue card if applicable, then monitors impact and communicates with staff and parents/carers. 	<p>HT</p> <p>Wellbeing/SC/Dpt Specialists</p> <p>CTs</p> <p>Stage Coordinator</p>

<p>INDIVIDUAL INTERVENTION</p> <p>= 'strategies for students with highly complex and challenging behaviours require individual assessment, implementation, monitoring and review.'</p>	<ul style="list-style-type: none"> ● Program to address behaviour of concern with SMART targets for successful completion. To take part in HUB, then reinforced during Check-In until further assessment/replacement behaviours can be demonstrated. ● Communication of reviewed student plan... ● Updated Class Diversity Profiles and application of reviewed student plans. ● DP monitors weekly blue booklets for complex/ongoing cases.. ● Negotiated playground programs. ● Attendance programs. ● Escalation to Snr Exec where replacement behaviours cannot be demonstrated for suspension/expulsion. 	<p>Wellbeing/SC/Dpt Specialists/Regional Office/External agencies.</p> <p>CTs</p> <p>DP</p> <p>School teams</p> <p>Snr Exec</p>
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The following are Department links with further explanation/examples on applying 'Early Intervention' that classroom teachers may find useful:

<https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-teachers/the-care-continuum/applying-the-care-continuum#/asset2>

<https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-teachers/restorative-practices/restorative-practices>

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.

Details of specific processes of rewards, awards and discipline can be found in the school's Student Behaviour Policy at: https://kariongmtn-h.schools.nsw.gov.au/content/dam/doe/sws/schools/k/kariongmtn-h/pdf/KMHS-Student-Behaviour-Policy_2024.pdf

The school's anti-bullying plan can be found at: <https://kariongmtn-h.schools.nsw.gov.au/content/dam/doe/sws/schools/k/kariongmtn-h/pdf/Anti-bullying-Plan-2024.pdf>

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. See *Appendix 1*.

- **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 by teachers may include:

- rule reminder
- re-direct, offer choice or error correction
- prompts
- reteach
- seat change/play or playground re-direction
- stay in at break to discuss/complete work/walk with teacher
- conference
- 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 Compass. 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
- 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.

Kariong Mountains High School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour are teacher-managed.	Targeted/Individualised Responses to behaviours of concern are executive managed
1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.	1. Refer to school-wide expectations.	1. Contact office to seek help from HT/DP straight away if there is a risk. Otherwise notify executive ASAP and before the end of the school day.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	2. Use indirect responses e.g. Proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	2. HT/DP/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.
3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on Compass.	3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before a low-level consequence is applied.	3. HT/DP collects information and reviews the incident from multiple perspectives to determine the next steps. HT/DP/CT to record incident on Compass and contact parent/carer by email or phone. DP/P may consider further action for e.g. formal caution/suspension.
4. Social-emotional learning lessons are taught explicitly in Years 8 and 10. Ngura addresses social issues in several units of work.	4. Teacher records on Compass by the end of the school day. Monitor and inform the family if repeated. For some incidents, a referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.	4. 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.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Parents are automatically notified through the parent portal when intermittent and infrequent reinforcers are recorded on Compass. Student awards for positive behaviour are given at weekly 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 HT/DP/P to discuss any support and behaviour responses, including referral to the LST school counsellor, outside agencies or Team Around a School.

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, 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 and the seriousness of the behaviour.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Alternate break plan – withdrawal from playground during breaks and re-allocation to office/classroom for supervised breaktime following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention)	Next break	School executive	Compass
Restorative practice – peer mediation , circles or restorative conversations in groups	Scheduled as soon as all involved are available	Year Advisor, HT Wellbeing.	Compass

Review dates

Next review date: Term 1, 2026.

Behaviour management flowchart

