



School Behaviour Support and Management Plan: Kent Road Public School 2025



NSW Department of Education

Update December 2024

Overview

At Kent Road Public School, we are dedicated to fostering a vibrant and inclusive learning environment that empowers every student to reach their full potential. Our vision is grounded in the belief that education is a collaborative journey, where students, educators, families, and the wider community work together to cultivate knowledge, resilience, and respect.

We aspire to:

1. **Promote Excellence in Learning**
2. **Embrace Diversity and Inclusion**
3. **Foster Wellbeing and Resilience**
4. **Encourage Community Engagement**
5. **Inspire Ethical Leadership**

This plan is reviewed and updated annually through a collaborative process involving students, staff, and the parent community. The school uses termly P&C meetings to ensure the plan remains relevant to all families and values the voices of parents and carers. Students complete an annual survey to contribute their perspectives, enabling strategies to be adjusted to the evolving needs of the school population. Staff provide termly feedback to address emerging issues and concerns promptly. The executive team regularly updates the school's Action Plan, evaluating the effectiveness of wellbeing initiatives and ensuring continuous improvement.

Partnership with parents and carers

At Kent Road Public School we believe that strong partnerships with families are essential for fostering positive behaviour in our students. Our process for working with families involves open and ongoing communication, ensuring that parents and guardians are informed and engaged in their child's behaviour and learning journey. We encourage families to participate in regular meetings focused on student achievement, engagement and behaviour. When concerns arise, we promptly reach out to families to collaboratively discuss the issue and develop tailored support plans that address the needs of the student. STEPS – parents are contacted via phone, email or face to face when a student reaches a step 3 or above. Behaviour Plans – if a student requires a behaviour plan parents are contacted and required to sign off on the plan.

By working together, we aim to create a consistent approach to behaviour expectations and support, reinforcing our shared commitment to nurturing respectful and responsible students.

School-wide expectations and rules

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

Be Respectful, Be Responsible and Be an Engaged Learner

Respectful	Responsible	Engaged Learning
Respect other people’s personal space	Be safe	Give your best effort
Cooperate with others	Follow teacher’s instructions	Learn and let others learn
Speak and act with kindness	Care for the environment, equipment and belongings	Bounce back from difficulty

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.

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.

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 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](#).

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.

Promoting Positive Student Behaviour

Initiative	Where?	Description
Celebration Call	All settings	Teachers make contact with parents to celebrate student success. Teachers communicate student effort to meet expectations, share recognition for achieving goals and inform parents that the student will be receiving an award for reaching a level on the behaviour system at assembly. This can be via phone, Compass or handwritten.
Green Cards	All-settings	Cards given to students who are following school-wide expectations. Teachers indicate which rule students are following and are encouraged to on the reverse side.
Restorative Conversations	School, Community & Planning Room	Restorative conversations allow the teacher to demonstrate empathy, teach children how to resolve conflict, and most importantly, allow students to have a voice.
Classroom Rewards – Whole Class	Classrooms	Each teacher utilises their own whole-class rewards system each week which may result in extra play etc. This encourages students to work together to achieve a common goal such as the rule of the week.
Classroom Rewards - Individual	Classrooms	Each teacher utilises their own individual reward system so that students can earn green cards. The year level use the same system for consistency and to ensure equity with distributing green cards.
Assembly Merit Award	Assemblies	Students are recognised for their outstanding efforts in fortnightly assemblies. Names go into the newsletter.

KENT ROAD PUBLIC SCHOOL

Name:

Class:

2025

Respectful

Responsible

Engaged Learning

Kent Road Public School 2025

Be Responsible

White Award

Bronze Award

Silver Award

Gold Medal

Excellence Pin

10 → 10 → 10 → 10 → 15

Collect green cards to move up a level

Levels reset at the end of each year

Care Continuum	Strategy or Program	Details	Audience
Prevention	PBL	School-wide expectations and the KRPS reward system. Students strive to achieve different levels by collecting green cards which are traded for: white award; bronze award; silver award; gold medal; excellence pin. This resets each year. Expectations are determined by each grade level and shared with students and school community.	All students, staff and parent/carers
	Rule of the week	Explicitly taught three times per week to teach self-regulation, reduce impulsivity and strengthen an understanding of school expectations and positive behaviours.	All
	Aristotle	Lessons conducted throughout the term that target students understanding emotions and developing strategies to deal with emotions in a positive way.	All students
	Anti-Bullying	Explicit lessons that access the anti-bullying resources and support the development of a positive school culture through PDH weekly lessons.	All students
	Restorative Conversations	Empathy approach teaching children how to resolve conflict, and most importantly, allow students to have a voice.	All students
	Social Play or Groups	Supported by the Learning and Support team to encourage positive social connections	K-2 students
	Classroom Adjustments	Differentiated, Supplementary, Substantial or Extensive (NCCD)	Students with needs
	PLaSP or PLP	Plans with specific goals for students which are created with the classroom teacher and parents	Students with needs Aboriginal Students
	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	All
Early intervention	Communication with parents/carers	Phone calls, emails and contact through Compass Portal at Steps 3, 4 and 5.	Parents/Carers
	Learning and Support Referral	Referral made by classroom teacher for additional support and advice. This may involve the employment of a student support officer.	Students with needs
	Transition Program	Includes Kindergarten, high school, new enrolments and support class. Identified students may also have a transition program at the end of each year in preparation for moving grade levels/teachers.	Students

Care Continuum	Strategy or Program	Details	Audience
	Staff Communication Meetings & Professional Learning	Principal or Deputy Principal informing staff of students to monitor. Targeted professional learning for staff to address changing needs to students.	Staff
	Behaviour Management Plan	Formal plan using the KRPS templates that focus on intervention strategies to regulate students behaviour.	Students with complex behaviours
	Risk Management Plan	Formal plan when a student is presenting WHS risks in the school.	Students with complex behaviours
	Health Care Plan	Formal plan to administer medication or to keep staff aware of health needs.	Students with health needs
Targeted / Individual intervention	Learning and Support Team	Collaborates with teachers, students and families to support students who require personalised learning and support.	Targeted students
	<u>Attendance</u> support	The Learning and Support Team refer students to the attendance co-ordinator (DP) who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals. An attendance plan is used to record goals. <i>See samples in Appendix</i>	Individual students, attendance co-ordinator
Individual intervention	<u>Individual behaviour support planning</u>	This may include developing, implementing, monitoring and reviewing: Individual behaviour plan (classroom/playground); <i>See samples in Appendix</i>	Individual students, parent/carer, LAST, AP, DP
	Functional Behaviour Assessment	Use the tool to investigate the function or purpose of student's behaviour.	School counsellor or DP or LAST
	ABC Chart	This tool is used to record and analyse student behaviour for students in the support class. It identifies potential precipitating factors and A – Antecedent, B – Behaviour, C – Consequences. This is recorded in Compass and parents are informed as needed.	Staff & Students with targeted needs

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

KRPS: Behaviour Management Continuum					
Calm Level	Step 1 Baseline Level	Step 2 Low Level <i>Or repeated baseline behaviours</i>	Step 3 Mid Level <i>Or repeated low level behaviours</i>	Step 4 High Level <i>Or repeated mid level behaviours</i>	Step 5 Extreme Level <i>Or repeated high level behaviours</i>
<ul style="list-style-type: none"> • Compliance • On-task • Listening • Following instructions • Engagement • Positive Language • Being kind & cooperating with others 	<ul style="list-style-type: none"> • Off-task • Disrupting other's learning • Inappropriate volume/excessive talking • Out of bounds • Inappropriate play/actions + other behaviours 	<ul style="list-style-type: none"> • Teasing • Exclusion of others • Misuse of resources • Refusal to complete work • Pushing • Rough play • Throwing small objects (not at others) 	<ul style="list-style-type: none"> • Profane hand gestures/language • Swearing • Refusal to obey staff instructions. • Throwing small objects at others • Threatening to injure others or property • Absconding from classroom 	<ul style="list-style-type: none"> • Repeated disrespect/defiance • Targeted bullying • Cyber bullying • Physical aggression • Rough play- major • Stealing • Intent to harm others 	<ul style="list-style-type: none"> • Highly inappropriate behaviour • Violence – severe physical harm • Ongoing harassment/bullying • Racism – refer to ARCO • Serious damage to property • Throwing large objects eg furniture • Sexualised behaviour
Class Teacher	Class Teacher	Class Teacher	Class Teacher & managed by Assistant Principal	Class Teacher & managed by Deputy Principal	Class Teacher & managed by Principal
Restorative Framework – Action taken by teacher to restore students to 'calm'. Teachers use the flowchart for clear direction of processes.					
Preventative Strategies Positive reinforcement Visual Timetable	Reinforce expected behaviours Discussion with teacher Redirect student Change of activity Verbal & Non-verbal strategies	Teacher Choice Removal from activity Move student seat Time out may be needed	Reflection sheet completed in consultation with AP & class teacher Class teacher to upload to Compass & call to parent	Reflection sheet completed in consultation with DP Uploaded to Compass & call to parent	Reflection sheet completed in consultation with Principal Uploaded to Compass & call to parent

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Compass System. KRPS uses a **behaviour flowchart** found on **page 9** and the **bullying flowchart** found on **page 10**.

These may include:

- All levels of STEPs will be recorded on COMPASS.
- 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 - COMPASS, meeting)
- formal caution to suspend, suspension or expulsion.

See the bullying flowchart for processes to address both bullying and cyber-bullying.

The **Anti-Racism Contact Officer (ARCO)** is a teacher or executive member of staff who has been nominated by the principal to support anti-racism in the school.

Our school's ARCO is: Chauntal Gwynne (Deputy Principal)

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

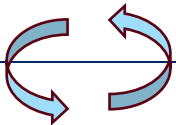
Staff will comply with reporting and responding processes outlined in the:

- [Incident Notification and Response Policy](#)
- [Incident Notification and Response Procedures](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

Detention, reflection and restorative practices

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

See Appendix for sample individual behaviour plans

Action	When and how long?	Who is involved?	How are these recorded?
Restorative Discussion	Verbal discussion with student regarding choices being made. Scheduled during class time or break time Up to 10 minutes maximum	Class Teacher	Compass Chronicle
Time Out	Classroom: Step 2 (2 warnings) 10 minutes maximum	Classroom Teacher	Compass Chronicle
	Playground: 2 warnings Up to 20 minutes maximum	Teacher on duty	Verbal to student's teacher and Compass Chronicle
Reflection Sheet	A structured debriefing and planning with individual student using the restorative conversation. Tailored to either K-2 or 3-6 and in alternative languages as needed. On the day at either lunch or recess break. Next day if timing is better. Up to 30 minutes maximum  *Follow up reflection used if more than one day is needed.	Assistant Principal (Step 3) Deputy Principal (Step 4) Feedback given to class teacher. Parent/carers called.	Compass Chronicle <i>Reflection scanned and uploaded</i>
Restorative Pause	Following on from a reflection sheet students may need a restorative pause. This is conducted at the office and is up to 30 minutes maximum. This may continue over more than 1 lunchtime depending on the age of the student and severity of the behaviour. Students are given food/toilet breaks throughout the time.	Deputy Principal (Step 4) Feedback given to class teacher.	Compass Chronicle <i>More than 1 day requires a new reflection sheet</i>
Alternate play plan	If a student repeatedly displays the same behaviours or issues, they may need to be placed on an alternative play plan. It includes a contract that outlines designated areas where they can play, along with feedback from teachers.	In consultation with student, teacher and DP. Parent/carers called.	Compass Chronicle <i>Plan uploaded to compass</i>

Be Respectful
Be Responsible
Be an Engaged Learner

KRPS Behaviour Flowchart



An incident takes place in the classroom or playground

Does the behaviour pose an immediate risk to the safety or wellbeing of any student?

Teacher Managed
Address Issue as soon as you can

Escalate to AP

Was there intent to cause harm?

Teacher Managed
Address Issue as soon as you can

Escalate to AP

Complete a reflection sheet

Enquire
1. What happened?
2. Who was affected by the behaviour?
3. Why did the behaviour happen?

Enquire
Tell me what happened. Why? What were you thinking?

Determine the step level

Impact
How you did your actions affect others?

Step 1 & 2
Continue to manage as a class teacher

Step 3, 4 & 5
Escalate to AP/DP
Parents informed

Future
What can you do to make amends?
Are you clear on the expectations & consequences?
What do you need to do from now on?

What strategies can the teacher do to prevent further issues?

Log incident in Compass Chronicle

Log incident in Compass Chronicle
Parents informed

The behaviour of all students are the responsibility of every teacher. Teachers are asked to use their professional judgement when talking to students to find out what happened and why. If you are unsure contact your supervisor. Teachers on playground duty and the classroom must log incidents into Compass by the end of the day and inform parents as needed.

Preventative Strategies

- Provide high rates of acknowledgement to all students
- Build rapport - good relationships
- Clear, reasonable expectations
- Routine, direction & identify potential stressful or difficult situations
- Redirect student
- Change activity or the environment (move student)
- Be flexible
- Address student needs - differentiation
- Actively supervise all areas
- Non-verbal cues
- Firm and positive language used

Staff are encouraged to contact parents via phone call or Compass to communicate positive student behaviour

Step 1 - Warning

Class Teacher

- Not following teachers' directions
- Calling out/inappropriate noise
- Disruptive talking
- Disrupting other student's learning
- Not doing class work
- Talking back or gossip
- Touching other student's property
- Dishonesty/Lying
- Littering/Taking others food
- Out of Bounds (playground)
- Inappropriate play/actions
- Running around buildings

Step 2 - Low Level

Class Teacher

- Teasing/unkind words/insults
- Exclusion of others
- Misuse of resources
- Refusal to complete work
- Pushing
- Rough play- minor
- Throwing small objects (not at others)
- swearing (not at someone)
- repeated warnings

Step 3 - Mid Level

Assistant Principal

Behaviour with intent to harm such as:

- Profane hand gestures/language
- Swearing at someone
- Refusal to obey staff instructions.
- Throwing small objects at others
- Threatening to injure others or property
- Absconding from classroom

Parents are contacted by classroom teacher or AP

Step 4 - High Level

Deputy Principal

Behaviour with intent to harm such as:

- repeated disrespect or defiance
- targeted bullying
- physical aggression
- rough play resulting in harm
- physical aggression such as biting, hitting, spitting

Parents are contacted by DP

Step 5 - Extreme Level

Principal

Behaviour with intent to harm such as:

- highly inappropriate behaviour
- violence - severe physical harm
- ongoing bullying/harassment
- Racism - refer to ARCO
- serious damage to property
- throwing large/dangerous objects
- sexualised behaviours

Parents are contacted by Principal

Steps to supporting concerning or major behaviour

Phase 1: Class teacher notices a student has repeated steps over the course of a short time frame. This requires a conversation with the AP to discuss strategies. Phone call to parents to discuss student's recent or elevated behaviours.

Phase 2: There is a repeat of the behaviour following on from phase 1 strategies. Escalate to DP. DP determines if the Learning and Support Team need to be informed. Observations are conducted in the classroom by counsellor, LAST or DP. Individualised behaviour plans are implemented that focus on strategies to regulate student behaviour. Parents are informed of these next steps by DP.

Phase 3: There are ongoing concerns. Formal referral made by class teacher to the Learning and Support Team. Further meetings with parents, class teacher and DP. Outside agencies and department support such as Learning and Wellbeing Officer might be required at this stage.

Professional Learning

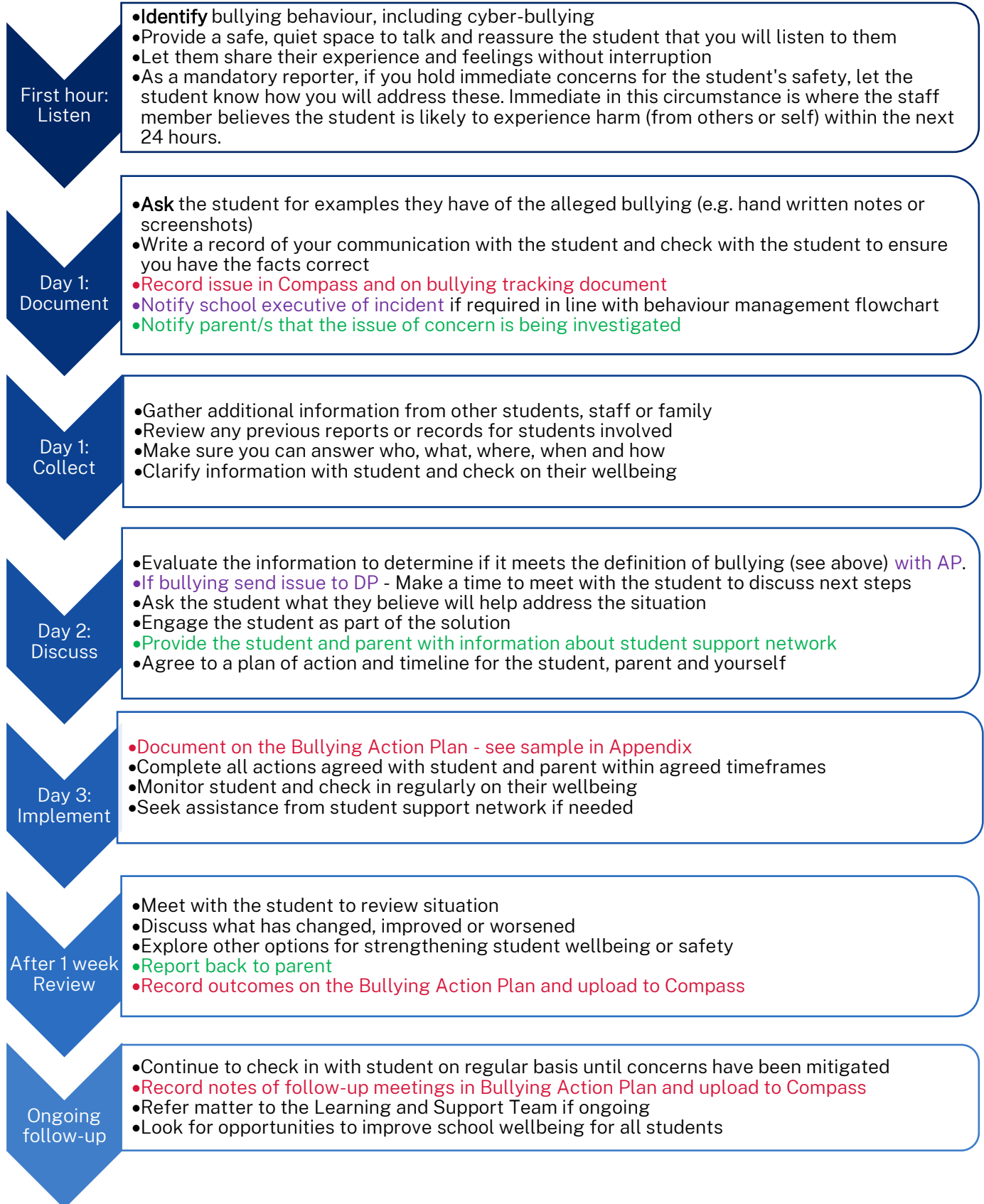
Course	Who?	Purpose	How often?
Classroom Management Fundamentals	<ul style="list-style-type: none"> Classroom Teachers SLSOs Assistant Principals Principal 	This eLearning provides the fundamentals to help teachers establish essential good classroom practice. Classroom Management Fundamentals eLearning is divided into five modules: setting the scene, positive classroom environments, establishing your practice, active engagement and responding to student behaviour.	Every 2 years
Restorative Practices	<ul style="list-style-type: none"> All staff 	Restorative practice is a professional learning course available to all NSW public school staff . The course was developed in collaboration with leading experts in the field of restorative practices and principals and teachers from across NSW who have successfully embedded restorative practice to improve student outcomes.	As Needed
Aristotle Emotional Program	<ul style="list-style-type: none"> All staff 	Through presentations, student curriculum, teacher resources and digital content, The Aristotle Program support emotional intelligence in the classroom and the home.	Refresher every year
Crisis Prevention Institute Foundation Program	<ul style="list-style-type: none"> Support class staff Assistant/Deputy Principals Principal 	The CPI Foundation training provides staff with the skills to recognise, prevent and manage crisis behaviours. The aim of KRPS is to prevent behaviour escalation through non-physical interventions. Participants are taught verbal and non-verbal strategies to prevent the development of a crisis situation.	Every 2 years
PBL	<ul style="list-style-type: none"> New PBL team members 	Tier 1 Classroom systems of support Tier 1 School-wide systems of support Tier 2 Targeted systems of support Tier 3 Individual systems of support	As needed
8 Ways Aboriginal Learning	<ul style="list-style-type: none"> Classroom Teachers SLSOs Assistant Principals Principal 	This is a pedagogy framework that allows teachers to include Aboriginal perspectives by using Aboriginal learning techniques. In this way, focus can remain on core curriculum content while embedding Aboriginal perspectives in every lesson.	Once Access for new staff
Disability Standards for Education e-learning	<ul style="list-style-type: none"> Assistant Principals Principal Support Class Staff Learning & Support 	A package of e-learning lessons on the Disability Discrimination Act 1992 (DDA), with a focus on the Disability Standards for Education 2005 (the Standards), has been developed to provide professional learning for teachers. These lessons are now a compulsory element of professional learning for principals, DELs and school executive staff as part of changes implemented under the department's Disability Strategy in 2020.	Every 3 years
Online Training Modules (various)	<ul style="list-style-type: none"> Classroom teachers Learning & Support 	<ul style="list-style-type: none"> Supporting Student Wellbeing and Mental Health Understanding Autism Spectrum Disorder Speech, Language and Communication Needs Understanding and Supporting Behaviour Understanding Attention Deficit/Hyperactivity Disorder Anti-Racism Contact Officer Training 	As needed
Functional Behaviour Assessment	<ul style="list-style-type: none"> Learning & Support Deputy Principals Principal 	Introduction to Functional Based Assessment (FBA) eLearning provides the foundations understanding behaviour and that all behaviour is functionally related to the environment. By understanding why and when behaviours occur educators can develop, implement and evaluate interventions that better meets the needs of the student.	As needed
Code of Conduct	<ul style="list-style-type: none"> All staff 	The Code of Conduct describes standards of professional conduct that promote adherence to the department's and NSW public sector's values. All employees are expected to exercise sound judgement and live up to both the content and spirit of the Code.	Yearly
Child Protection	<ul style="list-style-type: none"> All staff 	This training course focuses on recognising and responding to suspected risk of harm to children and young people resulting from problematic and/or harmful sexual behaviour. It also clarifies staff obligations under the reportable conduct scheme in NSW to ensure appropriate, caring and supportive relationships between adults (working in schools) and students. It aims to develop skills and understandings.	Yearly

School Behaviour Support and Management Plan

Date Completed:	6/12/2023
Completed by:	Chauntal Gwynne
Position(s):	Deputy Principal
Next Review date:	December, 2025
Next Review date with community input:	December, 2025
Principal Name:	Ben Harrison
Principal Approval date:	6 th December 2024

APPENDIX

Bullying Response Flowchart



Additional Support Resources NSW Behaviour Toolkit and Resources that are used at KRPS

Individual Behaviour Plan (classroom)

This plan is tailored to each student.

WEEKLY BEHAVIOUR CONTRACT

NAME: _____

DATE: _____

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 - 10:10					
10:10 - 10:30					
RECESS	Follow the rules	Follow the rules	Follow the rules	Follow the rules	Follow the rules
11:30 - 12:00					
12:00 - 1:00					
LUNCH	Follow the rules	Follow the rules	Follow the rules	Follow the rules	Follow the rules
2:00 - 3:30					

TEACHER: _____ PARENT: _____

Individual Behaviour Plan (playground)

This plan may change depending on the age/need of the student.

PLAYGROUND BEHAVIOUR: _____

GOALS: _____

Teachers, please sign and rate for each session. _____ is working on making good choices in the playground.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
RECESS					
1ST HALF					
2ND HALF					

WEEK: _____

Escalation Management Sequence

This is the general sequence used for all incidents. Some students may require an individual escalation management sequence.

The sequence consists of the following stages:

- Calm:** On Task, Follows the rules, Follows the rules.
- Alert:** Focuses on the task, Follows the rules, Follows the rules.
- Agitation:** Focuses on the task, Follows the rules, Follows the rules.
- Acceleration:** Focuses on the task, Follows the rules, Follows the rules.
- Peak:** Focuses on the task, Follows the rules, Follows the rules.
- De-escalation:** Focuses on the task, Follows the rules, Follows the rules.
- Recovery:** Focuses on the task, Follows the rules, Follows the rules.

Individual Emotional Regulation plan

This plan is tailored to each student. However, all teachers use the language from Aristotle to assist students in regulating their emotions.

Aristotle's Zones of Regulation

Some feelings in the **BLUE ZONE** (Calm): Tired, Bored, Sick, Fatigued.

Some feelings in the **YELLOW ZONE** (Focused): Focused, Content, Proud.

Some feelings in the **GREEN ZONE** (Sneaky): Sneaky, Silly, Frustrated.

Some feelings in the **RED ZONE** (Overwhelmed): Overwhelmed, Panicked, Terrified, Desperate, Angry.

How I manage big feelings?

When I feel **Happy**, I can: _____

When I feel **Sad**, I can: _____

When I feel **Angry**, I can: _____

Individual Behaviour Response Plan

This plan is tailored to each student. The template is found here.

Behaviour response plan prompt sheet

This plan is for (insert student's name): _____

	Calm	Agitation	Acceleration	Peak	De-escalation	Recovery
When (insert) is the student in this zone?	When (insert) is the student in this zone...	When (insert) is the student in this zone...	When (insert) is the student in this zone...	When (insert) is the student in this zone...	When (insert) is the student in this zone...	When (insert) is the student in this zone...
Describe the observable behaviour that you are looking for...	Describe the observable behaviour that you are looking for...	Describe the observable behaviour that you are looking for...	Describe the observable behaviour that you are looking for...	Describe the observable behaviour that you are looking for...	Describe the observable behaviour that you are looking for...	Describe the observable behaviour that you are looking for...
Describe the observable behaviour that you are looking for...	Describe the observable behaviour that you are looking for...	Describe the observable behaviour that you are looking for...	Describe the observable behaviour that you are looking for...	Describe the observable behaviour that you are looking for...	Describe the observable behaviour that you are looking for...	Describe the observable behaviour that you are looking for...
Describe the observable behaviour that you are looking for...	Describe the observable behaviour that you are looking for...	Describe the observable behaviour that you are looking for...	Describe the observable behaviour that you are looking for...	Describe the observable behaviour that you are looking for...	Describe the observable behaviour that you are looking for...	Describe the observable behaviour that you are looking for...
Describe the observable behaviour that you are looking for...	Describe the observable behaviour that you are looking for...	Describe the observable behaviour that you are looking for...	Describe the observable behaviour that you are looking for...	Describe the observable behaviour that you are looking for...	Describe the observable behaviour that you are looking for...	Describe the observable behaviour that you are looking for...
Describe the observable behaviour that you are looking for...	Describe the observable behaviour that you are looking for...	Describe the observable behaviour that you are looking for...	Describe the observable behaviour that you are looking for...	Describe the observable behaviour that you are looking for...	Describe the observable behaviour that you are looking for...	Describe the observable behaviour that you are looking for...

Bullying Action Plan

This plan is developed as a record of what has happened and to record further actions.

KRPS Bullying Action Plan

Student Name: _____ Class: _____

What description of the incident from the student that was bullied: _____

	Teacher/Classroom Strategies	Parent/Community Strategies
Background		
What did the student make you think?		
What steps do you think need to be taken?		
Follow up		

Completed by: _____

These are located in the Behaviour Support Folder on the KRPS google drive. Other templates are accessed via the DET website.

<https://education.nsw.gov.au/inside-the-department/directory-a-z/behaviour-support>

[de-escalation plan \(DOCX 73KB\)](#) [student voice scaffold \(DOC 405KB\)](#)

[behaviour response plan \(DOCX 184KB\)](#) [behaviour contract \(DOCX 84KB\)](#)

Name: _____ Class: _____ Date: _____

1. Draw a picture or write about what happened. Check the box that explains why this behaviour is not allowed at school.

[Blank space for drawing or writing about the incident]	This behaviour is not okay because:		
	It is not safe		
	Is it unkind		
	It hurt someone		
	It damaged property		
	It disrupted learning		
Which Kent Road rule did I break?	Respect	Responsibility	Engaged Learner

2. How were you feeling when this happened?

Worried 	Sad 	Happy 	Frustrated 	Lonely 	Excited 	Angry 	Envious 	Bored 	SOMETHING ELSE: 
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3. What were you thinking at the time?

Wanted to Be Included or Belong 	Was Full of Energy and Needed to Move 	Thought Something Was Unfair 	Was Stressed About Something 	Wanted to Get Away or Be Left Alone 
Didn't Understand the Lesson 	Wished I Had Something 	Needed Attention and Connection 	Wanted to Have Fun 	SOMETHING ELSE: 

3. How does my class teacher feel when I make these choices? Draw or write

4. What were the consequences of your actions?

Someone's feelings were hurt. 	Someone's body was hurt. OUCH! 	Others couldn't learn as much. 	I lost someone's trust in me. 	I have a problem to solve.
I feel worse. 	I wasn't able to learn as much. 	I lost a privilege. NO RECESS? 	SOMETHING ELSE:	

5. How can you try to make it better?

Apologize 	Do Something Kind 	Complete My Work 	Clean Up 	SOMETHING ELSE:
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6. What can you do next time?

Take Deep Breaths or Count to 20 	Focus On My Work 	Take a Break to Get Calm CALM BOX 	Keep My Hands and Feet to Myself 	Ask to Take a Movement Break
Ask a Grown-Up For Help 	Stop and Think Before I Do Something STOP THINK CHOOSE 	Ask to Use or Share Something 	Use Kind Words 	Listen and Pay Attention
Follow Directions 	Stay Where I'm Supposed To Be 	Use Words to Say How I Feel and What I Want I FEEL... I WANT... 	SOMETHING ELSE:	

Teacher signature: _____

Name: _____ Class: _____ Date: _____

1. Describe the events that led you to make an unexpected behaviour choice.

2. Describe the unexpected behaviour choice.

Which Kent Road rule did I break?	Respect	Responsibility	Engaged Learner
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3. What were you thinking or feeling at the time? Why?

4. How did your choice affect others?

5. What can you do to make amends with the people involved?

6. What can you do next time you feel this way?

Teacher signature: _____

Be Respectful
Be Responsible
Be an Engaged Learner

KRPS Follow up Reflection



Student Name: _____ Class: _____ Date: _____

Yesterday I learnt:

I completed the scenario:

Moving forward I will:

Student Signature: _____

Deputy Principal: _____

Parent Signature: _____

Respectful	Responsible	Engaged Learning
Respect other people's personal space	Be safe	Give your best effort
Cooperate with others	Follow teacher's instructions	Learn and let others learn
Speak and act with kindness	Care for the environment, equipment and belongings	Bounce back from difficulty

Be Respectful
Be Responsible
Be an Engaged Learner

KRPS Bullying Action Plan



Student Name: _____ Class: _____ Date: _____

Brief description of the incident from the student that was bullied:

	Teacher/Deputy Principal Thoughts	Student Contribution
<p>Feelings: How did the incident make you feel? What impact did it have on you?</p>		
<p>Talk Time Who can you talk to for support?</p>		
<p>What steps will you take to seek help?</p>		
<p>Coping: What strategies can you use to cope with your feelings? What activities make you feel better?</p>		
<p>Moving Forward: What actions do you want to take next?</p>		
<p>Follow up When will you check in on your feelings about the situation?</p>		
<p>Are there additional resources you would like to access?</p>		

Completed by: Class Teacher _____ Deputy Principal: _____

Sighted by parent: _____

Upload to Compass when completed

Be Respectful
Be Responsible
Be an Engaged Learner

KRPS Bullying Action Plan



Student Name: _____ Class: _____ Date: _____

Brief description of the incident from the student that made choices of bullying behaviour:

	Student Contribution
<p>Feelings: How did the behaviour impact others? How did other student/s feel about this?</p>	
<p>Goals for change Set clear goals to improve positive interactions.</p>	
<p>Support: Who can you talk to about your behaviour? Are there any programs that need to be implemented?</p>	
<p>Skills Development: What activities/program will be completed to practice appropriate responses to conflict and how to treat others with respect?</p>	
<p>Follow up Select dates and times for regular check-ins over the next 4 weeks.</p>	
<p>Week 1 Date: _____</p>	
<p>Week 2 Date: _____</p>	
<p>Week 3 Date: _____</p>	
<p>Week 4 Date: _____</p>	

Completed by: Class Teacher _____ Deputy Principal: _____

Sighted by parent: _____

Upload to Compass when completed

