Kurri Kurri High School
School Behaviour Support and Management Plan

Overview

Kurri Kurri High School is committed to creating a positive learning environment where students have the opportunity to achieve personal excellence. The school is organised for students to pursue their cultural, sporting and personal interests equipping them with the skills to achieve success as lifelong, creative and curious learners.

Promoting and reinforcing positive student behaviour and school-wide expectations

Kurri Kurri High School has the following school-wide rules and expectations to explicitly teach positive student behaviour. Our Tier system outlines the behavioural expectations and pathways that teachers will follow to ensure they are supporting students to be engaged in their learning and reach their potential both individually and collaboratively. Not only do we promote high expectations of student behaviour within the classroom we also have similar expectations for other areas around the school including our corridors and shared playground areas.

The explicit teaching of whole school expectations forms our whole school preventative strategies.

Kurri Kurri High School uses the following strategies to ensure there is consistency in our systems and expectations for targeted intervention and support. Our immediate interventions and follow up sanctions are communicated to staff and students to promote high expectations in all areas of the school and to provide individual interventions, where required, to ensure all students have the opportunity to reach their potential in a safe and supportive environment.

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Creating Futures

Behaviour Tiers Flowchart
Consistency | Responsibility | Accountability

Intervention Cycle

Behaviour starts	Start Data Record as a diary	Create Data Record and enter behaviour details and supports	Add to initial Data Record	Add to initial Data Record	Contact home at any time in Intervention Cycle

Tier 1

Classroom Teacher

Intervention Cycle 1: Over 3 lessons with 1 Data Entry to show all interventions and sanctions.

Intervention Cycle 2: Continuation of same behaviour as Cycle 1. Over another 3 lessons with 1 Data Entry to show all interventions and sanctions.

Tier 1 Sentral incident written, sanctions applied & contact home.

HT automatically notified of incident and incident defaulted to complete. Consider creating Engagement or Learning & Support referral where appropriate.

Tier 2

Head Teacher

Behaviour continues after Tier 1 Intervention cycles and incident report. Classroom teacher to discuss behaviours and interventions with Head Teacher.

Head Teacher creates Tier 2 Incident and meets with student and parents. Deputy Principal automatically notified of incident.

Head Teacher applies sanctions or interventions and considers entering Engagement or Learning and Support referral in Sentral.

Notes form meeting to be added and incident to be marked as 'complete' by Head Teacher. It will remain as 'Follow Up Action required' until this occurs.

Head Teacher discusses with Deputy Principal Line Manager in fortnightly meeting.

Tier 3

Deputy Principal

If after Tier 2 interventions the behaviour still continues, Head Teacher discusses behaviour and concerns with Deputy Principal.

Submit Engagement or Learning and Support Referral for student, referencing previously recorded incident numbers.

Deputy Principal creates Tier 3 Incident.

Deputy Principal actions sanctions.

Head Teacher notified & Deputy Principal to contact home.

Incident marked as complete.

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Kurri Kurri High School Behaviour Tiers

Consistency | Responsibility | Accountability

Tier 1 – Classroom Teacher

- **Mild level disruption, Dis-engagement, Inappropriate use of mobile phone, Refusal to follow instructions, not ready to learn, no equipment, Full lesson truancy. Occurs after two x 3 lesson intervention cycles are implemented.**
- **Classroom teacher**
  - Behaviour occurs – Range of interventions are applied in the classroom.
  - Data Record written, and interventions recorded as they are applied. Use this as a 'diary' for the behaviour. Use the same Data Record to add the interventions over three lessons.
  - Once two cycles of three interventions or sanctions are implemented, a Tier 1 Sentral record is created with notes and all 6 interventions or sanctions listed.
  - Contact home is made and details of discussion added to Tier 1 Incident. If possible, data record incident number is added to Tier 1 Incident details.
  - Wellbeing, Learning and Support or Engagement referral also created where appropriate.
- **Head Teacher**
  - Head Teacher is automatically notified of Tier 1 incident.
  - Incident automatically listed as 'completed' in Sentral.

Tier 2 – Head Teacher

- **Ongoing Tier 1 behaviours, Unsafe behaviour – poses a risk to health safety, learning and wellbeing of others**
- **Classroom Teacher**
  - 2 x Tier 1 incidents for same behaviour on Sentral have been created and completed.
  - Behaviour is ongoing.
  - Classroom Teacher discusses ongoing behaviour with Head Teacher.
- **Head Teacher**
  - Head Teacher makes Tier 2 Incident and includes 2 x Tier 1 Sentral Record numbers into details of Tier 2 incident.
  - Sentral record is automatically left as 'further action required' and Deputy Principal is automatically notified.
  - Parent meeting conducted to discuss behaviours and interventions.
  - Wellbeing, Learning and Support or Engagement referral also created where appropriate.
  - Meeting notes and interventions or sanctions added to Tier 2 Sentral Record.
  - Head Teacher 'completes' Sentral Record.
  - Head Teacher discusses student with Deputy Principal and fortnightly Line Manager Meeting.

Tier 3 – Deputy Principal

- **Ongoing Tier 2, Causes actual harm to any person, Causes damage to or the loss or destruction of property, Continuing, Consistent, unproductive and disruptive behaviours that results in a detrimental impact on education**
- **Classroom teacher**
  - Behaviour continues. Classroom teacher reports behaviour to Head Teacher.
  - Makes a Data Record and shares with Head Teacher.
- **Head Teacher**
  - Head Teacher reports to Deputy Principal that behaviour is continuing after Tier 2 Sentral Record and parent meeting.
  - Wellbeing, Learning and Support or Engagement referral also created where appropriate.
  - Add discussion notes to data record and shares with Deputy Principal
- **Deputy Principal**
  - Deputy Principal creates a Tier 3 Sentral Record
  - Automatically notified of incident
  - DP contacts home, interventions or sanctions occur and incident is closed.

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Behaviour Code for Students

The Behaviour Code for Students can be found at:

https://education.nsw.gov.au/policy-library/policies/pd-2006-0316/pd-2006-0316-01.

High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

Whole School Approach

The Kurri Kurri High School approach to positive wellbeing is outlined in our strategy to ensure all students are living **Kurri WEL**. Kurri WEL is a whole school approach to positive social and emotional wellbeing. Through a carefully considered approach, students will be encouraged to Live Wel in all aspects of their education.

This supports students in three main areas; **Responding WEL**, **Being WEL**, **Connecting WEL** and within each of these areas there is a tiered approach:

- **Proactive- Whole School:** These are initiatives that entire year groups or stages participate in.
- **Early Intervention and Targeted:** Education and Learning in small groups: These are small, targeted groups aimed for students to deepen their knowledge and understanding.
- **Individual**; Solo, 1 on 1 targeted sessions; These are individual and targeted interventions to support students.

Our Student Support Officer(s) coordinates a range of whole school programs. Along with our Wellbeing and Attendance Team, the SSO coordinate participants for additional and targeted support.

Kurri WEL			
Overview			
Kurri WEL is a whole school approach to positive social and emotional wellbeing. Through a carefully considered approach, students will be encouraged to Live Wel in all aspects of their education.			
	Connecting Well	**Responding Well**	**Being Well**
Targeted Support and Interventions	The Connecting Wel program aims to support students establish positive relationships with their peers both in social, cultural and online environments. The initiatives will enable students to establish, maintain and build upon positive relationships with the aim of creating a positive sense of self and belonging.	The Responding Well initiatives are specially selected programs and initiatives aimed to support students make positive and smart choices. The programs will build upon students' sense of self and support all students to make informed and proactive choices, to enable a positive future.	The Being Well initiatives aim to support students build an emotional resilience toolkit. This aims to enable students to make smart choices, identify strategies and to be resilient, positive and productive individuals.
Whole Year Groups: These are initiatives that entire year groups or stages participate in.	Programs and supports include but are not limited to: • Project Rockit • Safe on Social • Dream Together • S.P.O.R.T • The Gathering • Clontarf • Fun Fridays • Bully No Way • Harmony Day • Wear it Purple • RUOK Day • White Ribbon Day • University of Newcastle Showcase • Speed Careering • CYCOS Youth Week	Programs and supports include but are not limited to: • Rock and Water (year 7) • Sticky Stuff • Love Bites • Black Dog Institute • NSW Police presentations	Programs and supports include but are not limited to: • My Strengths • Tomorrow Man • Tomorrow Woman • Pit Stop • Headspace • Smart Choices • Youth Aware Mental Health • Clontarf • Dream Together
Engagement and Learning: These are small, targeted groups aimed for students to deepen their knowledge and understanding	Programs and supports include but are not limited to: • Rage • Police Liaison Officer • Drumbeat • Rock and Water • SSO Resilience • Ability Options • FSK: Stage 5 • Hands on Learning	Programs and supports include but are not limited to: • Perfect Presence • Yarn Engage Succeed • Career Preparation • Cool Kids • Rainbow Alliance	Programs and supports include but are not limited to: • Top Blokes • Managing the Bull • YOTS Groups • Journey of Hope • Rainbow Alliance • SSO Groups
Solo: These are individual and targeted interventions to support students.	Programs and supports include but are not limited to: • CYCOS • SSO(s) • Year Advisor • TAR 3 Calming Plans • Attendance Improvement Plans	Programs and supports include but are not limited to: • SSO • YA Mediation • TAR 3 Calming Plan	Programs and supports include but are not limited to: • KKCC: Michelle Bailey • Kailyn Gregory • Tracey Chad • KKHS Counsellors • SSO • Year Advisors • Big Picture Advisors • YOTS

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Detention, reflection and restorative practices

The school runs a fully staffed Wellbeing Centre to support students who require redirection and time out from classrooms to re-engage with their learning in a supportive environment –In this space students are provided with strategies and structure to support their social and emotional wellbeing.

Our teachers, year advisors and wellbeing teams are also proactive in supporting students with a tiered and targeted referral system to ensure students are provided with additional support in Engagement and Learning and Support, when required. This team meets regularly to ensure student referrals are actioned within a timely manner.

Partnership with parents/carers

Kurri Kurri High School will partner with parents / carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by communicating clear expectations for students to engage in their learning. We will communicate with parents via email and school social media platforms.

We also support the Department of Education's expectations for parent and community members as outlined in the Community Charter https://education.nsw.gov.au/content/dam/main-education/public-schools/going-to-a-public-school/media/documents/school-community-charter.pdf

School Anti-bullying Plan

Link to the school's anti-bullying plan 2023

Reviewing dates

Last review date: April 2, 2023

Next review date: Day 1, Term 1, 2024