

Lavington East Public School

School Behaviour Support and Management Plan

Overview

Lavington East Public School is committed to explicitly teaching and modelling positive behaviour and supporting all students in engaging with their learning.

We aim to inspire every child to participate positively in the school community and beyond. We promote excellence, opportunity and success for every student every day. We value and strive to develop safe, respectful learners in a caring learning community.

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.

Positive Behaviour for Learning (PBL) framework supports our mission to prioritise social and emotional learning, which supports good mental health, positive relationships and the prevention of bullying and racism.

Lavington East Public School opposes all bullying and racist behaviours, including online (or cyber) bullying and racism, 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.

All school community members actively build a welcoming school culture that values diversity and fosters positive relationships. A vital component of a supportive school culture is building respectful relationships and an ethos that bullying and racism are not accepted online and offline. School staff actively respond to student bullying and racist behaviour.

Partnership with families

Lavington East Public School will partner with families in establishing expectations for engagement in developing and implementing student behaviour management, anti-bullying and anti-racism strategies by:

- Inviting families and students feedback through formal and informal means, such as Tell Them From Me surveys, school surveys, and consulting with the P & C and local AECG.
- Using concerns raised through complaints procedures to review school systems, data and practices.

Lavington East Public School will communicate these expectations to families through the school newsletter and 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.

School-wide expectations and rules

Lavington East Public School has the following school-wide expectations and rules:

To Be Kind, Be Safe and Be Successful.

Be Kind	Be Safe	Be Successful
Use kind words, kind actions.	Be in the right place, at the right time.	Use my 5Ls and follow instructions.
Be honest.	Hands down, feet down.	Be on time by 9am.
Accept of others.	Use legendary lines.	Respond respectfully.
Let others learn.	Be an upstander.	Bounce back to the green zone.
Wait my turn.	Be cool with conflict.	Wear my uniform with pride.
Listen to others.	Hand in my device to the office.	Choose, use and return equipment.
Respect personal space.	Move safely in the classroom.	Be prepared to learn.
Keep toilets tidy.	Ask permission before leaving the classroom.	Follow class rules.
	Sit on a chair safely.	Listen to feedback to improve.

Behaviour Code for Students

NSW public schools are committed to providing everyone safe, supportive and responsive learning environments. 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](#).

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, cyber-bullying and racist 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
Prevention	National Day of Action (NDA)	Our school participates in the annual National Day of Action against Bullying and Violence (NDA) in August each year.	Staff, students 3 - 6
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention	Positive Behaviour for Learning (PBL)	Positive behaviour for learning involves actively engaging in lessons, respectfully collaborating with peers, and embracing challenges with a growth mindset.	All
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	PRISIST (Self-regulation program)	Supports students in improving their self-control and focus in a fun and everyday setting, covering all the key areas for good self-regulation.	Kindergarten students
Early intervention/ Targeted / Individual intervention	Speech and Language program	Support students' communication skills, enhancing their ability to express themselves and understand others, fostering confidence and success in school and daily life.	Kindergarten and targeted Years 1-6 students
Targeted / Individual intervention	Learning and Support	The LaST works with teachers, students and families to support students who require personalised learning and support.	All
Targeted / individual intervention	Attendance support	The LST refer students to the attendance co-ordinator, who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, attendance co-ordinator
Targeted intervention	Rock and Water	Empower students with confidence, self-awareness, and resilience through	Stage 2 & 3 students

Care Continuum	Strategy or Program	Details	Audience
		interactive and engaging activities, fostering personal growth and social skills.	
Targeted intervention	Seasons for Growth	Helping students understand and cope with significant life changes and loss, fostering resilience and emotional growth through shared experiences and support.	K-6 students
Targeted intervention	RAGE	Support students in managing and expressing anger in healthy ways, promoting understanding of emotions, communication skills, and strategies for conflict resolution.	K-6 students
Targeted / Individual intervention	School Counsellor	Provides students with emotional, social, and academic guidance, offering support through personal challenges and fostering a positive school experience.	All
Individual intervention	Individual behaviour support planning	Developing, implementing, monitoring and reviewing behaviour support strategies, behaviour response and risk management plans.	Individual students, parent/carer, LAST, AP
Individual intervention	Attendance Coach Program	Supports students in improving their school attendance, offering strategies and motivation to help them engage consistently with their education and maximise their learning opportunities.	K-6 students
Individual intervention	Chaplain Support	Support provides emotional guidance to individuals, offering a comforting presence and assistance through life's challenges and moments of reflection, regardless of one's faith or beliefs.	K-6 students
Individual intervention	Individualised Behaviour and Mental Health support	Personalised assistance to address specific behavioural and emotional needs, promoting mental wellbeing and supporting individuals in developing coping strategies and positive behaviours.	K-6 students
Individual intervention	Wellbeing Health In-reach Nurse Co-ordinator Program	Collaborates with the school's Learning and Support Teams and coordinates with local health and social services to assist students and their families with various health and wellbeing concerns, such as mental health, social and behavioural support, physical health, and issues related to peer or family relationships.	K-6 students

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

Planned responses to behaviour that does not meet school expectations are either teacher or executive-managed. Staff use their professional judgement to decide whether a behaviour is teacher or executive-managed. They should consider whether the behaviour risks the student's or others' safety or wellbeing.

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** – school executive manages the behaviour of concern.

Corrective responses are recorded on the Sentral - Wellbeing system. These include:

Classroom and Non-Classroom Setting
<ul style="list-style-type: none"> • rule reminder • redirect • offer choice • error correction • prompts • reteach • seat change • stay in at break to discuss/ complete work • conference • reflection space • restorative practices • communication with parent/carer.

The Lavington East Public School staff model explicitly teaches, recognises and reinforces positive student behaviour and behavioural expectations. Positive Behaviour for Learning consists of evidence-based strategies teachers use daily to teach self-regulation, 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. 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 locus of control.

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour	Targeted/Individualised Responses to behaviours of concern
<p>1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide practice opportunities. Students are acknowledged for meeting school-wide expectations.</p>	<p>1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so the student can self-regulate.</p>	<p>1. Contact the office to seek help from the executive immediately if there is an immediate safety risk. Otherwise, notify the 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>2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, and redirect with specific corrective feedback.</p>	<p>2. Executive/CT will 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: Free and frequent (PBL Tokens), nonverbal and whole school events.</p>	<p>3. Use direct responses, e.g. rule reminder, reteach, provide choice, scripted interventions, student conference, reflection room. Students can meet the classroom/playground behaviour expectation before low-level consequence is applied.</p>	<p>3. Executive collects information and reviews the incident from multiple perspectives to determine next steps – executive to record incident on Sentral - Wellbeing system and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.</p>
<p>4. PBL lessons are taught weekly.</p>	<p>4. Teacher records on Sentral Wellbeing 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 executive.</p>	<p>4. Refer to the Wellbeing Executive and/or 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.</p>
<p>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.</p>	<p>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.</p>	<p>School executive makes parent/carer contact to discuss any support and behaviour responses, including referral to the LaST, school counsellor, outside agencies.</p>

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying and racist behaviour, are recorded on the Sentral Wellbeing 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
- 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.

Students or parents can report bullying or racism 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.

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](#).

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.

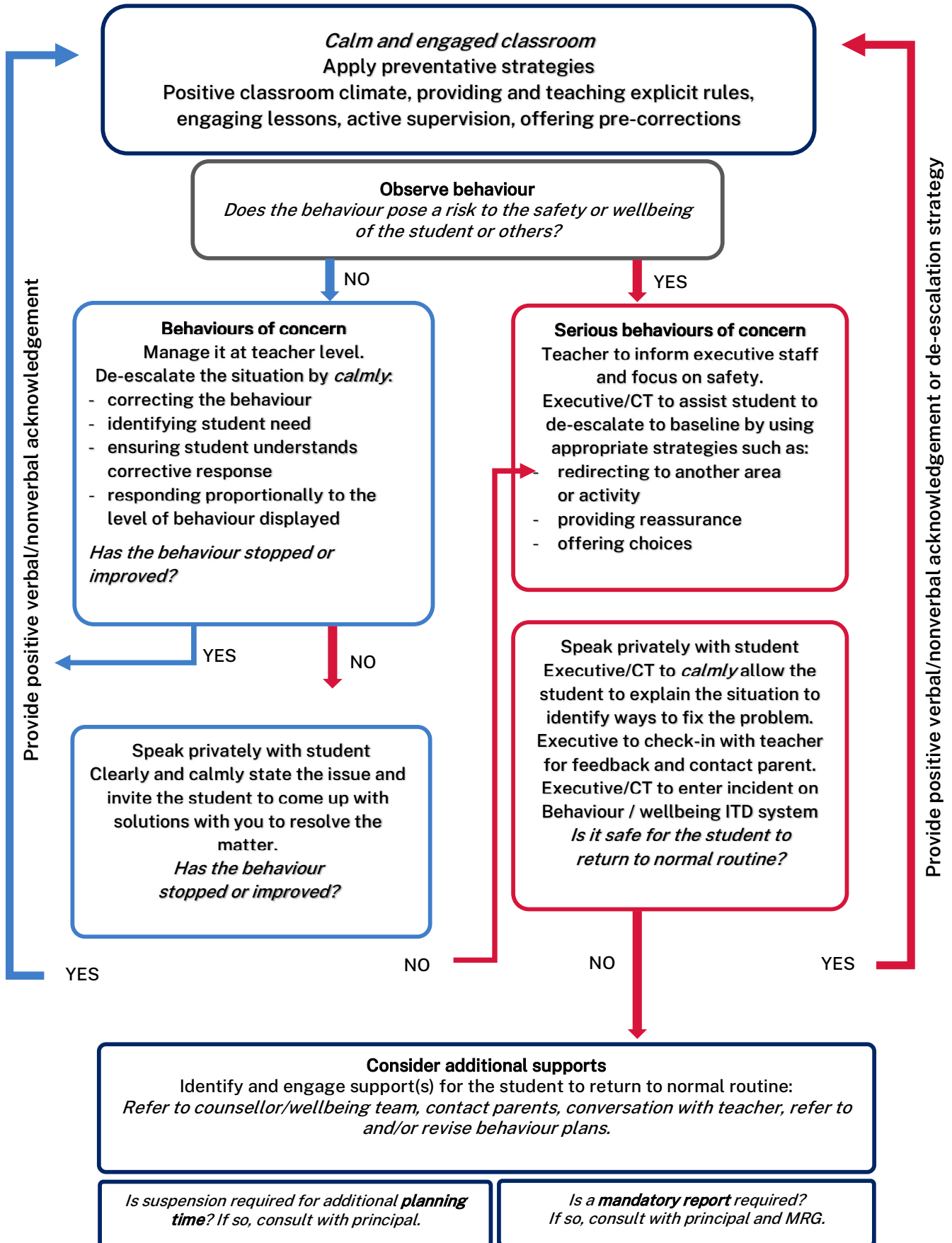
Strategy	When and how long?	Who coordinates?	How are these recorded?
Calming & Recovery Environment (CARE) Room – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection).	As required	PBL Coaches / Executive	Documented in Sentral Wellbeing system
Alternate play plan – withdrawal from free choice play and re-allocation to office or classroom for supervised play following a 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.	As required	Executive	Documented in Sentral Wellbeing system
Restorative practice – peer mediation or circles in groups.	Scheduled for either lunch or recess break	Executive	Documented in Sentral Wellbeing system

Review dates

Last review date: May 2024

Next review date: May 2025

Appendix 1: Behaviour management flowchart (Alternative example)



Appendix 2: Bullying and Racism Response Flowchart

