School Behaviour Support and Management Plan for Lakelands Public School

Overview

At Lakelands Public School we strive to empower all students to embrace learning, achieve their best, and become creative thinkers, fostering resilience and well-being. We are committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

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.

Partnership with parents and carers

Lakelands Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by engaging with our P&C and contact with families as required.
We will communicate via our Sentral Parent Portal, our fortnightly school newsletter for whole school information and phone call or email for individual cases.

School-wide expectations and rules

Expectation – 5 C's	Expectations – in the classroom	Expectation – in the playground
We show Commitment	We are committed to learning	We are committed to all school rules.
We show Courtesy	We are courteous to all staff and students	We are courteous to our school mates, teachers and staff
We are Considerate	We are considerate to all	We are considerate to all
We Cooperate	We all work together to improve our learning.	We all work/play together in the playground
We Care	We look out for each other	We all look out for each other

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.

Whole school approach across the care continuum

Care Continuum	Strategy or Program	Details	Audience
Prevention	Explicit teaching and modelling of specific skills including behaviour expectations and social skills through PAX Good Behaviour Game (PAXGBG)	- Strong teacher/student relationships. - Consistent teacher expectations, routines, modelling and responses to behaviour through PAXGBG. - Whole stage antibullying lessons (PD) - Communication with parents around school expectations through PAXGBG. - High quality differentiated teaching that addresses individual learning needs of all students, where appropriate learning adjustments are documented in an individual student support plan and/or Personal Learning Pathways. - An approach that focuses on building, maintaining, and restoring positive relationships.	All school staff, students, parents and community members.
	Support Systems	- Whole school staff meetings to share student behaviour plans and strategies through PAXGBG. - Stage based SLSO support in classrooms and the playground. - Teacher and SLSO professional learning - Wellbeing programs - Mandatory training - School based Learning Support - School reward system	All staff and students
Early intervention	Classroom Management	- Explicit teaching and modelling of specific skills including behaviour expectations and social skills. - Communication with parents.	All staff, students and parents
	Support Systems	- Curriculum links, particularly in PDHPE - Resilience & mental health programs. - Anti-bullying strategies including cyber-bullying and internet safety. - Stage based SLSOs.	All staff

Care Continuum	Strategy or Program	Details	Audience
		- Referral to school Learning and Support Team. - School Counsellor. - External agencies	
Targeted intervention	Classroom Management	- Communication with parents - Modified individual expectations and goals. - Transition strategies – lesson to lesson, class to playground.	All staff students and parents
	Support Systems	- School based learning support - Team around a school - Early Intervention where transition to school concerns are identified by the preschool or family. - School developed programs to support behaviour & wellbeing. - Allied Health and behaviour support providers.	All staff and outside agencies
Individual intervention	Classroom Management	- Communication with parents. - Programs to explicitly teach social competence and interpersonal skills, and social-emotional skill development. - Negotiated playground programs. - Attendance programs	All staff
	Support Systems	- Engage with the Team around a school - Develop appropriate behaviour expectations and strategies with other staff members. - School developed programs to support behaviour and wellbeing. - Monitor the impact of support for individual students through continuous data collection - Provide consistent strategies and adjustments outlined within an individual student support plan. - Additional support, when required, for students with disabilities and EAL/D students.	All staff, parents and outside agencies

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

Lakelands Public School is committed to a safe, respectful and inclusive environment for all staff and students with equitable and consistent approaches in managing challenging and unsafe behaviour. Staff are invested in providing behaviour management support and planning for success, utilising improved restorative practices, following intensive interventions. Professional learning is provided to staff on identifying the function of a student's behaviour and on responding to behaviour escalation.

Action /Level	When and how long	Responsibility
Classroom strategies Planned individual or whole class strategies including PAXGBG, brain break/ patterned repeated activity and individual support plan	Continuing or escalating behaviours, after class based/individual strategies have been implemented. Time dependent on needs of the student.	Classroom teacher with executive consultation
Buddy Class Student referred to buddy class. Where possible, SLSO to walk student to class. If possible, buddy teacher to conduct a brief student conference. After return class teacher to engage in coaching conversation with student that encourages student self-reflection and focus on relationship building.	Persistent behaviours, after class based/individual strategies have been implemented. Time dependent on needs of the individual student, maximum time one session.	All staff
Executive Support Support, focussed on the student creating a plan to be in more effective control of their behaviour. - Goal setting and monitoring card. - modification to lunch activities. - modified or alternate timetable. - in-school withdrawal	Persistent, escalating or unsafe behaviours. Time dependent on needs of the individual student, maximum time two sessions.	All staff

Parent Intervention and Support - Parent phone calls, meetings, case conferences (including allied health services, support services, etc). - Referral to support services as required. - Individual planning	For persistent, escalating or unsafe behaviours. At all times.	All staff and parents
Formal caution The purpose of the formal caution is for the student and their parents or carers to understand the impact of the student's behaviour or behaviours of concern and to engage them in positive behaviour supports and strategies. (https://education.nsw.gov.au/policy-library/policies/pd-2006-0316-06)	Valid for 50 days	All staff and parents
Suspension The purpose of the suspension is to allow the school to implement appropriate supports during the student's absence to address the student's complex and challenging behaviour or behaviours. This is to ensure a successful return to school, and mitigate any unacceptable risks posed to teaching and learning, and the health, safety and wellbeing of staff and/or students. (https://education.nsw.gov.au/policy-library/policies/pd-2006-0316-06)	The duration of suspensions can be: - up to 5 consecutive school days for students in Kindergarten to Year 2 - up to 10 consecutive school days for students in Year 3 to Year 12. (If the number of consecutive school days are insufficient to implement appropriate supports for the student, the principal can extend the suspension for up to 5 additional school days.)	All staff, parents and DEL
Expulsion There may be some serious circumstances where behaviour interventions, including suspensions and risk management strategies have not been successful in managing significant behaviours of concern.	Finalise the expulsion within 15 school days of the notice of potential expulsion being issued. Formally notify the student and their parent or carer in writing, via email or post, within 24 hours of the decision, and include:	All staff, parents and DEL

In these circumstances a principal can consider expelling a student from the school. In all cases where consideration is being given to expelling a student, the gravity of the circumstances requires that particular emphasis be given to procedural fairness. (https://education.nsw.gov.au/policy-library/policies/pd-2006-0316-06)	- the implications of expulsion - parent or carer information, which includes information concerning appeal rights and processes and an appeal template - record the expulsion in the department's in-house data system or approved third-party system within 24 hours of notifying relevant people - ensure all documentation is retained on file at the school.

Responses to serious behaviours of concern

- 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

Strategy	When and how long?	Who coordinates?	How are these recorded?
2 minutes stay in for a reflective conversation with class teacher about behaviour.	2 minutes	Class teacher	In teacher personal notes / diary entry / Sentral
Teacher-directed in-class time-out	5 minutes	Class teacher	Sentral Parent notified
Buddy class time out	5 to 15 mins depending on situation	Class teacher / Buddy class teacher	Sentral Parents notified
Reflection at recess or lunch break – continued escalation of behaviour after verbal warnings along with strategies to regulate. AP discuss the behaviours with the student and provide strategies to support them.	Students eat prior to arriving at reflection. 5 minutes left in break time to go to the toilet and get a drink.	Class teacher and executive.	Sentral Parents notified

Review dates

Developed: Week 10 Term 4 2024

Next review date: Week 10 Term 4 2025

Appendix 1: Behaviour management flowchart

Classroom Management Flow Chart

It is expected that all students will comply with the school values and classroom expectations to contribute to a positive learning environment.

Minor Behaviour Teacher Managed

1. Unacceptable Behaviour Occurs

Warning/Conference
Remind student of behaviour expectations

2. Unacceptable Behaviour Continues

Remind student of behaviour expectations
3 x visual warnings
Redirect
Class Timeout

3.Continued Unacceptable Behaviour

Sent to buddy class
Incident recorded on SENTRAL (notification to supervisor)

4. Ongoing Unacceptable Behaviour

Discuss with stage supervisor
Phone message through SENTRAL/call/note to parent/carer by teacher (record on SENTRAL)
Teacher managed time-out during break time

5. Persistent Re-offending

Major Behaviour – Referred to supervisor

Major Behaviour Teacher Managed

Consequences for major unacceptable behaviours will be at the discretion of Executive Staff.

Follow Up Action for Supervisors

Conference with student
Place on Detention
Letter to parent/career – Sent home via student/SENTRAL Portal
Phone call at discretion of supervisor Refer to LST at discretion of supervisor

Persistent Major Classroom/Playground Incident

Refer straight Principal

Principal determines course of action
Adjustments to learning environment made
Parents will be contacted
Suspension where necessary

Appendix 2: Bullying Response Flowchart

First hour: Listen

- Identify bullying behaviour, including cyber-bullying
- Provide a safe, quiet space to talk and reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- As a mandatory reporter, if you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours.

Day 1: Document

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student and check with the student to ensure you have the facts correct
- Enter the record in Sentral
- Notify school executive of incident
- Notify parent/s that the issue of concern is being investigated

Day 2: Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day 3: Discuss

- Evaluate the information to determine if it meets the definition of bullying (see above)
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day 4: Implement

- Document the plan of action in Sentral.
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day 5: Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in Sentral

Ongoing follow-up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in Sentral
- Refer matter to the Learning and Support Team within 48 hours if the situation is not resolved
- Look for opportunities to improve school wellbeing for all students