Lavington Public School Behaviour Support and Management Plan

Overview

Lavington Public School is committed to explicitly teaching and modelling positive behaviour and supporting all students in engaging with their learning. We aim to inspire and provide a safe, supportive, and inclusive learning environment that offers our students outstanding academic, extra-curricular and social/emotional opportunities for growth so that every student can participate positively in the school community and beyond.

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.

The aim of PBL at Lavington Public School is to:

- Support the maintenance of a positive attitude and culture within our school.
- Assist in the development of self-discipline, resilience, and emotional intelligence in our school community.
- Explicitly teach the social and interpersonal skills which empower individuals and groups.
- Provide a framework for all Students Welfare policies and practices.

Partnership with parents and carers

Lavington Public School is committed to working with students and their families to support positive behaviour and social/emotional development. Building strong partnerships with parents and carers is essential for effective behaviour support and the success of the Positive Behaviour for Learning (PBL) framework. We will partner with parents/carers when developing and implementing student behaviour management strategies by:

- Engaging parents through workshops, information sessions about PBL and policy development helps to create a unified approach to student behaviour expectations both at school and home.

- Providing consistent messaging and collaborative goal setting between educators and families of students demonstrating additional behavioural needs, to determine effective Behaviour Support and Management Plans and Risk Assessments where appropriate. This reinforces positive behaviours and provides tailored support for students.

- Celebrating successes and sharing feedback from parents and carers through our newsletter and assemblies to further strengthen these partnerships, fostering a positive and supportive learning environment.

- Providing clear expectations of student behaviour upon enrolment and at regular intervals throughout the year.

- Inviting parents/carer feedback through formal and informal means, such as Tell Them from Me surveys, specific schools surveys, P&C consultation and the AECG.

Lavington Public School will communicate these expectations to parents/carers upon enrolment and through the school newsletter. By prioritising these collaborative efforts, we will enhance students' social and emotional development and overall academic success.

School-wide expectations and rules

Positive Behaviour for Learning at Lavington Public School is based on the values of:

SAFETY, RESPECT and RESPONSIBILITY

Be Safe	Be Respectful	Be Responsible
Right place, right time	Listen to and follow staff directions	Be on time
Play and use equipment safely	Wear school uniform	Put rubbish in the bin
Hands and feet to yourself	Use manners and be kind	Report unsafe behaviours
Walk on paths	Respect personal space	Do your personal best
Hand in my device to the office	Enter classrooms quietly "knock, enter, wait".	Care for equipment

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

Lavington Public 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:

- Explicitly teaching classroom expectations.
- Establishing routines and procedures that are clearly communicated and followed.
- Active supervision of all students.
- Encouraging expected behaviour with positive feedback and reinforcement.
- Ongoing opportunities for active learning and engagement.
- Differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Behaviour for Learning (PBL)	Explicit teaching and modelling of behaviour expectations, school procedures and social skills. School wide rewards and consistent expectations/consequences (See Appendix 4).	K-6 students
	General Check Ins	Informal daily checks in.	K-6 students
	Classroom Rules and Positive Reinforcement	Class based reward systems and positive reinforcement of expectations through PBL rewards (See Appendix 3).	K-6 students
	Peer Support	Peer support program develops peer leaders and develops positive connections and role models.	K-6 students
	National Day of Action (NDA)	Participation in the annual National Day of Action against Bullying and Violence (NDA) in August each year.	K-6 students and staff and community
	Child Protection	Teaching child protection education is a mandatory part of the syllabus.	K-6 students and staff
	Australian e-Safety Commissioner Toolkit for Schools to prevent and respond to Cyber-Bullying	Engagement 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.	K-6 students, staff, and community
Early 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.	3-6 students
	Rage and Drumbeat Programs	Support students in managing and expressing anger in healthy ways, promoting understanding of commotions, communication skills and strategies for conflict resolution.	3-6 students
	Communication with Parents	Communication established through our Parent Portal on Sentral.	Staff, parent/carers
	Individual Behaviour Support Planning	Individual education plans and behaviour management plans for targeted support and management are developed in consultation with classroom teachers' parents and LST.	Staff, K-6 students, parent/carers

Care Continuum	Strategy or Program	Details	Audience
	School Wellbeing Support Officer	The school engages the School Wellbeing Support Officer to take small group interventions to increase the coping strategies and social skills of identified students.	K-6 students
	Zones of Regulation	Led by classroom teachers in PDHPE lessons and supported by LST team, used in the wellbeing space for check ins and emotional regulation and strategies.	K-6 students, staff
Targeted intervention	School Counsellor	Identification of additional learning and/or social/emotional requirements to provide students with emotional, social, and academic guidance by offering support through personal challenges and fostering a positive school experience.	K-6 students, staff, parent/carers
	Learning and Support Team (LST)	The LST collaborates with teachers, students, and families to support students who require additional personalised learning and support.	K-6 students, staff, parent/carers
	Attendance Support	The LST refer students to the attendance co-ordinator, who will convene a planning meeting with students to address the barries to improved attendance and set growth goals with the student and their families.	K-6 students, staff, parent/carers
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, LST, Executive
	Check in with teacher before and after playground breaks	Executive will establish a check in person who will remind students of expected behaviours with students before they enter the playground and classroom.	K-6 students, Executive
	Playground Behaviour Contracts	Short term positive reinforcement plans to remind students play areas and manage conflict resolution.	K-6 students, Executive

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. Staff consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

Lavington Public School has implemented a PBL consistency guide (See Appendix 5) to assist all staff in maintaining a consistent expectation, as well as ensuring an appropriately levelled response/consequence. All responses are recorded on Sentral in the Wellbeing section.

- **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.

Prevention	Early Intervention	Targeted/Individualised
Responses to recognise and reinforce positive, inclusive, and safe behaviour	Responses to minor inappropriate behaviour	Responses to behaviours of concern
1. Behaviour expectations are taught and referred to regularly through PBL. Teachers model behaviours and provide opportunities for practise. Students are acknowledged for meeting school-wide expectations and rules through PBL charts and star cards.	1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports to enable students to self-regulate.	1. Contact office to seek help from executive straight away if there is an immediate safety 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. Whole school star card collection at assembly is collected weekly.	2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise and redirect with specific corrective feedback.	2. Executive and classroom teachers 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 and 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 (PBL star cards), moderate and intermittent (PBL class charts and Lavi Leopard) and significant and infrequent (assembly awards, gold awards).	3. Use direct responses e.g. rule reminder, reteach, provide choice, scripted, interventions, student conference and reflection room. Students can meet the classroom/playground behaviour expectation before low-level consequences is applied.	3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incidents on Sentral-Wellbeing system and contact parent/carer by parent portal or phone. Executive/Principal may consider further action e.g. formal caution or suspension.
4. PBL lessons are taught weekly.	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.	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 collaborating developing a behaviour support/response plan.

5. Teacher contact through the Sentral parent portal or phone calls home is used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at school assemblies.	5. 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.	5. School executive makes parent/carer contact to discuss any behaviour responses, including referral to the LaST, school counsellor or outside agencies.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying and racist behaviour, are recorded on Sentral-Wellbeing system. These may include:

- Review and document incident.
- Determine appropriate response, including supports for staff or other students impacted.
- Refer/monitor the student through the school learning 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.
- Proceed with 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 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.
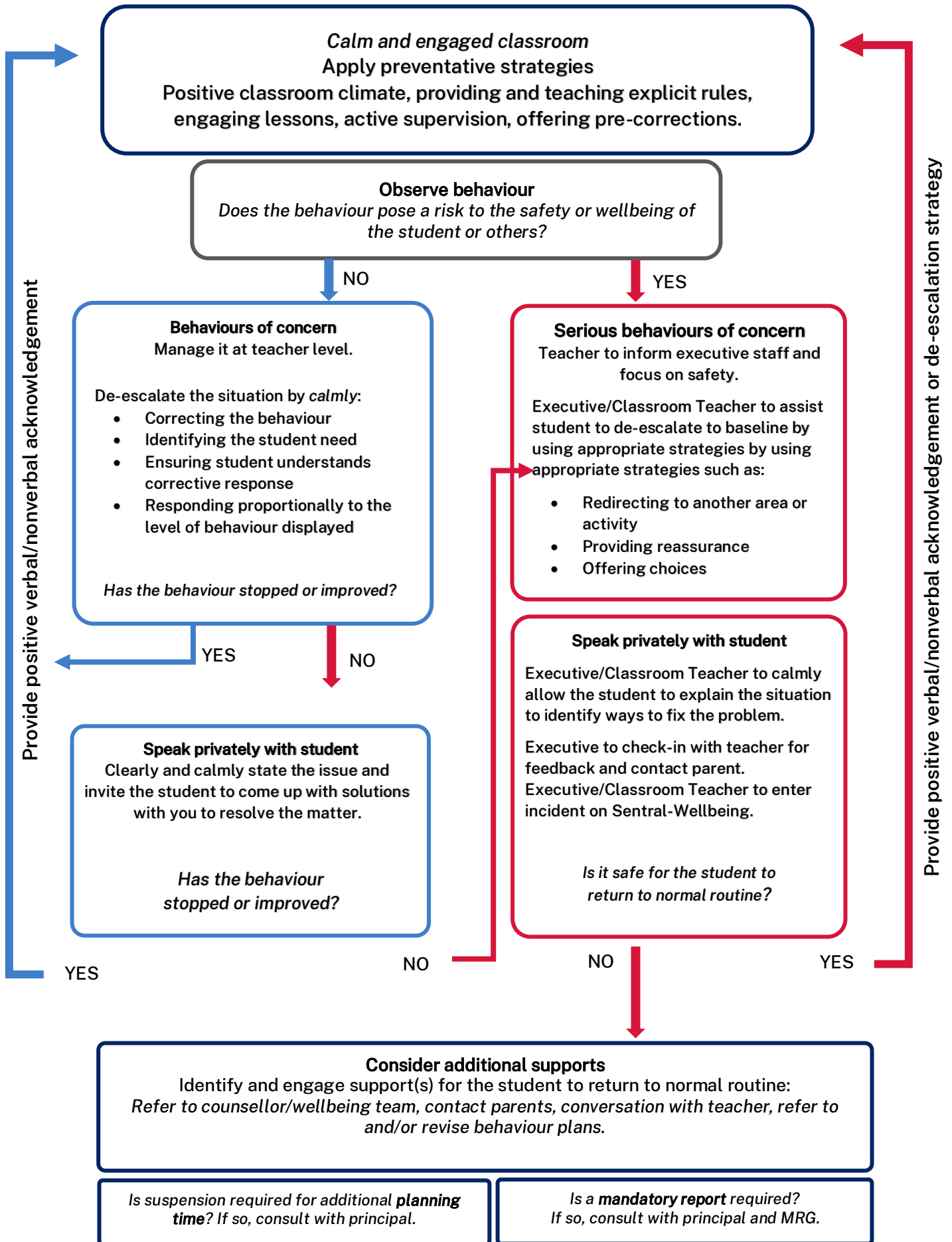
Strategy	When and how long?	Who coordinates?	How are these recorded?
General/standard classroom and playground management - verbal support/student conference.	On-the-spot, opportunistic discussions at the time of or as soon as possible after a minor incident as a teaching opportunity.	Supervising Teacher	Generally minor incidents that are minor and one-off, and are not recorded.
Reflection Room - a structured debriefing and planning session after a crisis event or behaviour of concern with an individual student (reflection).	As required.	Executive	Documented in Sentral-Wellbeing System.
Alternative Play Plan - withdrawal from free choice play and re-allocation to office or classroom for supervised play following a violation 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 in groups.	Scheduled for either lunch or recess break.	Executive	Documented in Sentral-Wellbeing system.

Review dates

Last review date: 12 December 2024

Next review date: 12 December 2025

Appendix 1: Behaviour management flowchart

Calm and engaged classroom
Apply preventative strategies
Positive classroom climate, providing and teaching explicit rules, engaging lessons, active supervision, offering pre-corrections.

Observe behaviour
Does the behaviour pose a risk to the safety or wellbeing of the student or others?

NO → **Behaviours of concern**
Manage it at teacher level.

De-escalate the situation by *calmly*:
- Correcting the behaviour
- Identifying the student need
- Ensuring student understands corrective response
- Responding proportionally to the level of behaviour displayed

Has the behaviour stopped or improved?

YES

NO → **Speak privately with student**
Clearly and calmly state the issue and invite the student to come up with solutions with you to resolve the matter.

Has the behaviour stopped or improved?

YES

YES → **Serious behaviours of concern**
Teacher to inform executive staff and focus on safety.

Executive/Classroom Teacher to assist student to de-escalate to baseline by using appropriate strategies by using appropriate strategies such as:

- Redirecting to another area or activity
- Providing reassurance
- Offering choices

Speak privately with student

Executive/Classroom Teacher to calmly allow the student to explain the situation to identify ways to fix the problem.

Executive to check-in with teacher for feedback and contact parent. Executive/Classroom Teacher to enter incident on Sentral-Wellbeing.

Is it safe for the student to return to normal routine?

NO   NO   YES

Provide positive verbal/nonverbal acknowledgement

Provide positive verbal/nonverbal acknowledgement or de-escalation strategy

Consider additional supports
Identify and engage support(s) for the student to return to normal routine:
Refer to counsellor/wellbeing team, contact parents, conversation with teacher, refer to and/or revise behaviour plans.

*Is suspension required for additional **planning time**? If so, consult with principal.*

*Is a **mandatory report** required? If so, consult with principal and MRG.*

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-Wellbeing System
- Notify school executive of incident if required in line with behaviour management flowchart
- 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-Wellbeing System
- 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-Wellbeing System

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-Wellbeing System
- 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

Appendix 3: Lavington Public School Reward System

LAVINGTON PUBLIC SCHOOL AWARDS

PBL CLASS CHARTS
- All students begin the year with a red PBL class chart.
- Students who are demonstrating SAFETY, RESPECT and/or RESPONSIBILITY are rewarded by initialling, ticking, stamping or star on their placing a sticker on the next dot or star on their card.
- Students have as long as is needed to complete their PBL chart
- Once a student has completed their red PBL class chart, the teacher signs, and dates it. The student is congratulated on their achievement and takes their chart home.
- The student is then given a green chart, and the process begins again
- Once a student has completed their green chart, they get a blue chart.
- On completion of the blue chart, the student is given a red chart and the cycle begins again.
- These awards contribute towards the ten awards required for a Gold Award.
- Students will complete as many charts as they can in a year.
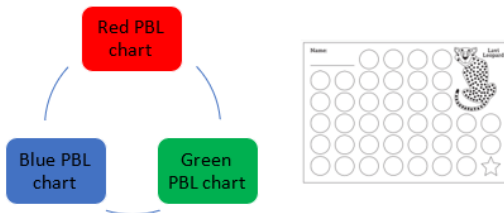
CLASS AWARDS
- There are two types of Class Awards. Lavington green for academic achievement and red, green and blue for PBL (acknowledging safety, respect and/or responsibility in the classroom).
- These awards will be handed out at K-2 and 3-6 assemblies.
  - K-2: a maximum of two Merit and two PBL Awards each fortnight per class.
  - 3-6: six awards each fortnight per class, at least two of which must be PBL Awards.
- Class Awards contribute towards the ten awards required for a Gold Award.

CITIZENSHIP AWARDS
- Students receive this award for displaying good citizenship whilst representing the school—e.g. marching with the school on ANZAC Day, public choir performance, etc.
- This award will be given out at an assembly.
- Citizenship Awards contribute towards the ten awards required for a Gold Award.

GOLD AWARD
- Students require a combination of 10 of any of the following awards to receive a Gold Award:
  - Academic Merit Card
  - PBL Merit Card
  - PBL Class Chart
  - Citizenship Award
- Students hand their 10 awards to the principal.
- Students receiving a Gold Award will be acknowledged in the newsletter and at an assembly.
- At the end of Terms 2 and 4 those students who have received their Gold Award will be invited with their parents to share morning tea with the staff and principal to celebrate their success

STAR CARDS–PLAYGROUND REWARD SYSTEM
- Students receive these for safe, respectful and responsible behaviour in the playground.
- Teachers should give out a minimum of 3 cards per duty and let the students know exactly what they have done to deserve the card.
- Students put their Star Card in the Star Card box near the hall.
- Students work collaboratively to fill up the Star Card Tower. The school is rewarded with a chosen reward when the tower is half full and full to the top.

LAVI LEOPARD CLASS CHART
- Each class selects a goal based on their point of need at the time.
- The class selects a suitable celebration for their class.
- Students place dots (counters) on the Lavi Leopards, as directed by staff, to acknowledge correct behaviour choices related to their class goal.
- Once all the dots have been covered, the class celebration can occur.
- All dots are removed from the Lavi Leopard.
- A new class goal and celebration are chosen and the process begins again.
- Classes should complete their chart at least 2 times each term.

Appendix 4: Lavington Public School PBL Matrix

PBL MATRIX–EXPECTED BEHAVIOURS

EXPECTATION	SAFETY	RESPECT	RESPONSIBILITY
ALL SETTINGS	• Walk on paths • Right place, right time • Play safely	• Listen and follow staff directions • Use good manners • Wear school uniform • Care for others	• Do your personal best • Report unsafe behaviours • Care for equipment • Put rubbish in the bins
CLASSROOM	• Walking inside • Using equipment appropriately • Keeping our hands and feet to ourselves	• Listening to and following staff directions • Saying please and thank you • Waiting your turn	• Looking after our belongings • Asking for help when needed • Always trying our best
TOILETS	• Wash your hands • Leave food outside • Walk	• Allow privacy • Keep area clean	• Report problems • Turn taps off • Leave when finished
CANTEEN	• Leave area when served	• Wait your turn • Stand in line • Say 'Please' and 'Thank you'	• Make healthy choices • Only buy for yourself
BREAKFAST CLUB	• Wait your turn • Sit to eat • Walk	• Listen to and follow staff directions • Use positive talk • Use manners	• Talk to others • Leave area clean and tidy
PLAYGROUND	• Hands off, feet off • Wear school hat • Be seen by teacher	• Play fairly	• Play approved games • Move on the bell • Care for equipment
HALL	• Walk	• Move quietly • Applaud respectfully	• Use active listening skills • Use equipment appropriately
PLAYGROUND EQUIPMENT	• Hands and feet to self	• Wait your turn	• Use equipment
COMPUTER LAB	• Sit on chair safely • Use equipment appropriately	• Use inside voices • Listen to and follow instructions	• Use internet appropriately • Stay on task • Use equipment appropriately
BUS	• Wait in correct area • Hands and feet to self	• Listen to and follow staff directions	• Go straight to bus lines • Wait patiently
FRONT OFFICE	• Keep corridors and doors clear	• Be polite, be patient	• Hand notes in on time and in the correct place • Stay up to date–read the newsletter
LIBRARY	• Walk	• Follow teacher directions • Use inside voices • Move quietly	• Return books on time • Care for books
STAFF ROOM	• Keep kitchen and other areas hygienic	• Use inside voices • Use manners • Respect confidentiality	• Put rubbish in bins • Regularly empty pigeon holes

School-wide Behaviours and Expectations for Classroom Routines

	SAFETY	RESPECT	RESPONSIBILITY
ALL SETTINGS	• Walk on paths • Right place, right time • Play safely	• Listen to and follow staff directions • Wear school uniform • Care for others • Use manners	• Do your personal best • Report unsafe behaviours • Care for equipment • Put rubbish in the bin
LINING UP	• Wait in correct area • Sit/stand in lines • Respect personal space • Hands and feet to yourself	• Wait quietly • Respect personal space • Check in	• Be on time • Respect personal space • Have all equipment needed
ENTERING/ EXITING THE CLASSROOM	• Walk • Respect personal space • Hands and feet to yourself	• Enter the room quietly 'inside voices' • Listen to and follow instructions • Use manners • Knock, Enter, Wait	• Listen to and follow instructions • Have all equipment needed

Appendix 5: Lavington Public School Major and Minor Behaviours