

Lugarno Public School Behaviour Support and Management Plan

Overview

Lugarno Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

Our goal is to inspire every child to participate positively in the school community and beyond. We focus on promoting 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.

To achieve our mission, key programs prioritised and valued by the school community are:

- Positive Behaviour for Learning (PBL)
- Bounce Back

These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying.

Lugarno Public School rejects all forms of bullying behaviours, including online (or cyber) bullying 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 members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff actively respond to student bullying behaviour.

Partnership with parents and carers

All members of our school community are responsible for ensuring that high standards of behaviour and respectful relationships are maintained for all to have a good learning experience, and to stay safe and healthy.

Lugarno Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, by:

- inviting parent/carer and student feedback through formal and informal means, such as ‘Tell Them From Me’ surveys, school surveys, student focus groups, consulting with the P & C and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Lugarno Public School will communicate these expectations to parents/carers through the school newsletter and school 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

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

To Learn Always, Participate Safely and Show Respect.

Expectation – Learn Always	Expectations – Participate Safely	Expectation – Show Respect
Be on time	Be in the right place	Be kind and value others
Be ready to learn	Report any problems	Use appropriate language
Always do your best	Ask for help	Work cooperatively
	Keep your hands and feet to yourself	Play fairly
		Listen to and follow instructions

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

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. 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	<u>Positive Behaviour for Learning</u> PBL Leaders	Positive Behaviour for Learning (PBL) is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. PBL Leaders are nominated stage 3 students who visit each classroom once a week to lead a short explicit lesson on the PBL Focus of the Week.	All Stage 3 students
Prevention	Bounce Back	Bounce Back is an evidence-informed positive education program built on positive psychology, Cognitive Behaviour Theory and social-emotional learning.	All
Prevention	Extracurricular/ interest groups	Provides students with opportunities to further engage in self-selected interest groups e.g., dance, choir, debating, Lego Club, Gardening Club, Yoga Club, PSSA, Tech Club, Chess Club	All

Care Continuum	Strategy or Program	Details	Audience
Prevention	Cultural calendar days	NAIDOC, Harmony Day, Reconciliation Week.	All
Prevention	National Week of Action (NWA)	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year.	Staff, students Years 3 - 6
Prevention	Student Representative Council	Students are elected to be the student voice for their peers.	Students Years 2-6
Prevention	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	Social skills groups e.g. SPARC Program	SPARC is an eight-week social and emotional student small group program.	Students 3-6
Early Intervention	Student Wellbeing Support Officer (SWSO)	Enhances the wellbeing and learning outcomes of students by helping students develop social and emotional skills through targeted strengths-based programs and check in sessions. Support is provided in consultation with the Learning Support Team and parents/carers.	Students K-6
Early Intervention	School Counsellor	The School Counsellor, in consultation with the Learning Support Team, provides consultation and psychological support to students, staff and families to	Students K-6

Care Continuum	Strategy or Program	Details	Audience
		promote student learning and engagement.	
Early Intervention	<u>Peaceful kids</u>	Small group intervention to support and increase the coping strategies of students who are feeling anxious, stressed or who have poor resilience in a small group environment at school.	Individual students K - 6
Targeted / Individual Intervention	<u>Learning and Support</u>	The LST works with teachers, students and families to support students who require personalised learning and support.	All
Targeted / individual Intervention	<u>Attendance support</u>	The LST refer students to the school executive who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, school executive
Targeted Intervention	Classroom and Playground Management	Modified individual expectations and goals, continued and ongoing communication with parents/carers, transition strategies between areas and lessons, designated play areas and structured activities.	Individual students, families, staff. and possibly Departmental specialist staff
Targeted Intervention	Delivery Support <i>Team Around a School</i>	Targeted support from the Department of Education - Assistant Principal Learning and Support, Aboriginal Community Liaison Officer, Home School Liaison Officer.	Individual students, families, staff. and possibly Departmental specialist staff
Targeted Intervention	Police Youth Liaison Officer	Specially trained NSW Police officers to effectively interact with young people.	Individual students, families, staff. and possibly Departmental specialist staff

Care Continuum	Strategy or Program	Details	Audience
Individual Intervention	<u>Individual behaviour support planning</u>	This may include developing, implementing, monitoring and reviewing behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, LST, Stage AP
Individual Intervention	Attendance Plan in collaboration with the Home School Liaison Officer (HSLO)	Additional support is provided to re-engage individual students with significant barriers or complex needs impacting on their attendance.	Individual students, parent/carer, LST, Stage AP, HSLO
Individual Intervention	Professional Learning	Positive Behaviour for Learning Tier 3 - individual systems of support. Allows educators to develop, implement and evaluate interventions that better meet the needs of the student.	Individual students, staff and families/carers, and possibly external agencies
Individual Intervention	Application for integration funding support through Access Request or Emergency Funding	Additional learning and support provisions for a student, above what is available within school resources.	Individual students, staff and families/carers, and possibly external agencies
Individual Intervention	Work in partnership with external specialist or health services	Schools may work with other stakeholders to ensure appropriate and effective learning adjustments, and foster continuous improvement in health, safety and wellbeing.	Individual students, staff and families/carers, and possibly external agencies

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

Identifying behaviour of concern, including bullying and cyberbullying

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. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm. See Appendix 1.

Lugarno Public School will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- directly observing a student's behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
- a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
- concerns raised by a parent, community member or agency.

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.

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.

Preventing and responding to behaviours of concern

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

Teacher managed – low level inappropriate behaviour is managed by teachers in the classroom and the playground.

Executive managed – behaviour of concern is managed by school executive.

Strategies for managing behaviour in either the classroom or non-classroom settings include:

Classroom	Non-classroom setting
<ul style="list-style-type: none"> • behaviour reminder • redirect • offer choice • prompts • reteach • seat change • reflection, restorative practices including Circle Time • communication with parent/carer 	<ul style="list-style-type: none"> • behaviour reminder • redirect • offer choice • prompts • reteach • play or playground redirection • walk with teacher ('Time to Think') • reflection, restorative practices including Circle Time • communication with parent/carer.

Lugarno Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Positive Behaviour for Learning and Bounce Back consists of evidence-based strategies used daily by teachers 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. Younger students may be more motivated by adult attention while older students are typically more motivated by peer attention, activities, privileges, or freedom. 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 focus of control.

Preventing and responding to behaviours of concern

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour are teacher managed.	Targeted/Individualised Responses to behaviours of concern are executive managed
<p>1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.</p>	<p>1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.</p>	<p>1. Contact office to seek help from executive straight away if there is a risk. Otherwise notify 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. E.g. Garnos/Playground Garnos.</p>	<p>2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p>	<p>2. Executive/Class teacher 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, 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: delivered frequently (Garnos) moderate and intermittent (Principal's Awards) significant and infrequent (Values Medallions) Intermittent and infrequent (Excellence Plaque) reinforcers are recorded on Sentral.</p>	<p>3. Use direct responses e.g. rule reminder, re-teach, provide choice, student conference. Students have an opportunity to 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 and contact parent/carer by email or phone. Executive/principal may consider further action e.g. formal caution or suspension.</p>
<p>4. Social emotional learning lessons are taught (PBL and Bounce Back) weekly.</p>	<p>4. Teacher records on Sentral. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.</p>	<p>4. Refer to the school's 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/parent contact</p>	<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>
<p>Teacher contact through the parent portal or phone calls home are used to</p>	<p>Teacher contacts parents by phone or email when a range</p>	<p>Parent/carer contact is made by school executive to discuss any support and</p>

communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given via class awards and at school assemblies.	of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.	behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School.
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Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Sentral. 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 (excursions, PSSA, camp)
- outside school hours and off school premises where there is a clear and close connection between the school and students' conduct (e.g. negative behaviour while wearing school uniform).
- 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.

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 and will not exceed 25 minutes.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection Room (Library) – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	1st Lunch on day of incident or following day	Assistant Principal	Documented in Sentral
Alternate play plan – withdrawal from free choice play at recess or lunch and re-allocation to Library or office 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.	Next break	Assistant Principal	Documented in Sentral
Restorative practice – circles (Circle Time) in groups	Scheduled for either lunch or recess break	Assistant Principal	Documented in Sentral

Restorative practice

Restorative Practice	When challenging behaviour occurs ask: What happened? What were you thinking of at the time? What have you thought about since? Who has been affected by what you have done? In what way have they been affected? What do you think you need to do to make things right?	Supervising Teacher	Sentral (if required)
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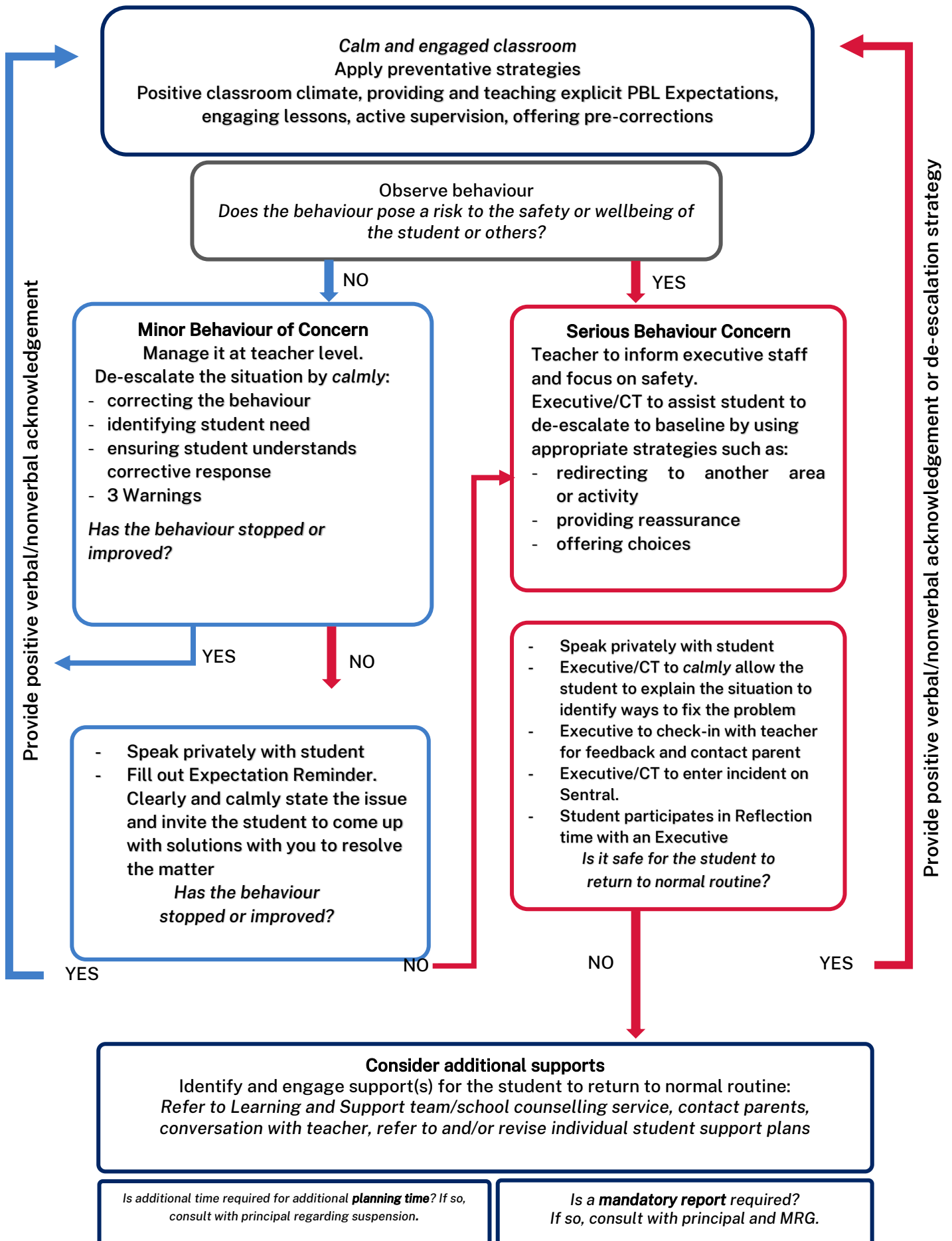
	<p>To help those affected: What did you think when you realised what had happened? What impact has this incident had on you and others? What has been the hardest thing for you? What do you think needs to happen to make things right? https://www.iirp.edu/</p>		
'Time to Think' – on playground	Student has 5 minutes walking with teacher to reflect and complete restorative practice verbally.	Playground Teacher	
Self-directed break	<p>This is a pre-arranged strategy, in consultation with parents and students. The student is supervised and can move freely and between spaces.</p> <p>*This is a supervised pre-arranged area used by the student to self-regulate. *The use of this space is a planned strategy identified in the student's individual planning.</p>	In consultation with class teacher, stage AP, Learning and Support Team, Parents	Individual Plan
Reflection Room - a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	For any major behaviour incident student attends the reflection room 1st half lunch, following parent notification.	Executive Staff	Sentral

Review dates

Last review date: 18th December 2024

Next review date: 18th December 2025




Appendix 1: Behaviour management flowchart



Appendix 2: Bullying Response Flowchart



Appendix 3: Positive Behaviour for Learning Matrix

Lugarno Public School: Student Expectations										
We demonstrate:	All Settings	Assembly	Transitions	Classrooms, Library, Computer Lab and Hall	Staffroom/ Office	Toilets	COLA	Basketball Court/Oval	Canteen	Quad
Learn 	Line up quietly Listen to and follow teacher instructions Be prepared	Line up outside the hall in 2 lines. Walk in & sit quietly Listen & follow teacher instructions	Line up quietly Walk in 2 lines Respect others' learning	Be on time Be prepared Bring all required personal equipment to school each day Do your best Take pride in your work Listen to and follow teacher instructions	Knock and wait	Go to the toilet, wash your hands and leave.	Listen to and follow teacher instructions Line up quietly	Listen to and follow teacher instructions Play fairly Look after each other	Be prepared. Only go to the canteen if purchasing for yourself	Listen to and follow teacher instructions
Participate Safely 	Walk on hard surfaces Keep your hands and feet to yourself Stay in bounds Be in the right place at the right time Report any Problems Wear your hat when outside	Keep your hands and feet to yourself Sit in class lines and leave an aisle Walk at all times	Walk up and down stairs Hands and feet to yourself	Keep your hands and feet to yourself Speak quietly Use equipment properly and safely Move around the room in a safe and sensible manner Report any problems	Walk quietly	Use toilets, taps and bubblers appropriately	Walk on hard surfaces Handball games only Stay seated while eating Wear your hat	Stay in bounds Wear your hat Report any problems	Walk on hard surfaces. Wear your hat Buy and leave. Line up Return to playground after being served	Stay in bounds Walk on hard surfaces Handball games only Wear your hat Report any problems
Show Respect 	Move quietly around the school Wait your turn Wear the correct school uniform Be on time Listen to and follow teacher instructions Cooperate Respect school and others' property Look after the surroundings	Listen to speakers Enter & exit quietly Congratulate achievements & acknowledgements appropriately	Hands and feet to yourself Line up quietly Move quietly around the school	Use acceptable voice level and tone Follow teacher's instructions Accept differences Be kind and consider others Enter and exit quietly Give your attention to the person speaking Respect school and others' property	Use good manners	Respect others' privacy Put toilet paper down the toilet	Listen to and follow teacher instructions Be on time Put rubbish in the bin Line up quietly	Put all rubbish in bins Cooperate with everyone	Listen to and follow instructions. Use good manners. Wait your turn Put rubbish in the bin	Cooperate with everyone Play fairly Look after each other