

# Ladysmith Public School Behaviour Support and Management Plan



## Overview

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

Ladysmith 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.

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

- [Play Is The Way](#)

Our school prioritises student wellbeing and a strong sense of belonging, and in addition to the six mandated Key Learning Areas taught, behaviour education is treated as a subject. Through Play Is The Way, a social and emotional learning methodology, Ladysmith Public School's vision is to develop empathetic, independent, self-managing, and self-motivated young people, of good character.

Our students participate in physically interactive games and activities that both require and develop personal and social capabilities as they are being played. They are taught five guiding concepts that serve as a moral compass and help them to do what they believe is the right and best thing to do.

When embedded, these concepts prevent our students from drowning in life and learning – hence, they are aptly called Life Raft concepts. Staff model, and students learn to use, an empowering self-reflective language that helps them to master behaviour in preparation for a responsible, fulfilling and meaningful life.

The foundation of Play Is The Way is to guide our students to demonstrate empathy and embrace habits of action by teaching the development of six key virtues- friendliness, good manners, courage, compassion, persistence/resilience and tolerance/acceptance.

Our school emphasises the value of effort, process and perseverance, and strengthens the skills of teamwork and cooperation in the pursuit of success. This is the Wagga Wagga Public School way.

## Partnership with parents and carers

Ladysmith 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, consulting with the P & C
- using concerns raised through complaints procedures to review school systems, data and practices.

Ladysmith 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

The infographic is a vertical poster with a light beige background. At the top, a green rounded rectangle contains the school name 'Ladysmith Public School' in bold black text, flanked by two colorful flowers. Below this is a yellow rounded rectangle titled 'Life Rafts' containing five bullet points. Underneath is a green rounded rectangle titled 'Our Virtues' containing six bullet points and a circular logo of the school. The entire graphic is decorated with various shapes like a star, a heart, and a wavy line.

## Ladysmith Public School

### Life Rafts

- Treat others as you want them to treat you
- Be brave - participate to progress
- Pursue your personal best no matter who you work with
- Have reasons for the things you say and do
- Do the right thing because it is the right thing to do - It takes great strength to be sensible

Your paragraph text

### Our Virtues

- Friendliness
- Courage
- Good Manners
- Compassion
- Persistence/Resilience
- Tolerance/Acceptance

## 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, playground and community 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	<a href="#">Play Is The Way</a>	PLAY IS THE WAY® is a social and emotional learning (SEL) methodology using physically interactive games & activities, 5 guiding concepts, an empowering self-reflective language and 6 key virtues that form a pathway to empathy.	All
Prevention	<a href="#">Child protection</a>	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner <a href="#">Toolkit for Schools</a> 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
Prevention	<a href="#">Centrecare School</a>	The aim of this program is to teach students about the risks and benefits of different	3-6

Care Continuum	Strategy or Program	Details	Audience
	<a href="#">Wellbeing Support Programs</a>	online platforms, how to interact with each other in a positive way and provide practical strategies to manage challenging situations with their peers. Students will have the opportunity to reflect on their own social media experiences and develop group strategies to increase positivity online.	
Early Intervention	<a href="#">Growing Personally and Socially-Reflective and scenario based practice</a>	Whole-class, small group or individualised intervention to support and increase the coping strategies of students who are feeling anxious, stressed or who have poor resilience at school.	K - 6
Targeted / Individual intervention	<a href="#">Learning and Support</a>	The LST works with teachers, students and families to support students who require personalised learning and support.	All
Targeted / individual intervention	<a href="#">Attendance support</a>	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
Individual intervention	<a href="#">Individual behaviour support planning</a>	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, LAST, AP

## 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 2.

Ladysmith Public School staff 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.

Corrective responses are recorded on Behaviour / wellbeing School Bytes system. These include:

Classroom	Non-classroom setting
rule reminder	rule reminder
re-direct	re-direct
offer choice	offer choice
error correction	error correction
prompts	prompts
reteach	reteach
seat change	play or playground re-direction
stay in at break to discuss/ complete work	walk with teacher
conference	Reflection and restorative practices
Reflection and restorative practices	communication with parent/carer.
communication with parent/carer.	

Ladysmith Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Play Is The Way consists of evidence-based strategies used daily by teachers to teach self-awareness, self-regulation, empathy, social and emotional skills and strengthen peer networks.

<b>Prevention</b> Responses to recognise and reinforce positive, inclusive and safe behaviour	<b>Early Intervention</b> Responses to minor inappropriate behaviour are teacher managed.	<b>Targeted/Individualised</b> Responses to behaviours of concern are executive managed
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.	1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	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.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	2. Executive/CT 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.
3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on Behaviour / wellbeing ITD system.	3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied.	3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on Behaviour / wellbeing ITD system and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.
4. Social emotional learning lessons are taught (Play Is The Way) daily.	4. Teacher records on Behaviour / wellbeing ITD 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 anti-bullying co-ordinator.	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.
<b>Teacher/parent contact</b>	<b>Teacher/parent contact</b>	<b>Teacher/parent contact</b>
Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations.	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.	Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School.

## Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Behaviour / wellbeing School Bytes 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
- detention, 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.

## 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](#).

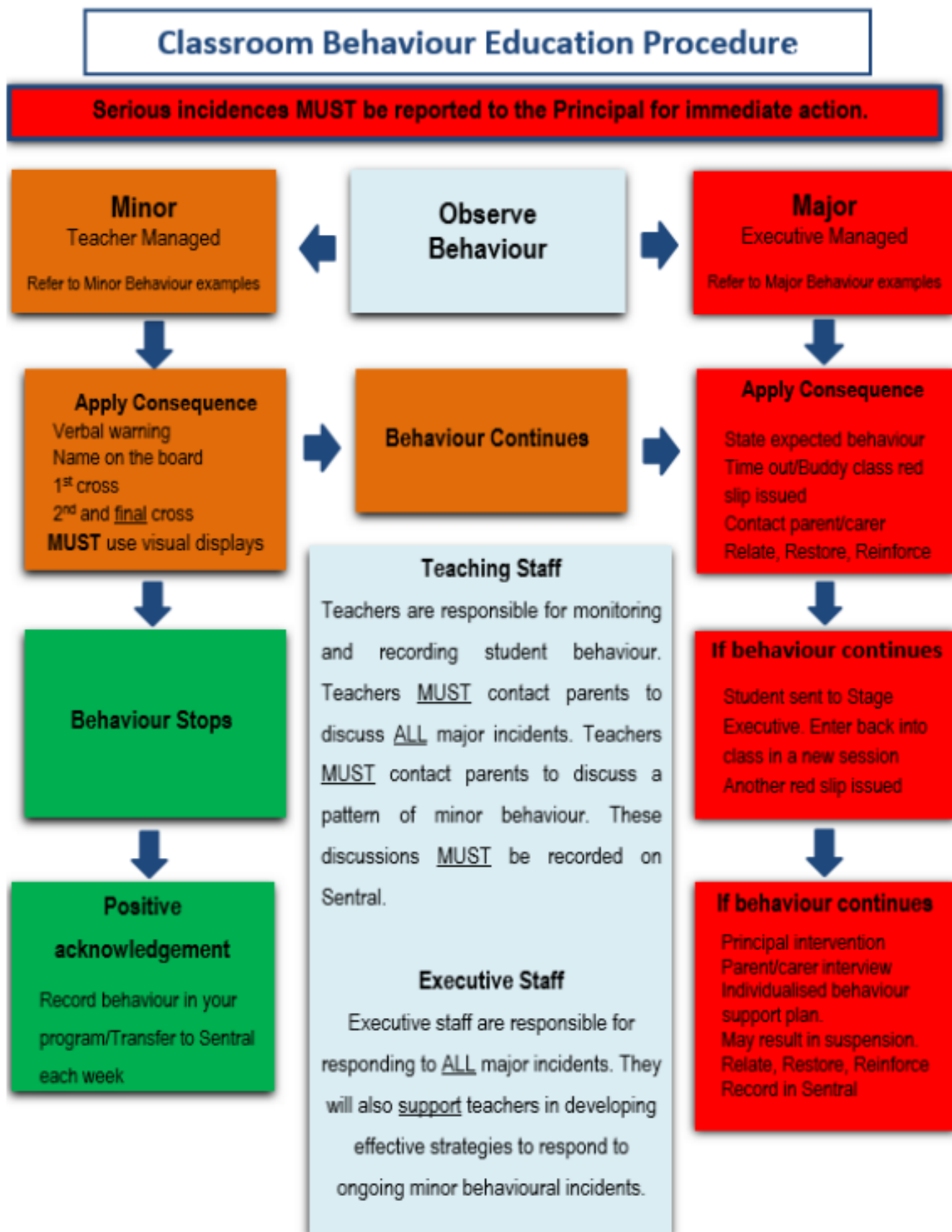
## Reflection and restorative practices

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour.

Strategy	When and how long?	Who coordinates?	How are these recorded?
<b>Reflection room</b> – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Same day or next day at lunch break	Principal/ Classroom Teacher	in School Bytes
<b>Restorative practice</b> – <a href="#">peer mediation</a> or <a href="#">circles</a> in groups	In class, as needed	Classroom Teacher	in School Bytes or class programs

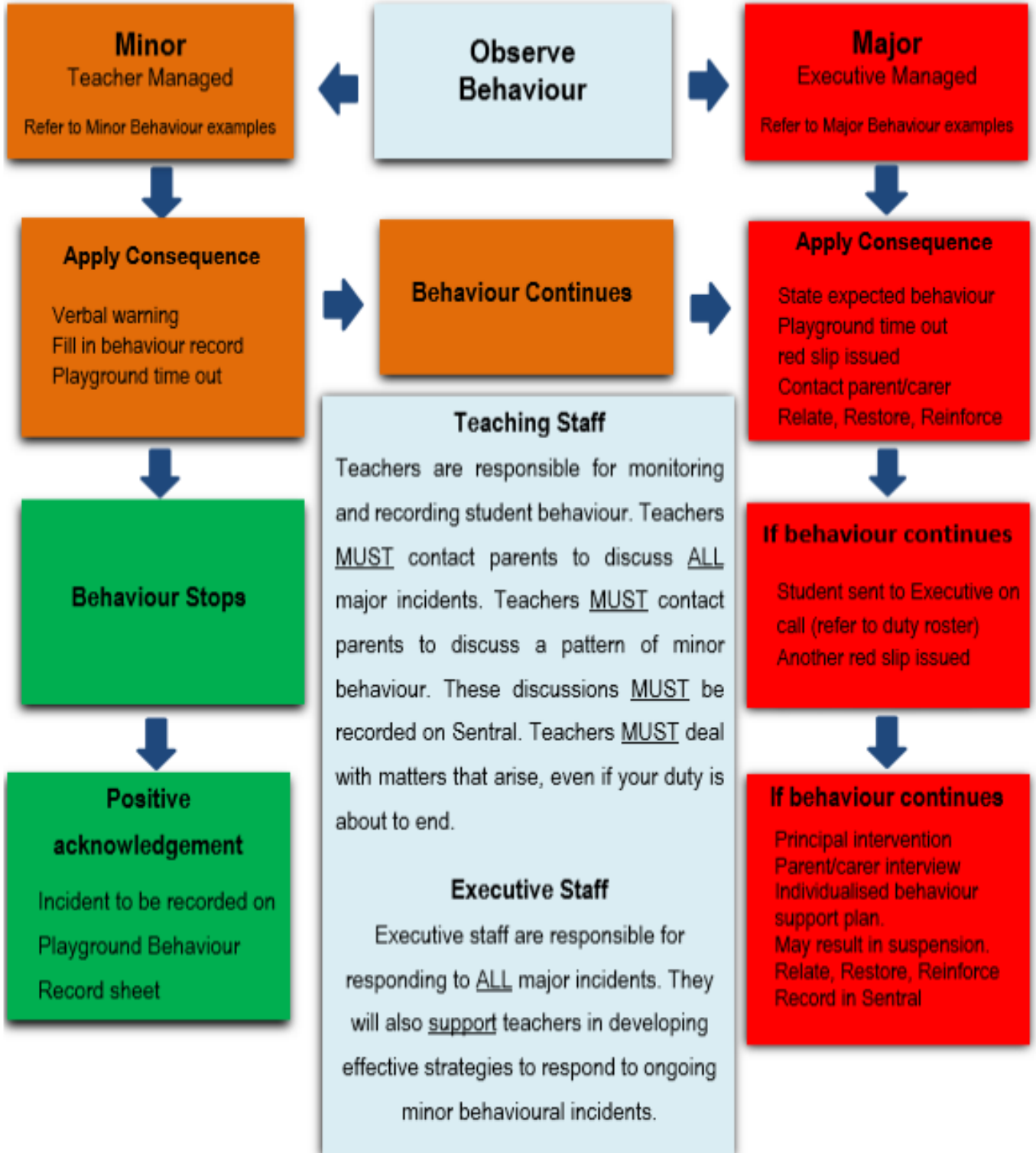
<b>Positive Behaviours</b>	
<b>Pillars of Virtue</b>	
<ul style="list-style-type: none"> <li>● Good manners</li> <li>● Friendliness</li> <li>● Courage</li> <li>● Persistence/Resilience</li> <li>● Tolerance/Acceptance</li> <li>● Compassion</li> </ul>	
<b>Life Rafts</b>	
<ul style="list-style-type: none"> <li>● Treat others as you would like them to treat you</li> <li>● Be Brave – Participate to Progress</li> <li>● Pursue your personal best no matter who you work with</li> <li>● Have reasons for the things you say and do</li> <li>● It takes great sense to be sensible</li> </ul>	
<b>School Rules</b>	
<ul style="list-style-type: none"> <li>● Choosing to do the right thing, even when no one is watching</li> <li>● Treating others as they want to be treated</li> <li>● Thinking before acting and accepting consequences for actions</li> <li>● Understanding and considerate of others</li> <li>● Showing kindness and gratitude</li> <li>● Striving to improve themselves and their community</li> </ul>	
<b>Minor Behaviours</b>	
Classroom	Playground
<ul style="list-style-type: none"> <li>● Not following instructions</li> <li>● Touching others/property</li> <li>● Disrupting learning (i.e. distracting, talking)</li> <li>● Calling out</li> <li>● Refusing to work</li> <li>● Silly/inappropriate behaviour</li> <li>● Not caring for school equipment</li> <li>● Out of seat/moving around</li> <li>● Leaving room without permission</li> <li>● Verbal put downs (teacher discretion)</li> <li>● Argumentative</li> </ul>	<ul style="list-style-type: none"> <li>● Not following instructions</li> <li>● Touching others/property</li> <li>● Not caring for school equipment</li> <li>● Out of bounds</li> <li>● Littering</li> <li>● Rough play</li> <li>● Playing in toilets</li> <li>● Throwing sand</li> <li>● Ignoring bell</li> <li>● Playing on equipment (before bell)</li> <li>● Verbal put downs (teacher discretion)</li> <li>● Territorial play</li> <li>● Argumentative</li> </ul>
<b>Major Behaviours</b>	
Classroom	Playground
<ul style="list-style-type: none"> <li>● Slander/Racism</li> <li>● Putting others in danger</li> <li>● Physical abuse toward students/staff</li> <li>● Verbal/written abuse toward students/staff</li> <li>● Swearing <b>AT</b> students/teachers</li> <li>● Subversive behaviour</li> <li>● Deliberate lying about serious issues</li> <li>● Deliberately damaging property school/others</li> <li>● Sexual inappropriateness</li> <li>● Patterned emotional abuse</li> <li>● Theft</li> <li>● Persistent defiance/Arguing</li> <li>● Possession/use of weapon</li> </ul>	<ul style="list-style-type: none"> <li>● Slander/Racism</li> <li>● Putting others in danger</li> <li>● Leaving school grounds</li> <li>● Graffiti</li> <li>● Inappropriate use of bathroom</li> <li>● Swearing AT students/teachers</li> <li>● Subversive behaviour</li> <li>● Deliberate lying about serious issues</li> <li>● Deliberately damaging property school/others</li> <li>● Sexual inappropriateness</li> <li>● Patterned emotional abuse</li> <li>● Theft</li> <li>● Failure to attend reflection</li> <li>● Possession/use of weapon</li> </ul>

Appendix 1: Behaviour Response Flowchart



## Playground Behaviour Education Procedure

**Serious incidences MUST be reported to the Principal for immediate action.**



## Appendix 2: Bullying Response Flowchart

The following flowchart explains the actions Ladysmith Public School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.



### Review dates

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 202