

# Lake Munmorah Public School Behaviour Support and Management Plan 2025

## Overview

Lake Munmorah Public School is committed to providing a safe, inclusive and respectful environment where every student can thrive academically, socially and emotionally. Our Behaviour Support and Management Plan sets out how we teach, model and reinforce positive behaviour so that students are fully engaged in their learning and develop strong social and emotional skills.

The plan aligns with the NSW Department of Education Student Behaviour Policy, the Wellbeing Framework for Schools, and other evidence-based resources such as *What Works Best*, which highlights practices including high expectations, explicit teaching, effective feedback, wellbeing and clear classroom management.

Positive Behaviour for Learning (PBL) is a whole school approach at Lake Munmorah Public School that supports consistent expectations for behaviour and learning. Through PBL lessons, students are taught the values of Respect, Responsibility and Personal Best and the skills they need to be successful in meeting school expectations. This approach is built on high expectations and the belief that all students can achieve success when they are given clear guidance, encouragement and recognition of their efforts.

Social and emotional wellbeing is nurtured through programs and approaches such as the Zones of Regulation, which builds awareness of emotions and self-regulation; Friendly School, which strengthens respectful relationships and prevents bullying; Playground Pals, fostering confidence and friendships in small groups; and Tier-2 programs like PALS, Cool Connections and Top Blokes, which enhance social skills and peer connections. The school also embeds trauma-informed practice, enabling staff to understand behaviour as communication, provide predictable environments and respond in ways that promote safety, trust and emotional regulation.

Staff use a continuum of supports, from classroom adjustments and Personalised Learning and Support Plans to functional behaviour assessments, health or risk management plans, and collaboration with allied health professionals. Strong partnerships with parents, carers and the wider community reinforce expectations and wellbeing strategies beyond the classroom.

By combining positive behaviour support, social and emotional learning, trauma-informed practice and strong partnerships, LMPS aims to develop resilient, responsible learners who contribute positively to school and community life.

## Promoting Positive Student Behaviour

Initiative	Where?	Description
<b>Fast and Frequent (Splash Cash)</b>	All-settings	Splash Cash given to students who are following school-wide expectations.
<b>PBL Rewards</b>	Ongoing and end of term	At the end of each term, students may use their Splash Cash to buy larger prizes or the assembly draws, which are drawn at assemblies, giving students another exciting way to celebrate positive behaviour.
<b>Whole School Term Rewards</b>	Assembly of Recognition	Acknowledge the efforts of students who demonstrate the expectations of Respect (Term 1), Responsibility (Term 2) and Personal Best (Term 3).
<b>Assembly Merit Award</b>	Assemblies	At fortnightly assemblies, students are recognised for their outstanding efforts by receiving a merit award for demonstrating one of our PBL expectations and their names are published in the newsletter to celebrate them within the school community.
<b>Wristbands</b>	Assemblies	After receiving two merit awards for the same PBL expectation (three for MC classes), students earn a coloured wristband for that expectation.
<b>End of Term PBL Rewards</b>	End of term	At the end of Terms 2-4, students with a wristband invited to participate in an event. Students with multiple wristbands will be offered a greater level of reward.
<b>Badges</b>	Assemblies	After earning a wristband for each of the PBL expectations, students are awarded a Lakey Badge to acknowledge their consistent demonstration of all three values.
<b>Postcards</b>	All-Settings	Sent home by teachers at any time throughout the year to recognise individual student achievement.
<b>Parent Portal Messages</b>	All-Settings	Teachers send home positive messages through the Parent Portal during the year to acknowledge students' efforts and celebrate their achievements with families.
<b>Restorative Conversations</b>	All-Settings	Staff use restorative conversations after incidents to help students reflect on their actions, repair relationships, and understand how their choices affect others, supporting positive behaviour moving forward.

# Lake Munmorah Public School PBL Matrix: Classroom

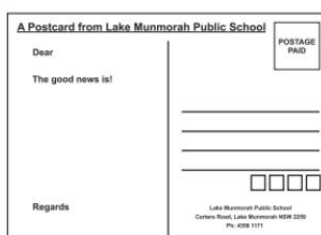
Everywhere! Everyone! Every Time!

	Respect	Responsibility	Personal Best
<b>All Settings</b>	<ul style="list-style-type: none"> <li>Follow teacher instructions</li> <li>Raise hand to speak</li> <li>Solve problems calmly</li> <li>Friendly faces, friendly words</li> <li>Smart voice (1 or 2)</li> </ul>	<ul style="list-style-type: none"> <li>Hands and feet to self</li> <li>Care for school property</li> <li>Report problems to the teacher</li> <li>Accept consequences</li> <li>Use the toilet in break times</li> </ul>	<ul style="list-style-type: none"> <li>Be prepared and organised</li> <li>Be involved</li> <li>Do your best</li> <li>Ask question and contribute</li> <li>Try to finish all tasks</li> </ul>
<b>Entering &amp; Exiting the Classroom</b>	<ul style="list-style-type: none"> <li>Smart voice (1)</li> <li>Knock and wait before entering when delivering messages</li> <li>Remove hats</li> </ul>	<ul style="list-style-type: none"> <li>Be on time to lines</li> <li>Use toilet/have a drink before lining up</li> <li>Walk sensibly</li> <li>Bring in all equipment</li> </ul>	<ul style="list-style-type: none"> <li>Sit and settle quickly</li> <li>Listen to and follow directions</li> </ul>
<b>Using Class/Personal Equipment</b>	<ul style="list-style-type: none"> <li>Ask permission to use others' equipment</li> <li>Use equipment carefully</li> </ul>	<ul style="list-style-type: none"> <li>Have equipment organised</li> <li>Return equipment to the right place</li> <li>Report broken equipment to the teacher</li> </ul>	<ul style="list-style-type: none"> <li>Have equipment ready for learning</li> <li>Hand up if you need equipment</li> </ul>
<b>Transition Between Desks &amp; Floor</b>	<ul style="list-style-type: none"> <li>Give way to others</li> <li>Smart voice (1)</li> <li>Allow others their personal space</li> </ul>	<ul style="list-style-type: none"> <li>Tidy desk, tidy floor before moving</li> <li>Move quickly and safely</li> </ul>	<ul style="list-style-type: none"> <li>Walk sensibly</li> <li>Follow directions quickly</li> <li>Be ready to continue</li> </ul>
<b>Listening/Following Teacher Directions</b>	<ul style="list-style-type: none"> <li>Smart voice (1 or 2)</li> <li>Whole body listening</li> <li>Raise hand to speak</li> </ul>	<ul style="list-style-type: none"> <li>Active listening</li> <li>Listen to all teacher instructions before moving or starting</li> <li>Accept advice on how to improve</li> </ul>	<ul style="list-style-type: none"> <li>Ask a peer or hand up if you don't understand</li> <li>Try your best to finish all tasks</li> </ul>
<b>Gaining Teacher Attention</b>	<ul style="list-style-type: none"> <li>Use please and thank you</li> <li>Keep hands to self</li> <li>Wait for others to finish speaking</li> </ul>	<ul style="list-style-type: none"> <li>'Ask 3 before me' when teacher is busy</li> <li>Hand up → wait quietly and patiently</li> </ul>	<ul style="list-style-type: none"> <li>Try to solve problems before asking</li> <li>'Read the room' or ask a peer if unsure of what to do</li> </ul>
<b>Working at Desks/Work Presentation</b>	<ul style="list-style-type: none"> <li>Work quietly</li> <li>Allow others to work</li> <li>Take pride in bookwork</li> </ul>	<ul style="list-style-type: none"> <li>Right game, right space</li> <li>Walk at all times</li> <li>Stay on task</li> </ul>	<ul style="list-style-type: none"> <li>Present work as neatly as possible</li> <li>Start and finish in a suitable timeframe</li> <li>Continually try to improve</li> </ul>
<b>Working in Groups</b>	<ul style="list-style-type: none"> <li>Look at the speaker</li> <li>Listen to others</li> <li>Take turns</li> <li>Use please and thank you</li> </ul>	<ul style="list-style-type: none"> <li>Follow instructions</li> <li>Stay on task</li> <li>Allow others to speak</li> </ul>	<ul style="list-style-type: none"> <li>Participate equally</li> <li>Value contributions</li> <li>Encourage and assist others</li> </ul>
<b>Working for Casual/RFF/Scripture Teachers</b>	<ul style="list-style-type: none"> <li>Follow any new instructions sensibly</li> <li>Accept that there may be changes to routines</li> <li>Raise hand to speak</li> <li>Use please and thank you</li> </ul>	<ul style="list-style-type: none"> <li>Continue with normal routines where possible</li> <li>Be helpful</li> <li>Accept consequences</li> </ul>	<ul style="list-style-type: none"> <li>Continue to work to the best of your ability</li> <li>Try to finish tasks</li> </ul>

# Lake Munmorah Public School PBL Matrix: Non-Classroom

## Everyone! Everywhere! Every Time!

	Respect	Responsibility	Personal Best
All Settings	<ul style="list-style-type: none"> <li>Follow teacher instructions</li> <li>Kind talk</li> <li>Smart voices</li> </ul>	<ul style="list-style-type: none"> <li>Safe hands and body</li> <li>Care for school property</li> <li>Report problems to a staff member</li> </ul>	<ul style="list-style-type: none"> <li>Be ready to learn</li> <li>Best effort</li> <li>Stop, Think, Do</li> </ul>
Assembly/Hall	<ul style="list-style-type: none"> <li>Sit in lines using 5L's</li> <li>Clapping when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Enter and exit quietly</li> <li>Follow instructions</li> </ul>	<ul style="list-style-type: none"> <li>Be attentive</li> </ul>
Library	<ul style="list-style-type: none"> <li>Handle books with care</li> <li>Tidy desk, tidy floors</li> </ul>	<ul style="list-style-type: none"> <li>Return books on time</li> <li>Library bag to borrow</li> </ul>	<ul style="list-style-type: none"> <li>Borrow regularly</li> <li>Quiet activities</li> </ul>
Office	<ul style="list-style-type: none"> <li>Use manners</li> </ul>	<ul style="list-style-type: none"> <li>Wait your turn</li> </ul>	<ul style="list-style-type: none"> <li>Know your message</li> <li>Walk</li> </ul>
Eating Time	<ul style="list-style-type: none"> <li>Sit to eat</li> </ul>	<ul style="list-style-type: none"> <li>Rubbish away</li> <li>Look after belongings</li> </ul>	<ul style="list-style-type: none"> <li>Eat your food</li> </ul>
Playground	<ul style="list-style-type: none"> <li>Play by the rules and take turns</li> <li>Use equipment properly</li> <li>Share the space</li> </ul>	<ul style="list-style-type: none"> <li>Wear a hat</li> <li>Right game, right space</li> </ul>	<ul style="list-style-type: none"> <li>Be a good sport</li> <li>Stop, Think, Do</li> </ul>
Canteen	<ul style="list-style-type: none"> <li>Wait your turn</li> <li>Use manners</li> </ul>	<ul style="list-style-type: none"> <li>Line up</li> <li>Know your order, shop and go</li> </ul>	<ul style="list-style-type: none"> <li>Shop for yourself only</li> <li>Eat food under COLA</li> </ul>
Toilets	<ul style="list-style-type: none"> <li>Conserve paper and water</li> </ul>	<ul style="list-style-type: none"> <li>Flush, wash, go</li> <li>Use the right toilets</li> </ul>	<ul style="list-style-type: none"> <li>Privacy matters</li> </ul>
Transitions /walkways/Bridge	<ul style="list-style-type: none"> <li>Keep left</li> <li>Walk with equipment</li> </ul>	<ul style="list-style-type: none"> <li>Walk</li> <li>Follow instructions</li> </ul>	<ul style="list-style-type: none"> <li>Right place, right time</li> </ul>
Bus	<ul style="list-style-type: none"> <li>Smart voice (2)</li> <li>Sit in lines with bag</li> <li>Listen to duty teacher and bus driver</li> </ul>	<ul style="list-style-type: none"> <li>Remain seated on bus</li> <li>Opal card out and ready</li> <li>Follow instructions</li> </ul>	<ul style="list-style-type: none"> <li>Use manners</li> <li>Help younger students</li> </ul>
Bubblers	<ul style="list-style-type: none"> <li>Wait your turn</li> </ul>	<ul style="list-style-type: none"> <li>Drink and leave</li> </ul>	<ul style="list-style-type: none"> <li>Water is for drinking</li> </ul>
Hub	<ul style="list-style-type: none"> <li>Use equipment properly</li> <li>Leave it how you found it</li> </ul>	<ul style="list-style-type: none"> <li>Follow Instructions</li> </ul>	<ul style="list-style-type: none"> <li>Stay on task</li> </ul>
Makerspace	<ul style="list-style-type: none"> <li>Use equipment properly</li> <li>Leave it how you found it</li> </ul>	<ul style="list-style-type: none"> <li>Follow instructions</li> <li>Use safety equipment</li> </ul>	<ul style="list-style-type: none"> <li>Learn by making</li> </ul>



## 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.

In NSW public schools' students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning.

All students have a right to:

- safety at school
- access and fully participate in their learning
- be treated with respect by other students, teachers and school staff
- express their views, set goals and self-advocate.

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments and apply an appropriate action when students are not meeting these expectations. The department is responsible for the provision of a policy framework and resources such as legal issues bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context, the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

For further information about the **Behaviour Code for Students**, including the full list of expectations and examples, please visit the NSW Department of Education's website: [Behaviour Code for Students](https://www.education.nsw.gov.au/behaviour-code-for-students).

## Partnership with parents/carers

Lake Munmorah Public School will partner with parents and carers in establishing expectations for engagement in developing and implementing student behaviour management and anti-bullying strategies, by:

- inviting parent and carer feedback through formal and informal means, such as NSW Public Schools Student survey, internal school surveys, P&C consultation, Yarn Up afternoons, and engagement with the local AECG
- using concerns raised through complaints procedures to review school systems, data and practices
- involving parents and carers in individual case planning and restorative processes where appropriate

Lake Munmorah Public School will communicate these expectations to parents and 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.

## 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	<b>PBL / Classroom Expectations</b>	School-wide expectations, Matrix	All students
	<b>Behaviour Continuum</b>	We utilise this NSW DoE evidence-informed framework to build staff skills and provide a clear foundation for proactive, responsive, and recovery strategies. It underpins Behaviour Support Plans and Student Voice scaffolds.	All staff
	<b>PALs</b>	Supported by the Learning & Support team to encourage positive social connections.	Targeted students
	<b>Quality Differentiated Teaching Practice</b>	Quality Differentiated Teaching Practice refers to the responses that teachers make to learners' needs. Effective differentiation functions on the premise that every student can learn with the appropriate guidance and support Differentiated, Supplementary, Substantial or Extensive (NCCD)	Students who require it
	<b>PLSP (inc IEPs)</b>	Plans with specific goals for students which are created with the classroom teacher.	Targeted students
	<b>Zones of Regulation</b>	Framework that supports students to recognise and manage emotions, build self-regulation skills, and improve social-emotional wellbeing.	All students
	<b>Friendly School</b>	Program to foster a caring culture for students at every grade level.	Non-scripture students
	<b>Extracurricular interest activities</b>	Students are provided with a variety of opportunities to increase engagement in interest-based activities. These may vary year to year based on student interest levels, and may include choir, dance, drumming, environmental group, public speaking, debating, podcasting, coding and mindfulness.	All students
	<b>National Week of Action (NWA)</b>	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year.	Staff and students
	<b>Child Protection</b>	Teaching child protection education is a mandatory part of the syllabus.	All students
Early Intervention	<b>Trauma Informed Practice</b>	All staff are trained in trauma-informed practice, a strengths-based framework that helps them understand, recognise, and respond to the impact of trauma on students' relationships, behaviour, and learning. Staff use consistent strategies, routines, and interventions to support positive behaviour in all settings.	All staff
	<b>Cultural Inclusive Initiatives</b>	Programs and practices that promote respect for diverse cultures and support inclusive participation. Examples include NAIDOC Week activities, Harmony Day, Yarning Circles, Acknowledgement of Country, and community engagement events celebrating cultural diversity.	Whole school community
	<b>Communication with Parents/Carers</b>	Phone calls, emails, texts or Sentral Parent Portal contact, Student Learning logs.	Parents/Carers
	<b>Amber Zone</b>	Self-referred areas for students to assist with de-escalation of potential behaviour and time to regulate.	All Students
	<b>Buddy Class / Executive</b>	For students who require a circuit breaker & time to reflect.	
	<b>Learning &amp; Support Referral/Caseload</b>	Referral made by classroom teacher for additional support and advice.	Students with needs
	<b>Transition Program/s</b>	Includes High School, Kindergarten, new enrolments and support class.	
	<b>Staff Communication</b>	Principal/ Learning Support Team informing staff of students to monitor.	Staff



Care Continuum	Strategy or Program	Details	Audience
	<b>Learning &amp; Support Teachers</b>	Providing intervention groups focusing on Literacy and numeracy.	Targeted students
	<b>Student Voice Scaffold</b>	Supports students to identify triggers, strengths and goals across the Behaviour Continuum, helping them co-design their Behaviour Support Plan.	Students with complex behaviour
	<b>Risk Management Plan</b>	Formal plan when a student is presenting WHS risks in the school.	
	<a href="#">Health Care Plan</a>	A plan that ensures staff understand how to support a student's health care needs.	Students with health needs
Targeted Intervention	<b>Plan B</b>	Proactive plan that helps students maintain consistency and success when the classroom teacher is away.	Targeted students
	<b>Playground Plan</b>	Supports students who benefit from structured supervision and guidance during playground time.	All students
	<b>Planning Room</b>	Reflective discussions held with executive staff in regard to behaviours of concern.	Students with at-risk behaviour
	<b>Behaviour Support Plan</b>	Personalised plan mapping strategies to each stage of the Behaviour Continuum. Developed collaboratively with staff, families and (where appropriate) the student.	Students, Staff and families
	<b>Tier-2 Programs</b>	Intervention focusing on social/emotional wellbeing Including PALS, Cool Connections & Top Blokes	Targeted students
	<b>Learning and Support Team</b>	The Learning and Support team work with teachers, students and families to support those students who require personalised learning and support, including instructional leadership, the development of risk assessments and the development of short and long-term goals	
	<b>Learning &amp; Support Leader</b>	Leads the Learning & Support team and manages Access Requests.	
	<b>Functional Behaviour Assessment</b>	Conducted by teachers or the Learning and Support team to identify triggers and guide targeted behaviour strategies.	Students with at-risk behaviour
	<a href="#">Attendance Support</a>	The Deputy Principal, who is the Attendance Coordinator, will convene planning meetings with students, families, and relevant teachers to address barriers to improved attendance and set growth goals. The Deputy Principal also monitors attendance across the school, celebrates growth, and supports teachers and families to sustain positive attendance practices.	School community
	<b>School Learning and Support Officers (SLSOs)</b>	School learning support officers work under the direction and supervision of the classroom teacher. They provide assistance to students with disability and additional learning and support needs. They can provide assistance with school routines, classroom activities, and the care and management of students with disability and additional learning and support needs	Students with additional needs
	<b>ARCO Anti-Racism Contact Office</b>	The ARCO plays an important role in assisting and working collaboratively with the principal to implement three major aspects of the Anti-Racism Policy: -Promote anti-racism education -Support complaint-handling -Monitor incidents of racism	Whole School community
	<b>School Chaplain</b>	Provides pastoral care, mentoring, and wellbeing support for students and families. Works alongside staff to promote resilience, positive relationships, and engagement at school.	Students and families



Care Continuum	Strategy or Program	Details	Audience
Individual Intervention	<b>Communication Book</b>	Written communication between classroom teacher and parent/carer.	Students with at-risk behaviour
	<b>External providers</b>	In-school support from external professionals.	Students with health needs or a disability
	<b><u>Individual Behaviour Support planning</u></b>	This may include developing, implementing, monitoring and reviewing behaviour support, behaviour response and risk management plans.	Identified students, staff and families
	<b><u>Integration Funding Support</u></b>	Integration funding support (IFS) is additional funding for extra support, such as for an additional teacher or school learning support officer in a mainstream classroom. There are explicit criteria around eligibility for IFS and an application can be made through the access request process.	Identified students, Learning and Support Team, Class Teacher, School Counsellor, external providers, Principal, families
	<b><u>Attendance Support</u></b>	Individualised plans developed through each stage of the Attendance process. Where required, the attendance coordinator meets with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, attendance co-ordinator
	<b><u>Itinerant Support Teachers – Vision &amp; Hearing</u></b>	Itinerant support teachers will work directly with your child, and in partnership with you, classroom teachers the school's learning and support team and other support agencies to plan your child's personalised learning and support.	Identified students, Learning and Support Team, Class Teacher
	<b>Engagement of 'Team around the School'</b>	The 'Team around a school' comprises of various Department of Education specialist staff. It provides a structure for collaboration and coordination between schools and support staff with specialist knowledge in the areas of: • learning and wellbeing • disability and inclusion • mental health • behaviour • attendance • Aboriginal student support transition into and out of the school environment.	Identified students, Learning and Support Team, Class Teacher, Principal, Assistant Principals

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.

Lake Munmorah Public School is committed to creating a safe, inclusive and respectful learning environment where every student can thrive. This section outlines clear, evidence-based responses to positive behaviour, low-level inappropriate behaviour, and behaviours of concern (including bullying and cyberbullying). It aligns with the **NSW Student Behaviour Policy**, the **Suspension and Expulsion Procedures**.

Lake Munmorah Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyberbullying, through a range of channels, for example:

- directly observing students' behaviour, interactions, verbal communication, or work produced (such as written tasks, performances, or artworks)
- receiving information that is new or previously undisclosed from a student, staff member, parent/carer, or community member
- considering concerns raised by parents/carers or external agencies.

Students or parents can report bullying to any staff member. Principals may take disciplinary action to address student behaviour that occurs at school, during travel or off-site activities, or outside school hours where there is a clear connection with the school, including cyberbullying. Students who experience bullying will be offered appropriate support, such as access to 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 professional judgement to decide whether behaviour is teacher- or executive-managed, considering any risk to the safety or wellbeing of students or others.

**Teacher managed** – Low-level inappropriate behaviour is addressed by teachers in classrooms or playgrounds.

**Executive managed** – Behaviours of concern are managed by school executive.

Corrective responses are recorded in the school's **Sentral Behaviour/Wellbeing system**. Examples include:

Classroom	Non-classroom setting
<ul style="list-style-type: none"><li>• rule reminder</li><li>• re-direct</li><li>• offer choice</li><li>• error correction</li><li>• prompts</li><li>• reteach</li><li>• seat change</li><li>• stay in at break to discuss/ complete work</li></ul>	<ul style="list-style-type: none"><li>• rule reminder</li><li>• re-direct</li><li>• offer choice</li><li>• error correction</li><li>• prompts</li><li>• reteach</li><li>• play or playground re-direction</li><li>• walk with teacher</li></ul>

<ul style="list-style-type: none"> <li>conference</li> <li>planning room, reflection and restorative practices</li> <li>communication with parent/carer.</li> </ul>	<ul style="list-style-type: none"> <li>planning room, reflection and restorative practices</li> <li>communication with parent/carer.</li> </ul>
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LMPS staff model, explicitly teach and reinforce positive behaviour through a range of evidence-based strategies. These include Positive Behaviour for Learning (PBL) lessons and the school-wide expectations matrix, Zones of Regulation to develop emotional awareness, PALs to strengthen respectful relationships and prevent bullying, and Lakey's Friends, a small-group program that builds social confidence and connection.

Staff also use restorative conversations, Walk and Talk debriefs, and other approaches that help students understand how their choices affect others and support them to repair relationships. Alongside initiatives such as Splash Cash rewards, merit awards, wristbands and whole-school recognition, these practices encourage students to meet expectations and celebrate success.

It is acknowledged 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.

Specific positive feedback, both verbal and non-verbal, remains the most powerful tool to:

- help staff and students focus on positive social behaviour.
- increase the likelihood that expected behaviours and skills will be used in the future.
- reduce unexpected behaviour and the need for corrective responses.
- enhance self-esteem and build an internal focus of control.

### Continuum of Responses: Prevention, Early Intervention and Targeted Support

This continuum aligns with the NSW DoE **Care Continuum Guide**, supporting a graduated approach to behaviour: prevention for all, early intervention for some, and targeted support for students with higher needs

Prevention – Recognise and reinforce positive, inclusive and safe behaviour	Early Intervention – Responses to minor inappropriate behaviour (teacher managed)	Targeted / Individualised – Responses to behaviours of concern (executive managed)
1. Behaviour expectations are explicitly taught and revisited. Teachers model behaviours and give opportunities for practice. Students are acknowledged for meeting expectations.	1. Refer to school-wide expectations or emotional regulation visuals to support self-regulation.	1. Contact the office immediately if there is a safety risk; otherwise notify stage supervisor or executive as soon as possible.
2. Verbal and non-verbal positive feedback is paired with tangible reinforcers (free/frequent, moderate/intermittent,	2. Use indirect responses such as proximity, non-verbal cues, ignore/attend/praise, or redirect with	2. Executive restores safety, provides reassurance or choices, and schedules an incident

Prevention – Recognise and reinforce positive, inclusive and safe behaviour	Early Intervention – Responses to minor inappropriate behaviour (teacher managed)	Targeted / Individualised – Responses to behaviours of concern (executive managed)
significant/infrequent).	corrective feedback.	review where appropriate.
3. Record intermittent and infrequent reinforcers in the Sentral Behaviour/Wellbeing system.	3. Direct responses include rule reminders, reteaching, choices, scripted interventions, and conferences. Students are given an opportunity to meet expectations before consequences are applied.	3. Executive records the incident in Sentral, contacts parents/carers, and may use Planning Room, Buddy Class, Plan B or formal caution/suspension.
4. Social-emotional learning is embedded weekly (Zones of Regulation, Friendly Schools, PALs, trauma-informed practice).	4. Teacher records incidents in Sentral by day's end, informs parents if behaviour is repeated, and may refer to the ARCO or anti-bullying coordinator.	4. Executive refers to the LST, considers risk assessments and develops or reviews Behaviour Support/Response Plans with student voice input.
Teacher–parent contact – awards, postcards, portal messages, calls or meetings.	Teacher–parent contact – after multiple corrective responses; referral to the LST may be discussed.	Executive–parent contact – to discuss supports and next steps; may involve counsellor, LST, 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 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
- planning room, 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 procedure](#)

- [Student Behaviour Policy](#) and [Suspension and Expulsion procedures](#)
- Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](#) and reporting links for most sites, games and apps can be found at the [eSafety Guide](#).


## Bullying, Cyberbullying and Racism: Response and Support

LMPS manages bullying, cyberbullying and racism using a clear and consistent whole-school approach. The **Staff Response Flowchart** provides a detailed guide for teachers and executives, outlining the practical steps, timeframes and record-keeping required at each stage, from the first hour through to ongoing follow-up. This process ensures transparency, promotes accountability, supports student safety, and strengthens respectful relationships across the school community.

The following flowchart explains the actions LMPS staff will take when they receive a report about student bullying, including incidents that may have occurred online or outside of the school setting. The timeframes may vary depending on the professional judgment of staff receiving the report and their assessment of any immediate risk to students.

## Staff Response Flowchart





## Anti-Racism Strategy

The Anti-Racism Contact Officer (ARCO) is a teacher or executive member of staff appointed to support anti-racism education in the school. The ARCO has:

- a commitment to anti-racism education
- good communication and interpersonal skills
- trust across students, staff, parents/carers and the school community.

The ARCO plays an important role in assisting and working collaboratively with the principal to implement major aspects of the Anti-Racism Policy:

- promote anti-racism education provide advice on incorporating whole school anti-racism education strategies in school planning facilitate professional learning to build awareness of the impact of racism on social cohesion, student learning and wellbeing
- assist teachers to access resources which build awareness and understanding of the impacts of racism
- promote upstander responses to incidents of racism for staff and students. Support the reporting process and provide advice to students, staff and community members about how to report racism
- support teachers to address reports of racism involving students through approaches such as restorative practice which promote respectful behaviours manage reports of racism made by students against other students in accordance with the student behaviour policy and the school's behaviour procedures provide impartial support to the person making the report of racism during the process to increase the likelihood of a satisfactory outcome
- provides advice to the principal and relevant staff about the impact of racism and appropriate responses. They maintain accurate records of reports of racism and their outcomes, identify which data sets related to racism should be collected, and analyse data to identify significant trends in relation to reported incidents.

## Anti-Racism Response Flow

LMPS promotes an inclusive environment where racism is not accepted. All concerns are handled in line with the **NSW Anti-Racism Policy**, the school's **Anti-bullying Plan**, and the LMPS Behaviour Support procedures.



## Anti-Racism Response and Reporting Procedure

### Step 1 – Identify

- Notice comments, gestures or actions that discriminate or marginalise based on race, culture, language or background.
- Check whether the behaviour is deliberate, repeated, or has caused harm.

### Step 2 – Listen and Support

- Provide a safe, calm space for the student to speak.
- Reassure them that the concern will be taken seriously.
- If there are immediate safety risks, follow mandatory reporting procedures.

### Step 3 – Record

- Note details (who, what, when, where) and enter a report in Sentral Behaviour/Wellbeing.
- Inform the principal or executive if the behaviour is serious or ongoing.

### Step 4 – Refer to ARCO

- Contact the **Anti-Racism Contact Officer (ARCO)** to guide next steps.
- The ARCO provides impartial advice, supports investigation and helps staff use restorative strategies.

### Step 5 – Investigate

- Collect statements from those involved and any witnesses.
- Consider whether the behaviour breaches the Student Behaviour Policy or Anti-Racism Policy.
- Keep records in Sentral.

### Step 6 – Respond and Educate

- Use restorative practice, mediation or logical consequences as appropriate.
- Support the student targeted by racism and work with the student responsible to develop empathy and respectful behaviour.
- Provide information on upstander actions and cultural respect.

### Step 7 – Monitor and Review

- Schedule follow-up meetings to ensure safety and resolution.
- Record outcomes and monitor for repeated issues.
- Analyse data from Sentral to identify trends and plan whole-school actions.

### Step 8 – Promote a Respectful Culture

- Include anti-racism education in PBL lessons, Friendly Schools activities and assemblies.
- Share information with staff, students and families about how to report racism and the role of the ARCO.

## Planning Room, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
<b>Restorative Conversation</b>	Following low-level incidents in class or playground. Short, solution-focused discussion using a past-present-future frame.	Classroom teacher or duty teacher.	Teacher notes Sentral
<b>Walk 'n Talk</b>	Used in playground for minor conflicts or low-level issues. Student walks with duty teacher to reflect on behaviour.	Teacher on duty.	Teacher notes Sentral
<b>Restorative Circle</b>	Used following significant conflict, harm to relationships. Circle is facilitated to allow all voices to be heard, discuss the impact of behaviour, repair relationships, and agree on future expectations.	Classroom teacher and AP	Teacher notes Sentral
<b>Amber Zone</b>	Implemented when classroom behaviour is disruptive or disrespectful. Student spends time in the Amber Zone area to reset behaviour.	Classroom teacher.	Teacher notes Sentral
<b>Buddy Class</b>	If disruption continues after an Amber Zone, student is sent to a Buddy Class for a period nominated by the class teacher. Student must complete the class work they were missing. Upon return, the classroom teacher holds a restorative conversation. Repeated removals trigger parent contact and Stage Supervisor involvement.	Classroom teacher and AP	Sentral
<b>Plan B Option</b>	A small percentage of students find it challenging to remain focused and on-task when their regular classroom teacher is away. In order for the student to have a successful day at school, they will have a Plan B classroom to go to. This is with a teacher the student has already built a relationship/rapport with and who can provide routine and consistency for the child. Plan B options are always negotiated with the executive staff, class teacher and parents, and are followed through until the student is able to independently self-monitor behaviour with a visiting teacher.	Assistant Principal/ Deputy Principal	Sentral
<b>Planning Room</b>	<p>Planning Room is to be used for serious or repeated incidences of unacceptable classroom or playground behaviour. Students are placed in Planning Room at the discretion of the Assistant Principal for the stage group. Principles of Planning Room:</p> <ul style="list-style-type: none"> <li>Planning Room Referrals require the student to sit quietly and discuss the incident with the executive teacher.</li> <li>A Planning Room notification slip is sent home to the parents outlining the reason for the referral and with the expectation that the note be signed by the parent as confirmation of their knowledge of the planning room referral.</li> <li>If the student does not return the note signed by the parent, the student remains in the Planning Room for a portion of Lunch Two until it is returned.</li> <li>All incident reports are recorded on Sentral.</li> <li>School Executive coordinate the Planning Room.</li> </ul>	Assistant Principal/ Deputy Principal	Sentral

**Reminder**  
Think about your choices

**Respect**

**Responsibility**

**Personal Best**

**Well done!**  
Keep it up!

**Respect**

**Responsibility**

**Personal Best**



### **Reviewing dates**

Review date: September 2025

Last review date: December 2024

Next review date: February 2026