

# School Behaviour Support and Management Plan

## Overview

Lane Cove Public School aims to create a community of successful, resilient and self-directed learners through a collaborative, supportive and engaging learning environment. All stakeholders in the learning community are committed to improving every year.

Our goal is to inspire every child to participate positively in the school community and beyond. We value and strive to develop safe, respectful learners in a caring, nurturing learning community.

Lane Cove Public School is proud of its commitment to student wellbeing, to meet the personal, social and learning of students, and for continual improvement in understanding how to best support the wellbeing and behaviour needs of students. The school has a focus on preventative practice and collaborative early intervention to support students. Lane Cove Public School recognises the role that the school plays as a resource to link families with community support services.

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 targeted goals, key programs and partnerships prioritised and valued by the school community are:

- *Bounce Back*, a universal social emotional resilience learning program.
- *Sydney Local Health District's Got It!* program, focusing on the principles of emotion coaching.
- '*LCPS Play the Game*', behaviour game, an adapted positive behaviour for learning program.
- *ASPECT Australia* partnership, promoting a safe, supportive and inclusive learning environment.

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

Lane Cove Public School rejects all forms of racism and bullying behaviours, including online (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 that promote a positive climate where racism and 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 and racism is not accepted, in both online and offline environments. School staff actively respond to student racism and bullying behaviour, and work collaboratively with parents and carers to prevent racism and bullying and support students if these occur.

## Partnership with parents and carers

Lane Cove Public School will partner with parents and carers in establishing expectations 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, consultation and collaboration with the P&C, School Council and local AECG.
- Actively encouraging communication between parents, carers and school staff, and specialist teams where appropriate, at all points on the care continuum, to prevent, monitor, and be responsive to behaviours of concern.
- Using concerns raised through complaints procedures to review school systems, data and practices.
- Fostering and modelling positive, respectful relationships through parent, carer, staff and community participation at Lane Cove Public School community events such as [The World Food Fair](#), and [The Lane Cove Fun Run](#).

## School-wide expectations and rules

Lane Cove Public School has the following school-wide expectations and rules (Refer to Appendix 1 for further detail):

School Rules	
Treat each other with dignity and respect	
Behave safely and responsibly	
Be on time and ready to learn	
Care for property belonging to myself, the school and others	
Wear school uniform with pride	
Student Rights	Student Responsibilities
I have the right to feel safe	I have the responsibility to allow others to feel safe.
I have the right to learn	I have the responsibility to be an active learner and allow others to learn
I have the right to be treated with respect	I have the responsibility to treat everyone with respect.
I have the right to be treated as an individual	I have the responsibility to value each person as an individual
I have the right to be heard	I have the responsibility to listen respectfully and speak truthfully.
I have the right to a safe, clean environment	I have the responsibility to care for my environment.
I have the right to access school resources	I have the responsibility to care for school resources.

## 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. Please refer to the Department of Education’s [Behaviour Code for Students](#). This document translated into multiple languages is available here: [Behaviour Code for Students Languages](#).

## 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:

- Using student voice, jointly constructed and explicitly taught classroom expectations.
- Clearly displayed classroom expectations in classrooms.
- School rules with visuals clearly displayed in school communal spaces.
- School Code of Conduct discussed in K-6 classrooms and distributed to all families for discussion at home.
- Established predictable routines and procedures communicated clearly to students.
- Consistent visual supports displayed across grades, RFF and other learning spaces.
- Expected behaviour encouraged with targeted positive feedback and reinforcement.
- Inappropriate behaviour discouraged and early intervention and prevention strategies prioritised.
- Active supervision of students.
- Maximised opportunities for active engagement with learning, with carefully sequenced engaging lessons that provide options for student choice.
- Differentiated learning content and tasks to meet the needs of all learners.
- School commitment to following the principles of inclusive practice led by the school Inclusion Team.
- The implementation of reasonable adjustments according to a student's personalised learning and support needs, to deliver rigorous, meaningful and dignified learning programs.
- Students, parents and carers and school work together to develop tailored, personalised programs based on student support needs.
- School staff develop positive relationships and work in partnership with health professionals and specialist teams to collaboratively plan for student learning, behaviour and wellbeing.
- The whole school Bounce Back positive psychology, cognitive behaviour theory and social-emotional learning and wellbeing program, aimed at teaching resilience skills to help students 'bounce back' and cope with the complexity of everyday life, and to teach explicit friendship and anti-bullying skills.
- The positive behaviour for learning program adapted for the LCPS context, the 'LCPS Play the Game' behaviour program, led by school house captains and the SRC.
- Trauma informed practice as best practice for all students.
- Targeted behaviour support planning, risk management and crisis intervention for students.
- Partnership with Northern Sydney Local Health District's Got It! Team, promoting specialised early intervention for students' mental health, focusing on emotional coaching strategies.
- A professional learning partnership with ASPECT Australia, supporting LCPS with inclusive education practices, including the provision of safe and supportive learning environments, sensory support resources and strategies, and emotional regulation and calm strategies.

Care Continuum	Strategy or Program	Details	Audience
Prevention Early/Targeted/Individual Intervention	<a href="#">Got It! Program</a>	The Got It! Program is a NSW Health specialised mental health early intervention program for children K-2 who display emerging conduct challenges, such as defiant, aggressive and disruptive behaviours. The intervention consists of a clinical program in the school setting for targeted K-2 students and their families in the school setting, universal strategies and interventions for all students K-6, capacity building and explicit emotion coaching training of all school staff to respond to children and their families experiencing challenging behaviours linked to mental health.	Staff, students, Families, K-2
Prevention	<a href="#">Bounce Back</a>	Bounce Back is a whole school preventative, positive psychology, cognitive behaviour theory and social-emotional learning and wellbeing program. The program's aim is to explicitly teach resilience skills to help students 'bounce back' and cope with the complexity of everyday life, and to teach explicit friendship and anti-bullying skills.	All
Targeted intervention	<a href="#">Seasons for Growth</a>	Seasons for Growth is an education program that builds the resilience and wellbeing of children who have recently experienced loss due events such as death, family separation, family illness, migration. Seasons for Growth aims to support young people to understand their feelings, help them develop skills for coping, restore self-confidence and educate them about the grief process. At Lane Cove PS, the Seasons of Growth program is facilitated by the School Counselling Service, and is targeted to individual students, in a small group setting.	Individual students K-6
Prevention	LCPS 'Play the Game' behaviour program	The 'Play the Game' whole school behaviour program is a positive behaviour for learning program adapted for the LCPS context. 'LCPS Play the Game' is a token based system based on	All

Care Continuum	Strategy or Program	Details	Audience
		the school rules, rights and responsibilities. The program is led by school house captains and the SRC, and came into being through extensive consultation and reviewing with students, community and staff. Each fortnight, the school focuses on one school rule or responsibility, and tokens are awarded for positive behaviour within that area.	
Prevention Early/Targeted Individual Intervention	<a href="#">Child Protection</a>	Teaching child protection is a mandatory part of the syllabus. At Lane Cove PS, child protection is taught in Term 1 (Years 1-6), and Term 2 (K). The school responds to recommendations from child protection services to support students with individual targeted strategies.	All Individual students
Prevention	<a href="#">National Day of Action (NDA)</a>	Lane Cove PS participates in the annual National Day of Action Against Bullying and Violence (NDA) in August each year.	All
Prevention	<a href="#">DoE Behaviour Support Toolkit</a>	Information, strategies and resources for teachers, schools, wellbeing staff and community to support positive student wellbeing, mental health, behaviour and learning outcomes.	Staff Families
Prevention Early/Targeted/Individual Intervention	<a href="#">Inclusion Support Team</a>	The Inclusion Support Team works with teachers, students and families to support students who require personalised learning and support. The Inclusion Support team consists of learning, wellbeing, EAL/D and behaviour specialist support teachers. The Inclusion Support Team aims to build the capacity of all school staff to identify and respond to behaviours of concern, and engage in early intervention strategies to support students.	All Inclusion Support Team
Prevention Early/Targeted Individual Intervention	<a href="#">Attendance Support</a>	Teaching staff, Inclusion Support and Executive teams refer students to the attendance co-ordinators to communicate with and convene planning meetings with students, families and teachers to address barriers to improved attendance.	Individual students Inclusion Support and Executive Team

Care Continuum	Strategy or Program	Details	Audience
			Attendance Coordinators
Prevention Early/Targeted Individual Intervention	Engagement with External Specialists	Inclusion Support and Executive teams, and teaching staff, engage with health professionals and specialist teams to collaboratively plan for student learning, behaviour and wellbeing, with early intervention and preventative strategies being a key focus.	Individual students Inclusion Support All
Prevention/ Targeted Individual Intervention	Schoolwide Student Wellbeing Focus	Student wellbeing is an overarching focus at Lane Cove PS. All staff meetings (whole school, grade, executive and senior executive meetings) commence with a student wellbeing agenda item.	All
Prevention / Individual Intervention	Individual Behaviour Support Planning	This prevention and response planning may include the collaborative development, implementation, monitoring and reviewing of individual behaviour support, crisis management and risk management student support plans.	Individual students, families, Inclusion support/ executive/ teaching staff

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

Planned responses to student behaviours of concern are managed by the student’s teacher, Inclusion Support Team or Executive Team. Staff are flexible and responsive when using their professional judgement in deciding which staff member or team manages the behaviour. Staff collaboratively consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

A behaviour of concern is challenging, complex, unsafe and/or cumulative or persistent that requires more intensive interventions in instances that are immediate, short or long term. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour. These behaviours are addressed, but through alternate mechanisms.

- 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 the behaviour/wellbeing system in School Bytes for school staff access. These include:

Classroom	Non-Classroom Setting
<ul style="list-style-type: none"> <li>• Rule reminder</li> <li>• Redirection, prompts and reminders</li> <li>• Offer pre-negotiated choices and ‘This-Then’ actions</li> <li>• Explicit teaching and revisit learning</li> <li>• Seating changes, environmental and sensory adjustments</li> <li>• Time out in another supervised space eg another classroom, grade coordinator classroom, executive office</li> <li>• Detention, reflection meeting and restorative practices</li> <li>• Communication with parent or carer.</li> <li>• Conference with student, parent or carer and school staff from student’s team</li> </ul>	<ul style="list-style-type: none"> <li>• Rule reminder</li> <li>• Redirection, prompts and reminders</li> <li>• Offer pre-negotiated choices and ‘This-Then’ actions</li> <li>• Explicit teaching and revisit learning</li> <li>• Play or playground re-direction to calm spaces eg Lunch Club or Library</li> <li>• Walk with supervising teacher</li> <li>• Detention, reflection meeting and restorative practices</li> <li>• Communication with parent or carer.</li> <li>• Conference with student, parent or carer and school staff from student’s team</li> </ul>

See Appendix 1, 2, 3, 4 for further detail.

Lane Cove PS staff model, explicitly teach, recognise and reinforce positive student behaviour and expectations. The Bounce Back program is taught in all K-6 classrooms. The program explicitly teaches evidence-based strategies used daily by teachers to teach skills such as self-regulation, social emotional resilience, social communication, boosting positive emotions and managing big emotions, friendship and staying connected with peers.

LCPS ‘Play the Game’ behaviour program reinforces students’ positive behaviour choices by and provides a teaching scaffold to explore the school rules, and the school’s student rights and responsibilities.

We acknowledge that not all students are encouraged and motivated 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 reduced 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 students 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.
- Support the student’s understanding and management of ‘big emotions’ and the management of these at early intervention points.

<p><b>Prevention</b></p> <p><b>Responses to recognise and reinforce positive, inclusive and safe behaviour</b></p>	<p><b>Early Intervention</b></p> <p><b>Responses to minor inappropriate behaviour</b></p>	<p><b>Targeted/Individualised</b></p> <p><b>Responses to behaviours of concern</b></p>
<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 (rules, rights and responsibilities), emotional regulation visuals and supports so that the student can self-regulate. Follow 1<sup>st</sup> warning, 2<sup>nd</sup> warning, timeout flowchart for low level inappropriate behaviour.</p>	<p>1. Contact office to seek help from executive straight away if there is a risk (extension #100). 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.</p>	<p>2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback. Follow 1<sup>st</sup> warning, 2<sup>nd</sup> warning, timeout flowchart for low level inappropriate behaviour.</p>	<p>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, determined by the context and nature of the incident.</p>
<p>3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent Targeted Reinforcers are recorded on individual student adjustment pages, and on School Bytes.</p>	<p>3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, provide visuals, social stories, 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 in School Bytes 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 (eg. Bounce Back) weekly.</p>	<p>4. Teacher records in School Bytes by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school’s Inclusion Support Team, urgent school counselling team, anti-racism contact officer (ARCO) or anti-bullying co-ordinator.</p>	<p>4. Refer to the school’s Inclusion Team, considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing behaviour support and/or crisis intervention plans.</p>
<p><b>Teacher/parent contact</b></p>	<p><b>Teacher/parent contact</b></p>	<p><b>Teacher/parent contact</b></p>
<p>Teacher contact through the phone calls and/or email are used to communicate student effort to meet expectations. Recognition awards for positive individual and class and house behaviour are given at fortnightly school assemblies.</p>	<p>Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Inclusion Team may be discussed.</p>	<p>Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the Inclusion Team, school counsellor, outside agencies or Team Around a School and/or a meeting with Principal and support staff.</p>

## Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on the behaviour and wellbeing system in School Bytes. These responses may include:

- Allow adequate time for those involved in the behaviour of concern to calm. The duration of time for a student to return to a calm state can vary depending on student needs.
- For behaviours of concern that have resulted in injury or a near miss, staff notify their relevant line manager and the department's Incident Report and Support Hotline on 1800 811 523. Where an incident involves emergency services, staff should notify the hotline as soon as possible within the first hour. For other incidents, employees should notify the hotline as soon as possible within 24 hours.
- Staff (AP/DP) speak to students involved in the incident and any adults who witnessed the behaviour. Students and staff involved to write a statement about the details of what occurred (where, when, who, what occurred and/or exactly what was said). Younger students to have their statement scribed. Carefully and confidentially store the documentation.
- Notify parents/carers of students involved that a behaviour of concern has occurred, reassure that school staff are following up, and give a reasonable timeframe for when next steps will be communicated.
- Staff collaboratively review the incident and determine appropriate response, including supports for staff and students impacted.
- A debrief with staff is an important step to support staff and review practice and procedures.
- Refer/review/monitor the student through the school Inclusion Support Team.
- Develop or review individual support planning, including teaching positive replacement behaviour and making/reviewing/implementing learning and environmental adjustments.
- Detention, reflection and restorative practices to take place during recess or lunchtime.
- Liaise with Team Around a School or the APLA for additional support or advice if required.
- Communication and collaboration with parents or carers via phone, email, face to face or zoom meeting with relevant staff from the student's team, to discuss next steps and supports.
- 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
- 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 cyber bullying. 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](#).

Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](#) and reporting links for most sites, games, app can be found at the [eSafety Guide](#).

### Detention, reflection and restorative practices

Toilet and food breaks are always included when withdrawal from free choice play at recess or lunch is planned for student reflection and as a response to behaviour. The location and maximum length of time will be appropriate to the age, developmental level and support needs of the student and appropriate supervision will always occur.

Strategy	When and how long?	Who coordinates?	How are these recorded?
<b>Reflection Space</b> – a structured debriefing, reflection and planning after a crisis event or behaviour of concern with an individual student. A ‘reflection’ sheet is completed with support.	Next day at lunch break	Deputy Principal	Documented in School Bytes
<b>Alternate play plan</b> – withdrawal from free choice play and re-allocation to office for supervised play following behaviour of concern. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group.	Next day at either lunch or recess break	Assistant Principal or Deputy Principal	Documented in School Bytes
<b>Restorative practice</b> – <a href="#">peer mediation</a> or <a href="#">circles</a> in groups	Scheduled for either lunch or recess break	Assistant Principal	Documented in School Bytes

### Review dates

Last review date: 30/01/2024 : Day 1, Term 1, 2024

Review dates: 21/03/2024, 02/04/2024

Next review date: 07/05/2024



**Play The Game**

**Lane Cove Public School**

# **SCHOOL CODE OF CONDUCT**

## **Summary of School Discipline Policy**

Lane Cove Public School aims to provide a safe, caring and stimulating environment in a partnership with students and parents/caregivers to ensure all students can learn effectively and grow with confidence in a positive school climate of mutual respect and support.

**2024**

## **Code of Conduct - School Rules**

- Treat each other with dignity and respect
- Behave safely and responsibly
- Be on time and ready to learn
- Care for property belonging to myself, the school and others
- Wear full school uniform with pride

# Code of Conduct - Rights and Responsibilities

<b>Rights</b>	<b>Responsibilities</b>
I have the right to feel safe	I have the responsibility to allow others to feel safe
I have the right to learn	I have the responsibility to be an active learner and allow others to learn
I have the right to be treated with respect	I have the responsibility to treat everyone with respect
I have the right to be treated as an individual	I have the responsibility to value each person as an individual
I have the right to be heard	I have the responsibility to listen respectfully and speak truthfully
I have the right to a safe, clean environment	I have the responsibility to care for my environment
I have the right to access school resources	I have the responsibility to care for school resources

# **Student Wellbeing at Lane Cove Public School**

- Encompasses everything the school community does to meet the personal, social and learning needs of students
- Creates a safe, caring school environment in which students are nurtured as they learn
- Is achieved through the total school curriculum and the way it is delivered
- Incorporates effective discipline
- Incorporates preventive health and social skills programs
- Stresses the value of collaborative early intervention when problems are identified
- Provides ongoing educational services to support students
- Recognises the diversity within the school community and provides programs and support which acknowledge difference and promote harmony
- Recognises the role that the school plays as a resource to link families with community support services
- Provides opportunities for students to:
  - enjoy success and recognition
  - make a useful contribution to the life of their school
  - derive enjoyment from their learning

# LANE COVE PUBLIC SCHOOL SCHOOL CODE OF CONDUCT



We have read and discussed the School Code of Conduct .

Student: .....

Class: .....

Parent/Caregiver: .....

Date: .....



*Please sign and return to your child's class teacher*

# Behaviour code for students

## Information for students and parents or carers

NSW public schools are committed to providing safe, supportive, and responsive learning environments for everyone across a range of settings. We teach and model the inclusive and safe behaviours we value in our students.

### **In NSW public schools students are expected, to the best of their ability, to:**

- show respect to 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
- act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- resolve conflict respectfully, calmly and fairly
- meet the school's agreed uniform policy or dress code
- attend school every day (unless legally excused)
- respect all property
- be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools
- not bully, harass, intimidate, or discriminate against anyone in our schools.

Schools take 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.

### **Behaviour code for students: Student actions**

Promoting the inclusion, learning, wellbeing, and safety of all students in NSW public schools is a high priority for the Department of Education.

We implement teaching and learning approaches across a range of settings to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

### **To meet the expectations set out above, students in NSW public schools, to the best of their ability, should adhere to the following principles.**

#### **Respect**

- Treat one another with dignity.
- Communicate and behave courteously.
- Act and work cooperatively with other students, teachers, and school staff.
- Develop positive and respectful relationships.
- Value the interests, ability and culture of others.
- Respect the learning needs of other students.
- Dress appropriately by wearing the agreed school uniform or dress code.
- Take care with school property and the property of staff and other students.

## Safety

- Model and follow school and class rules and expectations around behaviour and conduct.
- Negotiate and resolve conflict.
- Be aware of and take responsibility for how their behaviour and actions impact others.
- Care for self and others.
- Be safe and help others to make safe choices that do not hurt themselves or others.

## Engagement

- Arrive at school and class on time.
- Be prepared for every lesson.
- Actively participate in learning.
- Aspire and strive to achieve the highest standards of learning.

### Telephone interpreter service

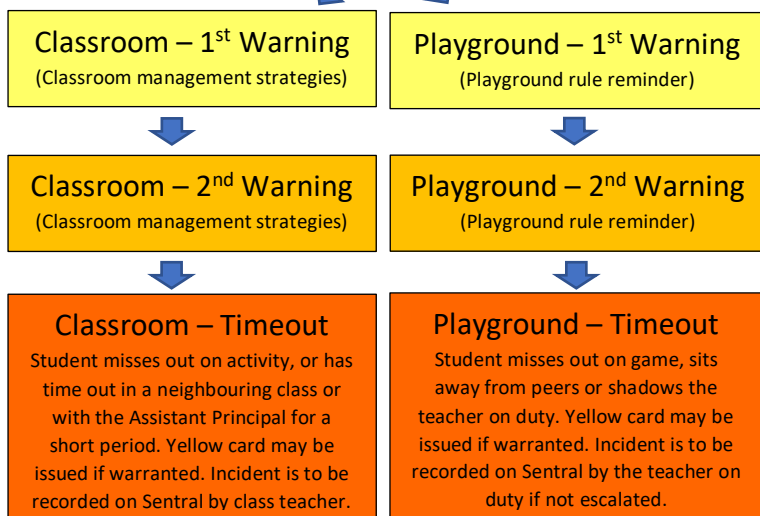
If you would like more information please call the school principal. If you need an interpreter to assist with your enquiry, please call the Telephone Interpreter Service on 131 450 and ask for an interpreter in your language.

Tell the operator the phone number you want to call and the operator will get an interpreter on the line to assist you with the conversation. You will not be charged for this service.

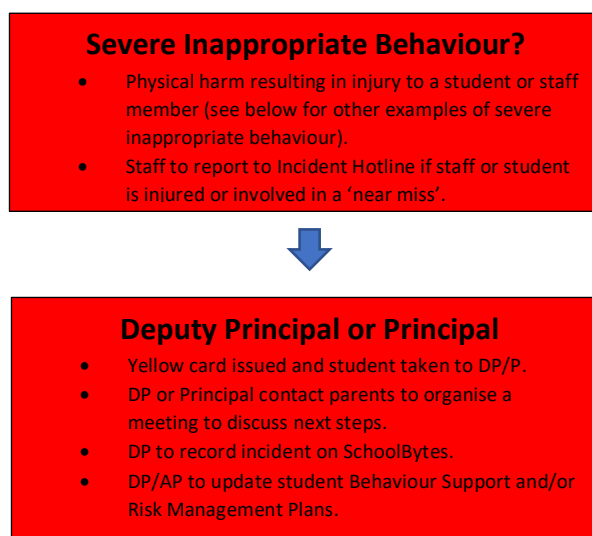
# Lane Cove Public School Behaviour Flow Chart

*Inappropriate behaviour is behaviour not in line with the School Code of Conduct.*

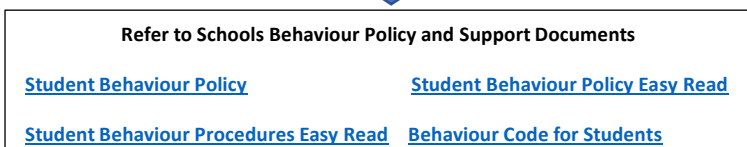
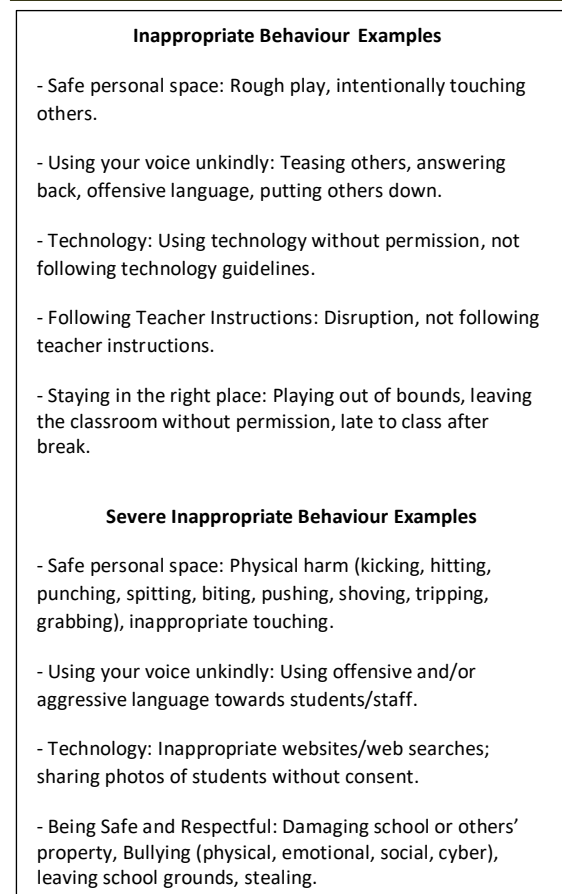
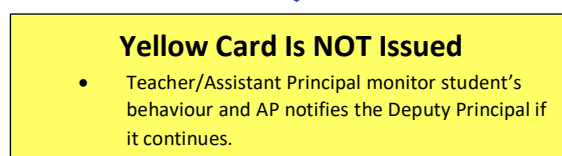
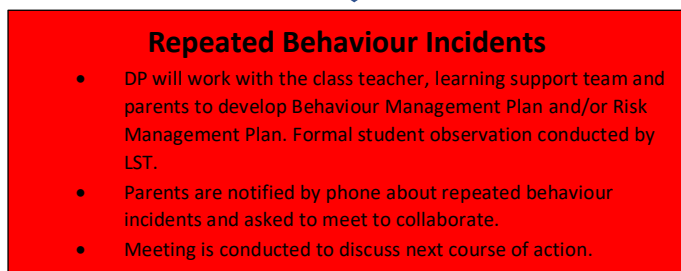
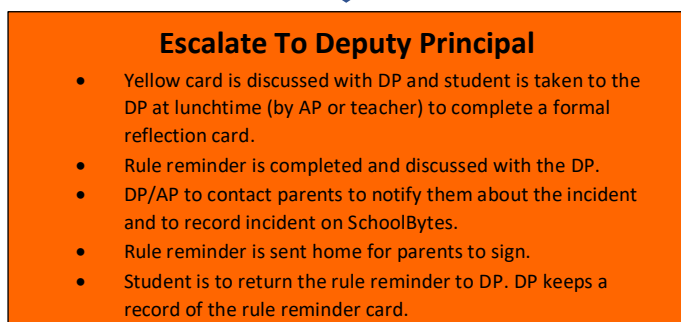
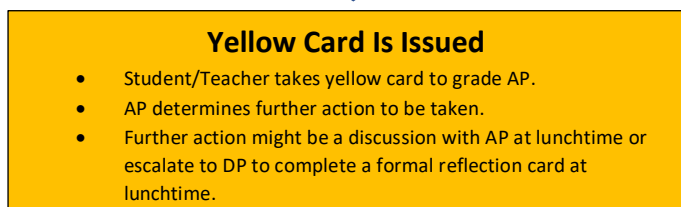
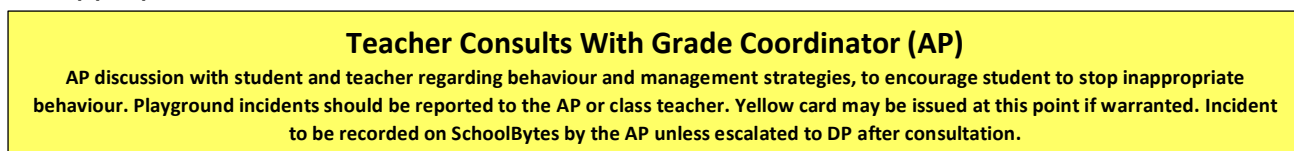
## Inappropriate Behaviour



## Severe Inappropriate Behaviour



*If inappropriate behaviour continues....*



### Appendix 3: LCPS Bullying Response Flowchart



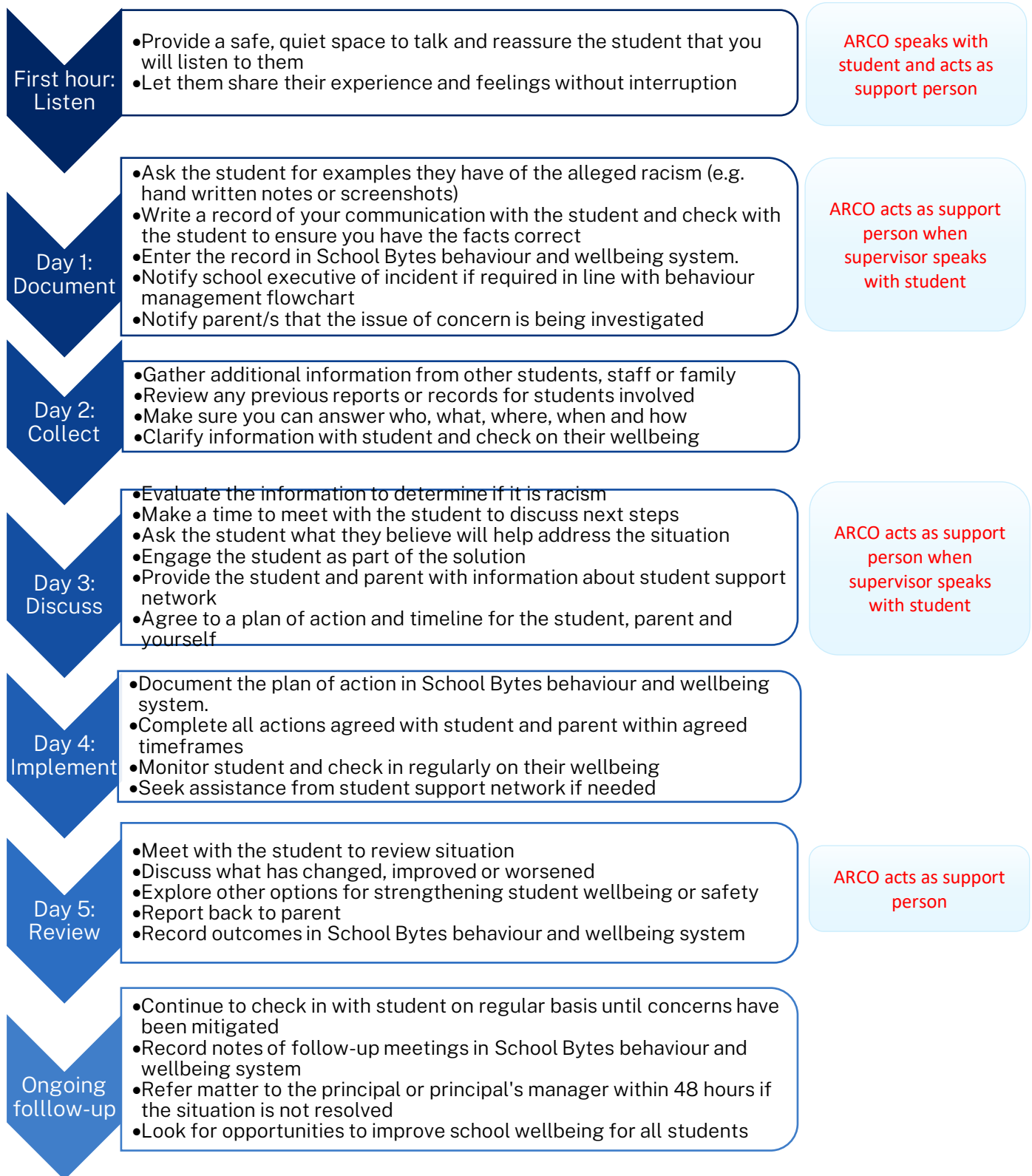
Please see links for additional information regarding bullying prevention and anti-bullying action:

NSW Department of Education - [Student Behaviour Policy](#)

Schooling Initiatives - [Anti-Bullying Resources](#),

Resources and Support - [Child Safety Hub](#), [Bullying No Way](#)

### Appendix 4: LCPS Racism Response Flowchart



Anti-Racism policy and related documents: <https://education.nsw.gov.au/policy-library/policies/pd-2005-0235>