



2025 Upper Lansdowne Public School Behaviour Support and Management Plan

Overview

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

Our goal is to inspire every child to participate positively in the school community and beyond. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful learners in a caring learning community.

Principles of positive behaviour support, trauma-informed practice, inclusive practice, and social emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

Upper Lansdowne Public School rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive, and respectful learning community that promotes student wellbeing. Staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff actively respond to student bullying behaviour.

Partnership with parents and carers

Upper Lansdowne Public School partners 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, school surveys and consulting with the P & C
- using concerns raised through complaints procedures to review school systems, data and practices.

Upper Lansdowne 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

Upper Lansdowne Public School has the following school-wide expectation that students will be safe, respectful learners.

I am:	Classroom	Playground	School Environment
 A Learner	- I am a good listener - I help others learn - I do my personal best - I achieve my goals - I am resilient - I stay on task	- I play fairly - I encourage others - I follow the rules of the game - I stay calm - I walk away and ask for help	- I look after fauna and flora - I am water wise
Safe	- I use equipment safely	- I wear my school hat - I play safely - I follow playground rules	- I use equipment safely - I am sun smart
Respectful	- I use friendly talk - I help others - I share - I am honest	- I use friendly talk - I listen to the teachers - I include others - I share - I am a good sport	- I keep my school neat and tidy - I use friendly talk

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>.

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
- 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.

Promoting Positive Student Behaviour @ Upper Lansdowne PS		
Initiative	Where	Description
Spirit Leaders	All-settings	Spirit Leaders support their peers in the playground and classroom and provide a student voice to school decisions.
Spirit Weekly Themes - Values	All-settings	Each week, students focus on a different school value.
Spirit Themes - Values	All-settings	• Respect • Kindness • Honesty • Fairness • Cooperation • Personal best • Tolerance • Perseverance • Empathy • Resilience
Spirit Meetings	Assemblies	• Monday morning, new Spirit Leaders are identified, and the weekly Spirit theme-value is discussed. • Students are recognised for achieving the previous week's Spirit theme and receive Spirit Awards. • The names of the Spirit Leaders and Spirit Award recipients are recognised in the school newsletter. • Students are given an opportunity or private reflection time to connect/identify a staff member idea to discuss their difficulties or issues.
Spirit Spots	All-settings	Spirit Spots are given to students who are "spotted" for following school-wide expectations.
Spirit Spot Weekly Draw	All-settings	One K-2 student and one Y3-6 student name are drawn from the Spirit Spot box, and they select a prize as a reward for following school-wide expectations.
Spirit Meetings with Parents	Classrooms Assemblies	Twice a term parents are invited to visit their children's class to view their learning and/or view a class presentation.
Student Voice	Classrooms	• Every 5 weeks, all students complete a short survey about their school happiness. • Students may suggest student led initiatives that will increase student engagement and school happiness.
PAX Good Behaviour Game PAX GBG	Classrooms Assemblies	• During Monday meetings, PAX GBG strategies are discussed. • Connections are made between the weekly Spirit Weekly Theme - Value and PAX.

Care Continuum	Strategy or Program	Details	Audience
Prevention	<u>PAX Good Behaviour Game</u>	PAX Good Behaviour Game (PAX GBG) consists of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.	All
Prevention	<u>Child protection</u>	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner <u>Toolkit for Schools</u> to prevent and respond to cyberbullying	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources support creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	All
Targeted / individual intervention	<u>Attendance support</u>	The principal will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, principal
Individual intervention	<u>Individual behaviour support planning</u>	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, teacher-principal

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

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

A behaviour of concern is a 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. See Appendix 1.

- **Teacher managed** – low level inappropriate behaviour is managed by teachers in the classroom and the playground.
- **Principal managed** – behaviour of concern is managed by school executive.

Corrective responses are recorded in the school's "Wellbeing book". These include:

Classroom	Non-classroom setting
• rule reminder • prompts • seat change • reflection conference to discuss or complete work • if required, communication with parent/carer.	• rule reminder • prompts • walk and chat with teacher • reflection and restorative practices • if required, communication with parent/carer.

Upper Lansdowne Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. PAX is referenced by teachers to teach self-regulation, increase focus and strengthen peer networks.

We acknowledge that not all students are encouraged by the same thing or in the same ways. Younger students may be more motivated by adult attention while older students are typically more motivated by peer attention, activities, privileges, or freedom. When learning new skills, students need immediate and frequent reinforcement and as they develop mastery they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts.

The use of verbal and non-verbal specific positive feedback is the most powerful way to:

- help adults and learners to focus on positive social behaviour
- enhance self-esteem and build an internal focus of control.
- increase the likelihood that students will use the expected behaviours and skills in the future
- decrease unexpected behaviour

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour are teacher managed.	Targeted/Individualised Responses to behaviours of concern are executive managed
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. Seek support of principal or neighbouring classroom teacher.
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. Teacher-principal 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	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. Principal collects information and reviews the incident from multiple perspectives to determine next steps. Principal to record incident "Wellbeing book". and contact parent/carer by email or phone. Principal may consider further action e.g., formal caution or suspension.
4. Social emotional learning lessons PAX GBG are referenced during our weekly Spirit meetings.	4. Teacher records the incident 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 previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher-principal contacts parent to communicate student effort. Weekly Spirit awards are given for positive individual and class behaviour.	Teacher-principal contacts parent/carer when a range of corrective responses have not been successful. Individual planning to school counsellor may be discussed.	Parent/carer contact is made by the principal to discuss any support and behaviour responses, including referral to the 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. 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.

Responses to all behaviours of concern apply to student behaviour that occurs:

- at school
- on the way to and from school
- on school-endorsed activities that are off-site
- outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
- when using social media, mobile devices and/or other technology involving another student or staff member.

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support.

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 and apps can be found at the [eSafety](#) Guide.

Reflection and restorative practices

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

The maximum length of time will be appropriate to the age/developmental level of the student.

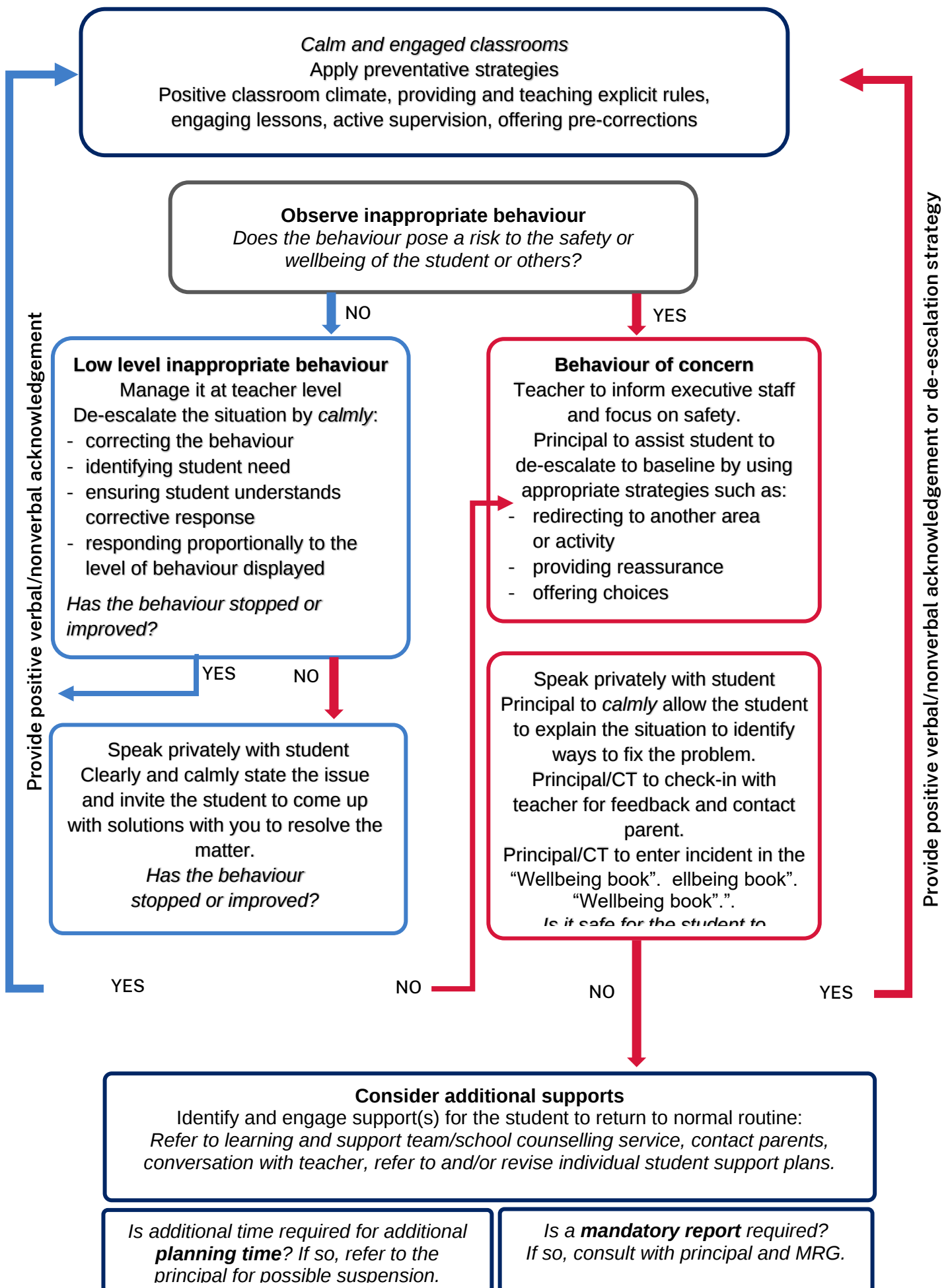
Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection plan - withdrawal from free choice play, with the teacher supporting the student to reflect on their behaviour and make future positive choices.	Next break	Principal	Documented in "Wellbeing book".
Restorative practice – peer mediation or circles in groups	Scheduled for either lunch or recess break	Principal	Documented in "Wellbeing book".

Review dates

Last review date: [1 July 2024, Term 2, 2024]

Next review date: [1 July 2025, Term 2, 2025]

Appendix 1: Behaviour management flowchart



Bullying Response Flowchart

The following flowchart explains the actions Upper Lansdowne 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.

