

Lapstone Public School Behaviour Support and Management Plan

Overview

Lapstone Public school is committed to explicitly teaching and modelling positive behaviour and to supporting all learners 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 learner, every day. We value and strive to develop safe, respectful, responsible learners in a caring learning community. We prioritise the learner dispositions of being a risk taker, creative, collaborative, a critical thinker, reflective, determined and resilient.

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

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

- Positive Behaviour for Learning
- Resilient Project
- Life Skills Go

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

Lapstone 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 communities that promote learner wellbeing. Staff are committed to establishing evidence-based approaches and strategies that promote a positive climate is 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 learner's bullying behaviour.

Partnership with parents and carers

The best education occurs when parents/carers and schools work together. School Community Charter outlines the responsibilities of parents, carers and school staff in NSW public schools to ensure our learning environment are collaborative, supportive and cohesive.

At Lapstone Public School we achieve this by:

- Engaging in regular, ongoing consultation and collaboration with parents/carers to identify and respond to additional learning and support needs.
- Providing opportunities for delivery support staff and other outside agencies to work directly with school staff to build reciprocal understandings about behaviour support,
- Consistent communication across our Compass platform SMS messages, letters and phone calls. This includes communicating positive feedback regarding learners, general information and updates regarding learner's behaviour.
- Provide our parents and community with opportunities for increased education regarding topics of interest and relevant to the school's context. This includes learner, parent, staff Learning Conversations, transition to school opportunities, educational information nights and promotion of external services relevant to the school's context and learner outcomes.
- Inviting parent/carer and learner feedback through informal and informal means, such as Tell them From Me surveys, school surveys, consulting with the P&C and local AECG.
- Using concerns raised through complaints procedures to review school systems, data and practices.
- Offering online, onsite and telephone interpreters for parents and community members for meetings or interviews with the school.

School-wide expectations and rules

At Lapstone Public School we have 4 rules which all staff reinforce with our learners in class.

- **I am Safe** – in the playground, in the classroom, when playing with others, staying in safe, supervised play areas, walking with the teacher when moving around the school and when coming and going from school.
- **I am Responsible** – letting teachers know if something is wrong or happened in the playground, helping others, working hard in class and completing schoolwork, looking after belongings (personal) and equipment belonging to others.
- **I am Respectful** - the way I speak to teachers and staff and other learners, listening and following instructions given by staff in class and in the playground, playing by the rules of the game.
- **I am a Learner** – striving to implement the learner dispositions of being a critical thinker, creative, resilient, collaborative, reflective, determined and a risk taker.

At Lapstone you will see	You will hear	You will feel
<ul style="list-style-type: none"> • Staff interacting respectfully with learners and families • Smiles • Conflict resolved in a timely and respectful manner • Positive adult role models • Skilful management of learner behaviour • Signage with rule and expectation reminders • Positive incentive system (lappy tokens, awards and positive postcards) • High expectations for behaviour • A safe, clean, inviting environment 	<ul style="list-style-type: none"> • Respectful interactions • Positive language • A focus on high expectations • Consistent language 	<ul style="list-style-type: none"> • Welcomed • Safe • Respected • A sense of belonging • Recognised • Included • Valued • Informed

Behaviour Code for Students

Lapstone Public School is committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01>. This document translated into multiple languages is available here: [Behaviour code for students](#).

Whole school approach across the care continuum

Lapstone Public School embeds learner wellbeing and positive behaviour for 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 learners.
- Encouraging expected behaviour with positive feedback and reinforcement
- Discouraging inappropriate behaviour
- Providing active supervision of learners
- Maximising opportunities for active engagement with learning
- Providing carefully sequenced engaging lessons that provide options for learner’s choice
- Differentiating learning content and tasks to meet the needs of all learners.

Key: P – Prevention EI – Early Intervention T- Targeted I- Individual

Strategy/Program	Details	P	EI	T	I	Audience
Stop, Think, Do	<ul style="list-style-type: none"> To develop emotional and social intelligence in children. Focus on social skills training behaviour management and motivational learning. The aim is to develop self-control, communication skills and cognitive & problem solving. 	X	X			K-6 learners
Zones of Regulation	<ul style="list-style-type: none"> Informs learners emotional and sensory regulation and social skills. Provided strategies to teach strategies to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs and improve their ability to problem solve conflicts and issues 	X	X	X		K-6 Learners
National Week of Action (NWA)	<ul style="list-style-type: none"> Whole school participation in the annual National Week of Action against Bullying and Violence (NWA) in August each year 	X				Staff, learners 3-6
Australian eSafety Commissioner Toolkit for Schools to prevent and respond to Cyberbullying	<ul style="list-style-type: none"> The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents 	X	X	X	X	All
Resilience Project	<ul style="list-style-type: none"> Developing the importance in learners about resilience in learners' wellbeing and learning Focus on core pillars of Gratitude, Empathy Mindfulness & Emotional Literacy Curriculum integration – lessons, activities and reflections 	X				Whole school
Thera puppy	<ul style="list-style-type: none"> Contributes to calming learners and motivating them to participate in activities 	X		X		Whole school
Learning & Support	<ul style="list-style-type: none"> Referrals can be made for academic, social/emotional, behavioural, attendance or wellbeing concerns Meeting held fortnightly 				X	Selected learners

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Life Skills Go	<ul style="list-style-type: none"> Blended Learning platform that tracks, measures and reports on social and emotional literacy 	X				Whole school
Garden Warriors	<ul style="list-style-type: none"> Social emotional program for learners who experience anxiety Conducted once a week for learners who are identified 			X		Identified learners K-6
Attendance Intervention Model and Strategies	<ul style="list-style-type: none"> Monitor and reinforce importance of regular attendance with learners via class teachers and communication with parents and carers through Compass Regularly promote the importance and benefits of regular attendance at school 	X				Whole School
Attendance Tier One Early Intervention	<ul style="list-style-type: none"> Learner Attendance Success Plans for learners with 85% attendance created collaboratively with learner and class teacher 		X			Learners with 80-89% attendance
Attendance Tier Two Individual Attendance Plan	<ul style="list-style-type: none"> Meeting between parent/carer and Assistance Principal Attendance Improvement Plan during meeting LST Referral for under 70% 			X		Learners with 50-79% attendance
Attendance Tier Three High Level Case Management	<ul style="list-style-type: none"> Meeting between parent/carer and Principal Attendance Improvement Plan updated during meeting Additional supports and strategies as necessary including HSLO referral 				X	Learners with 0-49 % attendance
Clubs and Groups	<ul style="list-style-type: none"> Band, ukulele, drama, debating, chess, Choir Snr and Jnr, Dance Snr, Jnr and Boys, Film, by the Eucalyptus, Tournament of Mind, Math Olympiad Before school, Break 1 and Break 2 Engage learners and provide them with opportunities for positive playground experiences 	X				Whole school
Leadership Opportunities	<ul style="list-style-type: none"> Leadership opportunities for all learners Various domains e.g. School Leaders, Class Leaders, Tech Leaders, Library Leaders, Sport House Leaders 	X				Whole school
Transition To Kindergarten	<ul style="list-style-type: none"> Program for incoming Kindergarten learners over 6 			X		Incoming Kindergarten learners for upcoming year.

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	<p>weeks. Incorporating Year 5 learners as Kindy Buddies.</p> <ul style="list-style-type: none"> • Incorporates parent/ carer information sessions. 					
Transition to Year 7	<ul style="list-style-type: none"> • Early Intervention Program for all Year 6 learners • Intervention Program (Intensive) 	x		x		Year 6 Learners
Individual Behaviour Support Plan	<ul style="list-style-type: none"> • Developed collaboratively with behaviour specialist team • Designed to support individual learners 				x	Individual learners
Learner Welfare check ins.	<ul style="list-style-type: none"> • Individual check ins for identified learners to ensure the day starts on a positive note 				x	Individuals as needed
Restorative Discussions	<ul style="list-style-type: none"> • Encourages behaviour that is supportive and respectful • Puts the onus on individual learners to be accountable for their behaviour and to repair any harm caused to others as a result of their actions. 			x		Individuals as needed
External Agencies	<ul style="list-style-type: none"> • School leaders engage and work alongside external agencies to support learner wellbeing as needed 				x	Individual Learners as needed
Whole School PBL Framework (Tier 1)	<ul style="list-style-type: none"> • Strong teacher/learner relationship • Explicit teaching & modelling of specific skills and behaviour expectations • Communication with parents/carers around school expectations • Class based systems of expectations, routines, modelling and response to behaviour 	x				Whole school
Strong Teacher and Learner Relationships	<ul style="list-style-type: none"> • All learners are known, valued and cared for within the school • Learners have someone at school who consistently provides encouragement and can be turned to for advice 	x				Whole school
Class Expectations	<ul style="list-style-type: none"> • Created Collaboratively by the teacher and learners • Displayed in classroom • Link back to our school- wide expectations 	x				Whole school

Formal Caution of Suspension or Suspension Resolution Meetings	<ul style="list-style-type: none"> Principal, Assistant Principal, parent/carer and learner attend Documentation developed and kept 				x	Target Individual learners
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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 consider whether the behaviour poses a risk to safety or wellbeing of the learner 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 (refer to Minor and Major Behaviours)

Teacher Managed – low level inappropriate behaviour (minor) is managed by teachers in the classroom and the playground

Executive Managed- behaviour of concern (major) is managed by school executive.

Staff follow the Bullying Response Flowchart, when they receive a report about learner bullying, including bullying which may have occurred online or outside of the school setting.

A behaviour is identified as bullying based on the following criteria:

Involves a misuse of power in a relationship

Is intentional, ongoing and repeated

Involves behaviours that can cause harm.

The timeframes will vary depending on the professional judgement of staff who receive the bullying complaint and their assessment of immediate risk to learners.

Corrective responses are recorded on compass. These include:

Classroom	Non-classroom setting
Rule reminder	Rule reminder
Re-direct	Re-direct
Offer choice	Offer choice
Error Correction	Error correction
Prompts	Prompts
Reteach	Reteach
Seat change	Play or playground redirection
Stay in break to discuss/complete work	Walk with teacher
Conference	Reflection and restorative practice
Reflection and restorative practices	Communication with parent/carer
Communication with parent/carer	

We acknowledge that not all learners are encouraged by the same thing or in the same ways. Younger learners may be more motivated by adult attention while older learners are typically more motivated by peer attention, activities, privileges

or freedom. When learning new skills, learners need immediate and frequent reinforcement and as they develop mastery they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts.

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

Help adults and learners to focus on positive social behaviour

Increase the likelihood that learners 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

Prevention	Early Intervention	Targeted/ Individualised
Responses to recognise and reinforce positive and safe behaviour	Responses to inappropriate behaviour are teacher managed. (see flowchart	Responses to behaviours of concern is executive managed (see flowchart)
Behaviour expectations are taught and referred to regularly, Teachers model behaviours and provide opportunities for practice Learners are acknowledged for meeting school wide expectations.	Refer to school wide expectations and/or emotional regulation visuals and/or supports so that the learner can self-regulate	Contact office to seek help from executive straight away if there is a risk. Otherwise notify learner's stage supervisor or executive asap and before the end of the day.
Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school -wide continuum for acknowledging expected behaviour.	Use indirect responses including proximity, signals, non-verbal cues, ignore, corrective feedback	Executive/CT to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirecting to another area or activity, providing reassurance or offering choices. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.
Tangible reinforcers include those that are: Free and frequent Moderate and intermittent Significant and infrequent Intermittent and infrequent reinforcers are recorded on Compass	Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, learner conference. Learners have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied	Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record on Compass and contact parent/carer by email or phone Executive /principal may consider further action e.g. formal caution or suspension.
Social emotional learning lessons are taught weekly	Teacher records on compass 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 through email	Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan.
Teacher/parent contact	Teacher/ parent contact	Teacher/parent contact
Teacher contact through phone calls home are used to communicate learner effort to meet expectations. Recognition awards for positive individual behaviour are given out. Class awards are given when earned	Teacher contacts parents/carer by phone when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed	Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to LST through Compass, school counsellor, outside agencies or Team Around a School

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including learners who display bullying behaviour, are recorded on Compass – Chronicle.

Review and document incident on compass including witness/victim statements

Determine appropriate response/s, including supports for staff or other learners impacted

Communication and collaboration with parents/carers (phone, email, parent portal, meeting)

Develop or review individual learner support planning and behaviour plans (risk management response), including teaching positive replacement behaviour and making learning and environmental adjustments

Refer/monitor the learner through the school learning and support team

Reflection and Restorative Practices

Liaise with Team Around the School for additional support or advice

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 learners' behaviour that occurs:

At school

On the way to and from school

On school endorsed activities that are off-site

Outside of school hours and off school premises where there is a clear and close connection between the school learners' conduct

When using social media, mobile devices and/or technology involving another learner or staff member.

Learners or parents/carers can report bullying to any staff member, NSW public school principals have the authority to take disciplinary action to address learner behaviours that occur outside of school hours or school grounds, including cyberbullying. Learners who have been bullied will be offered appropriate support, for Lapstone 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 procedure](#)

[Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

Learners 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.

Detention, 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 learner.

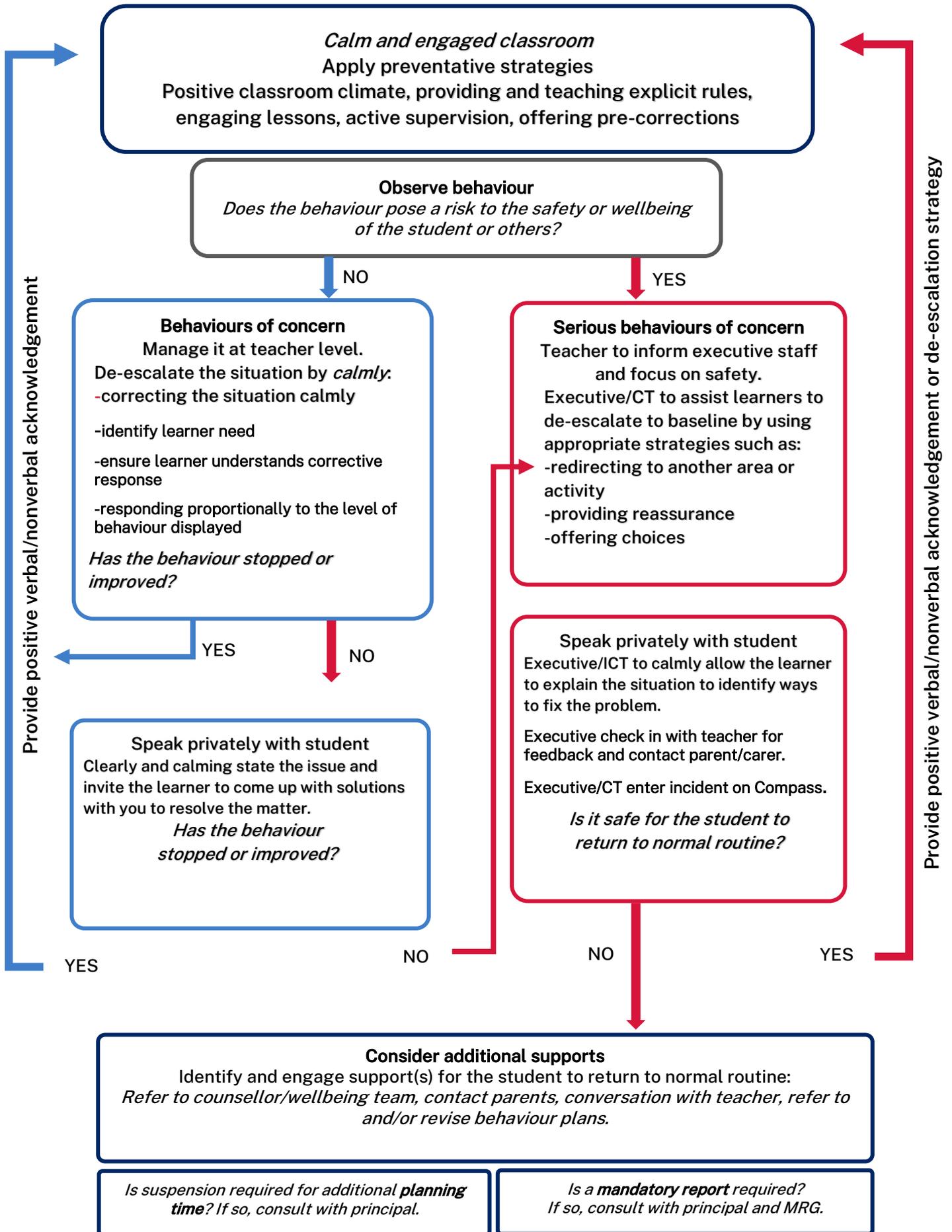
Action	When and How Long?	Who coordinates?	How Are These Recorded
Reflection Sheets Class Teacher	Classroom 5 min with restorative Conversation	Class teacher	Uploaded to Compass by class teacher
Reflection sheets Stage AP	Stage AP Classroom 20 minutes with restorative conversation	Stage AP	Uploaded to Compass by Stage AP
Reflection sheets Principal	Office Time varies 30mins to all day with restorative conversation, dependent on need	Principal	Uploaded to Compass by Principal

Review dates

Last review date: February 2025

Next review date: February 2026

Appendix 1: Behaviour management flowchart (Alternative example)



Appendix 2: Bullying Response Flowchart (Optional)

