



School Behaviour Support and Management Plan

Overview

Larnook Public School supports a restorative approach to wellbeing and behaviour support and as such, is developing staff and student capacity to implement strategies to create a **Safe** and **Fair** environment where **Learners** excel.

The purpose of this Behaviour Support and Management Plan is to create a safe and supportive school environment that promotes positive behaviour, respect, and inclusion. This procedure aligns with the NSW Department of Education guidelines and legislative requirements.

This plan applies to all students, staff, parents, and visitors of Larnook Public School.

Partnership with parents and carers

Larnook Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, by:

- inviting parent/carer and student feedback through formal and informal means, such as school surveys, consulting with parents through Class Dojo, School Bytes, newsletters, assemblies and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices

Larnook Public School will communicate these expectations to parents/carers through the school newsletter, Class Dojo, assemblies, 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

Expectation – Be Safe	Expectations – Be Fair	Expectation- Be a Learner
Avoid and walk away from unsafe behaviour	Show respect to others and yourself	Do your best and give your best effort
Consider others' safety	Use polite language and speak nicely to others	Ask for help and support
Report unsafe behaviour	Be honest and tell the truth	Complete your work on time
Look and listen when spoken to	Own your own behaviour and accept consequences	Take care of your own property and respect others' property
Follow rules and instructions	Be a peacemaker and problem solver	Look after your books and equipment
Walk on hard surfaces	Practice resilience	Include everyone
Stay inside school boundaries	Be a role model	Be resilient and patient

Look after school property and equipment	Care for the environment and others' property	Be responsible
Ask the teacher to be excused	Wear uniform with pride	Participate- Be involved- Join in
Hands and feet to self	Place rubbish in bins	Share school equipment
Move around the school quietly		Ask questions- be curious
Take turns		Learn from mistakes

Behaviour Code for Students

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

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

Whole school approach across the care continuum

Our school embeds student wellbeing and positive behaviour approaches and strategies in practices across the care continuum to promote positive behaviour and respond to behaviours of concern, including bullying and cyber-bullying behaviour.

These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships. These practices include:

- stating and explicitly teaching classroom 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	Strong teacher/student relationships	A focus on reliable, consistent, and authentic interactions that support all students	All students
	Life Skills Go check in	An online check in program that allow students to communicate how they are feeling and provides strategies through mini lessons, brain breaks and journal writing to support wellbeing.	All students

Care Continuum	Strategy or Program	Details	Audience
	Integrating mindfulness, movement breaks and social/emotional learning into teaching and learning programs	To build self-regulation skills using brain breaks, 'Moving to Learn', meditation and sensory items. PAX Good Behaviour Game	All students
	Recognition and rewards	Verbal praise, merit certificates based on values, Principal awards, special days/events ("Spontaneous Special")	All students
Early intervention	Positive Behaviour for Learning	Explicit teaching and modelling of specific skills including behaviour expectations and social skills	All students generally and as needed for specific intervention
	School developed programs to support behaviour and wellbeing.	Anti-bullying strategies including cyber-bullying and internet safety. PDHPE content and units of work Student Support Officer led wellbeing program 'Stormbirds'	All students generally and as needed for specific intervention
Targeted intervention	Reflect and Restore conversation and worksheet	A framework for restorative conversation for staff and students.	Individuals or small groups
	Learning Support	Referral for assessment, planning and support for students.	Individuals or small groups
	Modified individual expectations and goals and communication with parents	Adjustments and support for individual students to support learning and wellbeing.	Individuals
Individual intervention	Individual student plans	Includes PLPs, behaviour plans, ILPs and Risk management plans	Student, staff and parents
	Complex case management	Referral for assessment and case management; provide consistent strategies and adjustments outlined within an individual student support plan. work in partnership with the student, parents or carers, classroom teachers, the school's learning and support team, and other support agencies or services	Team Around a School

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

Larnook Public School's anti-bullying plan outlines strategies for addressing concerns and behaviours. [Larnook Public School Anti-Bullying Plan](#)

Managing Inappropriate Behaviour

The following is a guide to supporting problematic and disruptive behaviours in the classroom and playground.

Low Level behaviours:

- Teacher addresses the behaviour in the classroom
- Use of reminder, redirection, and warning
- Reflect and Restore time during break or after class
- Enter on School Bytes
- Parent contact discussing behaviour goals

Major Incidents:

- Referral to the Principal
- Parental notification and involvement
- Behavioural contracts or agreements
- Individual Behaviour Support Plans for students requiring additional support

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
- 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.

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour	Targeted/Individualised Responses to behaviours of concern
School values are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.	Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	Contact Principal to seek support.
Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a	Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise,	Class teacher will take steps to restore, enter details on School Bytes, contact parents if

school-wide continuum for acknowledging expected behaviour.	redirect with specific corrective feedback.	appropriate and communicate with Principal for on-going support.
Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on School Bytes	Teacher addresses the behaviour in the classroom Use of reminder, redirection, and warning Reflect and Restore time during break or after class Enter on School Bytes Parent contact discussing behaviour goals	Referral to the Principal Parental notification and involvement Behavioural contracts or agreements Individual Behaviour Support Plans for students requiring additional support
Social emotional learning lessons are taught through PDHPE content and wellbeing focuses	Life Skills Go targeted lessons Parents contacted and monitoring sheets with behaviour goals	Referral to Principal School Counsellor referral Complex case management

Responses to serious behaviours of concern

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

Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

- [Incident Notification and Response Policy](#)
- [Incident Notification and Response Procedures](#)

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

Reflection and restorative practices

Reflective and restorative discussions is our approach to build student capacity to self-regulate and understand their behaviour and the impact it has on others. We encourage students to take ownership of their behaviour and response from others.

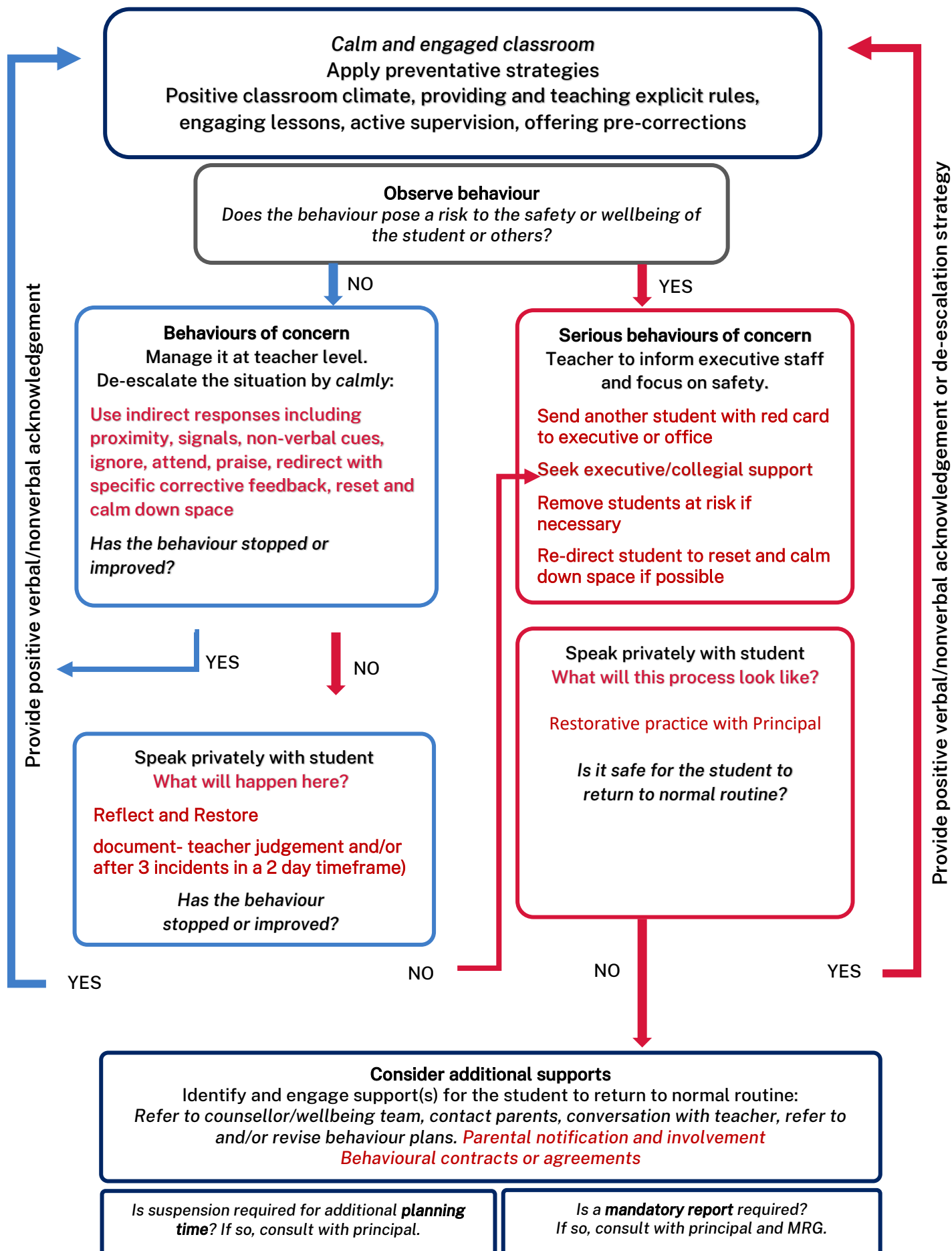
Strategy	When and how long?	Who coordinates?	How are these recorded?
Restorative Practice or mediation	As appropriate	Classroom or Principal	School Bytes
Reset and Calm Down	As appropriate	Classroom or Principal	Informal record unless pattern emerges
Parental Contact	As appropriate	Classroom or Principal	School Bytes

Review dates

Last review date: 27.11.2024

Next review date: 4.11.2025

Appendix 1: Behaviour management flowchart



Appendix 2: Bullying Response Flowchart

