



LEETON PUBLIC SCHOOL
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SCHOOL BEHAVIOUR SUPPORT AND MANAGEMENT PLAN

LEETON PUBLIC SCHOOL

OVERVIEW

Leeton 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.

The 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 mission, key programs prioritised and valued by the school community are:

- Behaveability
- Positive Education
- Smiling Minds

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

Leeton 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

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

- Parent Teacher interviews and/or meetings – formal and informal
- Inviting parent/carer and student feedback through formal and informal means, such as Tell Them From Me surveys, school surveys, and consultation with the P & C and local AECG
- Messaging system via Sentral and School Bytes
- Using concerns raised through complaints procedures to review school systems, data and practices.

Leeton 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 VALUES AND EXPECTATIONS

Leeton Public School has the following school-wide core values:

To be Respectful, Responsible and Resilient learners.

Students are expected to demonstrate our core values with the expectations in the table below.

RESPECTFUL	RESPONSIBLE	RESILIENT
Speak and act kindly	Arrive at school and class on time	Set achievable goals
Treat everyone fairly	Follow teacher instructions	Be open to new ideas
Take turns	Actively participate in learning	Learn from mistakes
Wear your uniform	Be prepared for every lesson	Accept feedback
Take care of property	Care for self and others	Try your best
Cooperate with others	Be a team player	Celebrate success
Value the interests, abilities and culture of others	Keep hands and feet to self	

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

Leeton Public 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 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 by all staff
- 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
- personalised learning and support plans for all students

Care Continuum	Strategy or Program	Details	Audience
Prevention	Behaveability	Tailored and consistent approach to behaviour response and management, scripted responses and conversations with individuals or targeted groups of students.	All
Prevention	Pos Ed (Positive Education)	Focuses on the explicit teaching of social and emotional skills to develop respectful relationships and build resilience across a stage based scope and sequence to enhance student wellbeing.	All
Prevention	Smiling Mind	Smiling Mind is an evidence-based program designed to support social and emotional skills development in children and overall mental health.	All
Prevention	RU OK? Day	Our school participates in RU OK? Day in September	All
Prevention	Breakfast Club	Students can access Breakfast Club every day with SLSO and School Chaplain.	All
Prevention	Attendance	Whole school approach to attendance using incentives – Class based attendance award, Attendance Merit Awards, regular articles in School Newsletter	All
Prevention	Child Protection	Teaching child protection education is a mandatory part of the syllabus.	Students K-6
Prevention	Extra Curricula Activities	Extra Curricula activities provide opportunities for staff to nurture students and develop supportive relationships in non-classroom settings, eg, Chess Club, STEM Groups, Quite Play, Dance Groups	Students K-6
Prevention	Harmony Day	Annual school wide celebration of diversity and tolerance.	Students K-6
Prevention	Trauma Informed Practice	All staff participate in professional learning to develop an understanding of childhood trauma and its impacts on student learning and wellbeing so they can better meet students' needs.	Students K-6
Early Intervention	Anti-Racism Contact Officer	The Anti-Racism Contact Officer (ARCO) will support the school to address reports of racism involving students through approaches such as restorative practice which promote respectful behaviours.	Students K-6
Early Intervention	Personalised Learning and Support Plans (PLaSPs)	All students have a PLaSP developed and updated annually and recorded in Sentral. PLaSPs are develop in consultation with student, parent, teacher, Learning Support and external provider support (if utilised)	All
Early Intervention	Transition and Orientation Programs	Specific programs and activities to support student transition into Kindergarten, from Year 2 to Year 3 and from Year 6 to Year 7.	Pre-School & K-6
Early Intervention	Zones of Regulation	Targeted approach – resources used in the classrooms to identify emotions, used after a break to identify student disposition.	Students K-6
Targeted Intervention	Learning Support Team	Individual and targeted group intervention for identified students as identified by teachers and parents through a referral process.	All
Targeted Intervention	External Providers	Some students may be referred to external support services. This may be done through the Learning Support Team or School Psychologists. External providers may include Occupational Therapists, Speech Therapists, Physiotherapists, Mental Health Counsellors, Centacare and include NDIS providers.	Students
Individual Intervention	Learning Support Team	Support with the development of Individual Education Plans (IEP), Behaviour Support Plans (BSP), Student Tailored Risk Management Plans (STRMP) and Access Request development.	All
Individual Intervention	Centacare	Individualised access to a Counsellor provided by Centacare one day a week to work with student and their family.	All
Individual Intervention	Integration Funding Support	Students that have targeted Integration Funding support are offered additional support through SLSOs in classrooms. They may support the teachers and students in accessing the curriculum and engaging in learning.	Student SLSO APLS Carers
Individual Intervention	DoE External Supports	When school has exhausted all resources/interventions to manage and support student behaviours, a referral may be made to the Team around the School. This may entail observations and working with the student/parents/staff to develop plans and strategies to support and manage the student and staff behaviours.	Team Around the School

PLANNED RESPONSES TO POSITIVE APPROPRIATE, INAPPROPRIATE BEHAVIOUR AND BEHAVIOURS OF CONCERN, INCLUDING BULLYING AND CYBER-BULLYING

Identifying behaviours of concern, including bullying and cyber-bullying

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. Behaviours of concern **do** include ongoing non-compliance, physical aggression and violence, and problematic sexualised behaviours. It also includes bullying behaviours that involve the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm.

Leeton Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- Directly observing a student's behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
- A person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
- Concerns raised by a parent, community member or agency.

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, for example through 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

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 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.

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.

Staff are encouraged to record corrective responses on Sentral (wellbeing). These may include:

Classroom Setting	Non-classroom Setting
• expectation reminder • re-direct • offer choice • error correction • prompts • reteach • seat change • time out in buddy class • stay in at break to discuss/ complete work • conference • reflection • communication with parent/carer	• expectation reminder • re-direct • offer choice • error correction • prompts • reteach • play or playground re-direction • walk with teacher • reflection • communication with parent/carer

Leeton Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Behaveability, Positive Education and Smiling Mind consist of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, 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
- 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.

RESPONSES TO SERIOUS BEHAVIOURS OF CONCERN

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Sentral (Wellbeing). These may include:

- Procedural Fairness – interviewing of staff and students involved in incidents
- Review and document incident
- Determine appropriate response/s, including supports for staff or other students impacted
- Interventions – this may include one on one support, partial attendance plan, restorative meeting, playground withdrawal, reflection, playground plan, buddy class.
- Communication and collaboration with parents/carers (phone, email, meeting)
- Refer/monitor the student through the School Learning and Support Team
- Develop or review individual student support planning
- Reflection and restorative practices (listed below)
- Liaise with Team Around a 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.

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](#)
- [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](#).

Detention, reflection and restorative practices

Detention, reflection and restorative practices occur on a case-by-case basis, with individuals remaining on reflection for varying lengths of time based on the age and developmental level of the student. Students are provided with the opportunity to use bathroom facilities during detention, reflection and restorative practices as needed. Students are asked to bring their food to detention, reflection and restorative practices if they have not finished during eating time.

The maximum length of time will be appropriate to the age/developmental level of the student. In normal circumstances any detention should not exceed 5 minutes. The length will not be all a normal recess or lunch break.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Detention – Implemented by a Classroom Teacher in the classroom as a consequence of and after a teacher managed behaviour in the classroom.	Next lunch or recess break Up to 5 minutes	Classroom Teacher	Sentral
Office Referral – a referral to the school executive by a staff member following the Behaviour Management Response Plan.	Immediate removal then next lunch or recess break Up to 5 minutes	Executive	Sentral
Reflection – a structured debriefing and planning after a crisis event or behaviour of concern with an individual or group of students.	Day of or next day at lunch or recess break.	Executive	Sentral
Restorative Practice – Peer mediation in groups. Students may be asked to participate in a supervised mediation. Ideal mediators could include the Principal, Assistant Principals and Anti-Racism Contact Officer. This strategy is communicated as a solution focussed strategy rather than a discipline measure.	Scheduled as soon as all involved are available	Executive	Sentral
Alternative Break Plan – withdrawal from playground or classroom and re-allocation to office/classroom for supervised break time following a breach in behaviour. The purpose is to assist the student to reflect on their behaviour, to achieve the desired behaviour, and make positive choices.	As required	Executive	Sentral
Playground Plan – individual intervention where a plan is in place for students requiring a supported and supervised playground space for a specified amount of time. Plans are shared with parents and carers.	Break times, varying times	Executive	Sentral

REPORTING AND RECORDING POSITIVE BEHAVIOURS

All positive rewards are recorded in Sentral (Wellbeing)

Merit Award

- Teachers will award 2 x Merit Awards per week
- These awards are based on class observations
- These will be presented at weekly assembly

Service Award

- An award based on observations and records of students demonstrating core school values, ongoing commitment to extra-curricular activities and participation in community events (for example ANZAC Day, Clean Up Australia Day)
- These awards will be presented in class

Playground Award

- Teachers will award 1 x Playground Award per week
- These awards are based on observations made within the playground
- These will be presented in class

Sport Award

- Teachers will award 1 x Sport Award per week
- These awards are based on observations made during sport or sporting achievement
- These will be presented in class

Attendance Award

- Teachers will award 1 x Attendance Award per week
- These will be for consistent (above 90%) or improved attendance
- These will be presented in class

Diamond Award

- Students who have achieved 7 awards are eligible for a Diamond Award
- These will be presented at weekly assembly

Platinum Award

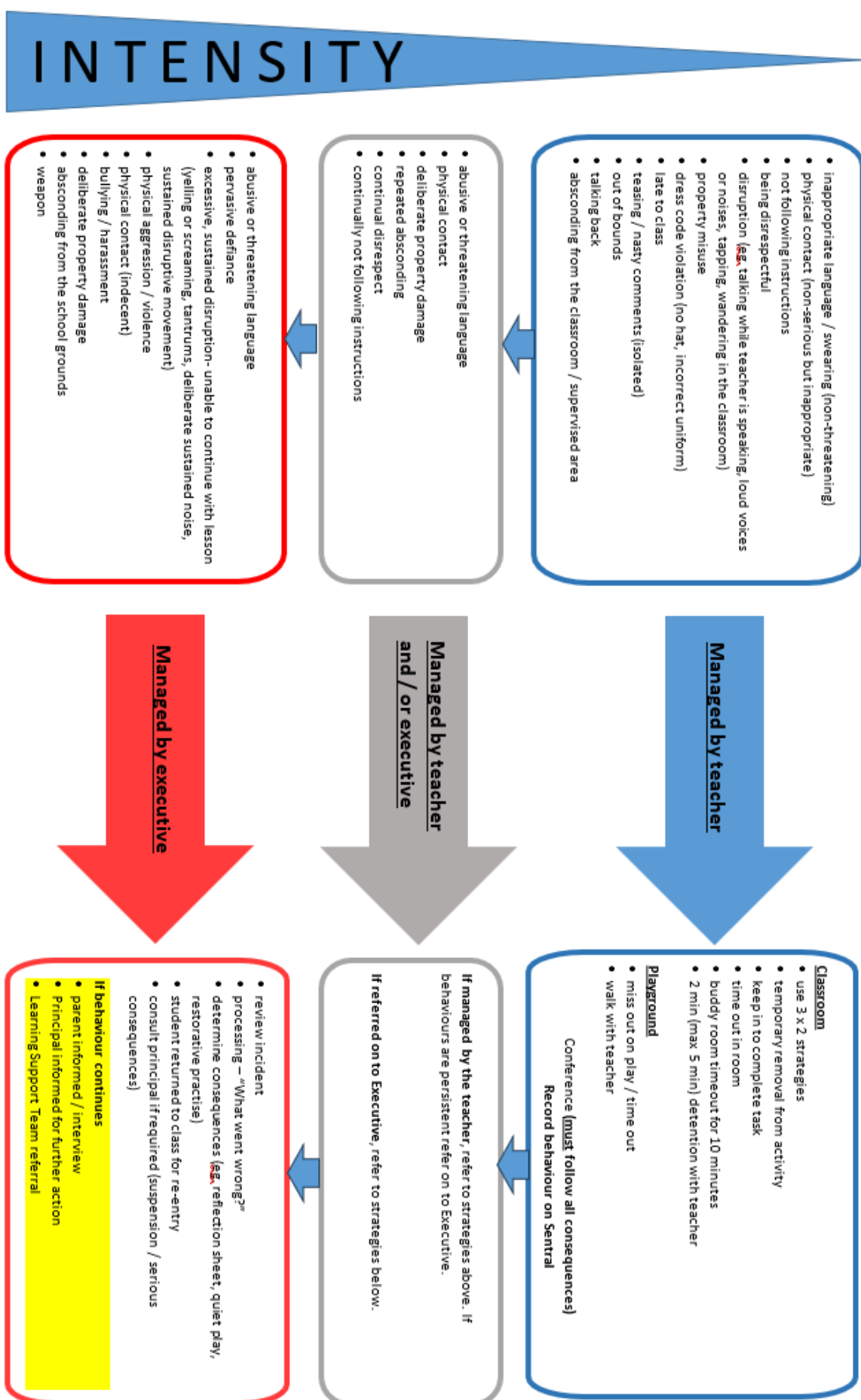
- Students who have achieved 7 Diamond Awards are eligible for a Platinum Award
- These will be presented at a Platinum Award Assembly at the end of Terms 2 and Term 4
- Students who achieve a Platinum Award will be invited to lunch with the Principal

REVIEW DATES

Last review date: Term 1 2025

Next review date: Term 1 2026

Leeton Public School Behaviour Management Response Plan



Draft for discussion 31/1/2025

APPENDIX B – LPS BULLYING RESPONSE FLOWCHART

