



NSW Department of Education

Leichhardt Public School

School Behaviour Support and Management Plan

Overview

Our **School Behaviour Support and Management Plan** supports the school's Strategic Direction of Wellbeing and Engagement. Our aim is to build a positive school culture that fosters agency, resilience and respect where each child belongs and is supported to achieve their full potential.

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

- Positive Behaviour for Learning (PB4L)
- 123 Magic
- The Resilience Project
- Philosophy

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

LPS School Vision

It could be said, you're being too vocal. We say, strong student voice and leadership initiatives.

It could be said, don't do that. We say, kindness and positive choices.

It could be said, we don't have time for that. We say, opportunities for learning - philosophy, art, music, drama, sport, technology, languages, First Nations education and sustainability.

It could be said, that's good enough. We say, high expectations, differentiation and personalised learning.

It could be said, we've always done it this way. We say, evidence-informed practice and deep curriculum knowledge.

It could be said, you're different. We say, inclusivity and diversity.

It could be said, we feel out of place. We say, community, wellbeing and belonging.

We say Leichhardt Public School.

Partnership with parents and carers

Leichhardt Public School proactively and collaboratively partners with parents/carers to establish clear expectations for behaviour and engagement. We communicate through the SchoolZine app, email

notifications, the school website and face-to-face and online meetings. Examples of our partnership opportunities include:

- offer parent/carer information evenings to support understanding of the school's behaviour policies and wellbeing practises
- inviting parent/carer and student feedback through formal and informal means, such as school surveys, consulting with the P&C and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

School-wide expectations and rules

At Leichhardt Public School, we are **safe, respectful and responsible learners**. Our school-wide expectations are followed through the PB4L matrix.

LPS PB4L MATRIX OF EXPECTATIONS



	Safe	Respectful	Responsible
Around the school	<ul style="list-style-type: none"> • Hands and feet to ourselves 	<ul style="list-style-type: none"> • Listen to each other • Use kind words • Follow instructions 	<ul style="list-style-type: none"> • Make good choices • Right place, right time • Ask for help if needed
Learning	<ul style="list-style-type: none"> • Ask before leaving a space 	<ul style="list-style-type: none"> • Allow yourself and others to learn 	<ul style="list-style-type: none"> • Use resources appropriately • Always try your best
Canteen	<ul style="list-style-type: none"> • Only buy for yourself 	<ul style="list-style-type: none"> • Use manners 	<ul style="list-style-type: none"> • Wait in correct lines
Play	<ul style="list-style-type: none"> • Play by the rules fairly • Be sun safe • Stay in bounds 	<ul style="list-style-type: none"> • Take turns • Include others • Show sportspersonship 	<ul style="list-style-type: none"> • Bin, box, play
Transitions	<ul style="list-style-type: none"> • Stay with the class 	<ul style="list-style-type: none"> • Look and listen 	<ul style="list-style-type: none"> • Move calmly and quietly
Technology	<ul style="list-style-type: none"> • Report dangerous activity 	<ul style="list-style-type: none"> • Respect others' privacy • Take care of equipment 	<ul style="list-style-type: none"> • Stay on task • Use devices appropriately

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, which is supported by the **Behaviour Code for Students**. It can be found using the link below and is translated into multiple languages. [Behaviour code for students](#)

Behaviour approach aligned to the care continuum



Approach overview

Prevention	Early intervention	Targeted intervention	Individual intervention
<ul style="list-style-type: none"> • PB4L • The Resilience Project • Philosophy • Child Protection • eSafety toolkit for cyber bullying 	<ul style="list-style-type: none"> • 1-2-3 Magic • Peer Mentor program • Attendance register • Learning Support team 	<ul style="list-style-type: none"> • Attendance register • Learning Support team 	<ul style="list-style-type: none"> • Learning Support team • Behaviour Support Plans • Personalised Learning and Support Plans • Individual Adjustment Plans • Personalised Learning Pathways

PREVENTION	
Positive Behaviour for Learning (PB4L)	<p>Positive Behaviour for Learning (PB4L) is an evidence-based framework that supports a positive, safe and supportive learning culture. It involves:</p> <ul style="list-style-type: none"> • clearly defined expectations • explicit teaching of expectations in all school settings through PB4L lessons • consistent positive feedback and acknowledgement system • continuum of strategies to respond to inappropriate behaviour • ongoing monitoring and evaluation
The Resilience Project (TRP)	<p>The Resilience Project (TRP) is taught at school through explicit lessons about emotional literacy and provides evidence-based, practical wellbeing strategies to build resilience. Parents/carers have access to the Parent Hub to support learning at home. The goal of this program is to teach positive mental health strategies to help students become happier and more resilient.</p> <p>https://www.hub.theresilienceproject.com.au/</p>
Philosophy	<p>Philosophy for children or Philosophy in the classroom is a rich, rigorous and purposeful speaking and listening opportunity. It is an essential 21st Century skill that teaches students how to think, not what to think. Philosophy promotes student voice and autonomy. Students are asked big questions that require considered thought, logical exploration and reasoned argument. Guided by 'norms' within a discussion, students use tools like because, giving reasons, consider reasoning and justify their ideas.</p>

<p>Child Protection</p> <p>Student Wellbeing Hub</p>	<p>It is mandatory to teach child protection education in every stage of learning from Kindergarten to Year 10 as part of the NSW Education Standards Authority (NESA) Personal Development, Health and Physical Education (PDHPE) K-10 Syllabus.</p> <p>Child protection and respectful relationships education is the responsibility of the whole school community and is most effective as part of a whole school approach.</p>
<p>eSafety toolkit for cyber bullying</p>	<p>The Australian eSafety Commissioner toolkit supports schools to prevent and respond to cyber bullying. The 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.</p>
<p>EARLY INTERVENTION</p>	
<p>1-2-3 Magic</p>	<p>The 1-2-3 Magic and Emotion Coaching program aims to help teachers manage challenging student behaviour. It focuses on relationship-building as well as strategies and techniques that promote positive behaviour and encouragement in developing the child's ability to manage their emotional reactions. The 1-2-3 Magic system aligns to our PB4L expectations.</p>
<p>Peer Mentor Program</p>	<p>An inclusive peer support program with students in Stage 3 leading as a 'peer mentor' to support younger students to interact safely, respectfully and responsibly at school. Peer mentors are involved in a collaborative training process to ensure adequate understanding of mediation and intervention techniques that are supportive and inclusive.</p>
<p>Attendance</p>	<p>The Learning and Support Team refers students to the attendance coordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals. In more targeted intervention cases, the Department's Home Liaison Support Officer will become involved to further support families.</p>
<p>TARGETED INTERVENTION</p>	
<p>Learning and Support Team</p>	<p>The Learning and Support Team works with teachers, students and families to support students who require personalised learning and support. This team is made up of the Principal, Deputy Principal, Assistant Principal Special & Inclusive Education, Learning and Support teacher, and the school counsellor.</p>
<p>Behaviour Support Plans (BSP)</p>	<p>Behaviour support planning is a student-centred continuous cycle of planning and supported growth. The behaviour support planning process has six stages or elements, which reflect the personalised learning and support process and the teaching and learning cycle. Using this process supports students needing targeted or individual intervention and leads to better outcomes for students with challenging and complex behaviour.</p>
<p>Individual Adjustment Plans (IAP)</p>	<p>IAPs (yellow): students who are currently on the NCCD level Supplementary.</p>
<p>Personalised Learning and Support Plans (PLSP)</p>	<p>PLSPs (blue): students who received a WTE or L grade in their report and/or who are on Substantial on the NCCD . PLSPs highlight adjustments being made for these students, as well as SMART goals.</p>
<p>Personalised Learning Pathways (PLP)</p>	<p>PLPs are an active and continuous process for Aboriginal and Torres Strait Islander students. They are developed in consultation and collaboration with the student, their families/carers and teachers to identify, organise and apply personal approaches to learning and engagement for success. PLPs can have short term and/or long-term goals that are monitored, reviewed and celebrated.</p>

Factors influencing behaviour

Family, peers, school and the wider community all impact on student behaviour, and on learning and wellbeing. The way we behave is also influenced by personal characteristics such as age, sex, personality, temperament and mental and physical health.

Pro-social behaviour

Pro-social behaviour is an important life skill. Knowing how to get on with others promotes positive interactions, builds relationships and helps people to feel connected. When children improve their pro-social behaviours, benefits flow through to their learning, behaviour and wellbeing outcomes. Students who are aware of their own behaviour and can appropriately use a range of emotions and coping skills, are less likely to be disruptive in school. Once pro-social strategies are developed and strengthened, they become part of an individual's ongoing repertoire of life skills.

Consequences for behaviour

Having **consistent and fair consequences** is one of the many effective classroom and school behaviour management practices which research shows has the greatest positive impact on learning and behaviour.

At LPS, we respond consistently to inappropriate or unwanted behaviours using fair, logical, and predictable consequences, that provide opportunity to reteach the expected behaviour.

Consequences are selected to fit the individual student, the specific behaviour, the context or setting, and the frequency and the severity of the behaviour.

Through PB4L, we provide **corrective feedback** to get students back on track without the need for further consequences. This includes describing the observed behaviour and telling the student what to do next time. *E.g. "You are calling out, remember to put your hand up."*

Through 1-2-3, we provide students with **reminders** to hold students accountable for their consistent undesirable behaviour. *E.g. "That's one, you are speaking rudely."* Once students get to 3 reminders, they are given the consequence of a time out within the classroom. The count then resets. If students get to 3 reminders again, they spend time out in a buddy class as their consequence. If the behaviour persists, students will then see an executive staff member for a reflection or detention at the next break time, depending on the context of the behaviour.

Through logical consequences and the continuum of responses, students are aware that already established consequences will be applied to their behaviours that do not meet school expectations.

- Low-level disruptive behaviour merits a low-key consequence
E.g. A student who impulsively pushes past a student to get to the canteen might be moved to the end of the line
- More severe or repeated behaviours of concern merit a more serious consequence
E.g. A student who deliberately hits another student in the playground without provocation might be required to spend play time in a supervised area for the remainder of the week.

All logical consequences will have a **reflection component** - structured restorative debriefing and planning after an event of behaviour of concern with an individual student.

Some logical consequences will involve a **detention component** - withdrawal from free choice play and playground activities for supervised time out as a consequence following a significant breach in

behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group.

All incidents of student behaviour are documented on the school's internal recording system, Sentral.

Continuum of responses

What might happen if?	
I don't get started or stay on task	<ul style="list-style-type: none"> • I will have to catch up on my learning later, possibly during break times • I might not do well in tests or assessments • My Mum or Dad might have to come for a meeting
I tease, swear, yell or speak rudely	<ul style="list-style-type: none"> • Other kids might not want to play with me • I will need to find a way to make it up to the person during my own time
I damage property	<ul style="list-style-type: none"> • I might have to help fix the broken property • Other people might not trust me • I might need to clean up rubbish in the playground
I don't follow teacher instructions	<ul style="list-style-type: none"> • My teacher will give me reminders • I won't be given special privileges or jobs • My parents might have to come for a meeting
I hurt someone by pushing, kicking, hitting or punching	<ul style="list-style-type: none"> • I might need to reflect with the Principal, Deputy Principal or school executive staff member • I might receive a detention which takes away some of my privileges • I might spend time off the playground away from my peers and friends • I might spend time away from school to reflect on my actions

Planned responses to bullying and cyberbullying

Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated, and involves behaviour that can cause harm.

Leichhardt Public School staff identifies bullying and cyberbullying through:

- 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

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 can 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.

Resources

- [What is bullying](#)
- [If your child is being bullied](#)

Leichhardt Public School's Bullying Response Flowchart



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](#).