



Leonay Public School



Student Behaviour Support and Management Plan

Overview

The motto of Leonay Public School is "Everyone, everywhere, every time, to do my best to be a safe respectful learner." Student welfare is a high priority, and we believe that students, teachers and parents need to recognise and respect the rights and responsibilities of all.

Parent/Carer Engagement

Leonay Public School have worked closely with parents, carers and the wider school community to co-develop a planned approach to student behaviour expectations and wellbeing. This aims to ensure optimal conditions for teaching and learning. Consultation has occurred through P&C meetings, community surveys and face to face meetings. Leonay Public School will communicate these high expectations via Compass official communications, our school website, Facebook page and newsletters.

Our School Vision

At Leonay Public School, we aim to create a nurturing community where every child thrives in a safe, respectful environment. We promote kindness, courage, and resilience, empowering students to face challenges with confidence. Through creativity and critical thinking, we prepare learners for a dynamic world, ensuring inclusivity and support for all. Our goal is to inspire a love for learning and guide each child toward personal success, contributing positively to society.

Whole School Expectations



Everyone, everywhere, every time

To Do My Best

To be a....



Safe	Respectful	Learner
<ul style="list-style-type: none"> Be accountable for my choices Attend school everyday Make sensible choices Show pride in our school Show pride in ourselves Speak honestly Help my community Follow STAND 	<ul style="list-style-type: none"> Show kindness Listen to others Speak and behave courteously Cooperate with others Support and value others Take care of property 	<ul style="list-style-type: none"> Show curiosity and creativity Get involved and be active Show bravery Make mistakes to learn Become a problem solver Ask questions Bounce back from challenges Persist when it gets hard Work with others Concentrates and completes tasks

Partnership with parents and carers

The critical role of parents and caregivers is recognised as the primary influence on each child's character and behaviour and as essential partners in supporting the core rules and successful education of their children.

As stated in our school vision, school staff work together with the parents and carers to support their child's education journey at Leonay Public School. We ask parents to

- Ensure their child(ren) attend school every day
- Share in the responsibility of shaping their child(ren)'s understandings and attitudes about acceptable behaviour
- Encourage their child(ren) to inform the school of any matter that may affect the student at school
- Be involved in the school by showing awareness of school policies and procedures, giving support, liaising with the school and being a positive role model

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 NSW Behaviour Code for Students can be found at
- <https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01>.

Planned responses to positive appropriate behaviour

Response	Description
Leo Legend Tokens	These tokens are given out by staff to students not in their own class who have displayed our Leonay Value and Whole School Expectations on the playground. Students place their token in the barrel. 4 students are drawn from the barrel each assembly and receive a canteen voucher to use. All tokens are placed back in the barrel at the end of each term and 1 token is drawn out for a larger sum voucher at a local store.
Leonay Value Awards	Leonay Value awards are presented at each assembly to recognise students in our school who have applied and upheld the nominated value from our Whole School Expectations.
Merit Awards	Merit awards are presented at each assembly to recognise the effort of students in the classroom towards their learning.
Principal Medals	Principal Medals are awarded each term for 2 students per class who have demonstrated the set Values/Expectations nominated by teachers. These criteria are taken from our Whole School Expectations and Success Criteria is provided to outline what teachers are looking for in the 2 students. Each term has a different set of criteria.
End of Year Presentation Day	This assembly is to recognise excellence in our students for each class and across a range of categories.

Whole school approach across the care continuum

In formulating a behaviour support and management plan, we acknowledge and have outlined below practices to foster good discipline.

For example:

- Building trusting and reciprocal relationships with students and their families
- The consistent use of good behaviour management technique such as:
 - giving simple instructions
 - expecting students to comply and follow directions
 - regularly acknowledging students for complying with expectations and directions
 - avoiding the use of ridicule, embarrassment or 'put-downs'
 - involving all members of the class by directing questions to the full range of students
 - encouraging on-task learning behaviour by moving about the room and supervising work
 - refocusing and redirecting attention when students become restless or inattentive
 - having a plan for managing behaviour disruptions
 - following up any significant behaviour disruptions
- Differentiating the curriculum to meet the needs of each individual student
- Supporting the diverse range of students in achieving success in learning
- Opportunities to develop engagement through student interest programs – Sport Gala Days, PSSA Knockout Teams, Technology, Choir, Gardening Club, Dance groups
- Harmony, Multicultural and NAIDOC days, as well as Reconciliation Week to celebrate our cultural diversity
- Rock and Water and The Anxiety Project are programs to support the social and emotional needs of the students
- The provision of integrated programs which develop self-discipline, self-review, communication and responsible decision making, such as:
 - social skills programs – Rock and Water as well as Counsellor led initiatives
 - peer learning – Book Buddies, Peer Support and Year 6 and Kindergarten buddies
 - leadership opportunities – Techsperts, Environmental Managers, House Captains, SRC representatives
- Discussion with parents and caregivers of their roles and responsibilities in managing student behaviour – P&C meeting presentations, Parent Information Sessions
- The provision of appropriate support programs, such as counselling and remediation
- Liaison with community agencies to build support for students
- Recognition and understanding of particular needs of the student body and within the local community
- Ongoing monitoring of classroom and playground data through regular discussions

Care Continuum	Strategy or Program	Details	Audience
Prevention	PDHPE Programs	PDHPE programs explicitly teach the syllabus	Students in classrooms
Prevention	1, 2, 3 Magic	This program aims to identify mildly irritating, disruptive or obnoxious behaviours by counting “that’s 1” and so on.	All students and all classrooms
Early Intervention	STAND	Stay Calm Try to Ignore Ask to Stop Never Fight Duty Teacher	All students and all classrooms
Early intervention	The STOP Behaviours Flow Chart	See Appendix 1	All students and all classrooms
Targeted intervention	Behaviour Consequences Flow Chart	See Appendix 2	Students making inappropriate behaviour choices or serious behaviours of concern
Individual intervention	Learning and Support Team (LST), School Counsellor	Students will be referred to the LST as required. Parents will be contacted to	Individual students identified by Classroom teachers, Assistant Principals and the Learning and Support Team.

Responses to serious behaviours of concern

See the above Behaviour Consequences Flow Chart for processes the school may take to respond to serious behaviours of concern

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.

When 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.

Definitions

Term	Definition
Take 5 and reflect	Take 5 and Reflect is a de-escalation strategy and occurs where a student is directed away from an activity, whilst remaining in the classroom, when they engage in disruptive behaviours. This enables a student to remove themselves from a situation to reflect and re-set their behaviour.
Behaviour of Concern	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, developmentally appropriate behaviour.
Bullying	Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm.
Reflection	Reflection is applied as close as possible to the breach in behaviour. It allows the school to provide timely support to students to assist them to achieve the desired behaviour, to reflect on their behaviour and make positive choices. The student is always supervised by a staff member.
Detention	Detention is a disciplinary consequence that schools may use to address inappropriate student behaviour. It is applied as close as possible to the breach in behaviour. The student is always supervised by a staff member.
School Behaviour Support and Management Plan	An operational document that outlines school processes and practices for behaviour support and management. It must be published on the school website, so it is available to all students, parents, carers and school staff.

Detention, reflection and restorative practices

Students will be removed from the playground following inappropriate behaviour choices that result in the Behaviour Consequence Flow Chart being applied. Students will meet with the Assistant Principal in the reflection room. They will bring any food with them to eat during this time. These practices will last for a maximum period of 15 minutes. Toilet breaks will be provided as appropriate.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Explicit teaching of positive classroom behaviours	As required when behaviours arise	Class teacher	As required in Compass
Take 5 and reflect	5 minutes	Class Teacher	Recorded when student receives a third Take 5 in a session by the Assistant Principal in Compass

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection Meeting	15 minutes - When the student misses a play session as a result of inappropriate behaviour	Assistant Principal	Compass notification
Detention	When the student misses a play session as a result of inappropriate behaviour	Assistant Principal	Compass notification
Return from Suspension Meeting	As determined by the Principal in communication with the parents	Principal	Suspension Resolution

Review dates

Last review date: 20 August 2025, Term 3

Next review date: December, 2025, Term 4

Appendix 1



Stop Behaviours Flow Chart

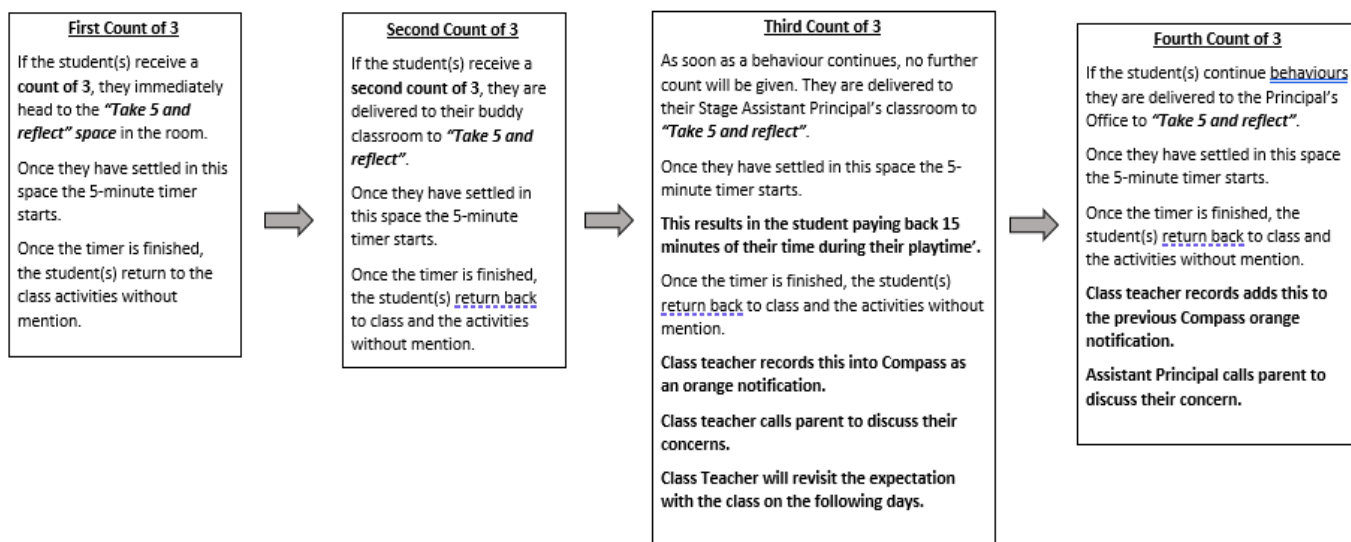


Stop behaviours may range from mildly irritating to obnoxious or disrespectful. When students present with these behaviours, use the 1, 2, 3 counting procedure. If these behaviours persist, please follow the process below. **NOTE: You do not need to count different behaviours separately.**

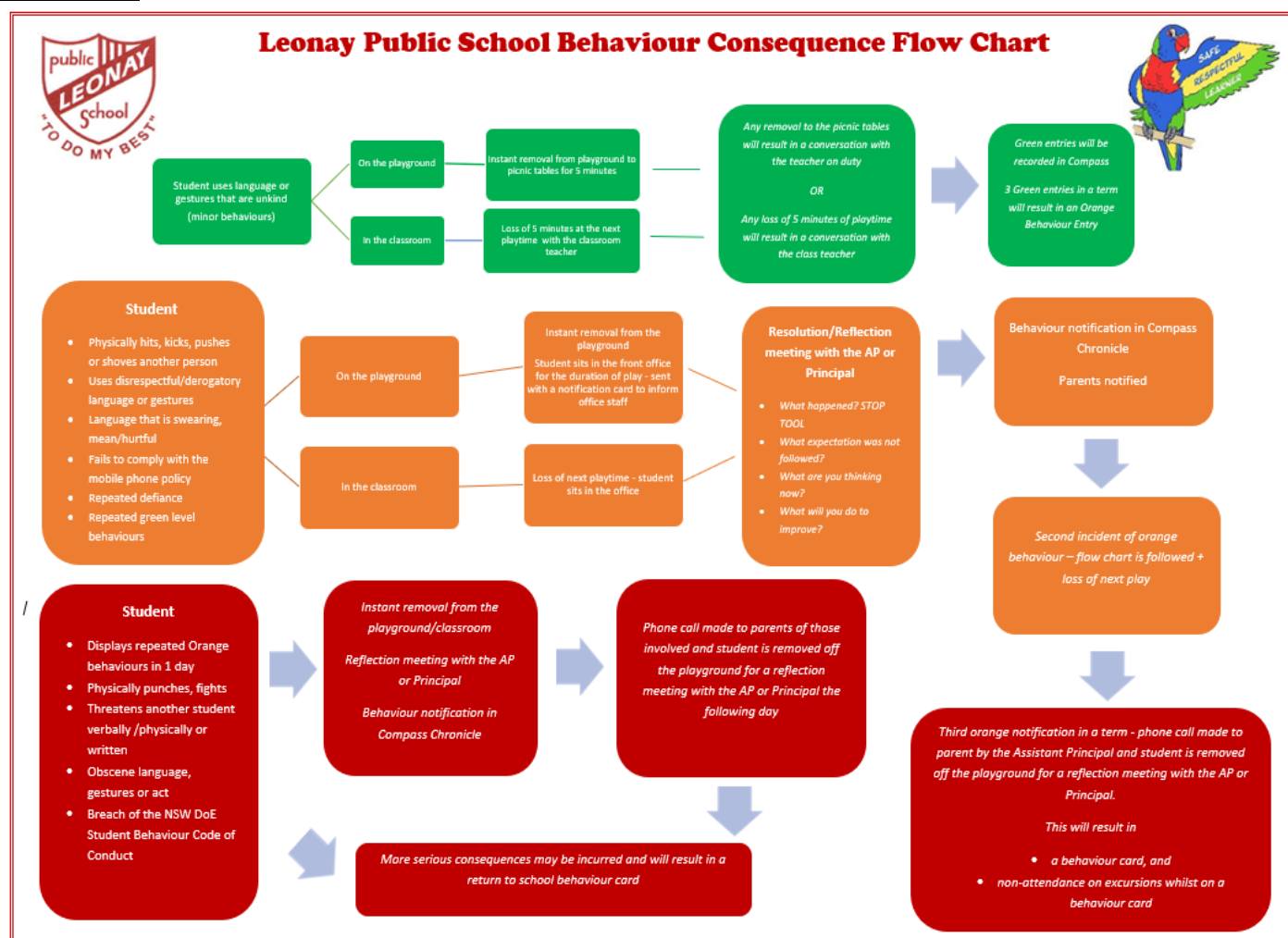
What to say....

- Address the behaviour (You need to stop brief explanation) "That's 1", wait 5 seconds while looking at the student
- "That's 2" wait 5 seconds while looking at the student
- "That's" 3, take 5"

Each session is a fresh start



Appendix 2



Appendix 3 – Bullying/Cyberbullying Response Flow Chart

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm.



Further Notes:

[Digital devices and online services for students](#)

STUDENT MOBILE PHONE POLICY & PROCEDURES

Mobile phones are personal property and any student bringing one to school does so at their own risk.

We do on the other hand understand that for safety reasons parents /carers may like to have their child walk to and from school with a mobile phone.

Whilst every effort is taken to ensure student phones are locked away in a secure location; the school does not accept responsibility for the security of the phone.

Students wearing Smart Watches must adhere to this policy as well.

MOBILE PHONE PROCEDURES FOR STUDENTS

Students must:

- provide the school with a letter of approval from their parent/carer each year
- switch their phone off before entering the school grounds
- hand their phone in upon arrival from 8.30am to the office
- collect their phone at 3pm
- only switch their phone on after leaving the school grounds

CONSEQUENCES FOR BREACHING THE POLICY

Students who fail to hand their phone in or use their phone during the school day will be breaching school rules and will be dealt with under the Behaviour Consequence Flow Chart.

The students will have their phone confiscated, locked away, and returned to them at 3pm.

Any photos or videos taken at school by them will need to be deleted at the end of the day under the supervision of an Assistant Principal and the Principal.

Parents will be phoned by an Assistant Principal to inform them of their child's breach of this policy.

SOCIAL MEDIA

The purpose of this policy is to help ensure that Leonay Public School is a safe, respectful learning environment.

Social media sites like Snapchat, Twitter, Youtube, Instagram, TikTok and others are used by an increasing number of students. The words, images, sounds or virtual actions that occur in these sites can be public. What students do online may have consequences in the real world.

Actions and words of students using technology could harm others at this school and may be considered as Cyberbullying. This includes other students, teachers, other staff, parents or friends. Student conduct online, that is likely to harm others connected with the school, may be subject to disciplinary action, whether or not that conduct happens at school, at home, or elsewhere.

Students concerned about their conduct online, or that of others, are encouraged to talk to their parents or a teacher about the matter.

STUDENT USE OF DIGITAL DEVICES

Students need to use digital devices and online services in a safe, responsible and respectful manner.

Students may only use digital devices and online services in specific circumstances, such as for an educational purpose, to support student learning, wellbeing and educational outcomes, or as part of a reasonable adjustment to enable students with specific needs to participate in education on the same basis as other students.

Inappropriate use of digital technology will be addressed according to the school's existing behaviour management plan and wellbeing and disciplinary procedures, departmental policy and any other statutory and regulatory obligations. This includes incidents outside of school where there is a clear and close connection to the school.