

School Behaviour Support and Management Plan

Overview

At Lindfield East Public School, we believe that it is a fundamental right of each and every child to receive an excellent education – an education that caters for the academic, social emotional and physical need of each individual and prepares each on for success in learning and in life.

Partnership with parents and carers

Lindfield East Public School maintains a strong partnership with parents and carers. Parents and carers play an important role in the school community and are regularly consulted through the active P & C and the fortnightly newsletters. To encourage parents to engage in the SBSMP and to support their child to abide by the Behaviour Code for Students the school will consult with the parents/carers and the community, encouraging feedback and consultation.

School-wide expectations and rules

Expectations	Expectations	Expectations
Care for and respect yourself	Be an active learner and do your best	Be in the right place at the right time
	Follow teacher' instructions	Be prepared for every lesson
	Cooperate with the school leaders	Use the school equipment
Care for and respect others	Act politely and courteously to other people	Treat people fairly
	Be considerate of other people's feelings	Be honest and truthful
	Act and play in a safe manner	Always leave other people's property alone
Care for and respect the school and its environment	Represent the school to the best of your ability	Keep the school tidy
	Use the school equipment carefully	Wear the school's uniform with pride

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

LEPS provides an extensive range of strategies and programs to support positive behaviour. Programs have been developed to model and explicitly teach positive, inclusive, respectful and inclusive behaviours. These include approaches for antibullying, including cyberbullying.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Peer mediation	Year 5 students to participate in training in term 1 and implement program Terms 2-4. Skills include self-discipline, communication, conflict resolution	K-2
	Yard Games	House Captains provide yard games program K-6. Equipment provided for younger students to encourage communication, cooperation and speaking/gross motor opportunities	K-2
	Student Representative Council	Two students (4 each year) from each class, Yrs 2-6, meet weekly. This ensures all students are involved in the decision-making processes at LEPS. Fundraising and school events are discussed. Leadership and communication skills are developed. Students report back to their classes and take feedback	2-6
	Implementation of Student Welfare Policy	Recognises the role that the school plays as a resource to link families with community support services. Provides opportunities for students to enjoy success and recognition, make a useful contribution to the life of their school and derive enjoyment from their learning. Programs include the Anti- racism policy, Peer support program, Social skills programs, Support programs for students with special needs, Leadership development program, Child protection program, Anti-bullying program (including cyber bullying)	K-6
Early intervention	GOT It program	Early intervention program provided by NSW Health and DoE. Supporting student social and emotional wellbeing. Intensive program provided to recognised Yr 1 students in 2023, staff upskilled regularly. Families provided with resources and contacts.	Yr 1 focus K-6
	Buddy program	All classes are buddied up with another Class to encourage the older students to become big buddies (leadership) and the younger students to benefit from connections with older students (inclusion)	K focus K-6
	Friendship Wagon	Year 5 and 6 students support and encourage game based social skills through hands on activities.	K-2

Care Continuum	Strategy or Program	Details	Audience
	YOU CAN DO IT	Program implemented Kinder 2024 Social Emotional program for early childhood. SEL brain-based activities leading to improved engagement and wellbeing. You Can Do It! implemented K-6 in 2025. Social-emotional learning, mental health program to maximise the achievement and the wellbeing of students. All students involved in Child protection lessons as mandated by Dept.	K K-6
	Child protection lessons		
Targeted intervention	Friendship groups	A play based program implemented by Learning Support teachers or SLSO providing small group intervention (max 6). Students follow the STOP THINK DO social skills program.	K-3
	Social Skills groups	Intervention group for Year 4 students to develop social skills, empathy, confidence and resilience.	Yrs 3 - 6
Individual intervention	School counsellor intervention	A wrap- around approach co-ordinated by the school counsellor whereby students are supported by the school, parents and designated outside supports.	K-6

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

Positive appropriate behaviour is promoted and recognised through Care and Respect awards, house points and classroom management strategies.

10 care & Respect awards- silver certificate

4 silver certificates-gold award

2 gold awards – Gold badge

It is hoped that most students receive a gold award by the end of Year 6

Early intervention strategies

Child Protection lessons mandated plus additional explicit lessons as required e.g. preventive health and social skills programs

Circle time

Chatswood police visit- youth officer to discuss cyber bullying. Annually

Bullying NO WAY Day, activities and performances

Parent seminar offered on cyber- bullying.

Newsletter articles on bullying and cyber-bullying including links to Dept. recommended links.

Support to be provided to students who may have been the victim of bullying from classroom teacher, executives, learning and support team, school counsellor

See Appendix 1 for Behaviour management program

Planned responses to behaviours of concern

Recognising allegations of bullying, including cyber-bullying	reporting	Additional support
Directly observing a student's behaviour, interactions, verbal communications or work	Incident will be reported by class teacher/ SLSO to AP	Wellbeing team School counsellor Senior psych
A student disclosing information	AP will report to DP/ Principal/ARCO	School counsellor Senior psych
Concerns raised by a parent, community member or agency	Principal will contact appropriate people/agencies	Team around the school in addition to those above.

Responses to serious behaviours of concern

See Appendix1

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

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection	First half of lunch	AP on duty	Incident register
20 mins. Students eat lunch while attending reflection. Toilet break before and after Reflection.			

Review dates

Last review date: 5/9/2025

Next review date: End term 1 2026

Appendix 1: Behaviour management flowchart

