

Lockhart Central School Behaviour Support and Management Plan

Overview

Lockhart Central School's vision is to work in partnership with parents, carers and the community to ensure every student is known, valued and cared for. Teachers demonstrate personal responsibility for improving their teaching practice to improve student learning and build positive relationships.

Lockhart Central 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.

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.

Within the Lockhart Central School Plan, the wellbeing focus is to: Promote positive wellbeing of all students by implementing evidence based whole school practice to ensure every student is known, valued and cared for in an environment that is responsive to their needs.

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

- [Positive behaviour for Learning \(PBL\)](#)
- [CentaCare School Wellbeing Support Services for schools](#)
- [National Student Wellbeing Program \(NSWP\)](#)

These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying. These programs provide whole school, small group and individual targeted support for students and families.

Lockhart Central 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

Lockhart Central 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 Tell Them From Me surveys, school surveys, consulting with the P & C and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Lockhart Central 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 expectations and rules

Respect Self	Respect Others	Respect Property
Be in the right place at the right time	Keep hands and feet to yourself	Look after equipment
Wear school uniform proudly	Use kind words	Put all rubbish in the bin
Use good manners	Speak positively	Return what you borrow
Be hygienic	Follow staff instructions	

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 in practices across the care continuum to promote positive behaviour and respond to behaviours of concern.

These approaches and strategies are built on evidence-based effective classroom practices. The department’s endorsed evidence-based approaches that support behaviour include Positive Behaviour for Learning (PBL), trauma-informed practices, and the principals of inclusive practice. Include approaches for antibullying, including cyberbullying.

- 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	PBL School wide	Regular PBL explicit behaviour lessons	All students and staff
	Chaplain	Available for one- to one support Whole group/class wellbeing lessons	Students
	CentaCare Counselling	Targeted weekly student counselling onsite through Learning and Wellbeing Team	Students and families
	School Psychologist	Referral made for assessment for learning and behaviour support. Communication with families for IFS and mental and physical external agencies.	Students and families
	Staff training – VISI, Behaviour Management, Berry Street etc.	All staff trained in behaviour de-escalation strategies, zones of regulation, trauma informed practice to support whole school student wellbeing.	All staff and students
	Student Advocacy	Through the support of counselling, Chaplaincy program and staff training and a regular Wellbeing focus, students identify a staff member who is their ‘go to’ person for support and guidance. Wellbeing meeting focus on identifying students under the STOP LIGHT system to identify and monitor students wellbeing status.	Students
	Breakfast Club	School community run a breakfast club program that provides access to a free healthy breakfast and builds strong student-teacher connections.	Staff, students K – 12.
Early intervention	Anti Bullying Procedures and Australian eSafety Commissioner Toolkit for Schools to	Positive Behaviour for Learning – pre-teaching explicit behaviours Sentral record of reported bullying and a checklist of procedures. The toolkit supports our school to prepare, engage and educate the school community	All students, individual students K - 12, families, staff

Care Continuum	Strategy or Program	Details	Audience
	prevent and respond to cyberbullying	about creating and maintaining safe online environments to prevent cyberbullying incidents	
Targeted intervention	Attendance support	The principal will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals. School target of 92% set and reported against for parents and carers.	Individual students, principal
	School learning and support	Provides support for students who need personalised learning and support. Led by the Learning and Support Teacher.	Principal, individual students K - 12, families
Individual intervention	Individual Behaviour Support Planning	Planning is done in collaboration with the student and their family with support from Team Around a School where needed. This can include individual behaviour support and risk management plans.	Individual students, staff

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

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
Behaviour expectations are taught and referred to regularly. Staff model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules through silver and gold reward system.	Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate. Zones of regulation	Seek help from principal or other staff member if there is a risk to safety. Otherwise notify principal ASAP. Time outs organised for specific students – either student or teacher initiated.
Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour. Respect and class awards, silver and gold reward system	Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback VISI and Berry Street strategies used.	Principal/CT to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirecting to another area or activity, providing reassurance or offering choices. Incident review and planning is scheduled for a later time

		determined by the context and nature of the incident.
<p>Tangible reinforcers include those that are:</p> <ul style="list-style-type: none"> • Respect Awards – free and frequent. • Silver Awards - moderate and intermittent • Gold Awards = significant and infrequent • Platinum Awards – once a year and continue to progress year to year. <p>Intermittent and infrequent reinforcers are recorded on the centralised recording system.</p>	<p>Use direct responses e.g. Rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before a low-level consequence is applied.</p>	<p>Principal collects information and review the incident from multiple perspectives and determine next steps. Principal/Executive records the incident on the centralised recording system and contact parent/carer by email or phone. Principal may consider further action eg: formal caution/suspension.</p>
<p>All social-emotional learning programs – Chaplain plans and deliver weekly social and emotional lessons with classroom teacher k-10.</p>	<p>Teacher records on the Sentral recording system by the end of the school day. Monitor and inform family if repeated.</p>	<p>Refer to the school’s Learning and Support Team or APLaS considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.</p>
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
<p>Teacher contact through the parent phone calls or texts home are used to communicate student effort to meet expectations. Increased communication when necessary. Parent teacher interviews are set twice a year. Newsletter emailed once a week which contains a link to the SchoolTV website for parent/carer or family support. Meetings scheduled with parents on request.</p>	<p>Teacher contacts parents by phone, text or email when a range of corrective responses have not been successful. In some cases, individual planning and referral to LST may be discussed.</p>	<p>Principal/Executive contacts parent/carer to discuss any support and behaviour responses, including referral to the LST, outside agencies or Team Around a School.</p>

Responses to serious behaviours of concern

- The Core Rules Documents is followed at teacher, executive and principal levels for different behaviours.

PBL Minor and Major behaviours chart

Step 1 – Teacher resolution		MINOR Behaviours	Yellow Level
Behaviour	Examples		
Tardiness	Late to class not prepared out of uniform, inappropriate clothing, etc ,		
Misuse of equipment	Failure to comply with class rules for use of electronic devices (phones, Ipod's, MP3's, laptops etc) and school / classroom equipment		
Inappropriate Language	Failure to bring appropriate equipment for all class activities (including sport / PE) Littering, Being on gardens, rooftops and sitting on table tops. Moving property		
Truancy - partial	Non-directive, situationa swearing, Inappropriate comments		
Refusal	Failure to report to allocated classes / activities on time or at all. Disruption of other classes or in Out of Bounds areas		
Aggressive Behaviour	To follow teacher instructions, attempt work, bring equipment, attend detention, homework, eating in class, deliberately misleading teachers, continuing to talk		
Non Compliance	Behaviours that compromise safety of self. Usually not targeted at anyone. Tantrums etc		
Bullying	Challenging reasonable requests, refusal to attempt work, ignoring Sunsafe, Healthy Food & Road Rules policies		
	Interruption to the learning of others Out of Bounds		
	Physical, verbal & electronic harassment		
These matters are to be logged on Sentral by the classroom teacher			
They are to be dealt with on a teacher level. If students fail to resolve these matters with 3 classroom teacher attempts then the student and their record will be handed over to the HT or AP for Executive Detention.			
Step 2 – Head Teacher resolution		MAJOR Behaviours	Orange Level
Behaviour	Examples		
Continued tardiness			
Property damage Vandalism theft	Deliberate damage to property of students, staff and school		
Intentional language Abusive Language	Directed swearing Language that threatens / harasses		
Truancy			
Persistent Refusal			
Dangerous Behaviour	Repeated physical, verbal & electronic harassment after initial warnings given		
Persistent Disobedience			
Continued Bullying	Threatening behaviour		
Prohibited substances	Engaging in a physical altercation with intent to cause injury		
Explicit Sexism / Racism	Inappropriate comments intended to offend or slander staff, students & visitors		
Persistent Disobedience	Failure to comply with a series of reasonable requests		
These matters are logged on Sentral by the classroom teacher and immediately referred to an executive member of staff.			
Step 3 – Principal		Immediate Suspension	Black Level
Behaviour	Examples		
Possession of an illegal substance	Alcohol, cannabis, amphetamines, banned drugs		
Possession of a prohibited weapon	Knives, firearms, syringes, homemade weapons		
Criminal behaviour related to school	Stealing, pornography, illegal filming		
Violence	Assault / Threatening serious assault		
These matters are referred directly to the principal for immediate suspension			

- 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.
 - detention, reflection and restorative practices (listed below)
 - refer/monitor the student through the school learning and support team
 - liaise with [Team Around a School](#) for additional support or advice
 - communication and collaboration with parents/carers (phone, email, text, parent meeting)
 - formal caution to suspend, suspension or expulsion.

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](#).
- School recording system - Sentral

Detention, reflection and restorative practices

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student and behaviour observed.

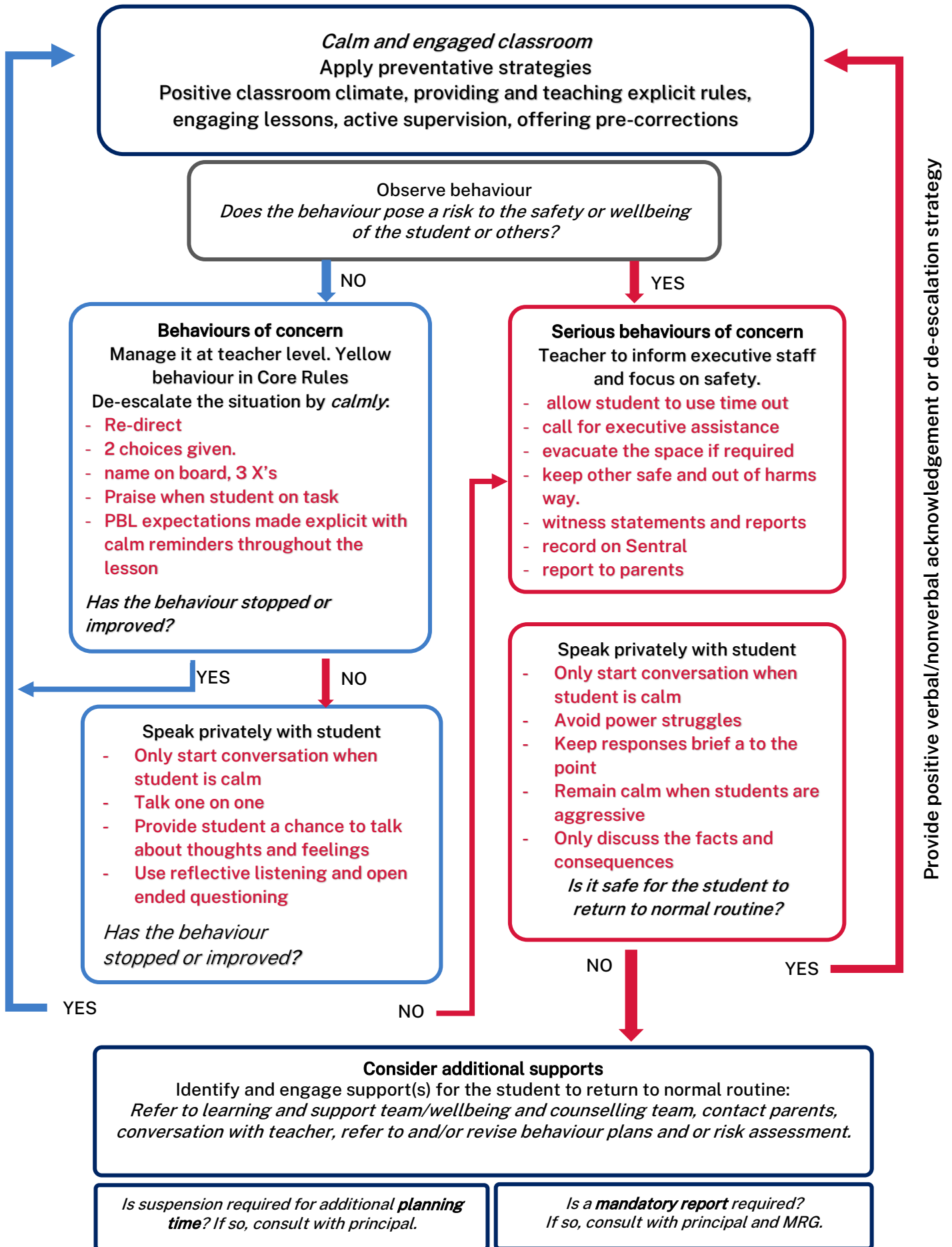
Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection room – EXECUTIVE DETENTION - a structured debriefing and planning after a crisis event or behaviour of concern with an individual student using the reflection sheet that is posted home to parents/carers	Next day at lunch	Executive Staff	Sentral
Alternate play plan or class withdrawal – withdrawal from free choice play and/or the classroom and re-allocation to an alternate space for supervised play and/or learning, following 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 with parental approval. Suspension caution can be given.	Next break/day	Executive Staff	Sentral
Restorative practice – peer mediation or circles in groups. School Chaplin also available to support.	Scheduled for either lunch or recess break	Executive Staff	Sentral

Review dates

Last review date: Day 1, Term 3, 2024

Next review date: Day 1, Term 3, 2025

Behaviour management flowchart



Appendix 2: Bullying Response Flowchart (Optional)

ANTI-BULLYING

Procedural Checklist: Handling A Complaint of Bullying behaviour

Year Advisor/Class teacher/Playground duty teacher _____

Alleged Student being bullied _____

Alleged student bullying _____

Date Checklist started _____

Date Checklist was completed _____

	Action	Person Responsible	Notifications	Tick and date when complete
1)	Bullied Student completes HASSEL LOG	<ul style="list-style-type: none"> Student making report Year Advisor/Class teacher/Playground duty teacher 	<ul style="list-style-type: none"> Student must give this to their class teacher or Year Advisor 	
2)	Complete The INTERVIEW SHEET with the alleged bullied student	<ul style="list-style-type: none"> Year Advisor/Class teacher/Playground duty teacher 	<ul style="list-style-type: none"> File HASSEL LOG and THE INTERVIEW SHEET in all involved students files with a copy of Procedural Checklist 	
3)	Contact home for <ul style="list-style-type: none"> - Bullied - Bully 	<ul style="list-style-type: none"> Year Advisor/Class teacher/Playground duty teacher 	<ul style="list-style-type: none"> Contact parents/carer 	
4)	Record on SENTRAL	<ul style="list-style-type: none"> Year Advisor/Class teacher/Playground duty teacher 	<ul style="list-style-type: none"> Sentral entry Class detention for bully 	
5)	Meet with the Alleged Bully and complete the Student Agreement to Cease Bullying Behaviour Contract	<ul style="list-style-type: none"> Class Teacher/Year Advisor Alleged Bully 	<ul style="list-style-type: none"> File STUDENT AGREEMENT TO CEASE BULLYING BEHAVIOUR CONTRACT 	

6)	Bully is informed formally that bullying is unacceptable and must stop.	<ul style="list-style-type: none"> Class Teacher/Year Advisor 	<ul style="list-style-type: none"> Bully verbally told to stop and warned of consequences. 	
7)	Executive Detention given to bully	<ul style="list-style-type: none"> Head Teacher/Assist. Principal/Principal 	<ul style="list-style-type: none"> Sentral entry 	
	Action	Person Responsible	Notifications	Tick and date when complete
8)	Follow up 1 week later complete Bullying Incident follow up Sheet	<ul style="list-style-type: none"> Year Advisor/Class teacher/Playground duty teacher 	<ul style="list-style-type: none"> File Bullying Incident follow up Sheet Sentral Entry 	
9)	Bullying Stops	<ul style="list-style-type: none"> Class Teacher/Year Advisor/Bully/Bullied student 	<ul style="list-style-type: none"> Nil Tick and date end of cycle 	
10)	Bullying has continued. Refer to an Executive member.	<ul style="list-style-type: none"> Head Teacher/Assist. Principal/Principal 	<ul style="list-style-type: none"> Collate all information and documentation from all relevant files 	
11)	Executive Detention Given	<ul style="list-style-type: none"> Head Teacher/Assist. Principal/Principal 	<ul style="list-style-type: none"> Sentral Entry and Executive Detention given 	
12)	Referral to school Chaplain/Counsellor	<ul style="list-style-type: none"> Head Teacher/Assist. Principal/Principal 	<ul style="list-style-type: none"> Sentral entry and School Chaplain/Counsellor referral 	
13)	Mediation between students involved and parents/carers if necessary.	<ul style="list-style-type: none"> School Chaplain/Counsellor, Head Teacher/Assist. Principal/Principal 	<ul style="list-style-type: none"> Parent/carer call home 	
14)	Referral to outside agencies listed in Anti-Bullying Policy under additional resources	<ul style="list-style-type: none"> School Chaplain/Counsellor, Head Teacher/Assist. Principal/Principal 	<ul style="list-style-type: none"> Recorded on Sentral and an Outside agency referral form completed. 	
15)	Suspension Warning	<ul style="list-style-type: none"> Head Teacher/Assist. Principal/Principal 	<ul style="list-style-type: none"> Suspension Warning letter home to parents/carer 	
16)	Suspension	<ul style="list-style-type: none"> Head Teacher/Assist. Principal/Principal 	<ul style="list-style-type: none"> Suspension given 	