



Lowanna Public School Behaviour Support and Management Plan

Overview

Lowanna Public School is dedicated to fostering an environment where every student is recognised, valued, and nurtured. Our strategic approach to wellbeing enhances learning through structured support processes.

We implement evidence-based practices such as Restorative Practices to promote supportive and respectful behaviour, along with the Positive Behaviour for Learning (PBL) Framework, which cultivates a positive behaviour culture and a safe, supportive learning environment. Additionally, we utilise the Berry Street Education Model (BSEM) and strategies from The Anxiety Project to encourage trauma-informed practices and resilience among students. Our staff undergo extensive training to effectively integrate these programs across the school.

We prioritise communication with parents and external agencies to address each student's unique wellbeing and learning needs. Building positive, respectful relationships is key to achieving optimal student outcomes.

Our commitment to teaching and modelling positive behaviour is reflected in our key programs: Restorative Practices, Berry Street Education Model, The Anxiety Project, and PBL. We reinforce positive behaviour through our school-wide expectations: We are always Safe, Respectful Learners.

Lowanna Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- Prevention strategies and modelling of positive behaviour are utilised at all times to avoid inappropriate student behaviour.
- Explicit lessons for all students on positive behaviour and social and emotional wellbeing.
- Presentation of Merit and Principal awards to students demonstrating their use of positive behaviour at fortnightly assemblies.
- Recognition of behaviour and achievement at Annual Presentation Day.
- Celebrations in the fortnightly newsletter and school Facebook page
- Clear explanations of the high expectations for behaviour and the importance of acknowledging positive actions.

Partnership with parents and carers

Lowanna Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and anti bullying 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 parents and carers, and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Lowanna 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.

Promoting positive student behaviour

Positive Behaviour for Learning

Our school implements Positive Behaviour for Learning (PBL), to explicitly teach and model our expected behaviours and ensure all students are engaged with their learning. The PBL framework assists us to support and improve social, emotional, behavioural and academic outcomes.

<https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/positive-behaviour-for-learning>

Berry Street Education Model

Teachers and students have more time to focus on relationships and classroom instruction. Students and staff benefit from:

- reduced problem behaviour
- increased time focused on instruction
- improved social-emotional wellbeing
- positive and respectful relationships among students and staff
- support for teachers to teach, model and respond effectively to student need
- a predictable learning environment where staff and students know what is expected

Lowanna Public School implements trauma informed teaching practices to support student learning. The Berry Street Education Model (BSEM), provides strategies for teaching and learning that enables teachers to increase engagement of students with diverse learning needs. BSEM successfully improves students' self-regulation, relationships, wellbeing and academic achievement. The evidence-based pedagogical strategies incorporate trauma-informed teaching and learning strategies.

<https://education.nsw.gov.au/about-us/educational-data/cese/publications/research-reports/trauma-informed-practice-in-schools>

The Anxiety Project

Teachers play a crucial role in helping children develop mental strength and resilience skills, which can be taught during both emotional (hot) moments and

non-emotional (cold) moments in the classroom. This approach benefits both students and staff by enabling them to recognise anxiety and respond appropriately to anxious behaviours, ultimately leading to improved social-emotional wellbeing. It allows teachers to effectively teach, model, and respond to students at their point of need, ensuring a supportive learning environment for all.

Restorative Practices

Restorative practices benefit the school by fostering a supportive and respectful environment where individuals take accountability for their actions and work to repair any harm caused. This approach enhances positive relationships, reduces behavioural issues, and promotes a collaborative, respectful school climate.

School-wide expectations – how we reinforce positive behaviour

At Lowanna Public School, we are Safe, Respectful, Learners. Our expectations are explicitly taught and reinforced in the classroom and on the playground.

We are SAFE 	We are RESPECTFUL 	We are LEARNERS 
<ul style="list-style-type: none"> • In the right place at the right time • Keep our hands, feet, objects and mouth to ourselves • Report any BIG problems to an adult • Walk inside the classrooms 	<ul style="list-style-type: none"> • Speak kindly to others • Listen attentively • Care for our environment • Care for others • Allow others to learn • Follow teacher instructions • Put our hand up and wait our turn to speak 	<ul style="list-style-type: none"> • Come to school every day and on time • Stay on task • Take pride in our work • Finish our work to the best of our ability

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

Care Continuum	Strategy or Program	Details	Audience
Prevention	PBL and Wellbeing	Classroom teachers participate in professional learning for: PBL, Restorative Practices, Berry Street Anxiety Project, and DoE online learning.	Teachers
Prevention	PBL and Wellbeing	Classroom teachers explicitly teach social skills in classroom as part of the Berry Street Education Model and The Anxiety Project: <ul style="list-style-type: none">● Recognising emotions● De-escalation strategies● Ready to learn strategies● Mindfulness● Self-regulation● Relationships with others● Growth mindset● Emotional intelligence● Resilience	Teachers

Care Continuum	Strategy or Program	Details	Audience
		<ul style="list-style-type: none"> Stamina for independent learning. 	
Prevention	PBL explicit lessons	A school-home-community approach to helping young people achieve to the best of their ability and experience positive social-emotional well-being. Teachers provide explicit lessons based on the needs at the time, addressing problem behaviours, special events such as excursions. There is a continuous process of evaluation and PBL lessons are responsive to this.	Teachers
Prevention	Smiling Minds	Students engage in mindfulness guided meditation from Smiling Mind program at identified 'break' points across the day to assist in preparing students to learn.	Teachers and students
Prevention	Brain/movement breaks	Each day begins with a 10-15 min fitness session. Classroom Teachers strategically use brain breaks and fitness throughout the day.	Teachers and students
Prevention	Health-focused interventions	The school offers a Breakfast Club in the mornings. We also organise dental visits, hearing, and eye screening at the school each year.	Students
Prevention	Staff PL	All staff engage in ongoing professional learning using the department's Universal Resources Hub, Restorative Practices, Anxiety	All staff

Care Continuum	Strategy or Program	Details	Audience
		Project, Berry Street Education Model training and PBL training.	
Early Intervention	Staff	Teachers, in collaboration with parents and students, develop individual behaviour management plans.	All Staff
Early Intervention	Classroom and playground management	<p>Class teachers support and guide individual students</p> <ul style="list-style-type: none"> - Re-direct student to task - Discussion with student about appropriate behaviour - Removal from activity - Walking with teacher on duty - Move to another playground area - Restorative practices - Writing apology letters - Reflection Room 	Teachers
Early Intervention	Learning Support Team referral	Co-ordinates the student learning support services and programs in the school K-6. The Learning Support Team considers the learning needs of individual students (and students with common learning patterns in year levels and across the school) and co-ordinates services and programs to ensure maximum use of both human and physical resources.	Teachers, Principal and School Counsellor

Care Continuum	Strategy or Program	Details	Audience
		Recommendation may include referral for school counselling or access to specialist support	
Early Intervention	Ready to learn plans	Students create personalised Ready to Learn Plans with identified strategies to assist them to de-escalate when needed, and ensure they are ready to learn.	All Students
Targeted Intervention	Student Individual Learning Plan	In consultation with parent/carer an individualised plan will be developed with short- and long-term goals.	Principal CT, Parent/Carer, Individual students
Individual Intervention	Learning Support Team	Team around the School – can be consulted for additional advice The Assistant Principal Learning and Support and/or Learning Wellbeing Officer are consulted for advice and support on suitable interventions for individual students and collaboratively planned, reviewed and adjusted in consultation with the parent/carer	Principal CT Parent/Carer Individual students APLaS LWO

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

Identifying behaviour of concern, including bullying and cyberbullying

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

Lowanna 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 member.

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.
- Corrective responses are recorded in SchoolBytes. These include:

Classroom	Non-classroom setting
<ul style="list-style-type: none"> ● rule reminder ● re-direct ● offer choice ● error correction ● prompts ● reteach ● seat change ● stay in at break to discuss/ complete work ● conference ● detention, reflection and restorative practices ● communication with parent/carer. 	<ul style="list-style-type: none"> ● rule reminder ● re-direct ● offer choice ● error correction ● prompts ● reteach ● play or playground re-direction ● walk with teacher ● detention, reflection and restorative practices ● communication with parent/carer.

Lowanna Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Positive Behaviours for Learning, Berry Street Education Model and The Anxiety Project 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.

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour are teacher managed.	Targeted/Individualised Responses to behaviours of concern are executive managed
<p>1. Behaviour expectations are taught and referred to regularly.</p> <p>Teachers model behaviours and provide opportunities for practice.</p> <p>Students are acknowledged for meeting school-wide expectations and rules.</p> <p>2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.</p> <p>3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on School Bytes.</p> <p>4. Social emotional learning lessons are regularly taught (PBL and Anxiety Project).</p>	<p>1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.</p> <p>2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p> <p>3. 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 low-level consequence is applied.</p> <p>4. Teacher records on School Bytes. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.</p>	<p>1. Seek help from executive straight away if there is a risk. Otherwise notify executive ASAP and before the end of the school day.</p> <p>2. Executive/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> <p>3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on School Bytes. and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.</p> <p>4. Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour</p>

		support/response plan.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at fortnightly school assemblies.	Teacher contacts parents/carer by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.	Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on School Bytes. These may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- detention, reflection and restorative practices (listed below)
- liaise with [Team Around a School](#) for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- 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](#) and [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

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.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection room – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Next day at either lunch or recess break	Principal Or Assistant Principal	Documented in School Bytes
Alternate play plan – withdrawal from free choice play and re-allocation to office, classroom or other alternative space, for supervised play 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 (detention)	Next break	Principal Or Assistant Principal	Documented in School Bytes
Restorative practice – peer mediation or circles in groups	Scheduled for either lunch or recess break	Principal Or Assistant Principal	Documented in School Bytes

Partnership with parents/carers

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

- Ongoing consultation with parents
 - An annual school survey

Lowanna Public School will communicate these expectations to parents/carers by:

- Providing ongoing information in the school newsletter, school Facebook page and school website
- Individual parent/carer meetings on request.

Professional Learning

Program	Details
Berry Street Education Model	Trauma Informed classroom practice
Positive Behaviour for Learning	Introduction to PBL Tier 1 classroom systems Tier 2 targeted interventions and support Tier 3 intensive individualised support
Classroom Management fundamentals	E-learning Setting the scene, positive classroom environments, establishing your practice, active engagement and responding to classroom behaviour
The Anxiety Project	Face to Face and online PL - for school leaders to be able to design protocols and establish a culture within the school aimed at helping children build resilience.

Review dates

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026