NSW Department of Education

School Behaviour Support and Management Plan

Overview

Lowesdale Public 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 ensure that every child can participate positively in society and strive to develop safe, respectful learners in a caring learning community.

Partnership with parents and carers

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

Inviting parent/carer and student feedback through formal and informal means such as school surveys, Tell Them From Me surveys, consulting with the P & C and local AECG.

Lowesdale Public School will communicate these expectations to parents/carers through the school newsletter and website.

Our school builds collaborative realationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

School-wide expectations and rules

Respectful	Safe	Learner
Listen to and follow instructions	Hands and feet to yourself	Ask for help
Use appropriate language	Right place, right time	Work together
Share and take turns	Use equipment correctly	Be ready to learn

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 and strategies in practices across the care continuum to promote the positive behaviour and respond to behaviours of concern, including bullying and cyberbullying behaviour.

These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships. These practices include:

- 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's choice
- differentiating learning content and tasks to meet the needs of all students.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Differentiated learning programs	Support every student in achieving personal success in learning across all Key Learning Areas and in academic and non-academic endeavours.	Students, staff, parents/carers and community
	Organised activities during break times	Provide a variety of extracurricular activities in break times, before, during and after school to value and promote varied interests, stimulate engagement to develop ability or talent and work collaboratively with others	
	Resilience and regulation	Provide ongoing programs that develop self-discipline, self-evaluation, communication, conflict resolution skills and leadership. e.g. personal development, peer support, student leadership programs.	
	Staff Professional Learning	Provide PL opportunities for staff in behaviour management and understanding behaviour such as	

Care Continuum	Strategy or Program	Details	Audience
		Calmer Classrooms, Trauma Informed Practice	
Early intervention	Analysis of school behaviour data	Analysis of school behaviour data in order to address emerging concerns and work on preventative strategies and communication	Students, staff, parents/carers and community
	Learning and Support Team Meetings	Discuss particular student needs in order to access or design support strategies, or programs and to communicate with parents and other staff	
	School Counsellor	Counselling support provided by a trained School Counsellor to individual students, with consultation with parents/carers, as required	
	National Day of Action Against Bullying and Violence	Our school participates in the annual National Day of Action against Bullying and Violence	
Targeted intervention	Australian esafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	The toolkit supports our school to prepare, engage and educate the school community about creating and maintaining safe online environments to prevent cyberbullying incidents.	Students, staff, parents/carers and community
	School learning and support	Provides support for students who need personalised learning and support	
	Seek support from team around the school staff such as the APLaS	Promoting strong professional understanding to address and support vulnerable students.	
	Attendance support	The principal will convene a planning meeting with students, families and teachers to address barriers to improved attendance and growth goals.	
Individual intervention	Individual Behaviour support Planning	Planning is done in collaboration with the student and their family with support from Team around the	Students, staff, parents/carers and community

Care Continuum	Strategy or Program	Details	Audience
		school where needed. This can include individual behaviour support and risk management plans.	
	Integrated Funding Support	Provide increased staff support for individual students with identified needs to support staff and student safety, health and wellbeing.	

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.

Lowesdale Public School staff will identify inappropriate behaviour and beahviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- directly observing a child or young person'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 student, 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 their classroom teacher or 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 or concern

Lowesdale Public School uses the following strategies to recognise and reinforce positive student behaviour and behavioural expectations:

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 on control.

Specific positive feedback may not be sufficiently reinforcing for some students, so the school-wide continuum provides the opportunity to pair verbal or non-verbal feedback with a positive, tangible consequence.

The school-wide continuum for acknowledging expected behaviour includes:

- Free and request – for everyday use by all staff in all settings
- Moderate and intermittent- awarded occasionally
- Significant and infrequent – semester or annual type of recognition

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.	Refer to school-wide expectations and/or emotional regulation visuals and /or support so that student can self-regulate	Seek help from principal or other staff member if there is a risk to safety. Otherwise notify principal ASAP
Verbal and non-verbal specific positive feedback is paired with a positive tangible reinforcer in a school-wide continuum for acknowledging expected behaviour	Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, prise, redirect with specific corrective feedback.	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.
Tangible reinforces include those that are: • Free and frequent	Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have the opportunity to meet the classroom/playground	Principal collects information and review the incident from multiple perspectives and determine next steps. Principal records the incident on the centralised recording system

• Moderate and intermittent • Significant and infrequent Intermittent and infrequent reinforcers are recorded on the centralised recording system.	behaviour expectation before a low-level consequence is applied.	and contact parent/ carer by email or phone. Principal may consider further action eg: formal caution/suspension.
Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations.	Teacher contacts parents by phone or email when a range or corrective responses have not been successful. In some cases, induvial planning and referral to LST may be discussed.	Principal contacts parent/carer to discuss any support and behaviour responses, including referral to the LST outside agencies or Team Around a School

Responses to serious behaviours of concern

Responses, including student who display serious behaviours of concern, are recorded in the centralised recording system. 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
- reflection and restorative practices (listed below)
- liaise with Team Around the School for additional support of advice
- communication and collaboration with parents/carers (phone, email, parent 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 procedure
- Student Behaviour policy and Suspension and Expulsion procedures.
- If a behaviour of concern is also a child protection matter use the Mandatory Reporting Guideline Tool.

Students and/or parents/carers can report cyberbullying to the eSafety Commisioner and reporting links for most sites, games and apps and 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/development level of the student.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection Conversation • What happened, what did you do, and what could you do next time.	Class time and break times as required	Teacher/ principal	Documented in school record system
Time Out	Class time and break time as required	Teacher/ principal	Documented in school record system

Review dates

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026