NSW Department of Education

Lucas Gardens School Behaviour Support and Management Plan

Overview

Lucas Gardens School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

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.

Partnership with parents and carers

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

- Engaging in the Personalised Learning and Support Plan process, as well as individual meetings to support targeted and individual interventions.
- Inviting parent/carer and student feedback through formal and informal means, such as school surveys. consulting with the P & C and communication diaries.
- Using concerns raised through complaints procedures to review school systems, data and practices.

Lucas Gardens School proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing. Student behaviour expectations including this plan, and additional supporting documents are communicated to parents/carers through regular updates in the school newsletter and website. This will be supported by consultation with our school community.

School-wide expectations and rules

Be Safe	Be Respectful	Be a Learner
Hands and feet down	Use a quiet voice	Work first
Listen	Use good manners	Work together
Move safely	Take turns	Good work

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

Lucas Gardens School embeds student wellbeing and positive behaviour approaches and strategies in practices across the care continuum to promote positive behaviour and respond to behaviours of concern.

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 choice
- differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Relationships with parents and students	A school wide culture of building strong relationships with families supports a shared consultative approach to implementing preventative strategies. This is supported through meet and greets, personalised learning and support plan (PLSP) meetings, communication books, formal reviews, and face-to-face meetings.	Staff, families, individual students
Prevention	Positive Relationships	Our school embeds "Positive Relationships" framework from the *Positive Behaviour Support: Consistent and fair consequences* document.	Staff, students
Prevention	Movement and sensory needs	In consultation with the school's occupational therapist, students have access to a large range of sensory equipment to be used in supporting sensory regulation. Implementation of this equipment has been supported by the school's occupational therapist training teachers and School Learning Support Officers (SLSOs) in its use.	Staff, individual students, therapists

Care Continuum	Strategy or Program	Details	Audience
Prevention	Whole school inclusive practice	As a School for Specific Purposes (SSP), we embed the 6 principles of inclusive practice to ensure all students are engaged in highly differentiated teaching and learning opportunities.	Whole school community
Prevention	Student Voice	All students K-12 have personalised communication systems and clearly displayed visible goals to ensure that every student has a voice.	All students
Prevention	Go-To People	Every student has staff members to whom they can confidently turn for advice and assistance. These are displayed in every classroom.	All students
Prevention	Child protection	Teaching child protection education is a mandatory part of the PDHPE syllabus.	Students K - 12
Early intervention	Personalised Learning and Support Plans	All students have a personalised learning and support plan that develops key skills towards their goals, building their capacity in being engaged and successful learners	All students
Early intervention	Trauma informed practice	Lucas Gardens School uses trauma informed approaches to support the wellbeing of all students. The BRACE Model provides a framework for the school's approach.	All students, staff
Early intervention	Zones of Regulation	Explicit lessons teach students the individual zones and their meanings. Students complete regular check-ins with staff support to implement their regulation plans as needed (co-regulation). The long-term goal is for all students to implement self-regulation strategies.	All students
Early intervention	PBL Tier 1 school-wide system	As part of the Positive Behaviour for Learning (PBL) framework, staff explicitly model skills and behavioural expectations, linked to the PDHPE syllabus.	All students
Targeted intervention	Regulation Plans	In consultation with the occupational therapist, the students identified as requiring targeted intervention have a regulation plan outlining key strategies to assist in de-escalating dysregulated behaviours.	Individual students, staff, occupational therapist

Care Continuum	Strategy or Program	Details	Audience
Targeted intervention	Parent/carer communication	When a student is identified as requiring targeted intervention, the school will arrange case meetings with parents/carers and relevant school staff to discuss and develop an appropriate intervention strategy.	Staff, families, individual students
Targeted intervention	School based therapists	Lucas Gardens School is supported by a school-based occupational therapist, physiotherapist and speech therapist. These therapists work alongside staff and parents to develop a therapeutic approach to supporting behaviours.	Therapists, staff, families, individual students
Individual intervention	Delivery support team	Lucas Gardens School works closely with the department's delivery support team to develop appropriate behaviour expectations and strategies with our staff members. After supports have been implemented, they work with staff to continually collect data and monitor impact to support adjustments as necessary.	Staff, individual students, families
Individual intervention	Learning and Support Team complex case management	In consultation with the classroom teacher, the learning and support team (LST) will engage with all stakeholders, including internal and external parties. This may include the school counsellor, Department of Communities and Justice (DCJ), National Disability Insurance Scheme (NDIS), DoE NSW Department of Education personnel. Where needed, the LST will facilitate case management meetings to support impactful intervention.	Staff, individual students, families

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

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. Teachers should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

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. Staff should refer to Appendix 1 for the school's planned response framework.

- **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 on School Bytes as part of the school's behaviour reporting system. These may include:

Classroom	Non-classroom setting
- rule reminder (e.g. listen) - re-direct (e.g. please clean up … thank you for cleaning up) - offer choice (e.g. one minute or two minutes) - prompts (e.g. hands down) - reteach (e.g. show me hands down) - seat change - conference - reflection and restorative practices - communication with parent/carer.	- rule reminder - re-direct - offer choice - prompts - reteach - play or playground re-direction - walk with teacher - reflection and restorative practices - communication with parent/carer.

Lucas Gardens School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Positive Behaviour for Learning (PBL) and the school's Zones of Regulation consist of evidence-based strategies used daily by teachers to teach self-regulation, increase focus and strengthen peer networks.

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.

Positive Behaviour for Learning (PBL) Behaviour Management Continuum

★ Behaviour is driven by thoughts, feelings & experiences ● Positive behaviours are explicitly taught, not inherently understood ★ Remember to reflect on your own behaviour when interacting with students

BEHAVIOUR MANAGEMENT CONTINUUM

CALM/BASELINE LEVEL managed by teacher	LOW LEVEL managed by teacher	MID LEVEL managed by teacher with a regulation break & behaviour report completed via School Bytes	HIGH LEVEL managed by teacher with a regulation break & behaviour report completed via School Bytes	EXTREME LEVEL referral to school Executive & behaviour report completed via School Bytes	CRISIS MANAGEMENT
Examples of calm, baseline behaviours • Positive interactions • Follows instructions • Engages in learning tasks • Communicates wants and needs in socially appropriate manner *Capture and recognise* **POSITIVE BEHAVIOUR** *often*	*Examples of low-level behaviours* Absconding from classroom or playground/ refusal to enter classroom or playground Task avoidance Disruption (loud vocalisations, etc.) Inappropriate language/ swearing Refusal to participate or follow instructions Invasion of others' personal space or taking items from others Throwing small items (without striking a person)	Ongoing or **repeated** low-level behaviours OR A correction in behaviour **HAS NOT** happened after a Low-Level restorative intervention.	*Examples of high-level behaviours* Physical Aggression /Aggressive Play Spitting at others Self-harming behaviours Throwing small items (striking a person with potential for injury)	Ongoing or *repeated high-level behaviour* **OR** Injury to self or others Throwing large items (e.g. furniture) Intentional sexualised behaviours directed towards others Damage to property presenting a safety hazard *or any behaviour or situation posing an ongoing, unacceptable risk to self or others*	Follow Student Tailored Risk Management Plan

RESTORATIVE FRAMEWORK

AFFECTIVE STATEMENT + FAST & FREQUENTS	REDIRECT BEHAVIOUR USING COMMON LANGUAGE	REGULATION BREAK	REGULATION BREAK	EXECUTIVE INTERVENTION	RESPONSE-ANALYSIS-SAFETY
PBL Stars Everywhere, any time! Marlee Award for 10 stars (presented by teacher) + **Concrete Reward** (student choice) + **AFFECTIVE STATEMENT EXAMPLES** *"You did _____. Good work!"*	**Reinforce PBL Expectations** State the expectation you want the student to follow and support instructions with visual symbols Use 'first, then' language (e.g. "first work, then blocks)	1. Redirect student to a safe space within the area 2. State expected behaviour 3. Encourage student to take a short regulation break using explicitly taught self-regulation or co-regulation strategies ⏱ **3 mins** 4. Restate expected behaviour and check for understanding 5. Ensure that student is calm then direct to expected activity The **ZONES** of Regulation®	1. Redirect student to a safe space supervised by a staff member 2. Encourage student to take a regulation break using explicitly taught self-regulation or co-regulation strategies ⏱ **5 mins** 3. State expected behaviour and check for understanding 4. Ensure that student is calm then direct to expected activity THEN … complete a behaviour report via School Bytes	Supervising teacher provides direction to all involved staff Call for executive using a walkie talkie. State "executive support to (location), URGENT" 1. Ensure students and staff members are safe. - Evacuate students from classroom/area if necessary. - Remove potential projectiles from the area 2. Monitor until support arrives. THEN … complete a behaviour report via School Bytes	Refer to the NSW Department Incident Notification and Response Flowchart. Seek support through Being Well, EAPs or union rep if needed.

This chart is indicative only. Individualised student management should be based on regulation plans, behaviour support plans and risk management plans.

How can I access support for managing behaviour?	Speak to your supervisor		Learning and Support Team Referral

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
- 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.

- 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.

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.

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.

Detention, reflection and restorative practices

In line with NSW Department of Education policy, and in consideration of the individual/complex needs of our students, Lucas Gardens School does not use detention and/or time out.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflective Discussion – 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/ Assistant Principal	Documented in School Bytes
Restorative practice – peer mediation	Scheduled for either lunch or recess break	Principal/ Assistant Principal	Documented in School Bytes

Jenny Zagas

Principal

Review dates

Last review date: 11/12/2024: Term 4, 2024

Next review date: December 2025: Term 4, 2025

Appendix 1: Behaviour Management Continuum

Positive Behaviour for Learning (PBL) Behaviour Management Continuum

⭐ Behaviour is driven by thoughts, feelings & experiences ⭐ Positive behaviours are explicitly taught, not inherently understood ⭐ Remember to reflect on your own behaviour when interacting with students

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PBL Stars Everywhere, any time! Marlee Award for 10 stars (presented by teacher)
 	
+
 	
Concrete Reward (student choice)
 	
+
 	
AFFECTIVE STATEMENT EXAMPLES *"You did _____. Good work!"*
	Reinforce PBL Expectations
	
	State the expectation you want the student to follow and support instructions with visual symbols
	
	Use 'first, then' language (e.g. "first work, then blocks")
		1. Redirect student to a safe space within the area
		2. State expected behaviour
		3. Encourage student to take a short regulation break using explicitly taught self-regulation or co-regulation strategies
		
		3mins
		
		4. Restate expected behaviour and check for understanding
		5. Ensure that student is calm then direct to expected activity
		
		The ZONES of Regulation
			1. Redirect student to a safe space supervised by a staff member
			2. Encourage student to take a regulation break using explicitly taught self-regulation or co-regulation strategies
			
			5mins
			
			3. State expected behaviour and check for understanding
			4. Ensure that student is calm then direct to expected activity
			
			THEN ... complete a behaviour report via School Bytes
				Supervising teacher provides direction to all involved staff
				
				Call for executive using a walkie talkie. State "executive support to (location), URGENT"
				
				1. Ensure students and staff members are safe.
				  - Evacuate students from classroom/area if necessary.
				  - Remove potential projectiles from the area
				2. Monitor until support arrives.
				
				THEN ... complete a behaviour report via School Bytes
					Refer to the NSW Department Incident Notification and Response Flowchart.
					
					Seek support through Being Well, EAPs or union rep if needed.

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Appendix 2: Bullying Response Flowchart

First hour: Listen
- Provide a safe, quiet space to talk and reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- As a mandatory reporter, if you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours.

Day 1: Document
- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student and check with the student to ensure you have the facts correct
- Enter the record in School Bytes
- Notify school executive of incident if required in line with behaviour management flowchart
- Notify parent/s that the issue of concern is being investigated

Day 2: Collect
- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day 3: Discuss
- Evaluate the information to determine if it meets the definition of bullying (see above)
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day 4: Implement
- Document the plan of action in School Bytes
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day 5: Review
- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in School Bytes

Ongoing folllow-up
- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in School Bytes
- Refer matter to the Learning and Support Team within 48 hours if the situation is not resolved
- Look for opportunities to improve school wellbeing for all students