

# Lynwood Park Public School Learning and Wellbeing Framework - Behaviour Support and Management Plan

## Overview

School vision: Lynwood Park Public School is an inclusive and collaborative community that nurtures strong partnerships with families to enhance educational experiences, promote shared responsibility, and celebrate our collective achievements.

Our commitment is to inspire lifelong learners who are equipped with the skills, knowledge, and resilience necessary to navigate an ever-changing world. By prioritising the holistic wellbeing of our students and staff, we create a supportive atmosphere that nurtures compassion, curiosity and creativity.

Together, we embrace our core values of Respect, Safety and Learning to build a vibrant, diverse and inclusive learning community. We *advance always* ensuring a bright future where individuals find their potential and achieve personal success.

Lynwood Park Public School recognises that students who feel supported, safe and connected are more likely to be active participants in their learning. Positive and respectful learning environments promote engagement and improved academic achievement. Our staff model positive and respectful behaviours and attitudes and use consistent strategies that promote the values and beliefs of Lynwood Park Learners.

The NSW Department of Education is committed to creating engaging and effective classrooms, and inclusive and safe school communities for all NSW public school students. Students and staff have the right and responsibility to engage in positive and respectful relationships based on valuing the interests, abilities and diversity of others.

## Key principles



### 1. Inclusive, proactive prevention-focused approach

Developing positive behaviours and self-regulation skills in all students from an early age.



### 2. A continuum of care

Behaviours span across a continuum from positive, inclusive and respectful to complex, challenging and unsafe behaviours.



### 3. Explicit teaching of behaviour skills

Explicit teaching works best when working directly with students to develop their social, emotional and behaviour skills.



### 4. Managing challenging behaviour

Explore and develop new options and approaches for managing challenging behaviour.



### 5. Supports and resources: capacity building

Ensure that schools and staff are positioned to develop and manage student behaviour.



### 6. A specialist workforce

Targeted and intensive support across schools to provide expert guidance, advice and input.



### 7. Shared parent & community responsibility and action

Foster shared responsibility between schools, parents and carers, and community for student wellbeing and learning outcomes.



### 8. Quality implementation of effective, evidence-based interventions

Staged approach to establish and sustain a whole-school approach to positive behaviour.



### 9. Development of evidence and data

Continue to strengthen understanding of what works best to support positive behaviour, school performance and student outcomes.



### 10. Collaborative partnerships

Cross-sector collaboration to promote effective approaches and enhance service design and delivery.


## Partnership with parents and carers

Lynwood Park Public School actively prioritises and plans for meaningful parent and carer involvement in the school’s wellbeing processes. We maintain strong communication with parents and carers, ensuring their activities participation in all aspects of their child’s wellbeing. Proactive measures are implemented to celebrate student success and support wellbeing, positioning parents and carers as collaborative partners.

Staff work closely with parents and carers, sharing the responsibility for enhancing students’ wellbeing and engagement. Parental collaboration is central to developing and implementing whole school strategies for positive student behaviour that maximises learning at school. We engage parents and carers through both formal and informal feedback channels, including school surveys, ongoing P & C consultations, and broader community consultations.

Lynwood Park Public School will communicate the LPPS Learning and Wellbeing Framework through the school website and via our School Bytes Parent Portal.

## School-wide values and beliefs



**Lynwood Park Public School**

WE VALUE:	WE BELIEVE:	WE CREATE A:
<ul style="list-style-type: none"> <li>✓ A Strong focus on wellbeing</li> <li>✓ Safety, Respect and Learning</li> <li>✓ Inclusivity and diversity</li> <li>✓ Effective collaboration</li> <li>✓ Striving for excellence</li> <li>✓ Sense of community</li> <li>✓ Continuous improvement</li> </ul>	<ul style="list-style-type: none"> <li>✓ All students can learn with the right support and understanding</li> <li>✓ Every day is a fresh start and an opportunity for growth</li> <li>✓ Do your best until you know better, then when you know better, do better</li> <li>✓ Wellbeing needs first: students learn best when they feel safe, happy and connected</li> <li>✓ Success may look different for everyone</li> <li>✓ A shared vision and values, is the key to consistency and positive outcomes</li> </ul>	<ul style="list-style-type: none"> <li>✓ Feeling of success through daily learning opportunities</li> <li>✓ Proud collaborative community</li> <li>✓ Safe, supported and engaging learning environment</li> <li>✓ Road to independence and resilient learners</li> <li>✓ Sense of belonging, being &amp; becoming - we are known, valued and cared for</li> <li>✓ Culture of continuous improvement and teaching excellence</li> </ul>

## NSW Department of Education 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](#).

## Lynwood Park Safety Code

There are three rules that students are expected to follow at Lynwood Park to ensure the safety of all students.

1. **Safe hands** – students keep their hands and feet to themselves.  
Consequence : deliberate unsafe behaviours will result in restorative practice at recess or lunch and parent contact.
2. **Stay in bounds** - students stay within the playground spaces, unless with a teacher.  
Consequence: students who do not stay within the bounds will be moved to a different play area, or have restorative practice at recess or lunch.
3. **No hat, play in the shade** – students wear their school hats whilst playing on the fields.  
Consequence: students not wearing hats are to play in the shaded cola areas.

## Whole school approach across the care continuum using the Three Tier Approach

The Care Continuum	
<b>Prevention</b> Tier 1 Effective Classroom Practice	Whole-school proactive and prevention approaches aim to establish and maintain safe, respectful learning environments for all students. Proactive approaches include explicit teaching of regulation strategies. These learning environments include classrooms, playgrounds, online and any other school endorsed events and encourage prosocial behaviour. These interventions underpin effective teaching and will reduce minor behaviours of concern when applied consistently.
<b>Early intervention</b> Tier 1 Effective Classroom Practice	Some students require early intervention to deal with emerging, low-level behaviours of concern. Early interventions provide early support for students or groups of students who are identified as having difficulty with regulation. Schools develop a range of initial responses and approaches to work with students displaying emerging, low-level behaviours of concern. Early responses to behaviours of concern include preventive strategies, explicit teaching of expected behaviours, logical consequences, and consultation.
<b>Targeted intervention</b> Tier 2 Targeted small group	Some students may require targeted support to develop their regulation and social skills, particularly if they exhibit more complex and challenging behaviours, or where the frequency of the behaviour of concern may put students’ learning and social success at risk if it is not addressed quickly. School staff facilitate positive behavioural supports, including explicit teaching of expected behaviours as well as making targeted and reasonable adjustments in the classroom to support effective teaching and learning.
<b>Individual intervention</b> Tier 3 Intensive Individual Interventions	Students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents, Team within a school and Team Around a School. Strategies for these students require individual assessment, planning, implementation, monitoring and evaluation. Schools use tools such as functional behaviour assessments (FBA) and developing individual student support plans and risk management plans for individual students.

***Lynwood Park Public School works on a whole school approach to supporting students learning and wellbeing.***

**Leadership**

The school leadership team lead by example and implements efficient and effective operating procedures, high level training to support school wide beliefs, values and processes.

The leadership team works shoulder to shoulder with staff and the community to provide support and resources.

**Values and Beliefs**

At LPPS we work towards our school wide values and beliefs for success in learning. We stay focused on positives, building strength-based classrooms. Each class spends time defining specific desirable behaviours that will maximise their learning and wellbeing.

**Explicit teaching of social emotional regulation and learning behaviours**

At LPPS we Teach social emotional skills like they are academic skills, setting aside time in the week for lessons – linked to the PDH syllabus. Programs such as Life Skills Go and The Anxiety Project teach social emotional understanding and skills.

Teachers establish routines and procedures such as engagement norms to increase attention and retention, common phrases and ways to coach students when they experience difficulty.

**Encouraging successful attitudes and learning attributes**

Behaviour does not need to be categorised as positive or negative. Behaviour is communication, a response to stimulus, something in their environment or their body that is making them respond in a certain way. Determining the function of the behaviour response, will give a better indication of how to support the student. At LPPS we model good language when speaking to and about students, ensuring we act consistently within the school's values and beliefs.

We recognise the importance of building trusting relationships with students as this increases their sense of belonging. Teachers provide effective fix-it-feedback, for both learning and wellbeing and increase the ratio of affirmation to correction – 4 affirmations of success to 1 correction.

Consistent use of rewards and incentives:

Level 1 – Free and Frequent (all staff every day)

Level 2 – Short term Intermittent (awarded occasionally)

Level 3 – Strong and Long Term (Term or annual)

**Effective Classroom Practice**

Educators set up the classroom and school environmental to promote a positive climate, simple and clear organisation of space. We use explicit teaching strategies to teacher learner attitudes and values in the classroom. Teachers work with students to make class agreements about what are the values and what do they look like in the classroom. Students will have speed bumps or become dysregulated; behaviour is a learned skill just like reading and writing, these moments require teaching not punishment. We acknowledge when students are upholding the class values, remind or redirect when they forget.

Educators set up *predictable routines* – clear and functional so students know what to expect. We use engagement norms – providing multiple opportunities to respond, including as many children as possible in responses. We increase student engagement by facilitating student response or interaction at least every 2 minutes.

Educators are prepared and keep a *perky pace* which means we keep the lesson moving along, if there are too many pauses, students will fill the void with unproductive choices. We provide effective *differentiation* of task, process and assessments – providing the right adjustments and scaffolding supports high engagement.

*Precorrection & preparation* is vital to promoting positive learning attributes – predictable routines, clear instructions, recognising signs of dysregulation and using an appropriate regulating strategy and teaching the desired skill.

Educators make *Effective choices* as response to student action, we re-teach the desired skill immediately where possible rather than later in the day, logical consequences for actions rather than punishment. We follow through on actions with consideration for a student’s age, ability and capacity. We preserve student dignity, so it doesn’t harm motivation to learn.

Educators use *Proactive teaching & management* strategies such as; proximity to students, signal/non-verbal communication, cues, attention signals, planned ignore-attend-praise, re-direct & re-teach, communication with families. Student conferences are used to connect, understand, teach and make accommodations.

Care Continuum	Strategy or Program	Details	Audience
Prevention	School Values & Beliefs	Whole school focus on LPPS Values: Safe, Respectful, Learners and the Beliefs that form the foundation of our school.  Values and beliefs are explicitly taught and embedded into everyday routines and reward systems.	Whole school
Prevention	Safety Code	School rules: <ol style="list-style-type: none"> <li>1. Safe hands</li> <li>2. Stay in bounds</li> <li>3. No hat, play in shade</li> </ol>	Whole school
Prevention	Life Skills Go	Life Skills Go is integrated into daily school life through School Bytes, supporting teachers in students’ social-emotional skills. Wellbeing data is collected at least three times a week, enabling the use of interactive lessons, activities and tools tailored to meet specific wellbeing needs. This approach enhances students’ emotional intelligence, resilience, positive relationships, personal growth and mental health.	Whole school
Prevention	The Anxiety Project	The Anxiety Project offers teachers, whole school staff and parents the skills and strategies to reduce student anxiety. Children can be coached in ‘everyday conversations’ and taught essential knowledge and skills in seven lessons to help them manage their anxious thoughts and how to calm their bodies. The lessons teach students about how the brain works and strategies they can use when their ‘lizard’ brain takes over.	Whole school

Care Continuum	Strategy or Program	Details	Audience
Prevention	National Week of Action	Participation in the annual National Week of Action against Bullying and Violence each year to promote anti bullying and remind students of the strategies to combat bystander behaviour.	Whole school
Prevention	Case Management	An individualised approach to supporting students at their point of need. Information to support students is communicated between staff as needed and at key transition points.	Executive staff & staff
Prevention	Peer Support	The Peer Support Program is run in Term 3 each year with Stage 3 students trained to be peer support mentors and teach the structured peer support activities to the K-4 students. The program develops a strong sense of belonging for students and teaches valuable social skills.	Whole school
Prevention/ Early intervention	Buddy Classes	Each class is assigned a Buddy class at the beginning of the year. Buddy classes join together for activities and can be used for a 'Buddy Break' if students need some time out from their classroom environment.	Whole school
Early intervention/ Targeted intervention	Student Wellbeing Support Officer (SWSO)	The school employs a Student Wellbeing Support Officer two days a week to provide additional support and mentoring for identified students. SWSO meets with students for individual 'Walk & Talks', passive play groups at lunch, and provides support for students during lessons.	Individual/ groups of students
Early intervention	Inclusive Education Practices	Teachers are provided with professional learning to use effective classroom practices that are evidence based such as The Anxiety Project, The Berry Street Education Model, Inclusive Education, DDA, Wellbeing Framework for Schools.	Whole school/ groups/ individuals as needed
Targeted intervention	Learning and Support Team (LST)	The Learning and Support Team works with teachers, students and families to support students who require personalised learning and support. This includes students with disabilities, learning difficulties, health concerns, high potential and gifted.	Individual students, LST, class teachers and families.

Care Continuum	Strategy or Program	Details	Audience
<b>Targeted intervention</b>	Anti Racism Contact Officer (ARCO)	The role of the ARCO is to promote anti-racism education (whole school focus), support complaints-handling and respond to incidents of racism with targeted intervention and support.	Whole school, individuals as appropriate
<b>Individual intervention</b>	Personalised Learning and Support Plans (PlaSP)	Students with identified needs have a PlaSP co-created with the class teacher, student and parent/carer which includes specific, measurable learning goals related to their area of need. PLaSPs are updated each term and communicated to families.	Staff, individual students
<b>Individual intervention</b>	Case Management	A case management approach is used for students who require more significant assistance with learning or social/emotional regulation. The LST provide the student and teacher with intensive evidence-based support that is monitored and adapted as required. The LST also supports students by seeking further support and assistance from Department of Education resources such as The Team Around a School (TAaS) and external providers. The LST liaises between families, staff and agencies to effectively manage the support needs for students at school.	LST, Staff, TAaS, individuals and families

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

### 1. Planned Responses to Positive and Appropriate Behaviour:

- A learning environment is created that supports students' positive behaviour.
- Positive behaviour is recognised and reinforced with ongoing positive feedback, positive classroom environments and awards.

Consistent use of rewards and incentives –  
Level 1 – Free and Frequent (all staff every day)

- **Pride Tokens** – students can be awarded a pride token for displaying school values and positive learning attributes during class or on the playground.
- **Sport House Points** – Pride tokens are deposited into the students house rewards box to earn house points. Pride tokens are counted at the end of the week, and there is a weekly draw for a prize. Merit awards also earn house points. There is a reward for the leading house in Week 5 and 10 each term.

Level 2 – Short term Intermittent (awarded occasionally)

- **Class Merit Awards** – each week class teachers award two merits to students who have shown school values or positive learning attributes.

- **K-6 Assembly Awards** – Whole school assemblies are held in Week 4 and 8 each term. At these assemblies teachers award – Silver class awards, Principal Awards, Value of the month and Aussie of the month.

Level 3 – Strong and Long Term (Term or annual)

- **90s Club for attendance** – students who have maintained above 90% attendance for the term will receive a 90s club wrist band and extra play on the last day of term.
- Gold Awards
- Platinum Awards
- Principal's Medallion
- Positive contact with parents informs them of their child's positive behaviour, reinforcing the home-school connection.
- Student leadership opportunities K-6 are used to build positive learning environments, where student voice and agency is key in decision-making processes.
- Curriculum integration is key in reinforcing positive behaviour as part of daily learning.

## 2. 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. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm.
- 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.
  - 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. The Bullying Response Flowchart (Appendix 1) outlines the process for responding to bullying reports. Students affected by bullying may be offered appropriate support, such as access to the school psychologist's counselling service.

## 3. Preventing and responding to behaviours of concern:

- Staff at Lynwood Park Public School explicitly model, teach, recognise, reinforce and celebrate positive student behaviour. Positive learning behaviours are explicitly taught.
- Wellbeing data is monitored regularly through the Learning and Support Team and used to respond to student needs and inform proactive interventions.
- When students display inappropriate behaviour, immediate and consistent responses appropriate to the student's development are implemented, ensuring clear communication, restorative practices, and redirection processes are embedded in daily classroom and playground routines. Verbal and non-verbal cues are used to redirect students toward appropriate behaviour, effectively de-escalating situations.
- Staff refer to the Behaviour Management Flowchart document and use their professional judgement to determine whether a behaviour is teacher-managed or requires executive

intervention. They assess whether the behaviour poses a risk to the safety or wellbeing of the student or others.

i. **Teacher-managed:** Minor or low-level inappropriate behaviours are managed by classroom and playground teachers with consideration of individual student needs.

ii. **Executive-managed:** Major or repeated minor behaviours are managed by school executive staff. Parents/carers are contacted via both email and phone calls, fostering a partnership to improve student behaviour. Executive staff record corrective responses on the School Bytes Wellbeing platform.

When behaviours escalate and put the safety of staff and students at risk, executive staff provide additional support to address the situation. They work closely with classroom teachers to de-escalate the behaviour, ensure safety, and restore a calm learning environment. Executive staff review any prior interventions and documentation to guide their response. The principal assesses if the behaviour warrants a formal caution of suspension or an immediate suspension. In making this determination, careful consideration is given to the student's diverse learning and wellbeing needs, including developmental age, trauma history, child protection concerns, cultural factors, disability, and individual circumstances.

- For ongoing behaviours of concern, teachers may make a referral to the Learning and Support Team (LST). Further supports such as a SBMP (Student Behaviour Management Plan) or RMP (Risk Management Plan), (FBA) Functional Behaviour Assessment may be required.
- Team Around a School (TAaS) – LST will coordinate with the TaaS (DoE Wellbeing Unit) as appropriate and seek further guidance.

### Responses to serious behaviours of concern

- Serious behaviours of concern will be managed by the Principal in accordance with the relevant Department of Education Policies and Procedures.
- 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 procedure](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

## Reflection and restorative practices (R & R)

Reflection and restoration is valuable in helping students to learn from their actions and develop more appropriate skills and strategies. When appropriate, executive staff will work with students at recess or lunch for Reflection and Restorative practices. Students will eat their recess or lunch first, then meet with the executive teacher for approximately 15 minutes, depending on their age and development.

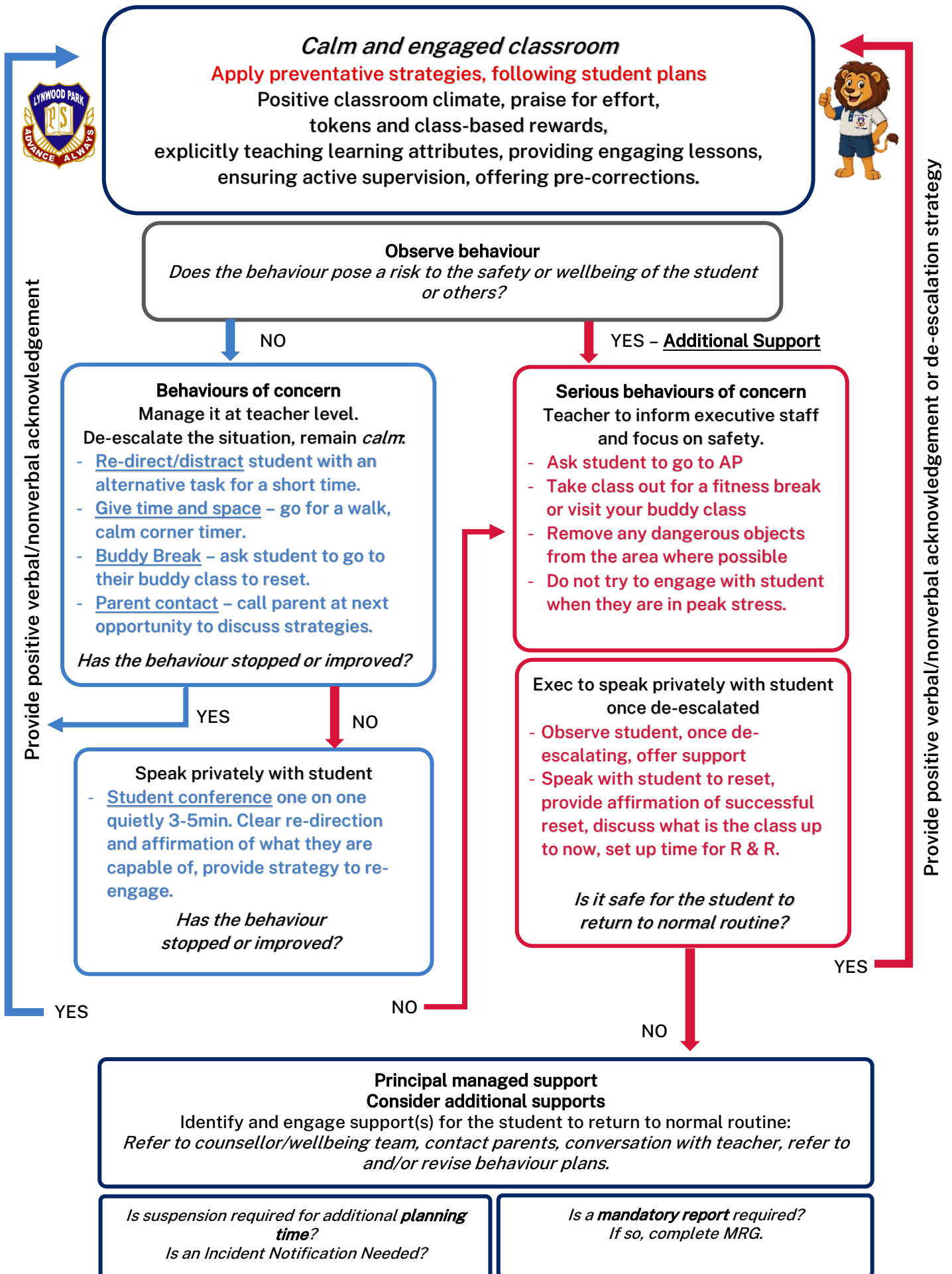
Strategy	When and how long?	Who coordinates?	How are these recorded?
<b>Teacher pre-correction/proactive advice</b> Teachers will use effective classroom practices, promote regulation strategies and wellbeing.	Observing students, adjusting and accommodating as the need arises	Class teacher, Supported by SLSOs if appropriate	Informal notes taken by teachers. May record on School Bytes if needed.
<b>Student conferences</b> Teachers will speak one-on-one with the student about the learning and wellbeing.	As soon as practically possible, 1-2min.	Classroom teacher	School Bytes entry – Wellbeing observation
<b>Parent contact</b> Contact parents and discuss strategies for students who continue to struggle with regulation or following class routines.	As soon as practically possible	Classroom teacher	School Bytes entry – Wellbeing parent contact
<b>Buddy break</b> At times students need a break from their current learning environment. Teachers may give students a reset break in their buddy class.	As soon as practically possible, 10min	Classroom teacher	School Bytes entry – Wellbeing
<b>Additional support</b> If intervention is required immediately, teachers may call for additional support from an executive teacher.	When needed Executive teacher to take class, while CT address student need.	Classroom teacher & executive teacher.	School Bytes entry – Wellbeing
<b>Reflection &amp; Restorative Practice (R &amp; R)</b> Students who require more extensive intervention, or have shown deliberate physical or unsafe behaviours will complete restorative practice with the Assistant Principal.  This will include discussion around the function of the behaviour and the outcomes.	Next play break 5-15min depending on the age and extent of the discussion needed.	Assistant Principal	School Bytes entry – Wellbeing

### Review dates

Last review date: 26 November 2025: Week 7, Term 4, 2025

Next review date: June 2026: Week 5, Term 2, 2026

Appendix 1: LPPS Behaviour management flowchart



## Appendix 2: Bullying Response Flowchart





# LPPS Pride Awards



## Pride Paw Tokens

Name: \_\_\_\_\_  
Class: \_\_\_\_\_  
Teacher: \_\_\_\_\_

- Freeman
- Cleary
- Alcott

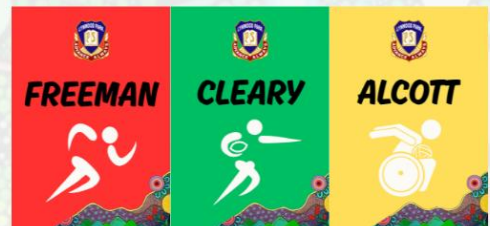


I am a Safe, Respectful Learner

- Students collect Pride Paw Tokens daily for displaying our school values – Safety, Respect, Learning.
- Students write their name on the token and put it into their House Token box at recess or lunch to earn house points.
- House Captains draw weekly winners from the box to receive a prize.

## House Points

- Students earn house points through Pride Paw tokens or competing in sports events.
- The leading house in Week 5 and 10 gets a reward.

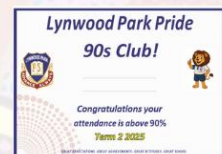


## Class Merit Awards

- Teachers will award at least 2 merit awards to students in their class each week.
- Awards are presented at recess lines on Friday each week.

## 90s Club

- Students who have attendance above 90% by Week 10 of the term are invited to join the 90s club end of term celebration.



## K-6 Assembly Awards

- K-2 and 3-6 Teachers select students to receive: Values of the Month Awards, Principal Awards, Aussie of the Month and Silver Strive Awards.

## Silver Strive Awards

- Teachers select students to receive a Silver Strive Award. This is awarded to students who continually strive to improve. One Silver award per class at each K-6 Assembly.

## Gold Greatness Awards

- Teachers select students to receive a Gold Award for Greatness (showing great expectations, attitudes, achievements) in the Week 8, T1-3 K-6 assembly.

## Platinum Prowess Awards

- Teachers select students to receive a Platinum Prowess Award. This is awarded to students who have consistently displayed school values all year and are excellent members of our school pride. This is presented at the Week 8, T4 K-6 Assembly.

## Principal Medallion

- The principal will choose one student per Stage to receive the Principal's medallion for outstanding commitment to self and to the school.