

# School Behaviour Support and Management Plan

## Overview

Mount Lewis Infants School is a unique K-2 setting that offers students and their families a positive and high-quality learning environment as they begin their school journey. Through purposeful planning and regular professional discussions, the school aims to develop motivated, confident and resilient students by delivering programs that are explicit, structured and engaging.

The schools' approach to behaviour support is proactive with strong principles and interventions around prevention. 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.

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

- **Positive Behaviours for Learning Program (PBL)** - *PBL stands for 'Positive Behaviour for Learning'. It is a whole school initiative that involves the explicit instruction of desired positive behaviours and encourages students to apply their skills and knowledge in their everyday interactions with others. It is a proactive system with a focus on prevention.*
- **Every Day Counts** - *a whole-school approach to encourage and monitor regular attendance at school that promotes high expectations and fosters a shared sense of responsibility for student engagement and learning.*
- **Inclusive Education Policy** - *This policy provides guidance to support the inclusion of students with disability and additional needs in NSW public schools.*
- **Student Behaviour Policy** (*with reference to Bullying of students – Prevention and Response Plan*)
- Trauma informed practices – training and implementation to be completed by 2026.
- Wellbeing Program (Embedded within schoolwide programs - PBL, PDH/PE)

These programs prioritise social and emotional learning which supports mental health literacy, positive relationships and supports prevention of bullying.

Mount Lewis Infants 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

Mount Lewis Infants School is held in high regard by the local community and is recognised for the positive and inclusive environment that is part of the school culture. The school believes in fostering strong connections with the community as this adds insight and builds a shared responsibility around school behaviour support programs. Management practices and processes are responsive to school community feedback (SIP).

Mount Lewis Infants School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, by:

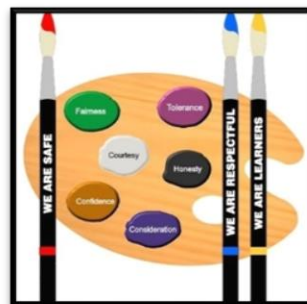
- inviting parent/carers and student feedback through formal and informal means, such as Tell Them From Me surveys, school surveys, consulting with the P & C.
- to continually review school systems, data and practices to ensure alignment with student, staff and wider community expectations.
- Consulting with families to facilitate learning and behaviour expectations/plans through PlaSP's and Individual Behaviour Plans.
- [School Community Charter](#) – collaboration with parents and carers and the school PBL system reflects the expectations of the charter.

Mount Lewis Infants School will communicate these expectations to parents/carers through the school newsletter, school website and policy documents. 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

Mount Lewis Infants School has the following school-wide expectations and rules:

To be safe, respectful learners.



| We are safe   | We are respectful  | We are learners   |
|---|--|---|
| <b>Students have a responsibility to:</b>   |  |   |
| <ul style="list-style-type: none"> <li>• behave safely in order to protect myself and others</li> <li>• learn and play in a safe, secure, clean and friendly environment</li> </ul> | <ul style="list-style-type: none"> <li>• treat others with kindness and respect</li> <li>• speak and listen politely</li> <li>• treat the property of myself and others with respect at all times</li> </ul> | <ul style="list-style-type: none"> <li>• do my best at all times and allow others to learn</li> <li>• learn in a supportive environment that fosters respect, courtesy and honesty</li> </ul> |
| <b>Students have a right to:</b>  |  |   |
| <ul style="list-style-type: none"> <li>• learn and play in a safe, secure, clean and friendly environment</li> </ul>  | <ul style="list-style-type: none"> <li>• be treated with kindness and respect, be heard and have their property respected</li> </ul>   | <ul style="list-style-type: none"> <li>• learn in a supportive environment that fosters respect, courtesy and honesty</li> </ul>  |

| We are safe  | We are respectful  | We are learners  |
|--|--|--|
| <b>Staff have a responsibility to:</b>   |  |  |
| <ul style="list-style-type: none"> <li>promote a safe and supportive environment for others</li> </ul> | <ul style="list-style-type: none"> <li>treat others with respect and consideration, respect the property of others,</li> <li>promote and foster positive relationships with students, staff and parents/caregivers</li> </ul>  | <ul style="list-style-type: none"> <li>participate in professional learning and to implement acquired knowledge and skills</li> <li>support other staff and to work collaboratively as a team</li> </ul> |
| <b>Staff have a right to:</b>  |  |  |
| <ul style="list-style-type: none"> <li>work in a safe and supportive environment</li> </ul>            | <ul style="list-style-type: none"> <li>be treated with respect and consideration by all in the school community</li> <li>have my property respected</li> <li>have a positive relationship with the students, parents, caregivers and staff at our school.</li> </ul> | <ul style="list-style-type: none"> <li>have the opportunity for professional learning</li> <li>collegial support of staff in the school</li> <li>adequate resources and management support</li> </ul>    |

| We are safe  | We are respectful  | We are learners   |
|--|--|---|
| <b>Parents/Caregivers have a responsibility to:</b>  |  |   |
| <ul style="list-style-type: none"> <li>support the school in providing a safe environment.</li> <li>ensure my child arrives at school between 8.30am and 9.00am and departs promptly following the 2.45pm bell.</li> </ul> | <ul style="list-style-type: none"> <li>treat those in the school community with respect and consideration.</li> </ul>  | <ul style="list-style-type: none"> <li>read school communication, respond appropriately and support school activities</li> <li>respect the professional judgement of the teaching staff and make appointments at appropriate times</li> <li>support the school in the learning process of my child</li> </ul> |
| <b>Parents/Caregivers have a right to:</b>   |  |   |
| <ul style="list-style-type: none"> <li>know that my child is in a safe supportive environment</li> <li>be informed of the safety of my child during school hours.</li> </ul>   | <ul style="list-style-type: none"> <li>be treated with respect and consideration by all students and adults</li> </ul> | <ul style="list-style-type: none"> <li>be kept informed about general school events and issues</li> <li>be kept informed about my child's progress</li> <li>have my child learn to their full potential.</li> </ul>   |

## 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.](#)

### Telephone interpreter service

If you would like more information please call the school principal. If you need an interpreter to assist with your enquiry, please call the Telephone Interpreter Service on 131 450 and ask for an interpreter in your language.

Tell the operator the phone number you want to call and the operator will get an interpreter on the line to assist you with the conversation. You will not be charged for this service.

## 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 positive behaviour and respond to behaviours of concern, including bullying and cyber-bullying 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 choice
- differentiating learning content and tasks to meet the needs of all learners.

| Strategy or Program                 | Description  | Audience   | Prevention | Early Intervention | Targeted Intervention | Individual Intervention |
|-------------------------------------|--|--|------------|--------------------|-----------------------|-------------------------|
| Child Protection                    | Teaching child protection education is a mandatory part of the syllabus.   | All students and staff                           | Yes        | Yes                | Yes                   | Yes                     |
| The Wellbeing Framework for Schools | A whole school framework underpinned by evidence-based trauma responsive practices and understanding of neurobiology and how the brain develops. | All Staff  | Yes        | Yes                | Yes                   | Yes                     |
| Trauma Informed Training            | Training staff to recognise and respond to students with a trauma informed lens to create a safe and relational learning environment.            | All Staff  | Yes        | Yes                | Yes                   | Yes                     |
| PDH Program                         | Teaching students safe and responsible online behaviour including understanding cyber-bullying.  | Stage One Students & Teacher<br>Term 3           | Yes        | Yes                | Yes                   | Yes                     |
| Learning and Support                | The LST works with teachers, students and families to support students who require personalised learning and support.                            | All students, teachers and families as required. | Yes        | Yes                | Yes                   | Yes                     |
| PBL Program Lessons                 | Lessons around safe, respectful and learning behaviours are explicitly taught to all students in Term 1.   | All students in Term 1 each year.                | Yes        | Yes                | Yes                   | Yes                     |
| PBL Merit System                    | A <b>3 year progressive system</b> that allows students to accrue their awards. Students will also be recognised for their positive              | All students and staff                           | Yes        | Yes                | Yes                   | Yes                     |

behaviours with daily class awards called 'Louies'.



PBL Level System

Unacceptable behaviours are monitored closely and students move between levels with executive support and parent involvement.

Individual children through school PBL Level System



Every Day Counts

Whole-school approach to encourage and monitor regular attendance at school that promotes high expectations and fosters a shared sense of responsibility for student engagement and learning.

All students and teachers

Attendance Support

The LST refer students to the Principal who will convene a planning meeting with students, families and teachers to address barriers to improve attendance.

Targeted students and their families with irregular attendance patterns

Individual Behaviour Support Planning

This may include implementing, developing, monitoring and reviewing; behaviour support, behaviour response and risk management plans.

Individual students, LaST, AP, Parents

Individual Education Support

This may include implementing, developing, monitoring and reviewing; educational support with the intention to improve behaviour and engagement. In addition, targeted small groups are implemented to sustain children's engagement in learning.

Individual students, LaST, AP, Parents

Aboriginal Education Support

The school provides targeted support and learning assistance to First Nations students, their parents/carers and their teachers.

Individual students, LaST, Class Teacher, Parents

Parent Workshops

The school provides a series of Parent Workshops on PBL Systems, Attendance Matters to promote a shared responsibility approach.

All Parents K-2

SBSMP Workshop

Information is provided to families to build understanding around the SBSMP document/policy and how it will be implemented.

All Teachers K-2, including support staff.

## 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. They should consider whether the behaviour poses a risk to the safety of 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.

**Teacher Managed:** low level inappropriate behaviour is managed by teachers in the classroom and the playground.

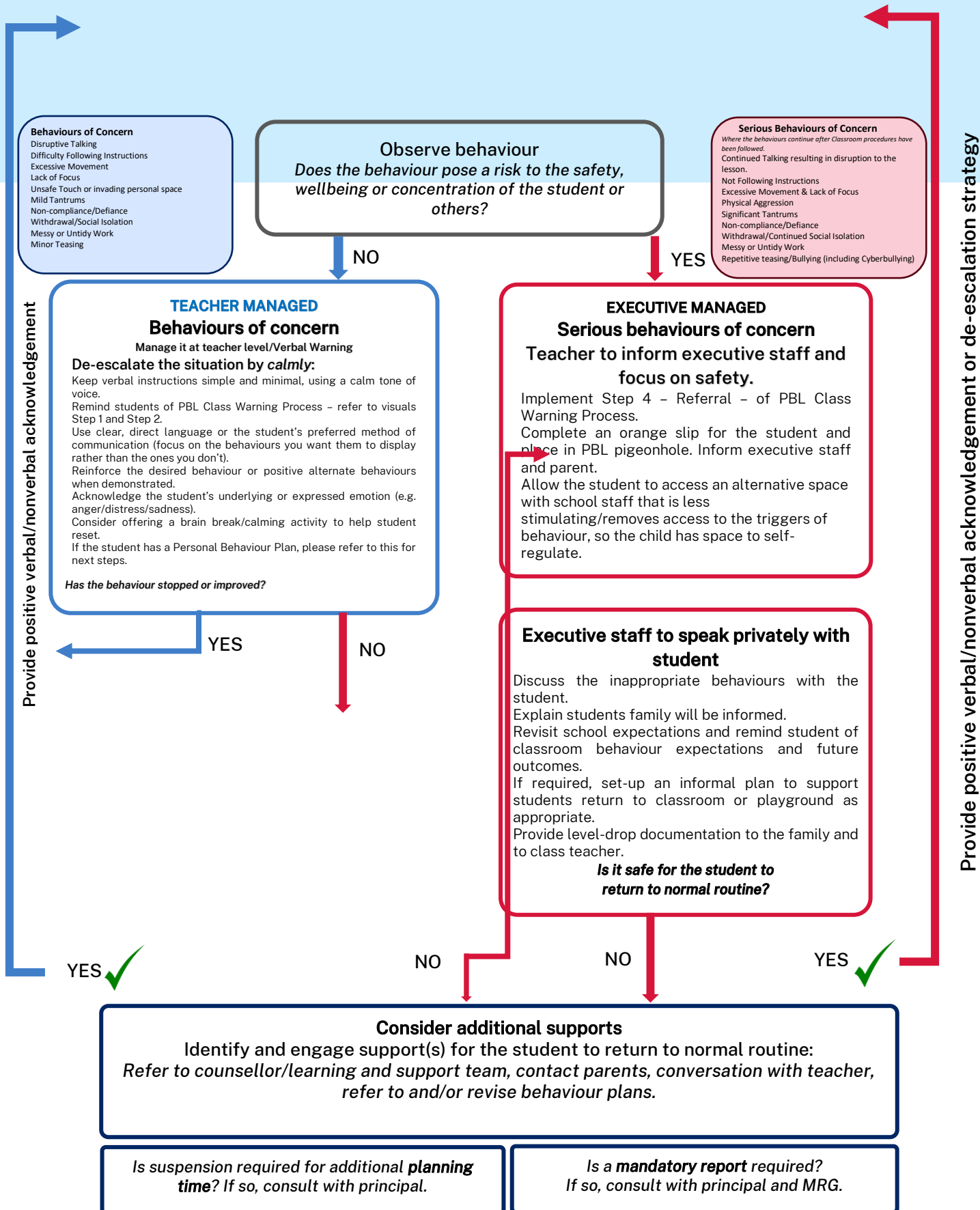
**Executive Managed:** behaviour of concern is managed by the school executive.

***Documentation:***

Parent communication records are kept by Teachers and signed by Executive Managers to document all necessary parent-teacher communication.

Student records of inappropriate or disruptive behaviours are documented by Teachers and provided to Executive managers for review and reflection time is implemented accordingly.

***Calm and engaged classroom***  
**Apply preventative strategies**  
**Positive classroom climate, providing and teaching explicit rules,**  
**engaging lessons, active supervision, offering pre-corrections**



## 6B: Bullying Response Flowchart



**6B: Planned responses to positive appropriate behaviour, inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying.**

| <b>Prevention</b><br>Responses to recognise and reinforce positive, inclusive and safe behaviour   | <b>Early Intervention</b><br>Responses to minor inappropriate behaviour are teacher managed.   | <b>Targeted/Individualised</b><br>Responses to behaviours of concern are executive managed  |
|--|--|---|
| 1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.            | 1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate. (e.g. 5L's chart).   | 1. Contact office to seek help from executive straight away if there is a risk. Otherwise notify student's stage supervisor or executive ASAP and before the end of the school day.   |
| 2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.  | 2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.   | 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. |
| 3. Tangible reinforcers include those that are:<br>free and frequent<br>moderate and intermittent<br>significant and infrequent<br>Significant reinforcers are recorded on School Award Registration.                  | 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. | 3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on School Bytes Wellbeing Module and contact parent/carer by email and/or phone. Executive/principal may consider further action e.g., formal caution or suspension.                          |
| 4. Social emotional learning lessons are taught through PBL and PDH lessons.   | 4. Teacher records on behaviour/incident on School Bytes Wellbeing Module by the end of the school day. Monitor and inform family of incident.   | 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 support/response plan.   |
| <b>Teacher/parent contact</b>  | <b>Teacher/parent contact</b>  | <b>Teacher/parent contact</b>   |
| Teacher contacts parent/carer via phone calls home to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given daily and at weekly school assemblies. | Teacher contacts parent/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.  |

## Section 6C: Responses to serious behaviours of concern

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.

Please refer to 'Mount Lewis Infants School Behaviour Management Flowchart' for responses to 'at school' incidents.

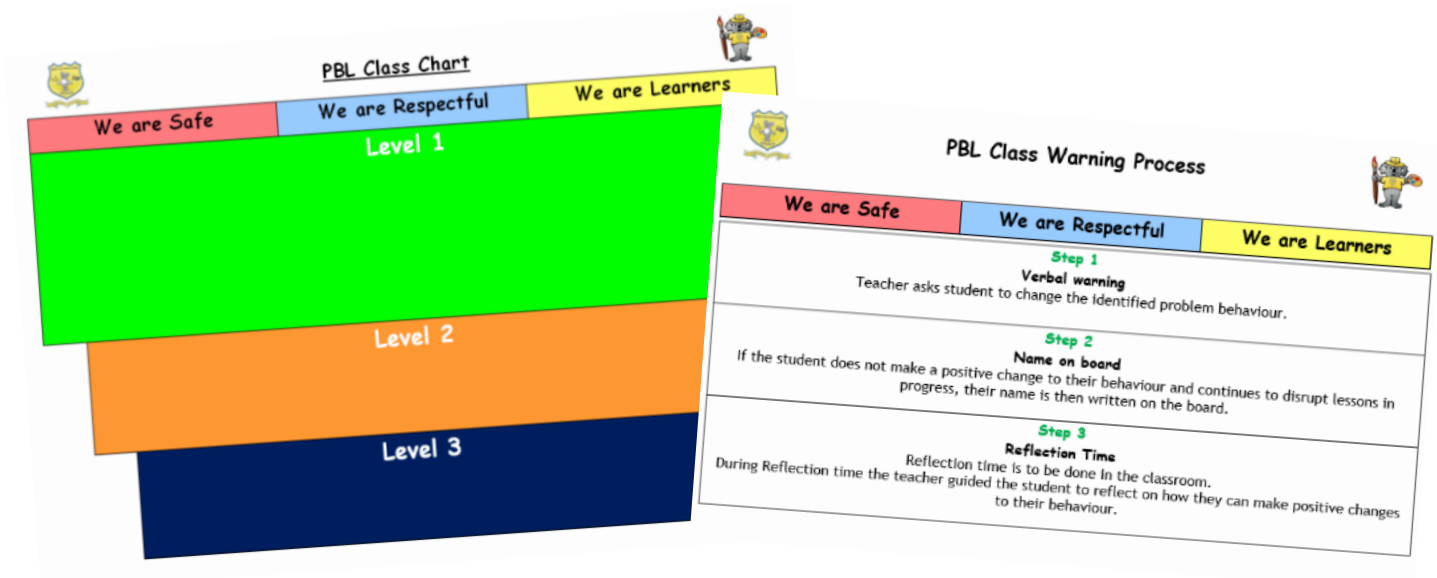
### Offsite or Outside School Hours Incidents:

For incidents that occur outside of school hours including on the way to and from school, the behaviours reported will be assessed against the list of 'Behaviours of Concern' as recorded on the flow chart.

The student/s involved in the incident will report to the class teacher.

If the Teacher determines the student/s behaviour is of 'Serious Concern' details of the incident will be recorded from all parties involved and investigated further with the school executive.

Further response/s or action will be at the discretion of the School Principal and in line with Department of Education policies and procedures.



## Section 7: 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](#).

Planned responses to behaviour that does not meet the 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 students 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. [See Behaviour Management Flowchart](#).

Corrective responses are recorded on [School Bytes Wellbeing Module](#)

| Classroom                            | Non-classroom setting                |
|--------------------------------------|--------------------------------------|
| rule reminder                        | rule reminder                        |
| re-direct                            | re-direct                            |
| offer choice                         | offer choice                         |
| error correction                     | error correction                     |
| prompts                              | prompts                              |
| reteach behaviour expectation        | reteach behaviour expectation        |
| seat change                          | play or playground re-direction      |
| reflection and restorative practices | walk with teacher                    |
| communication with parent/carer.     | reflection and restorative practices |
|                                      | communication with parent/carer.     |

Mount Lewis Infants School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations.

We acknowledge that not all students are encouraged by the same thing or in the same ways.

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.

## Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on School Bytes Wellbeing Module. 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 behaviour support plan, including teaching positive replacement behaviour and making learning and environmental adjustments
- reflection and restorative practices
- liaise with [Team Around a School](#) for additional support or advice
- communication and collaboration with parents/carers (phone, email, 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.

## Section 8: 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?                      |
|--|--|---------------------|--|
| <b>Reflection time (library)</b> – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)   | Tuesday/Thursday<br>first half lunch break | Assistant Principal | Documented in School Bytes Wellbeing Module. |
| <b>Alternate play plan</b> – withdrawal from free choice play and re-allocation to office or classroom 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                                 | Assistant Principal | Documented in LaST records and CT records.   |
| <b>Restorative practice</b> – <a href="#">peer mediation</a> or <a href="#">circles</a> in groups  | Scheduled for either lunch or recess break | Assistant Principal | Documented in School Bytes Wellbeing Module. |

## Section 9 Review dates

Last review date: [INSERT DATE: Day 1, Term 1, 202X]

Next review date: [INSERT DATE: Day 1, Term 1, 202X]