



NSW Department of Education

Leumeah Public School Behaviour Support and Management Plan

Overview

Leumeah Public School is a school community striving for excellence. Our school is committed to explicitly teaching and modelling positive behaviour and supporting all students to meet their learning potential.

Our goal is to inspire students to be safe, respectful learners who are resilient and reflective. We provide safe learning and teaching environments to encourage healthy, happy, successful and productive members of society. We are committed to creating quality learning opportunities for every student within our school. These opportunities support wellbeing through positive and respectful relationships and fostering a sense of belonging to the school and community. Our school prides itself on being welcoming and responsive to the needs of all students. We aim to sustain a caring, inclusive and enriching learning environment, where every child has the opportunity to strive for excellence every day.

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 explicit teaching, effective role modelling, and planned responses.

To achieve our vision, key programs valued by the school community are:

- Positive Behaviour for Learning (PBL)
- The Anxiety Project (TAP)
- The Zones of Regulation

These programs prioritise social and emotional learning, which supports high levels of emotional wellbeing, positive relationships and the awareness and prevention of bullying.




Leumeah Public School rejects all forms of bullying behaviours, including cyberbullying, by maintaining a commitment to an inclusive learning environment in which students thrive. Staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

Partnership with parents and carers

We are fortunate to be strongly supported by our school community. At the core of effective collaborative partnerships between the school and home, are trust and communication. Leumeah Public School partners with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and anti-bullying strategies. We invite parent/carer and student feedback through formal and informal means, such as surveys, Coffee & Chat sessions, and consulting with the P & C and local AECG.

Leumeah Public School communicates these expectations to parents/carers through the school website. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

School-wide expectations and rules

 <p>Safe</p>	 <p>Respectful</p>	 <p>Learner</p>
Follow classroom and playground expectations	Be kind and value others	Be ready to learn
Hands and feet to yourself	Be on time	Listen to and act upon teacher feedback
Be in the right place at the right time	Follow teacher instructions	Ask for help when needed
Use equipment correctly	Listen to others	Strive for excellence
Be resilient and be reflective		

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 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 and engaging lessons that enable opportunities for student choice
- differentiating learning content and tasks to meet the needs of all students.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Breakfast Club	School community runs a breakfast club program that provides access to a free healthy breakfast to set students up for a positive start to the day.	Staff and students
Prevention	Morning Circle	A daily classroom wellbeing routine, focused on setting students up for success each day. It incorporates an Acknowledgement to first nations people, positive primers, emotional check-in, daily timetable and an opportunity for reflection.	Students K-6
Prevention	Bullying No Way: National Week of Action	Our school participates in the annual National Week of Action against Bullying and Violence (NWA). It provides an opportunity to create a shared understanding about bullying behaviours and share bullying prevention strategies.	Staff and students
Prevention	Child Protection	Teaching child protection education is a mandatory component of the syllabus.	Students K-6
Prevention/Early Intervention	Positive Behaviour for Learning	Positive Behaviour for Learning (PBL) is an evidence-based framework that forms the basis of the school welfare system. It promotes the development of a positive, safe and supportive learning culture, improving social, emotional and behavioural outcomes for students.	Students K-6
Prevention/Early Intervention	The Anxiety Project	The Anxiety Project (TAP) is an evidence-based whole school community approach to managing anxiety and building resilience in students.	Staff, students and parents/carers
Prevention/Early Intervention	The Zones of Regulation	A proactive, skills-based approach to teaching students how to regulate their emotions. The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for young learners and those who support them.	Students K-6
Targeted/ Individual Intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	Staff, individual students and parents/carers
Targeted/ Individual Intervention	Attendance Support	The LST convene a planning meeting with students, families and teachers to address barriers to improve attendance.	Staff, individual students and parents/carers
Individual intervention	Individual behaviour support planning	This may include working with external agencies, family support services and working with the Team Around a School to develop, implement, monitor and review behaviour support, behaviour response and risk management plans.	Staff, individual students and parents/carers

Planned responses to positive appropriate behaviour, inappropriate behaviour and behaviours of concern

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.

Leumeah Public School staff will identify inappropriate behaviour and behaviours of concern through a range of channels, for example:

- directly observing a student's behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
- a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
- concerns raised by a parent, community member or agency.

Students or parents can report concerns to any staff member. NSW public school principals have the discretion and authority to take disciplinary action to address student behaviours that occur outside of school hours or off school premises.

Responses to all behaviours of concern apply to student behaviour that occurs:

- at school
- on the way to and from school
- on school-endorsed activities that are off-site
- outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
- when using social media, mobile devices and/or other technology involving another student or staff member.

Preventing and responding to behaviours of concern

Leumeah 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 increases 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 locus of control.

Specific positive feedback may not be sufficiently reinforcing for some students, so our student welfare system provides the opportunity to pair verbal or non-verbal feedback with positive and tangible reinforcers.

Our student welfare system for acknowledging expected behaviour includes:

- free, fast and frequent – for everyday use by all staff in all setting, e.g. SRLs
- moderate and intermittent – awarded occasionally, e.g. merit awards
- significant and infrequent – semester or annual types of recognition, e.g. Striving for Excellence awards, platinum award process.

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
1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting expectations and rules.	1. Refer to school-wide expectations and The Zones of Regulation visuals and/or supports so that the student can self-regulate.	1. Notify student's Stage Assistant Principal (AP) as soon as possible, before the end of the school day. Contact office to seek immediate support from Senior Executive if there is a risk.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer as part of the student welfare system for acknowledging expected behaviour.	2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	2. Classroom teacher (CT)/Stage AP to take 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. Refer to individual behaviour response and risk management plans if in place. Incident review and planning scheduled for a later time, determined by the context and nature of the incident.
3. Tangible reinforcers include those that are: <ul style="list-style-type: none"> - free, fast and frequent - moderate and intermittent - significant and infrequent Infrequent reinforcers are recorded on the school centralised recording platform (Sentral).	3. Use direct responses e.g. rule reminder, re-teach, verbal warning, provide choice, scripted interventions, student conference/SALON conversation. Students have an opportunity to meet the classroom/playground behaviour expectation before a low-level consequence is applied.	3. CT/Stage AP collects information and reviews accounts of the incident to determine next steps. Individual goal monitoring implemented. Incident recorded on Sentral and parents/carers contacted by phone. Senior Executive may consider further action, e.g. formal caution or suspension.
4. Social emotional learning lessons are taught (PBL lessons, TAP lessons) weekly.	4. Teacher records on Sentral by the end of the school day. A consequence is applied as part of our student welfare system, e.g. white slip. Parents/carers contacted by CT. For some incidents, referral is made to the school's anti-racism contact officer (ARCO).	4. Refer to the school's Learning and Support Team, considering current and previous behaviour data. Other actions may include working with the Team Around a School to develop, monitor and implement a behaviour support/response plan and/or a risk assessment.
Parent/Carer Contact		
CT makes contact with parents/carers to celebrate student meeting expectations. Awards for positive individual behaviour are given in class, at stage assemblies and Striving for Excellence assemblies twice a term.	CT contacts parents/carers by phone when a range of corrective responses have not been successful. Individual planning and referral to the Learning Support Team may be discussed if behaviour is recurrent.	CT and Stage AP meet with parents/carers to discuss any support and behaviour responses, including referral to the LST, school counsellor or outside agencies. In some cases, Senior Executive may contact or meet with parents/carers.

Responses to serious behaviours of concern

Responses, including students who display serious behaviours of concern, are recorded in Sentral. These may include:

- review and document incident as per negative incident process
- determine appropriate response/s, including supports for staff or other students impacted
- reflection and restorative practices (listed below)
- communication and collaboration with parents/carers (phone or meeting)
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- refer/monitor the student through the school learning and support team
- formal caution to suspend, suspension or expulsion.

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](#).

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?
Individual goal setting - a structured debriefing and planning after an incident or behaviour of concern with an individual student.	Day of incident or beginning of next day	CT or stage assistant principal	Recorded on individual goal monitoring document and in Sentral.
Reflection time - Time away from free choice play to reflect on their behaviour and make positive choices, determined by level of individual goal monitoring.	Begins next day - Lunch 1	Classroom teacher, stage assistant principal or senior executive, determined by level of individual goal monitoring	Recorded on individual goal monitoring document.

Review dates

Last review date: 8/11/2024

Next review date: 8/11/2025