NSW Department of Education

# School Behaviour Support and Management Plan – New Lambton Public School

## Overview

New Lambton Public School is committed to embedding explicit teaching and modelling of positive behaviour through a number of programs to support all students to be engaged with their learning.

Our goal is to inspire every child to participate positively in the school community and beyond. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful learners in a caring learning community.

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:

- The Resilience Project (TRP)
- Child Protection
- Anti-Bullying

New Lambton Public 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.

## Application of guidelines

These guidelines apply to student behaviour:

- 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 a student's conduct significantly affects, or is likely to significantly affect, the health, learning and safety of students and staff
- Includes the use of social networking sites, mobile devices and/ or technology

## Partnership with parents and carers

New Lambton Public School partners with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, by:

- inviting parent/carer and student feedback through formal and informal means, such as Tell Them From Me surveys, school surveys, consulting with the P & C and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.
- placing the SBSMP on the school website so parents are able to access
- an overview of prevention and corrective approaches outlined during parent information sessions – inclusive of SBSMP, anti-bullying, TRP and other relevant programs.

New Lambton Public School communicates these expectations to parents/carers through the school newsletter and 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 and 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. Students can access an easy-read version here.

New Lambton Public' school-wide expectations and rules align with the school values of excellence, respect and responsibility and are derived from the NSW Department of Education Behaviour code for students. Class teachers will co-develop class rules with their students annually.

| Respect | Responsibility (Safety) | Excellence (Engagement) |
|---|---|---|
| Communicate and behave courteously and with dignity | Model and follow school and class rules and expectations around behaviour | Arrive at school and class on time |
| Act and work cooperatively with other students, teachers, and school staff | Negotiate and resolve conflict | Be prepared for every lesson |
| Respect the learning needs of other students | Be aware of and take responsibility for how behaviour and actions impact others | Actively participates in learning and completes set tasks |
| Develop positive and respectful relationships, valuing the interests, ability and culture of others | Care for self and others | Aspire and strive to achieve the highest standards of learning |
| Dress appropriately by wearing the agreed school uniform and dress code | Be safe and help others to make safe choices that do not hurt themselves or others | Regular attendance |
| Take care with school property and the property of staff and other 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, 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, environment and the instruction process to meet the needs of all learners
- ongoing professional development in evidence-based approaches to managing and supporting behaviour and any other relevant and current training

| Care Continuum | Strategy or Program | Details | Audience |
|---|---|---|---|
| **Prevention** | The Resilience Program | The resilience project is an evidence-based comprehensive social and emotional learning program. Centred on The Resilience Project's core principles — Gratitude, Empathy, Mindfulness, and Emotional Literacy the whole school program focuses on developing shared language and understanding, supporting the development of resilience and promotes student and staff wellbeing | All |
| **Prevention** | Child Protection | Teaching child protection education is a mandatory part of the syllabus taught annually | Students K-6 |
| **Prevention** | Anti-Bullying / Anti- Racism | Termly lessons on Anti-Bullying and Anti-Racism, embedded in classroom orientation (Term 1) and refreshed each term in Week 1 (Anti-Bullying) and Week 5 (Anti-Racism) Assembly or as needed | All |

| Care Continuum | Strategy or Program | Details | Audience |
|---|---|---|---|
| **Prevention** | Staff Training and Development | Staff undertake annual professional learning in areas associated with wellbeing, bullying prevention and trauma informed practices. Termly refresher at communication meeting of flowchart in Week 1 each term | Staff |
| **Prevention** | Scaffolded lessons | Annual lessons covering Anti-Bullying, classroom and playground expectations and rules, The Resilience Project and the Behaviour code for students taught in Week 1 and 2 of Term 1 and refreshed each term | All |
| **Prevention** | Buddy program<br>SRC<br>ACC<br>NAIDOC Celebrations<br>Harmony Day | Programs that create and promote inclusivity, positive emotion, sense of belonging and foster friendship are pivotal in helping create student wellbeing | All |
| **Prevention** | Teams and groups | Teams and groups such as Band, Ensemble, sporting teams, art club, chess club, dance group, skipping group, wellbeing hub create a sense of belonging | All staff and students |
| **Early intervention** | Positive classroom Behaviour Management System<br>Positive reinforcement | Individual class-based strategies utilised to support classroom behaviour management<br>GEM chats<br>School expectations and rules consistently taught<br>Spirit Cup | All |
| **Early intervention** | Transition Programs | Pre-school to school, high school, grade to grade and annual handover programs aim to foster a sharing of knowledge and care while supporting a comfortable student transition to school, to a new grade and to high school | All |
| **Targeted intervention** | Learning and Support | The Learning Support Team (LST) works with teachers, students and families to support students who require personalised learning and support. | All |
| **Targeted / individual intervention** | Attendance support | The LST refer students to the attendance co-ordinator who will convene a planning meeting with students, families and | Individual students, |

| Care Continuum | Strategy or Program | Details | Audience |
|---|---|---|---|
| | | teachers to address barriers to improved attendance and set growth goals.<br>The school regularly post reminders regarding attendance in school newsletters. | attendance co-ordinator |
| **Targeted / individual intervention** | Reflection room | A structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection). | Individual students |
| **Individual intervention** | Anti Racism Contact Officer (ARCO) | The ARCO is to provide individualised support and intervention when required. The ARCO will attend regular training offered and be available on a daily basis to assist as needed. | Individual students, ARCO |
| **Individual intervention** | Individual behaviour support planning | This may include developing, implementing, monitoring and reviewing behaviour support, behaviour response and risk management plans. | Individual students, parent/carer, LAST, AP |

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

### Identifying behaviour of concern, including bullying and cyberbullying

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm.

See Appendix 1A and 1B – Behaviour management flowchart

New Lambton Public School staff 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 (such as written materials, performances, artworks or schoolwork)
- 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/ carer, community member or agency.

Students or parents/ carers 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.

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

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Supervising teachers use the structured response level charts 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 student or others.

New Lambton Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations through the care continuum prevention and intervention strategies.

The use of positive feedback is a powerful way to:

- help learners to focus on positive behaviour
- increase the likelihood that students will use the expected behaviours and skills
- decrease inappropriate behaviour and reduce the need for corrective responses
- enhance self-esteem and build an internal focus of control.

| Prevention<br>(Green level)<br>Responses to recognise and reinforce positive, inclusive and safe behaviour | Early Intervention<br>(Yellow level)<br>Responses to minor inappropriate behaviour | Targeted/Individualised<br>(Orange level)<br>Responses to behaviours of concern | Individual Intervention<br>(Red level)<br>Responses to and individual's behaviours of concern |
|---|---|---|---|
| 1. Behaviour expectations are taught and referred to regularly.<br>Teachers model behaviours and provide opportunities for practice.<br>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. | 1. Student spends time in time out or buddy class | 1. Send for executive. 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. Classroom teacher to collate information, record incident. |

| | | | |
|---|---|---|---|
| 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. Restorative conversation undertaken with teacher | 2. Executive to restore safety and remove student from classroom. Support offered to staff and students. Reflection room with restorative conversation. |
| 3. Tangible reinforcers include those that are:<br>free and frequent<br>moderate and intermittent<br>significant and infrequent<br>Intermittent and infrequent reinforcers are recorded on School Bytes. | 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 corrective action is applied. | 3. Classroom teacher to collate information, record incident and inform executive. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator. | 3. Executive reviews the incident from multiple perspectives to determine next steps. Executive to record incident follow up. Executive/Principal to refer to Suspension and Expulsion Procedures if applicable. |
| 4. Social emotional learning lessons are taught e.g.:<br>Resilience Project<br>Kick Start | 4. Teacher records (at teacher discretion) on School Bytes by the end of the school day. | | 4. Refer to the school's LST considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan. Contact with Team Around a School if needed. |
| Teacher/parent contact | Teacher/parent contact | Teacher/parent contact | Teacher/parent contact |
| Parent/ teacher interviews annually or requested parent teacher meetings. Recognition awards for positive individual and class behaviour are given at weekly school assemblies. | | Teacher contacts parent / carer by phone when a range of corrective responses have not been successful.<br>Individual planning and referral to LST may be discussed.<br>(repeated) Parent conversation and Reflection room letter sent home. | 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. |

## Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on School Bytes Wellbeing system. These may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team

- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- reflection and restorative practices (listed below)
- liaise with Team Around a School for additional support or advice
- communication and collaboration with parents/carers (phone or meeting)
- formal caution to suspend, suspension or expulsion.

The NSW Department of Education Student Behaviour policy and Suspension and Expulsion Procedures apply to all NSW public schools

### Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

- Incident Notification and Response Policy
- Incident Notification and Response Procedures
- Student Behaviour policy and Suspension and Expulsion procedures.

## Reflection and restorative practices

The reflection room at NLPS is a place where children go to resolve incidents that involve interpersonal conflict or wrongdoing in the playground and / or classroom. It focusses on restorative actions rather than punitive punishment. The reflection room is operated at lunch and recess and is supervised by the Stage Assistant Principal. Students who attend discuss negative incidents with the Stage AP, reflect on their behaviour and complete a reflection sheet. Parents and carers will be notified if their child attends Reflection Room. Details of the incident and follow up actions will be emailed home. Parents/ carers are encouraged to discuss this with their child to maintain a positive home/ school environment. Even when attending Reflection Room students will still be provided with time to eat their food, visit the toilet and have play time if suitable.

Restorative Practices

| Strategy | When and how long? | Who coordinates? | How are these recorded? |
|---|---|---|---|
| **Buddy class –** students requiring time for a break or to reflect on their choices may visit a buddy class teacher. | Immediately<br>Varied – depending on the age and incident | Classroom Teacher | Documented in School Bytes – Wellbeing module |
| **Reflection room –** 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<br>Varied – depending on | Assistant Principal | Documented in School Bytes – Wellbeing module |

| Strategy | When and how long? | Who coordinates? | How are these recorded? |
|---|---|---|---|
| | the age and incident | | |

## Review dates

Last review date: Term 4, 2024

Next review date: Term 1, 2025

## Support Documents

DoE Behaviour Code for students and School Community Charter

DoE Care Continuum

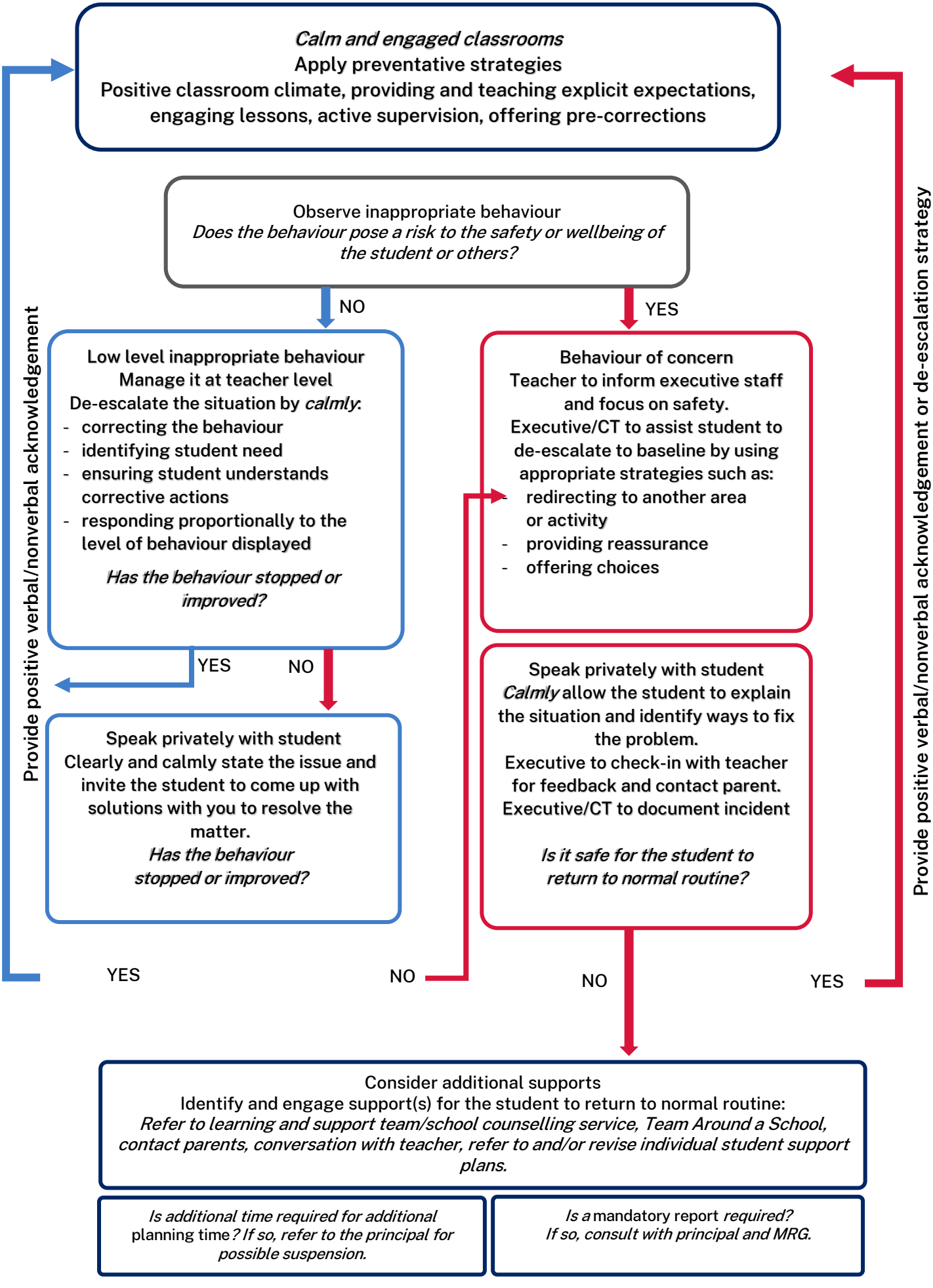
DoE Inclusive education for students with a disability

DoE Restrictive practices

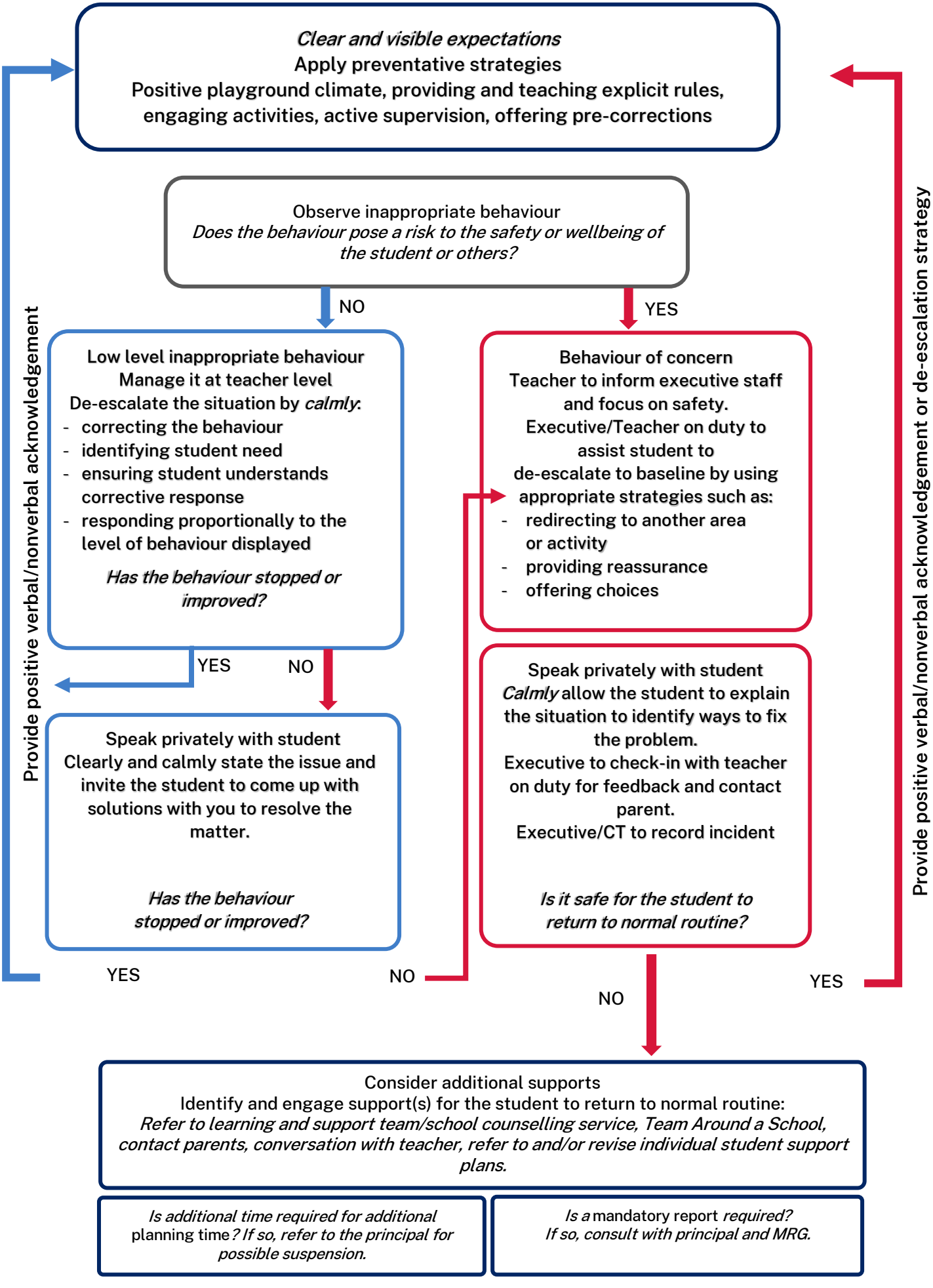
DoE Detention and Time Out Guidelines

Wellbeing Framework

## Appendix 1A: Behaviour management flowchart - Classroom



## Appendix 1B: Behaviour management flowchart - Playground



## Appendix 2: Bullying Response Flowchart

**First hour: Listen**
- Identify bullying behaviour, including cyber-bullying
- 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 Wellbeing Module
- 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 Wellbeing Module
- 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 Wellbeing Module

**Ongoing follow-up**
- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in School Bytes Wellbeing Module
- 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