

Lennox Head Public School

Behaviour Support and Management Plan

Overview

Lennox Head Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Our Behaviour Support and Management Plan has been developed to cultivate a school-wide safe, respectful, and inclusive learning environment that fosters academic excellence and personal growth.

Our daily practice is grounded in the principles of positive behaviour support, inclusive practice, trauma-informed care, and social-emotional learning. High expectations for student behaviour is embedded through effective role modelling, explicit teaching, and planned responses

Our three key values of Respect, Responsibility and Integrity and our school-wide expectations, underpinned by the PBL framework, embrace the principles of equity and responsibility. This plan aims to guide students in embracing positive behaviour and nurturing positive social interactions, in addition creating a solid framework for addressing behavioural challenges.

In compiling this plan, our school contributors have consulted with the following Department of Education policies and supporting documents:

Student Behaviour Policy (updated 2023), Wellbeing Framework for Schools (2018), Behaviour Code for Students (2023), School Community Charter (currently being reviewed), Inclusive Education Statement for Students with Disabilities (updated 2022), Bullying of Students – Prevention and Response (2022).

Promoting and reinforcing positive student behaviour and school-wide expectations

Lennox Head Public School has implemented the following school-wide rules and expectations:

- At Lennox Head Public school our Three Key Values are: Respect, Responsibility and Integrity.
- Respect – Having regard for yourself and others, lawful and just authority and diversity with Australian society and accepting the right of others to hold different or opposing views.
- Responsibility – Being accountable for your individual and community's actions towards yourself, others and the environment.
- Integrity – Being consistently honest and trustworthy
- The three key values of Respect, Responsibility and Integrity form the basis of our behaviour program. Behaviour expectation statements for different locations and activities are explicitly taught and this reinforces positive student behaviour and behavioural expectations Each week we focus on a different aspect of our school. There is a classroom focus which can be seen in every classroom

Lennox Head PS Behaviour Support and Management Plan is underpinned by the following fundamental beliefs:

- Both students and teachers have the right to work in a safe and predictable environment where staff and students feel physically and emotionally safe.
- Trust is a core principle of our policy, underpinning the foundation of a nurturing and inclusive environment.
- Throughout all interactions, the integrity of staff and students is crucial to building positive and productive relationships.
- Quality relationships with the school community ensure a successful school environment.
- Students must be aware of the expected standards of behaviour and the consequences of not adhering to these expectations.
- All staff are required to maintain consistency when upholding the expected standards of behaviour.
- Consequences for inappropriate behaviour aim to establish connection and accountability.

Lennox Head PS uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- Individualised planning and support through our LST/Wellbeing team approach
- Support from DoE School Services personnel including, but not limited to: APLaS, ACLO, LaWO, school counsellor service, HSLO, APH, APV, EI, AAO (utilised as required).
- Social Skills/Values Education programs including Smiling Minds, Second Steps, Resilience Project.
- Staff Professional Learning including, Supporting Our Students' Mental Health, Classroom Management Fundamentals e-learning, Functional Behaviour Assessment PL, Child Protection/Drug Education, Understanding behaviour e-learning and classroom management fundamentals e-learning.
- E-Safety Commissioner online PL/Safe on Social workshops.
- School reward system, green cards, gold cards and dolphin slips.
- 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 but are not limited to.
- Stating and explicitly teaching classroom and school-wide expectations.
- Establishing predictable routines and procedures that are communicated clearly.
- Encouraging expected behaviour with positive feedback and reinforcement
- Actively discouraging inappropriate behaviours.
- Providing active supervision of students.
- Maximising opportunities for active engagement with learning.

Behaviour Code for Students

The Behaviour Code for Students can be found at:

<https://education.nsw.gov.au/policy-library/policies/pd-2006-0316/pd-2006-0316-01>.

High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention	The Resilience Project	The aim is to teach positive mental health strategies to help people become happier and more resilient.	All students K-6
Prevention	Smiling Minds Program	An evidence-based program designed to support social and emotional skills development in children and overall mental health.	All students K-6
Prevention	Child Protection Program	Delivery of the mandatory Child Protection program K-6.	All students K-6
Prevention	National Day of Action	Our school will acknowledge the annual National Day of Action against Bullying and Violence in August every year.	All students K-6
Prevention	Classroom Management Fundamentals PL	Professional learning for all staff to explore fundamental strategies to establish good classroom practice. This is an e-learning module with NSW DOE.	All staff K-6
Early Intervention	PBL High 5 Hand BFF – Buddies Fostering Friendship	LHPS has developed 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, instructional strategies, logical consequences, and consultation.	Students, staff and parents
Early Intervention	Staff Discussion	Early identification at stage meetings and with Stage APs for individuals and groups requiring support for learning and/or behavioural matters.	All staff

Care Continuum	Strategy or Program	Details	Audience
Early, Targeted and Individual intervention	Executive meetings	Referral to our Executive meetings for discussion and processing to ensure relevant staff are aware of pertinent details to support students or groups of students as required. Support may include referral to LST, School Counsellor, or other DoE school services personnel, including HSLO, AP-H, AP-V, Early Intervention, etc	Executive staff
Targeted Intervention	Learning And Support Program	The extended Learning and Support Team made up of teachers and SLSO's, support teachers, students, and families of students requiring personalised learning and support. LST staff develop and maintain ILP's, IEP's and PLP's in collaboration with teachers and parents to establish any risk assessments, and short/long term goals. Team approach supported by our AP C&I with clear guidelines and processes.	LST, individual students, families and staff
Targeted Intervention	Attendance Support	Stage APs and executive monitor attendance across stages. This data is discussed at exec meetings and followed up with families if required referred to Learning and well-being officer for support or HSLO to support principal or assist with additional follow up. Inclusive of attendance plans if required.	Identified students
Targeted and Individual Intervention	School Counsellor Support	Specific individual counsellor support for students as required. Students to be referred through in school system for support	Individual students and families

Care Continuum	Strategy or Program	Details	Audience
Targeted And Individual Intervention	Follow Up Room	Students exhibiting poor behaviour choices may be referred to our follow up room to engage in restorative justice practices to encourage them to consider their choices and how their actions impacted on others, including how they can make things better. AP coordinators oversee this.	Individual or groups of students
Targeted and Individual intervention	Individualised Plans	<p>Targeted interventions are designed for students, or groups of students identified as requiring more intensive support.</p> <p>LHPS will continue the use of prevention strategies and provide additional support. Targeted intervention strategies for some students may include communication templates with parents, modified expectations or goals, transition strategies between classes or at break times, playground supports, social skills groups and support from school counsellor.</p>	Students, staff and parents

Care Continuum	Strategy or Program	Details	Audience
Individual Intervention	Behaviour Program	<p>Strategies for students with highly complex and challenging behaviours require individual assessment, implementation, monitoring and review. LHPS has built the capacity of our learning and support team and teaching staff to be able to undertake functional behaviour assessments (FBA), develop individual student support plans and risk management plans for individual students, in collaboration with parents and other department staff. The delivery support team will work with the Learning and Support team as required.</p> <p>The details of each student's plan will vary dependent upon their individual needs.</p> <p>Students with disabilities who require significant support may access help from itinerant support teachers to develop personalised learning and support.</p>	Students, staff and parents

Detention, reflection and restorative practices

Lennox Head PS has a restorative approach to behaviour. It requires students to take responsibility for their actions, understanding the impact of their behaviour, and willingness to work together with staff to find solutions. It is not a punitive approach to behaviour management, ensuring our implementation of restorative practices involves open conversations and collaboration between students, families, and staff. This approach ensures that everyone in our school community feels respected and invested in the wellbeing of others.

We aim to:

- reduce exclusions, disruptive behaviours, conflict, bullying, and low-level disruptions.
- improve positive behaviour, support inclusion, learning opportunities for all, student attendance, and educational outcomes.
- develop honesty, personal responsibility, accountability, empathy, emotional literacy, conflict resolution skills, positive learning behaviour, our environment, and independence.

Action	When and how long?	Who coordinates?	How are these recorded?
Tier 1 Behaviours Minor infringements across all settings: <i>back chatting, name calling, class disruption, non-compliance, exclusion, careless incidents resulting in harm to others, out of bounds without permission.</i>	Follow Up room – one session	Assistant Principals	All records kept in School Bytes Wellbeing module
Tier 2 Behaviours Major infringements across all settings: <i>deliberate minor hands-on others, inappropriate language, ongoing non-compliance, and minor discrimination.</i> Behaviour reported to parents with a reminder of school expectations and at-risk behaviours that may lead to exclusion from school activities for safety reasons	Follow Up room – length of time determined after discussion of incident.	Assistant Principals	All records kept in School Bytes Wellbeing module
Tier 3 Behaviours repeated tier 2 behaviours across all settings as well as major hands-on and discrimination incidents	Time determined from incidents, plus warning of suspension letter if required.	Assistant principals and Principal	All records kept in School Bytes Wellbeing module
Suspension of student in line with DoE policy	Suspension	Principal	All records kept in School Bytes Wellbeing module

Partnership with parents/carers

Lennox Head Public School will partner with parents and carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by liaising with staff, community and the Lennox Head PS P&C Association.

Lennox Head Public School will communicate these expectations to parents/carers by school bytes communication, parent teacher nights and additional messaging as required. We will also provide access to parenting and support workshops as required e.g. Safe On Social, Resilience Project updates.

School Anti-bullying Plan

Lennox Head Public School provides a broad, enriched curriculum in a caring co-operative environment. An education culture fostering life-long learning is provided by committed and experienced staff. We motivate students to achieve high standards of learning, to develop self-discipline, healthy self-esteem and a commitment to personal excellence based on a positive set of values. The school is characterised by a very involved parent body. At Lennox Head Public School all students have the right to learn in an environment in which their learning needs are met and where they feel safe and recognised. At Lennox Head Public School, rules and regulations have been developed to address inappropriate playground behaviour, underpinned by our school values which are Respect, Responsibility and Integrity. Our school Anti-Bullying plan forms a wider part of our School Behaviour and Support Management Plan and has been developed using the guidelines from the Bullying of Students – Prevention and Response Policy and other Department of Education support resources, which is reviewed annually.

Our school is committed to:

- Minimising all forms of harassment in the school.
- Establishing a climate supported by staff, students and parents, of respect for and caring for others.

Our Anti-Bullying Policy requires staff to:

- Be observant to signs of distress or reported incidents of bullying.
- Make efforts to minimise incidents by actively patrolling during supervision.
- Take steps to help all students without placing emphasis on individuals.
- Report incidents to appropriate staff members.

Our Anti-Bullying Policy requires students to:

- Be proactive in helping others.

- Use appropriate problem-solving strategies when they encounter disagreement.
- Encourage and involve all students in activities in the playground and classrooms.

Our Anti-Bullying Policy requires parents to:

- Be familiar and supportive of the existing policies and procedures currently in place at school level.
- Have open and healthy lines of communication with their child's class teacher to address any issues or concerns in an appropriate way.

Procedures

In line with our whole School Behaviour Support and Management Plan, the following actions will be undertaken, as required, to address all inappropriate bullying behaviour:

- Bullying incident reported to teacher.
- The child whose behaviour is unacceptable will attend follow up room for a discussion.
- Parents are notified if a discussion take place regarding bullying.
- Investigating teacher discusses problem with students concerned.
- Offending student/s are given clear expectations regarding appropriate behaviour.
- Attempt to have student acknowledge and accept responsibility for behaviour.
- Outline consequences of continued negative behaviour.
- Monitor behaviour, post interview.
- Follow up with student who has been subjected to negative behaviour.
- If student re-offends class teacher/stage supervisor/principal to arrange meeting with parents.
- Other actions in line with NSW DoE policy may be implemented including suspension of students.

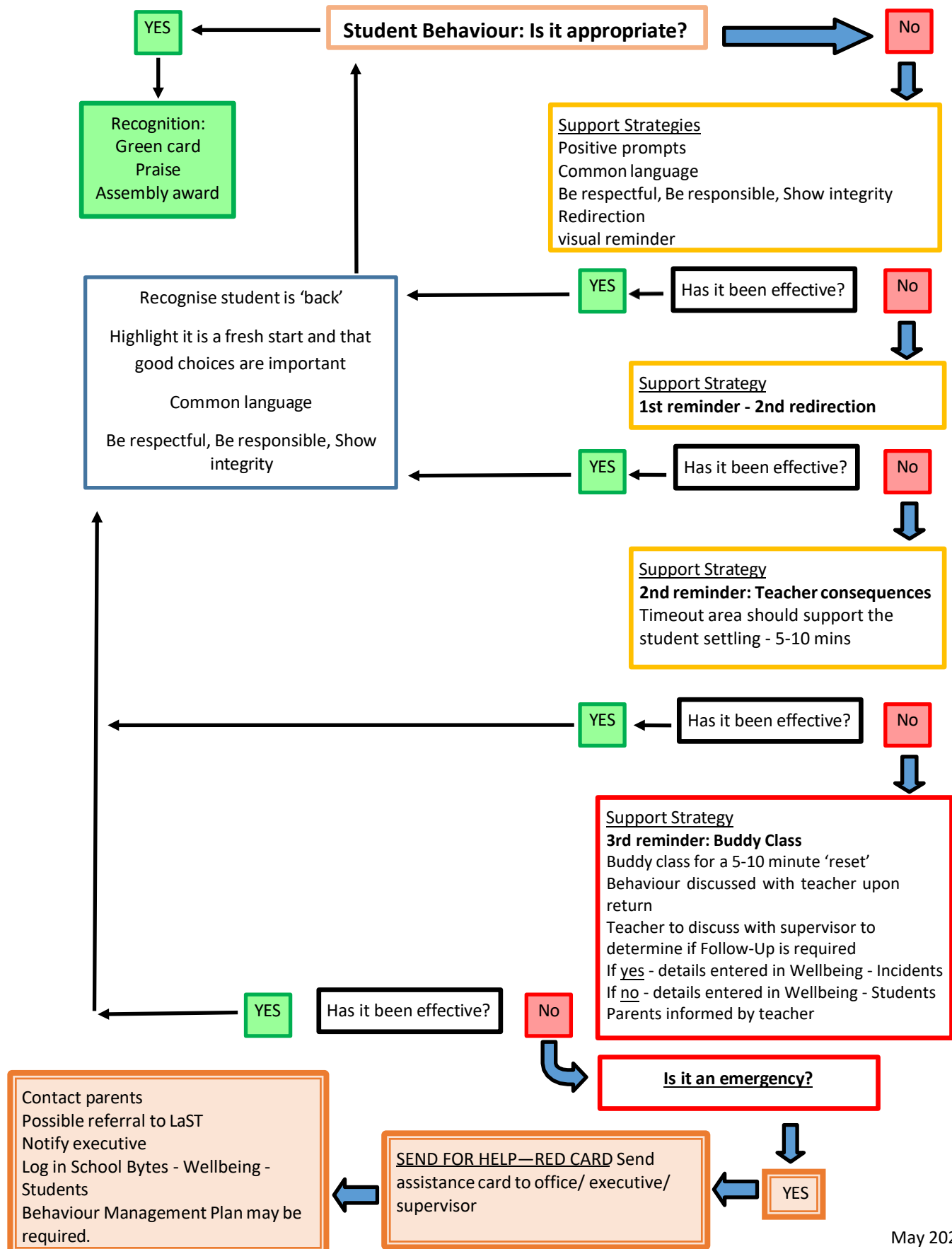
Reviewing dates

Last review date: August 2024 – Term 3

Next review date: August, Term 3, 2025

Classroom Behaviour Flowchart

Classroom—Staff engaged in proactive supervision



Behaviour Incident Flowchart

There has been a classroom/playground incident.

Enter the information in to School Bytes – Wellbeing – Students

Does the incident require executive intervention?

No. The incident was minor -
Possibility of recording the
incident in School Bytes

Follow classroom/playground
behaviour flowchart.

Continue to monitor

Yes. **Yellow Level**. The incident was
of a more serious nature. Collect
statements from students and
witnesses.

Teacher to discuss with supervisor to
determine if Follow-Up is required

If yes - details entered in Wellbeing -
Incidents

Executive to call parents of students
involved

If no - details entered in Wellbeing -
Students

Parents informed by teacher

Yes. **Red Level**. The incident was
serious. Record the incident in
School Bytes - Wellbeing - Incidents

Inform class teacher

RED CARD SENT TO OFFICE.

Follow-Up is required.

Collect statements from students and
witnesses.

Executive will follow up with
phone call to parents of students
involved

Record in School Bytes - Wellbeing -
Incidents, including Follow-Up as
the outcome and Stage Exec, Deb
and Ryan notified

Parent meeting, Behaviour
Management plan may be required,
warning of suspension may be
required, LaST team intervention, or
Principal involvement.

Communicating behaviour with staff

Staff members enters
data into
School Bytes -
Wellbeing - Students

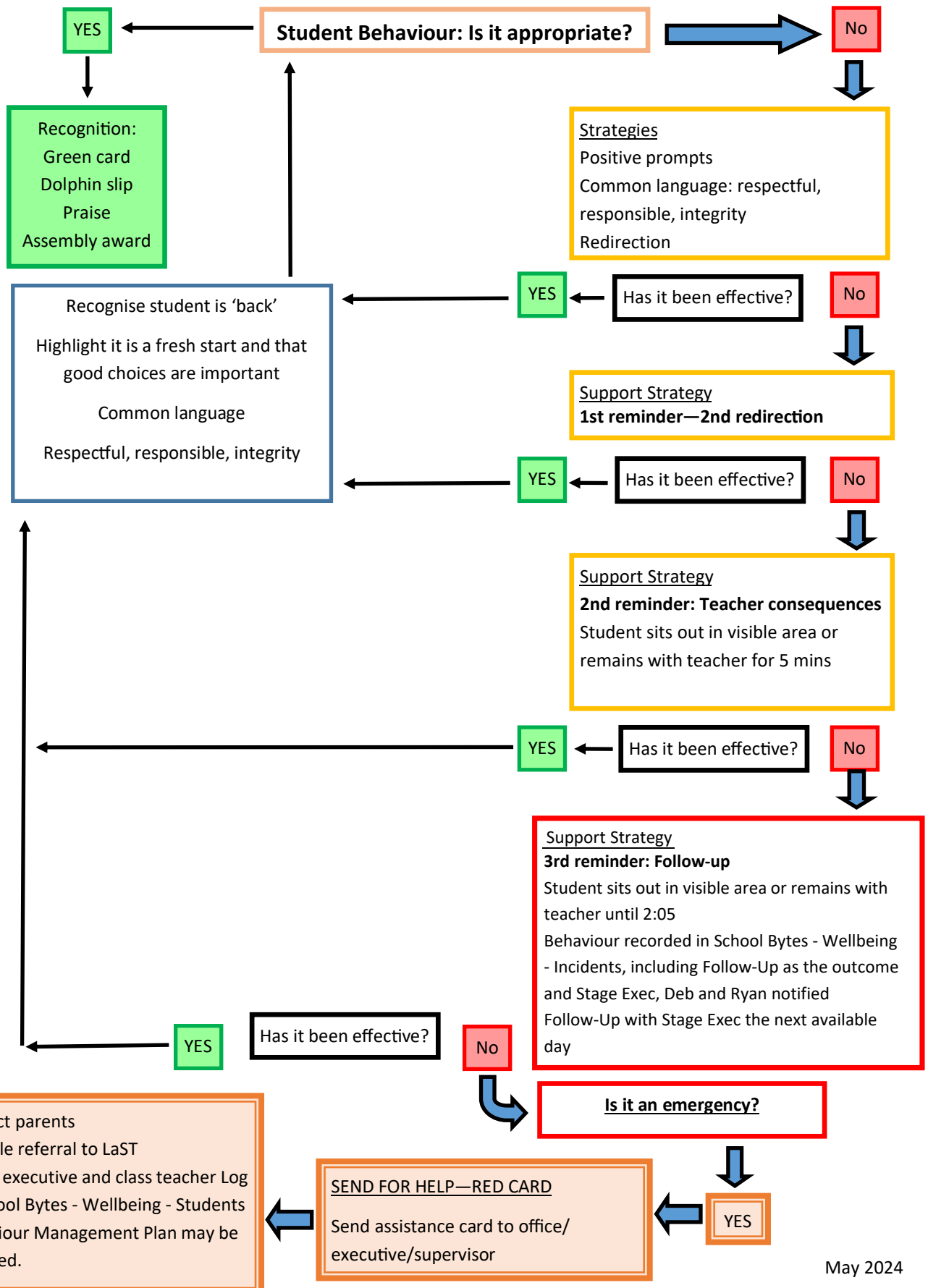
Executive investigates
in conjunction with
teacher to determine
further action if
required

Major incidents
discussed at executive
meeting and minuted
where necessary

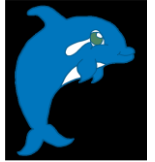
Discussion with staff at
whole group staff
meeting or stage
meeting if required

Playground Behaviour Flowchart

Playground—Staff engaged in proactive supervision



WHEN SOMEONE IS TROUBLING YOU...



STOP AND THINK...



HAVE YOU DONE THE HIGH-5?

2. RESET

CHOOSE A RESET:

- ❖ Get a drink
- ❖ Find a new space
- ❖ Be calm
- ❖ Count to 5 and take deep breaths

3. SAY how you FEEL

SAY HOW YOU FEEL:

- ❖ Use 'I' statements: 'I feel... when you....'
- ❖ Ask them to stop
- ❖ Speak calmly
- ❖ Use eye contact

4. WHAT NEXT?

WHAT'S THE NEXT STEP?

- ❖ Speak assertively: "I feel.. when you... and I will..."
- ❖ Walk away
- ❖ Find a friend or BFF
- ❖ Find a teacher

1. THINK

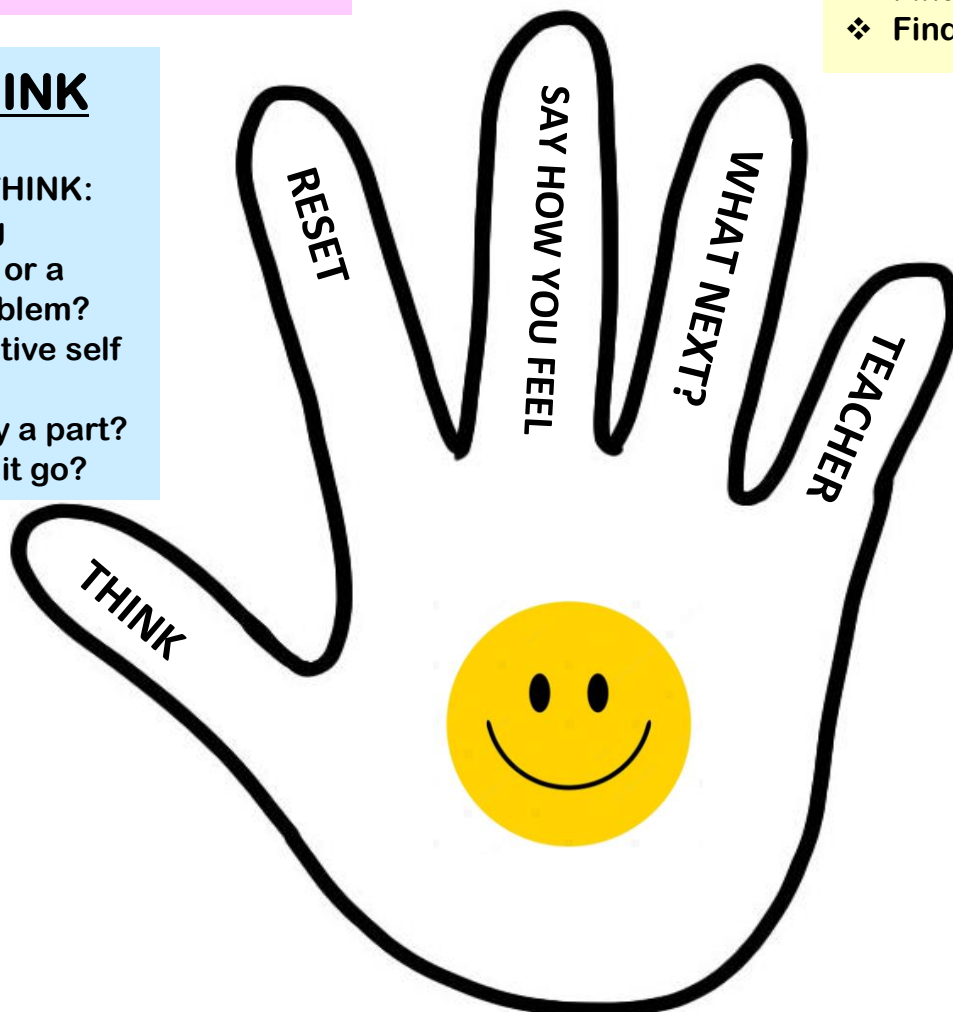
STOP and THINK:

- ❖ Is it a big problem or a little problem?
- ❖ Use positive self talk
- ❖ Did I play a part?
- ❖ Can I let it go?

5. TEACHER

TELL A TEACHER:

- ❖ What happened?
- ❖ Who was involved?



PROBLEM SCALE

0
No Problem
1
Tiny
2
Small
3
Medium
4
Big
5
Huge!

Teacher to decide --> School Bytes