

Lane Cove West Public School

Behaviour Support and Management Plan

Overview

Lane Cove West Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

At Lane Cove West Public School we follow a Positive Behaviour Engaging Learners (PBEL) framework. PBEL is a proactive school-wide system of support for defining, teaching and supporting appropriate student behaviours. Its purpose is to increase student engagement and establish consistent expectations of behaviours.

- The PBEL framework supports students in all settings and contexts – across the classroom, playground, out in the community and at home. We focus on three specific areas: 'Respect', 'Endeavour' and 'Responsibility'.

Our values are:

Respect

- Be considerate of others
- Actively listen & follow instructions
- Wear the school uniform with pride

Responsibility

- Stay safe
- Be in the correct place
- Take care of property and the school environment

Endeavour

- Be a committed learner
- Embrace opportunities
- Demonstrate good sportsmanship

- Each year, expectations are taught through PBEL lessons with students being given planned opportunities to put these into practice. Specific PBEL weekly expectations are discussed in classrooms routinely, role playing scenarios exposing students to positive choices, and expectations are displayed in the classroom and playground and promoted during assemblies. These expectations align with school events, activities and special days throughout the year.
- Students are regularly acknowledged for positive behaviour both in the classroom and playground with bee stamps. Students with positive behaviours are also acknowledged at an Assembly with either a Merit Award, Gold Award, Banner of Excellence or Medal of Excellence each week where their success is celebrated with the wider school community. Students receiving these acknowledgements are printed in the school newsletter.
- PBEL provides students, staff and parents with a common language and understanding of expectations about behaviour. It helps us to provide a safe, caring environment in which our students can engage, connect and belong and are celebrated for their achievements.

Behaviour Code for Students

The Behaviour Code for Students can be found at [Behaviour Code for Students in NSW Public Schools](#). 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		<p>Sister Speak is a program aimed at connection to country and community for Aboriginal and Torres Strait Islander young people.</p> <p>Student Learning Support Officers enhance wellbeing and learning outcomes of students by implementing school's whole-of-school approach to wellbeing, helping students develop social and emotional skills through strengths-based programs</p>	Whole School

Care Continuum	Strategy or Program	Details	Audience
		and strategies that build resilience, coping skills and positive relationships. Professional Learning - Supporting Our Students Mental Health; Emotional Co-regulation; PBEL Tier 1 Schoolwide and Classroom Systems of Support e-learning; Disability Standards for Education eLearning, Connection to Country, Aboriginal Community Cultural Awareness	
Early Intervention	Resilience Doughnut	This program is run every second year where groups are formed vertically from K-6 and facilitated by staff. The Resilience Doughnut helps children to identify and combine their strengths to build resilience. It enables individuals to take responsibility for their own wellbeing and build competence to face adversity and deal with times of rapid change. A parent session is also offered to upskill families.	Whole School
Early Intervention	Peer Support Anti-Bullying Day / Anti-Bullying Plan	This program is based on the LCWPS Anti-Bullying Plan and supports school staff to teach students to recognise the important role of the bystander and implement upstander responses to address bullying behaviour. It provides teachers with supports and resources to: <ul style="list-style-type: none"> - implement teaching and behaviour management approaches and practices aimed at building positive behaviours and learning environments - reduce the occurrence of challenging and unsafe behaviours through proactive and preventive approaches - provide better options for managing challenging behaviours when they do occur. 	Whole School
Early Intervention	PBEL Tier 1	Schoolwide and classroom systems of support brings together the whole school community to contribute to developing a positive, safe and inclusive learning culture. Explicit teaching and modelling of specific skills including behaviour expectations and social stories.	Whole School
Early Intervention	Captain Disposition and Visible Learning	All students are explicitly taught the 7 dispositions of an effective learner - risk taker; open-minded; flexible; resourceful; reflective; patient and persistent; ubiquitous. Students are challenged to be in the learning pit and use this language regularly in the classroom and playground.	Whole School
Early Intervention	Smiling Minds	Smiling Minds is an evidence-based, whole school social and emotional learning program. It is an effective preventative approach for building childrens' ability to succeed and thrive. This builds critical life skills to improve mental health and wellbeing.	Whole School
Early	Healthy Harold	Healthy Harold are prioritised annually and empowers students to make safer choices. This	Whole School

Care Continuum	Strategy or Program	Details	Audience
Intervention		evidence-based program identifies assertive communication skills and how to recognise, react and report unwanted contact bullying and predatory behaviours. It teaches responsible and respectful behaviour when using technology and encourages skills for building positive relationships with friends.	
Early Intervention	Cyber Safety	Multiple sessions are run for students and parents. K-2 students engage in a program called 'Lil and Archie' which explores strategies for the safe use of technology and dealing with bullying. Online Guardians provides 3-6 student sessions on cyber safety and making informed decisions on being safe online. A parent session is also offered on the usage, trends and cultures of our local context and provides strategies for dealing with online cyber safety. Every year, the police liaison officers visit our students to provide an information session. Regular communication with families - online safety messages from e-Safety Commissioner. Technology RFF also covers a range of topics K-6 throughout the year, and specifically with year groups when concerns are raised by teachers, students and parents..	Whole School
Early Intervention	Cultural Inclusion and Safety	ARCO training; Aboriginal Education Policy; Aboriginal Histories and Cultures professional learning; Aboriginal Cultural Awareness; DoE resources as worldwide issues arise.	Whole School
Early Intervention	Interrelate	The Interrelate Program covers issues including sexuality, gender identity, bullying awareness and respectful relationships. A parent session is also offered.	Year 6
Early Intervention	Burn Bright Program	Year 5 students participate in a whole day evidence-based leadership program equipping their ability to support their wellbeing and positive relationships and helping them become active participants, creating positive impact on those and the world around them.	Year 5
Early Intervention	Buddy Programs	Students are supported via two buddy systems throughout the year. Kindergarten students are allocated a Year 6 buddy at the beginning of the year who assists in their transition to school. Regular opportunities are provided for buddies to work together and eat lunch together. The Reading Buddy program is conducted each term to allow Yr 5 students an opportunity to support the reading skill development of Yr 1 students through weekly 30 minute sessions.	Kindergarten, Year 1, Year 5, Year 6
Targeted Intervention	Learning and Support SLSOs	The Learning and Support team work with teachers, students and families to support those students who require personalised learning and	Individual students, families and

Care Continuum	Strategy or Program	Details	Audience
		support, including instructional leadership, development of risk assessments and the development of short and long term goals. SLSOs work collaboratively with classroom teachers, Learning and Support Team, parents, external agencies and DoE support personnel including Assistant Principal Learning and Support, Behaviour Specialist to support targeted intervention for groups of students.	staff
Targeted Intervention	School Psychologist	School psychologist can be accessed through a Learning Support Referral from classroom teachers, Assistant Principals or parents to provide counselling, assessment, advice and intervention services.	Individual students, families and staff
Targeted Intervention	Classroom Management	Ongoing communication with parents, modified individualised expectations and goals, transition strategies to support movement between activities, Behaviour Support Plans, Health Care Plans Teacher Professional Learning in Positive Behaviour for Learning Tier 2 - Targeted Systems, Functional Behaviour Assessment, Assessment for Complex Learners: Passport for Learning and Literacy and Numeracy Precursors	Individual students, families and staff
Targeted Intervention	Behaviour Support Toolkit	Provides additional resources including Behaviour Support Planning, De-escalation Plan, Sensory Input Plan, Behaviour Response Plan, Student Behaviour Card and Target Behaviour Goals	Individual students, families and staff
Individual Intervention	Behaviour Plans, Reward System, De-escalation Plan, Behaviour Response Plan, Risk Management Plan	Support for students with highly complex and challenging behaviours that require comprehensive systems of support in consultation with parents, relevant specialist staff, DoE personnel including APLaS, Behaviour Specialist, Network Specialist Facilitator, Allied Health. Plans include adjustments reviewed every 10 weeks, ongoing data collection, external therapists working with classroom teachers, individualised strategies and reward systems, itinerant support, personalised learning and support	Individual students, families and staff
Individual Intervention	Introduction to Functional Behaviour Assessment	This e-learning provides the foundations understanding behaviour and that all behaviour is functionally related to the environment. By understanding why and when behaviours occur educators can develop, implement and evaluate interventions that better meets the needs of the student.	Staff
Individual Intervention	Integration Funding Support and Short Term Emergency	Applications are made on a needs basis to support students with disabilities to gain access to additional one-to-one support in the classroom and playground. These applications are made via the	Individual students, families and staff

Care Continuum	Strategy or Program	Details	Audience
	Funding	Learning and Support Team and allow students to be supported by the SLSSO team.	

Detention, reflection and restorative practices

Action	When and how long?	Who coordinate s?	How are these recorded?
<p>Self-directed time-out</p> <p>Self-directed time-out enables a student to remove themselves from a situation or environment causing stress. This is sometimes called time away, chill out time or cool down time. It is a planned informal behaviour support strategy that may be used as part of a behaviour support response and documented as an agreed strategy. Self-directed time-out enables students to leave a stressful situation for time alone and is often used to prevent an escalation of behaviour. It is designed to provide opportunities to regulate emotions and behaviour. Students must be monitored by a teacher while they are having self-directed time-out.</p>	<p>Self-directed time-out occurs when the student:</p> <ul style="list-style-type: none"> • recognises a situation may increase stress to them or lead to an escalation in their behaviour • requests permission to use self-directed time-out from the classroom • signals and leaves the classroom or educational activity without prompting or support • goes to a prearranged room or area e.g. a garden, quiet space, lounge room • is monitored at all times while they are having self-directed time • chooses to return to the classroom or educational activity as soon as they feel able to do so and within an agreed timeframe as part of their plan. 	Student, parent, Class Teacher	Class teacher observations / notes
<p>Teacher-directed time-out</p> <p>Teacher-directed time-out is a planned behaviour intervention that is implemented as part of a behaviour support plan based on an assessment of the behaviour. It is used to prevent an escalation of behaviour and support the teaching of appropriate behaviour and skills, such as self-regulation. Teacher-directed time-out should only be used after other de-escalation strategies and teaching practices have been tried. It occurs when a student is directed away from an educational activity or setting when they engage in behaviours of concern to stop those behaviours from being reinforced. Teacher-directed time-out should be paired with restorative conversations as part of behaviour support planning to include goals, explicit instruction of</p>	<p>When directing a student to teacher-directed time-out, make sure:</p> <ul style="list-style-type: none"> • to use a space within the classroom or nearby where the student can be supported • the student is monitored by the teacher • it is for the shortest possible time. <p>Teacher-directed time-out should never:</p> <ul style="list-style-type: none"> • be used to punish a student • occur in a closet or closed space without a window • occur in rooms where doors are chained, locked or closed in any way that prevents a student from leaving the space or where a student reasonably feels they are unable to leave. 	Class Teacher, Students, Parents	Class teacher observations / notes

Action	When and how long?	Who coordinate s?	How are these recorded?
replacement behaviours, measures to check progress, and personalised feedback to the student as they develop replacement behaviours.			
<p>Restorative Practice</p> <p><u>Prevention</u></p> <p>School-wide prevention practices include:</p> <ul style="list-style-type: none"> • reaffirming relationships through developing social and emotional skills • identifying common values and guidelines • promoting and strengthening students' sense of belonging and ownership • developing social-emotional understanding and skills to build healthy relationships • using class circles to practice their social emotional skills. <p><u>Early intervention and targeted support</u></p> <p>Managing targeted difficulties and repairing relationships through:</p> <ul style="list-style-type: none"> • preventing harm • resolving differences with restorative intervention • building social-emotional capacity • using harm circles, mediation and family group conferencing to address the causes of harm, focus on who is accountable and repair any harm. <p><u>Individual interventions and supports</u></p> <p>Intense interventions and rebuilding relationships through:</p> <ul style="list-style-type: none"> • focusing on accountability • organising resources to address behavioural and academic support needs • one to one support and successful reintegration for youth in crisis or those returning from suspension or incarceration. 	<p>Staff use a Restorative Practices Conversation Scaffold, Affective Questioning, Circles and Restorative Practices Apology to support interactions with students.</p> <p>Circles (PDF 168.9KB)</p> <p>Restorative practice apology skills (PDF 132KB)</p> <p>Affective questioning (119.4KB)</p> <p>Restorative practice conversation starter (PDF 122.7KB)</p>	AP/DP/P	School Bytes
<p>Detention and Reflection</p> <p>To ensure the safety and wellbeing of all students and staff, as well as provide an educational environment where all students can achieve and succeed, it is essential that behaviour is managed appropriately. Where students do not respond positively to the standards and expectations of</p>	<p>Reflection rooms operate daily in the AP office so that behaviours are addressed in a timely manner. Students attend the reflection at lunchtime and stay for half of their break time (age appropriate). Students have eating time before attending reflection. A reflection sheet is completed by each student, in consultation with the AP - 1 template for K-2; 1 template for 3-6. Reflection</p>	AP	Monitored in School Bytes

Action	When and how long?	Who coordinate s?	How are these recorded?
<p>the school, it may be necessary to apply a fair, reasonable, and proportionate action. Detention and reflection rooms are a planned consequence that involves a single student, or group of students, generally being in a designated room or area. The purpose of these is to support the student to reflect on their behaviour and make positive choices. The student is always supervised in the room by at least one adult and the student is not left alone at any time. Detention and reflection should never take place in rooms that can be chained, locked or closed in any way that prevents a student from freely leaving the space. Principals, in consultation with the school community, make informed decisions about the use of detention and reflection rooms as a response to student behaviour and reflect these in the School Behaviour Support and Management Plan.</p>	<p>sheets are sent home to parents to be discussed and signed.</p>		

Partnership with parents/carers

Lane Cove West Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by:

- Parent Survey
- P&C Feedback
- Conversations between staff and parents

Lane Cove West Public School will communicate these expectations to parents/carers by:

- Parent Information Evening - Term 1
- Regular communication in school newsletter
- Parent presentation at P&C Meeting
- Parent Handbook
- School Website

School Anti-bullying Plan

Insert a link to the school's existing anti-bullying plan here. Refer to the [Bullying of Students – Prevention and Response Policy](#) and [Anti-bullying Plan](#).



Reviewing dates

Last review date: 17.11.2023

Next review date: 30.1.2024