



**LEPPINGTON
PUBLIC SCHOOL**

A place to gather, learn and grow.

Behaviour Support and Management Plan 2024

Leppington Public School Behaviour Support and Management Plan

This plan is an operational document which outlines school processes and practices, is published on the school website and is made available to all students, parents/carers and school staff.

Leppington Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are

- Positive Behaviour for Learning
 - Restorative Practices
 - Trauma informed Practice
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- **Promoting and reinforcing positive student behaviour and school-wide expectations**

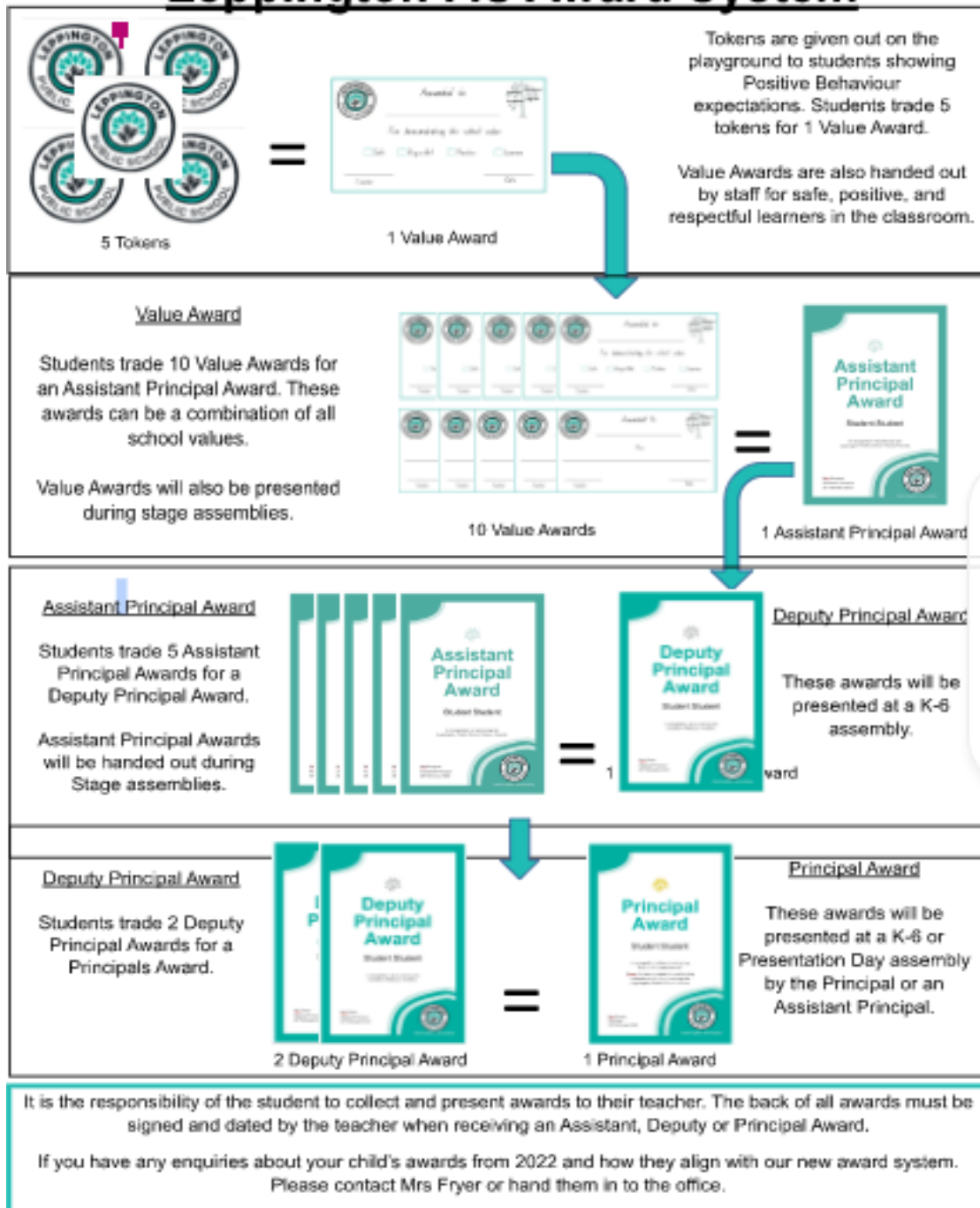
Leppington Public School has the following school-wide values:

- Show Respect
- Stay Safe
- Positivity
- Be a Learner

Leppington Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- Whole School [Positive Behaviour Lessons aligned to the Behaviour Code for Students and the ACARA Personal and Social Capability learning continuum](#)
- Social Support Clubs (during break times) for students with a focus on explicitly teaching social skills, positive behaviour and building positive peer and teacher relationships.
- Class Dojo communication and Sentral data tracking systems to link school and the community.
- Positive whole school award system designed in consultation with staff and students.

Leppington P.S Award System



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 as outlined by Leppington Public School's whole school approach.

Behaviour code for students

NSW public schools

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.

In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

Engagement

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Behaviour Lessons	<ul style="list-style-type: none"> Weekly in class explicit teaching and modelling of specific skills including behaviour expectations and social skills aligned to the Behaviour Code for Students and the Personal and Social Capabilities continuum. 	All students
Prevention	Positive Awards systems	<ul style="list-style-type: none"> Class and whole school based systems of expectations and positive reinforcement used 	All students
Prevention	EAL/D New Arrivals Programs	<ul style="list-style-type: none"> Additional support for newly arrived EAL/D students through explicit teaching of language skills and expectations for behaviour 	New Arrival students K - 6
Prevention	Friendology Program	<ul style="list-style-type: none"> Students upskilled in the Friendology program with SRC, student leaders and SLSO team help assist and develop positive friendships 	K-2 students
Early Intervention	Social Support Clubs	<ul style="list-style-type: none"> Explicit teaching and modelling of specific skills including behaviour expectations and social skills during break times through play based learning activities. SLSO support for social skills development in class and on the playground as required 	Available to all students as an opt in intervention
Early Intervention	Developing Self-regulation skills	<ul style="list-style-type: none"> Opportunities for students to utilise brain breaks, movement breaks and calm down/ sensory spaces to promote self-regulation and self-management of behaviour. 	Identified students
Early Intervention	Positive Behaviour for Learning Tier 1 interventions	<ul style="list-style-type: none"> Positive Behaviour for Learning (PBL) Tier 1 Schoolwide and classroom systems of support that brings together the whole school community to contribute to developing a positive, safe and supportive learning culture. 	All students
Targeted Intervention	Social Club Support	<ul style="list-style-type: none"> Targeted explicit teaching of positive behaviour and social skills through play-based learning for students identified 	Identified students through data tracking

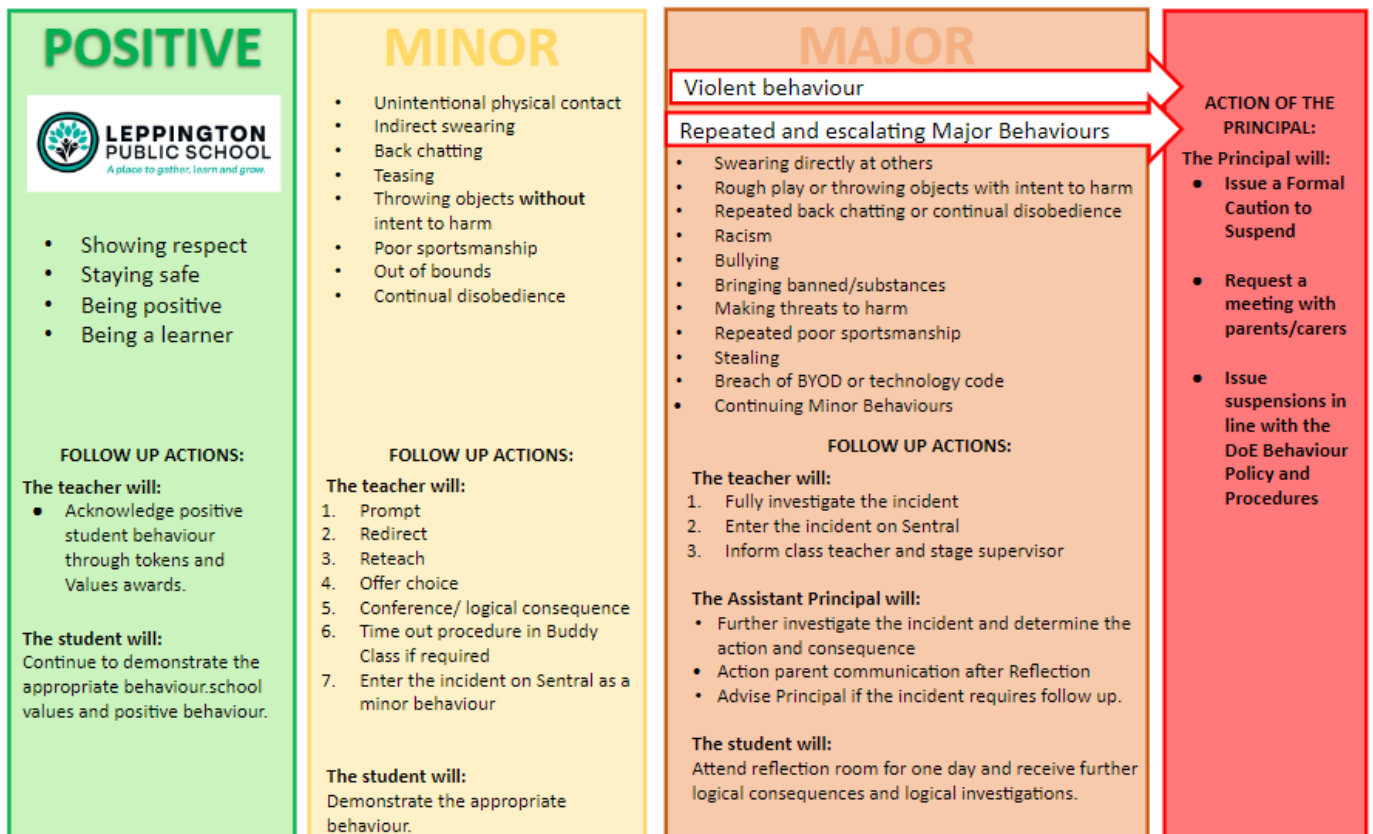
		as requiring targeted intervention	
Targeted Intervention	Positive Behaviour for Learning Tier 2 interventions	<ul style="list-style-type: none"> Specifically designed interventions used flexibly and adjusted to meet the needs of students requiring targeted support 	Identified students through data tracking
Targeted Intervention	Learning & Support	<ul style="list-style-type: none"> The Learning and Support team work with teachers, students and families as well as external school services to support those students who require personalised learning and support. Including instructional leadership, development of risk assessments and the development of short- and long-term goals. 	Individual students
Individual Intervention	Individual Behaviour & Learning Support	<ul style="list-style-type: none"> The Learning and Support team work with external school support, Mental Health, social work and therapeutic intervention to support those students who require individual interventions and personalised and support including applications for Integration Funding Support. 	Individual students

Reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
<p>Time Out</p> <p>Students who demonstrate ongoing Minor Negative Behaviours during learning time are referred to the Stage Assistant Principal for Time Out after opportunities to prompt, redirect and reteach have been attempted.</p> <p>Students participate in restorative conversations around behaviour and reflect on the incidents.</p>	10 minutes as required	Assistant Principal & Class Teachers	<p>Incidents recorded on Sentral.</p> <p>Families are emailed a notification of incident.</p> <p>Follow up notes recorded on Sentral</p>
<p>Reflection</p> <p>Students who demonstrate Major Negative Behaviours are referred to the Stage Assistant Principal and then to Reflection</p>	Reflection for one day 1:20pm – 1:50pm (after planned eating time)	Assistant Principal	<p>Notice of Reflection is recorded on Sentral.</p> <p>Families are emailed a notification of reflection.</p>

<ul style="list-style-type: none"> Students participate in restorative conversations around behaviour and reflect on the incident 	Students access bathroom before or after the Reflection		Assistant Principal documents restorative conversation notes and plans for improved behaviour in consultation with students on Sentral.
<p>Escalated Reflection</p> <p>Ongoing Major Negative Behaviours are referred to the Deputy Principal/ Principal</p>	<p>Reflection for up to 3 days during break times (after planned eating time)</p> <p>Students access bathroom before or after the Reflection</p>	Deputy Principal/ Principal	<p>Notice of Reflection is recorded on Sentral.</p> <p>Families are emailed a notification of reflection.</p> <p>Deputy Principal documents restorative conversation notes</p> <p>Meeting with Parents/ carers to plan for improved behaviour</p>

BEHAVIOUR SUPPORT & RESPONSE PLAN



If a student requires further support, a referral to Learning & Support and a recommendation to attend a social support club can be put in place.

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

- Consulting with and Seeking parent/ carer input through the Leppington Public School Cultural Collaboration Group
- Designing Individual Behaviour Management Plans and Personalised Learning & Support Plans in direct consultation with parents/ carers.
- Providing ongoing clear and consistent information to the community about expectations for behaviour and management strategies.

Leppington Public School will communicate these expectations to parents/carers by

- ClassDojo whole school communications
- Individual parent/carer email and phone as required
- Parent/ Carer case meetings
- Parent Drop in Sessions and Parent/ teacher Interviews

School Anti-bullying Plan

https://docs.google.com/document/d/15JYF-Gft-n6sK5DUUFA4o_y0H0P3ytN1/edit?usp=sharing&oid=114443371690262030603&rtpof=true&sd=true

Reviewing dates

Last review date:

Next review date: 30.1.2024, Day 1, Term 1, 2024