

# Lake Heights Public School Behaviour Support and Management Plan

## Overview

Lake Heights 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 closely linked with Trauma Informed Practices, and include the Zones of Regulation and Berry Street Education Models. Aspects of the Positive Behaviour for Learning Structure (PBL) also informs our school's approach to Behaviour Support and Management.

### **Promoting and reinforcing positive student behaviour and school-wide expectations**

Lake Heights Public School has the following school-wide rules and expectations, linked closely with our school values of **Care, Respect** and **Safety**:

- Care and Respect:
  - Treat one another with care and respect.
  - Speak and behave courteously.
  - Cooperate with others.
  - Value the interests, ability and culture of others.
  - Wear the school uniform each day with pride.
  - Care for our school and property.
- Safety
  - Model and follow our school and class codes of behaviour.
  - Take personal responsibility for behaviour and actions.
  - Avoid dangerous behaviour and encourage others to avoid dangerous behaviour.
- In addition, at Lake Heights Public School students should:
  - Attend each day (unless leave is approved).
  - Arrive at school and class on time.
  - Actively participate in learning to the best of their ability.

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

- Emotional intelligence programs to develop positive and respectful relationships and think about the effects on relationships before acting.
- A restorative approach to conversation to assist staff and students to negotiate and resolve conflict with empathy.
- Trauma informed practices to allow students to reflect on their emotions and reinforce the behavioural expectation at our school.
- A positive approach to behaviour and learning to reinforce school wide values and expectations.

## **Behaviour code for students**

The behaviour code for students can be found at <https://education.nsw.gov.au/content/dam/main-education/policy-library/associated-documents/behaviourcode.pdf> High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

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](#)

Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](#) and reporting links for most sites, games and apps can be found at the [eSafety Guide](#).



## Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention	Trauma Informed Practices	Informed by programs such as the <b>Berry Street Education Model</b> , this strategy aims to develop: <ul style="list-style-type: none"> <li>• Strong teacher/student relationships</li> <li>• Consistent teacher expectations, routines, modelling and responses to behaviour</li> <li>• Integrating mindfulness, movement breaks and social/emotional learning into teaching and learning programs</li> </ul>	Whole school and staff
Prevention	Partnership with the NSW AECG	Through partnering with our local <b>Aboriginal Education Consultative Group</b> , this strategy aims to develop: <ul style="list-style-type: none"> <li>• A culturally safe and inclusive place for all students to learn</li> <li>• A strong engagement with our parent/carer body</li> <li>• Cultural awareness for staff</li> </ul>	Whole school and staff
Prevention	Social Skills Programs	Utilising programs such as <b>Barnado's Emotional Intelligence for You (EI4U)</b> , this strategy aims to develop: <ul style="list-style-type: none"> <li>• Social skills programs, role play and drama activities, and circle time</li> <li>• Turn taking activities, board games, card games, picture talks and barrier games to develop expressive and receptive communication skills</li> </ul>	Whole school and staff
Prevention	Developing Emotional Regulation	Accessing frameworks such as the <b>Zones of Regulation Model</b> , this strategy aims to develop: <ul style="list-style-type: none"> <li>• High levels of emotional literacy</li> <li>• integration of mindfulness and reflective practices, movement breaks and social/emotional learning into teaching and learning programs</li> </ul>	Whole school and staff
In addition to the above Preventative Strategies...			
Early Intervention	Classroom Management	Effective classroom management aims to achieve: <ul style="list-style-type: none"> <li>• High levels of communication with parent through local systems such as Class Dojo, and where relevant, the use of communication books</li> <li>• Explicit teaching and modelling of specific skills including behaviour expectations and</li> </ul>	Whole school and staff

		social skills.	
Early Intervention	Assistant Principal (Wellbeing and Welfare)	<p>Funding an Assistant Principal to be off class and support Wellbeing and Welfare, aims to:</p> <ul style="list-style-type: none"> <li>• Provide a consistent approach to dealing with self regulation and restorative practice</li> <li>• Provide a strong conduit between the community and the school</li> <li>• Improve engagement through the monitoring of attendance and wellbeing, with subsequent programs aimed at increasing both.</li> <li>• Support interagency relationships by working with local health and social services to support students and their families on a wide range of health and wellbeing issues.</li> <li>• Assist staff in conducting Functional Behaviour Assessments and subsequent planning.</li> <li>• Maintain a strong relationship with our local Home School Liaison Officer to monitor and improve school attendance.</li> </ul>	Whole school and staff
Early Intervention	Student Learning and Support Officers (SLSOs)	<p>The use of this non teaching staff position aims to:</p> <ul style="list-style-type: none"> <li>• enhance the wellbeing and learning outcomes of students. SLSOs support the implementation of the school's whole-of-school approach to wellbeing, helping students develop social and emotional skills through targeted strengths-based programs and strategies that build resilience, coping skills and positive relationships. This can include the facilitation of self-regulation training including brain breaks, yoga, heavy work, and the use of weighted items. SLSOs also support Casual teachers whereby they are relocated to help students deal with the changes presented by a new, non regular teacher.</li> </ul>	Whole school and staff
Early Intervention	School Counselling Service	<p>School counselling staff support students by:</p> <ul style="list-style-type: none"> <li>• providing a psychological counselling, assessment and intervention service</li> </ul>	Individual students, families, staff
Early Intervention	National Disability Insurance Scheme (NDIS)	<p>This strategy aims to support students gaining timely access to health and wellbeing services through:</p> <ul style="list-style-type: none"> <li>• Provision of a hotdesk for our community to gain access to</li> </ul>	Individual students, families, staff

		<p>information and process support around the NDIS</p> <ul style="list-style-type: none"> <li>Local partnership agreements to allow allied health professionals to deliver services to our students onsite with appropriate permissions.</li> </ul>	
Early Intervention	Interagency Wellbeing Support	<p>Through relationships with agencies such as <b>The Smith Family</b>, we aim to:</p> <ul style="list-style-type: none"> <li>Encourage attendance and provide financial support through programs such as 'Learning for Life'</li> <li>Provide unique learning experiences through programs such as ICT Young Explorers</li> <li>Extend learning support into the home through programs such as Student to Student Peer Reading</li> </ul>	Individual students, families
Early Intervention	Interagency Health Support	<p>Through partnerships with health bodies such as NSW Health, our school</p> <ul style="list-style-type: none"> <li>Will host and work with a Wellbeing and Health In Reach Nurse (WHIN) to assist selected students access health services to improve wellbeing and aid learning</li> <li>Will implement the Got It program to help identify concerning behaviours and provide early intervention to improve the ability of students and families to manage challenging behaviours and limit impact on learning.</li> </ul>	
In addition to the above Preventative and Early Intervention Strategies...			
Targeted Intervention	Behaviour Support Planning	<p>High quality, behaviour support planning aims to:</p> <ul style="list-style-type: none"> <li>Determine modified individual expectations and goals</li> <li>Develop transition strategies – class to playground, lesson to lesson, grade to grade, school to school</li> <li>Playground arrangements</li> <li>Jointly constructed de-escalation plan, behaviour response plan, student behaviour contract, target behaviour goals</li> </ul>	Individual students, families, staff
Targeted Intervention	Transition Planning	<p>Through specific Transition Planning, we aim to:</p> <ul style="list-style-type: none"> <li>Work with local preschools and the Early Intervention Unit to identify PreSchool students with additional needs and provide early support and modifications to the standard transition process</li> <li>have strong connections with feeder high schools and their</li> </ul>	Individual students, families, staff

		Learning and Support teams to ensure students entering high school have their needs understood, planned for and met	
In addition to the above Preventative, Early Intervention and Targeted Intervention Strategies...			
Individual Intervention	Check In, Check Out	Through the use of CICO cards, this strategy aims to: <ul style="list-style-type: none"> <li>• Provide a values focus for students requiring additional support with behaviour</li> <li>• Improve communication between all parties</li> <li>• Develop relationships between students and staff to support positive behaviour</li> </ul>	Individual students
Individual intervention	Alternative play plans	Alternative play plans allow: <ul style="list-style-type: none"> <li>• Staff to provide safe spaces for students to play when traditional play spaces may not be appropriate.</li> </ul>	
Individual Intervention	Expert Panel around a Student	Focusing on an expert panel around a student, this strategy aims to: <ul style="list-style-type: none"> <li>• Ensure students' needs are being met, both by departmental staff (both within the school and outside of it) and by external professionals.</li> <li>• Ensure provision of mental health, social work and therapeutic interventions.</li> </ul>	Individual students
Individual Intervention	Application for Integration Funding Support	A successful application for Integration Funding Support aims to: <ul style="list-style-type: none"> <li>• Provide individual support for students through the provision of a Student Learning Support Officer.</li> <li>• Ensure planning and resources are aligned with individual student need.</li> </ul>	Individual students
Individual intervention	Behaviour Response Plan	Through the use of behaviour response plans (see resources), this strategy aims to: <ul style="list-style-type: none"> <li>• Support a consistent response to challenging behaviours</li> <li>• Include student voice in how staff respond to behaviours</li> </ul>	Individual students

### Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Reminder 1 and 2	In class zone	Student and Classroom teacher	Anecdotally until concerns arise
Time in	K-2 5 minutes 3-6 10 minutes	Student and Classroom teacher	Anecdotally until concerns arise

Teacher Directed Time-out to buddy class	In supervised buddy class K-2 10 minutes 3-6 15 minutes	Classroom Teacher	As a minor incident on our Sentral Wellbeing System
Thinking Time as a Reflection Session	During Lunch, 2 <sup>nd</sup> Break. Held in Executive Office, or a classroom if required.	Executive staff members	As an incident on our Sentral Wellbeing System

Ready to Learn	
Reminder 1	
Reminder 2	
Time In	
Buddy Class	
Executive	
Phone Call	

### Partnership with parents/carers

Lake Heights Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by regular consultation when developing and reviewing this plan. The PandC committee will be the major avenue for these discussions, along with online engagement. All consultation with the community will

be led by the [School Community Charter](#) which outlines the responsibilities of parents, carers, educators and school staff in NSW public schools.

Lake Heights Public School will communicate these expectations to parents/carers by tabling updates at the PandC meeting, and by uploading new and/or revised documents online.

### **School Anti-bullying Plan**

Click here to access [Lake Heights Public School's Anti Bullying Plan](#). Refer to the [Bullying of Students – Prevention and Response Policy and Anti-bullying Plan](#).

### **Reviewing dates**

Last review date: November 2024

Next review date: July 2025

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