

Laguna Public School's Behaviour Support and Management Plan

Overview

Laguna Public School is committed to explicitly teaching and modelling positive behaviour and to support all students to be engaged in their learning.

We strongly believe that all of our students be given every opportunity to achieve their potential. We actively maintain a strong school culture of care, inclusiveness and respect.

We are a school that promotes and attains excellence in academics, in sport and in creative and performing arts.

Our school values of Respect, Responsibility, Honesty, Courage and Compassion are at the forefront of daily life at our school. These values successfully inform our students in all aspects of their learning and help to make them life-long learners and active and involved citizens.

Our dynamic, committed and vibrant school community works hand in hand with our school to provide rich learning experiences that enable our students to become engaged and informed citizens.

Partnership with parents and carers

Laguna Public School works in partnership with our community to promote life long learning with communication in person at the gate, during parent – teacher interviews, via emails or whatever form works best. We also invite feedback for school improvement via surveys for families and consultation with our P&C and local AECG.

School-wide expectations and rules

Laguna Public School has the following school-wide rules and expectations;

Demonstrating Respect	Demonstrating Responsibility	Demonstrating Honesty and courage
Respect for the Environment	Respect for others	Respect for belongings
Giving new things a go	Being an upstander	Facing challenges
Responsible for own actions	Responsible for learning	Responsibility to school community
Owning our mistakes	True reporting and reflection	Truthful interactions in the community

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](#).

Whole school approach across the care continuum

Laguna Public 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 cyberbullying 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
- co-creating a classroom vision identifying what the classroom will look, feel and sound like for students
- 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 and tasks to meet the needs of all students.

Care Continuum	Strategy or Program	Details	Audience
Prevention	K-6 PBL initiative	Every class, every day recognise the application of students and their ability to comply with school wide expectations.	Students
Prevention	Dojo and Rewards Day	Each term a Rewards Day is organised for the last week of term. Students are given different levels of award that they are able to earn at the Rewards Day.	Students
Early intervention	Cyber Safety Week	Each year the whole school is involved in the Cyber Safety Week, to build students knowledge of safe and unsafe situations online. This will also include a family session.	Students and families
Targeted intervention	Learning Support	Targeted learning support structures that allow for regular opportunities to discuss students of concern, identify needs and establish touch points for families. The structure of learning support allows all students to receive an individualised learning guide with explicit goals.	Students and staff
Targeted intervention	Attendance Plans	Working in collaboration with the HSLO, parents and whole school effective practices to promote attendance and then to identify students of concern and create an	Students, families and DoE personnel

Care Continuum	Strategy or Program	Details	Audience
		individualised Attendance Plan with all stake holders input.	
Targeted intervention	Aboriginal Plans	Co-created learning plans to improve the pathways for Aboriginal students in collaboration with mentor elders and families to maximise the opportunities of students and improve capacity to close the gap.	Students, families, AECG, Mentors, Staff
Individual intervention	PLaSPs	Personalised Learning and Support Plans developed for students who are working on an individualised learning program that is developed in consultation with the family, external agencies and teaching team to establish clearly identifiable goals and learning frameworks.	Students, families, external agencies, staff
Individual intervention	Individual Behaviour Support Plans	Planning is done in collaboration with the student and their family with support from Team Around a School where needed. This can include individual behaviour support and risk management plans.	Individual students, staff

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

Laguna Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- directly observing a child or young person's behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
- 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, community member or agency.

Students or parents 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 their year advisor or 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.

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour.	Targeted/Individualised Responses to behaviours of concern.
1. Behaviour expectations are taught and referred to regularly. Staff model behaviours and provide opportunities for practice. 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. Seek help from principal or other staff member if there is a risk to safety. Otherwise notify principal ASAP.
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. Principal/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. Incident review and planning is scheduled for a later time determined by the context and nature of the incident.
3. Tangible reinforcers include those that are: - free and frequent - moderate and intermittent - significant and infrequent Intermittent and infrequent reinforcers are recorded on the centralised recording system.	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 a low-level consequence is applied.	3. Principal collects information and review the incident from multiple perspectives and determine next steps. Principal records the incident on the centralised recording system and contact parent/carer by email or phone. Principal may consider further action eg: formal caution/suspension.
4. All social-emotional learning programs (WorryWoos) are taught fortnightly.	4. Teacher records on the centralised recording system by the end of the school day. Monitor and inform family if repeated.	4. Refer to the school's Learning and Support Team or APLaS considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful.	Principal contacts parent/carer to discuss any support and behaviour responses, including referral to the LST, outside

In some cases, individual planning and referral to LST may be discussed.

agencies or Team Around a School.

Responses to serious behaviours of concern

Responses, including students who display serious behaviours of concern, are recorded in the centralised recording 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, email, parent portal, 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.
- 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.

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 practices

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour.

Action	When and how long?	Who coordinates?	How are these recorded?
Reflection conversation (problem-solving) – What happened, what did you do, and what could you do instead next time.	Class time and break times as required	Teacher/ principal	Documented in school record system

Review dates

Last review date: 31st January, Day 1, Term 1 2025

Next review date: Monday 2nd February, Day 1, Term 1, 2026