

Lismore Heights Public School

Behaviour Support and Management Plan

Overview

At Lismore Heights Public School, we work together, guiding each other to achieve our best in mind, body and culture through quality educational experiences and a supportive learning environment. Our school and its community will always 'Aim High'. Our Student Behaviour Support and Management Plan (SBSMP) aims to establish a safe, respectful and inclusive school environment that fosters both academic success and personal development for every student.

Our everyday practices are rooted in the principles of positive behaviour support, inclusivity, trauma-informed care, alongside the Berry Street Education Model (BSEM). We prioritise social-emotional learning by fostering essential learning dispositions such as persistence, confidence, imagination, and reflection. By maintaining high standards for student conduct, we implement strong role modelling, explicit instruction, and thoughtful planned responses to encourage positive behaviour. Our commitment to inclusivity ensures that all students, including those with disabilities, are supported in their learning journeys, creating an environment where every individual student can reach their full potential.

Supported by our school-wide core values of **Be Safe, Be Respectful** and **Be a Learner**, our plan seeks to direct student behaviour, foster positive social interactions and offer a systematic approach to addressing behavioural issues. These guidelines aim to foster a supportive and harmonious school atmosphere where "every student learns, grows and belongs in an equitable and outstanding education system" (*NSW Plan for Education*). By following these principles, we strive to nurture a culture of mutual respect and accountability, students not only adhere to behavioural expectations but also excel in their social, emotional and academic pursuits.

We are dedicated to promoting positive student wellbeing at Lismore Heights PS, which is incorporated into our School Excellence Plan (*SEP 2024-2027*) under Strategic Direction 2: **Effective Classroom Practice** where our purpose is to build the capacity of teachers through the Berry Street Education Model. Our approach ensures that all classrooms and learning environments are managed consistently across the school. Teachers utilise and share a variety of flexible strategies for effective classroom management, fostering student engagement and encouraging students to take responsibility for their own learning. Additionally, we draw upon the NSW Department Plan for Education to '**Strengthen student wellbeing and development**' wherein we:

- Implement evidence-informed, whole-school wellbeing approaches
- Create positive school cultures that value student voice
- Build partnerships with students and families to connect them with the support they need
- Ensure our school is inclusive and safe

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 (*2024*), Inclusive Education Statement for Students with Disabilities (*updated 2022*), Bullying of Students Prevention and Response (*2022*) and School Excellence Framework V3 (*updated 2024*).

Partnership with parents and carers

Lismore Heights PS partner with parents/carers in establishing expectations for parent engagement when developing and implementing student behaviour management strategies through consultation with staff, students, community and P&C. Parents/carers are key partners in the development, implementation and review of the SBSMP. It is critical parents/carers support their child to abide by the Behaviour Code for students and Community Charter, resolving issues about their child's behaviour, communicating with school staff and actively participating in school activities and programs that foster a supportive educational environment. Lismore Heights PS will communicate these expectations to parents/carers.

School-wide expectations and rules

Lismore Heights Public School celebrates a positive behaviour for learning approach, creating a supportive and inclusive education setting. We encourage and support all students to adopt our three core values of:

Be Safe	Be Respectful	Be a Learner
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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](#).

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

Care Continuum	Strategy or Program	Details	Audience
Prevention	Berry Street Education Model	Weekly lessons focused on supporting academic engagement. The BSEM approach is a trauma-Informed Positive Practice.	All students K-6
Prevention	Cultural programs and support for ATSI	Delivery of strong cultural mentoring programs at our school: AEO, BroSpeak, Deadly Me awards, Yarn ups, One Vision	All students K-6
Prevention	Learner Dispositions	Delivery and implementation of Dispositions for learning which encourages students to approach their learning with a positive mindset and a belief in their abilities: Persistence, Confidence, Imagination and Reflection	All students K-6
Prevention	Child Protection and Healthy Harold	Delivery of mandatory Child Protection programs as part of the PDHPE syllabus K-6.	All students K-6
Prevention	Safety Online	Delivery of mandatory Online Safety programs as part of the PDHPE syllabus.	Stage 3
Prevention	Bullying and Cyberbullying education	The school address bullying and cyberbullying through the four elements: Prepare, Engage, Educate and Respond in line with Syllabus.	All students K-6
Prevention	Attendance Monitoring Procedures	The school implements a bi-weekly analysis of attendance through Learning and Support Team	All students K-6

Care Continuum	Strategy or Program	Details	Audience
		meetings. Positive attendance is acknowledged and celebrated.	
Prevention	Breakfast Club	Operating Mon-Fri	All students K-6
Early intervention	Disposition Tokens	School wide reward system to encourage and support dispositions for learning linked to positive student behaviours.	All students K-6
Early intervention	Stage Support	Early identification at stage meetings and with stage APs for individuals requiring support for learning and/or behavioural matters.	All staff
Early intervention	Learning and Support Team Meetings	Weekly Learning Support Team Meetings ensure relevant staff are aware of pertinent details to support students or groups of students as required. Support may include referral to School Counsellor or other Department of Education school services and personnel.	All staff
Early intervention	Reflection time	Staff provide students with an opportunity to reflect on their behaviours.	All students
Targeted intervention	School Learning Support Officers	Targeted support for identified students based on individual student needs.	Identified students
Targeted intervention	Support from the Team Around a School	Targeted support for identified students based on individual student needs.	All staff Identified students
Targeted intervention	School Counsellor Support	Specific individual counselling sessions for students requiring this support. Students are referred through the Learning and Support Team.	Identified students
Targeted intervention	Reflection room	Restorative justice practices are implemented to identify student strengths and strategies moving forward. Reflection room notifications sent home to parents.	Identified students
Targeted intervention	Anti-Racism Coordinator Officer	Provide students with guidance in line with the Department of Education policy.	Identified students
Individual intervention	Attendance Improvement Plan	Attendance Officer and Learning and Support Teacher coordinate attendance data and attendance monitoring processes. Home School Liaison Officer involvement.	Identified students
Individual intervention	Student Support Plan	Plans developed in consultation between the school and the family to provide targeted support for identified students in relation to behaviour and or academic progress.	Individual students, families and staff

Responses to serious behaviours of concern

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 and restorative practices

Lismore Heights PS employs a restorative approach to managing student behaviour. This principle emphasises the importance of matching age-appropriate engagement to relevant developmental competency (Perry, 2006). By utilising this approach, we aim to develop a consistent approach that focuses on relationships more than rules. Key components of a restorative conversation which would be had during reflection room is:

- Taking responsibility
- The focus is on building positive relationships
- Establish clear expectations about appropriate behaviour

	Strategy	When and how	Who coordinates	How are these recorded
Positive Behaviours	Berry Street Education Model	School implements its Ready to Learn Plan consistently.	All staff	Compass
Minor Behaviours	Teacher restorative practice conversation	Teacher-centred approached to strengthen student self-regulation or relationships	All staff	Compass
	Meeting with the family	At point of need	All staff	Compass
	Classroom support plan	Student Support Plan, Ready to Learn Plan	All staff	Compass
	Reflection Line	At point of need	All staff	Compass
Moderate Behaviours	Reflection room	Brief restorative conversation with students at break time	Executive staff member	Compass
	Referral to Learning and Support Team	Weekly meetings	All staff	Compass
	Executive Letter of Concern	At point of need in consultation with Principal	Executive staff member	Compass
Major Behaviours	Formal Caution letter	At point of need	Principal or acting/relieving Principal	Compass
	Suspension in line with the Department of Education policy	Suspension will not usually be issued without the student having previously received a formal caution of a suspension. However, in extreme cases, a formal caution is not required before a suspension is issued.	Principal or acting/relieving Principal	Compass

Review dates

Last review date: 28/11/2024

Ratified on: 20/2/2025

Signed Principal:



Signed P&C Representative:



Next review date: Term 4 2025