NSW Department of Education

Liverpool West Public School Behaviour Support and Management Plan

Overview

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

Our goal is to inspire every child to participate positively in the school community and beyond. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful learners in a caring learning community.

Principles of positive behaviour support, trauma-informed practice, inclusive practice, and social emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

To achieve our mission, key programs prioritised and valued by the school community are:

- Bullying No Way: National week of action
- Positive Behaviour for Learning
- Berry Street Education Model
- School Ambassador Program
- Explicit teaching

These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying.

Liverpool West Public School rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive, and respectful learning community that promotes student wellbeing. Staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff actively respond to student bullying behaviour.

Partnership with parents and carers

Liverpool West Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, by:

- inviting parent/carer and student feedback through formal and informal means, such as Tell Them From Me surveys, school surveys, consulting with the P&C, the Parent Cafe and local AECG

- using concerns raised through complaints procedures to review school systems, data and practices.

Liverpool West Public School will communicate these expectations to parents/carers through the school weekly post via Class Dojo and school website. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

School Charter

Collaborative. Respectful. Communication

School-wide expectations and rules

Liverpool West Public School has the following school-wide expectations and rules:

Be Safe, Be Respectful, Be a Learner

Be Safe	Be Respectful	Be a Learner
Care for myself	Be polite	Follow the school rules
Ask for help	Follow teacher's instructions	Actively listen to others
Walk sensibly	Look after my environment	Be a good role model
Stay in bounds	Care for equipment	Be your best

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

Our 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 cyber-bullying 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
- 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 learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention	National Week of Action (NWA)	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year.	All
Prevention	Positive Behaviour for Learning	Positive Behaviour for Learning (PBL) is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. PBL aims to improve social, emotional, behavioural and academic outcomes for children and young people. It supports teachers and students to have more time to focus on relationships and classroom instruction.	All
Prevention	Berry Street Education Model	The Berry Street Education Model (BSEM) equips both mainstream and specialist schools with practical, classroom-based strategies to increase the engagement of all students, including those with complex, unmet learning needs. It enables schools to support students' self-regulation, relationships and wellbeing to increase student engagement and significantly improve academic achievement.	All
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students P - 6
Targeted/individual	Explicit teaching	Explicit teaching allows students to gain foundational skills and knowledge. To apply their learning with greater independence.	P-6
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	All

Care Continuum	Strategy or Program	Details	Audience
Targeted/ Individual intervention	School Ambassador Program	Our schoolworks alongside the NSW Primary Principals Association to run our Ambassador Program, where student leaders help guide their peers and foster a positive, inclusive school community.	Student Leaders and K-6
Targeted / Individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	All
Targeted / individual intervention	Attendance support	The LST refer students to the attendance co-ordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, attendance co-ordinator
Individual intervention	Individual behaviour support planning	This may include developing, implementing, monitoring and reviewing, behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, LAST, AP

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

Identifying behaviour of concern, including bullying and cyberbullying

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm. See Appendix 1.

Liverpool West 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 student'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 the 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.

Preventing and responding to behaviours of concern

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

- **Teacher managed –** low level inappropriate behaviour is managed by teachers in the classroom and the playground.
- **Executive managed –** behaviour of concern is managed by school executive.

Corrective responses are recorded on the Wellbeing Sentral system. These include:

Corrective Incidence/Incident	Positive Incidence/Incident
• Absconding • Aggressive behaviour • Anti-social • Bullying • Damage to others' property • Disrespectful behaviour • Disruptive behaviour • Home behaviour • Improper online behaviour • Making rumours/false statements • No hat in hat zone • Out of bounds • Out of uniform • Racism • Repeated misbehaviour • Running on concrete	• 98-99% Attendance • 100% Attendance • Academic • Behaviour • Citizenship • Consistent Effort and Progress • Consistent Effort in Coding • DUX Award • EAL/D Award • Education Week • Extra-Curricular • Fowler Book Prize • Gulyangarri Award • Imported • LaST Award • Library Award

• Sexualised behaviour • Theft • Threats of violence • Truancy • Unsafe behaviour • Vandalism • Violent behaviour	• Liverpool Leadership Award • NSW Premier Sporting Challenge Medal • Performance Group Award • PSSA Award • Outstanding Work Ethic • Public Speaking Award • Quota Award • Reading Recovery Award • Rotary Award • Sports Award • Sports Person of the Year • Super Gold • Teachers Choice- Presentation Day Award

Liverpool West Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Positive Behaviour for Learning (PBL) and the Berry Street Model consist of evidence-based strategies for wellbeing used daily by teachers to teach self-regulation to increase student engagement, significantly improve academic achievement and build strong relationships.

We acknowledge that not all students are encouraged by the same thing or in the same ways. Younger students may be more motivated by adult attention while older students are typically more motivated by peer attention, activities, privileges, or freedom. When learning new skills, students need immediate and frequent reinforcement and as they develop mastery they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts.

The use of verbal and non-verbal specific positive feedback is the most powerful way to:

- help adults and learners to focus on positive social behaviour
- increase the likelihood that students will use the expected behaviours and skills in the future
- decrease unexpected behaviour and reduce the need for corrective responses
- enhance self-esteem and build an internal focus of control.

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour are teacher managed.	Targeted/Individualised Responses to behaviours of concern are executive managed
1. Behaviour expectations are taught and referred to regularly. Teachers 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. Contact executive straight away if there is a risk. Otherwise notify student's stage supervisor or executive ASAP and before the end of the school day.
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. Executive/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 Sentral Wellbeing 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 low-level consequence is applied.	3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on Sentral Wellbeing system and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.
4. Social emotional learning lessons are taught (PBL and Berry Street Model) weekly.	4. Teacher records on Sentral Wellbeing system by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.	4. Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact through phone calls home to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at fortnightly school assemblies.	Teacher contacts parents by phone when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.	Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour (see Appendix 2), are recorded on Wellbeing Sentral 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 and 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.

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.

Reflection and restorative practices

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

Phases	When and how long?	Who coordinates?	How are these recorded?
Regulate			
Redirection in reference to one of the three school rules	During corrective incident	Teacher	Student self-reflection sheet/visual self regulation /anecdotal notes/Behaviour response plan data
In class reflection time (refer to self-reflection visual)	5 minutes	Teacher	
Relate			
Reflection as a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (in buddy class)	10 minutes	Teacher and Buddy and Class Teacher	Documented in Wellbeing Sentral system and phone contact to parents
Play break reflection as a structured debriefing and planning after a crisis event or behaviour of concern with an individual student.	15 minutes (next play break)	Teacher	Documented in Wellbeing Sentral system, phone contact to parents and teacher letter sent home. *
Reason			
Team Leader Involvement Play break reflection and Parent Meeting	Scheduled for either lunch or recess break	Assistant Principal	Documented in Wellbeing Sentral system, phone contact to parents and Assistant Principal letter sent home. **
Executive Involvement Parent Meeting, related to all non-confidential follow ups of the child	After consistent repeated misbehaviours***	Senior executive	Documented in Wellbeing Sentral system

*Consult with Stage Team Leader

**Extreme behaviours are exempt from this process and must be directed to a team leader or deputy principal. Examples of these include: violent behaviour (senior executive), aggressive behaviour

(team leader), illegal activity (senior executive), sexualised behaviour (senior executive), serious threats of violence (team leader), racism (senior executive and refer to ARCO as soon as possible).

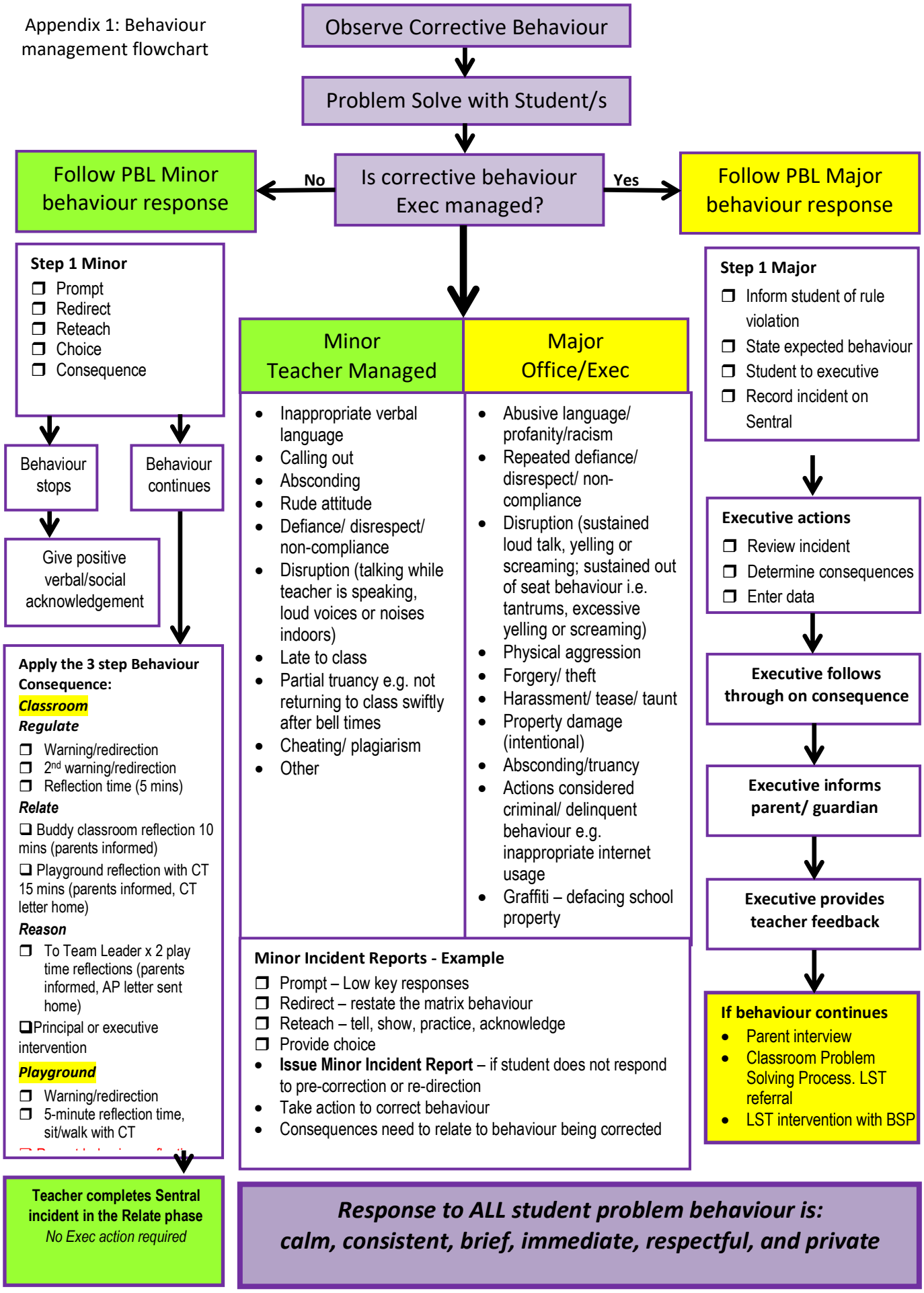
***behaviours may lead to suspension.

Review dates

Last review date: 06/12/2024

Next review date: 06/12/2025

Appendix 1: Behaviour management flowchart



Appendix 2: Bullying Response Flowchart

Bullying Response Flowchart

The following flowchart explains the actions Liverpool West Public School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.

NSW Department of Education Anti-Bullying Support

https://education.nsw.gov.au/schooling/schooling-initiatives/anti-bullying