

School Behaviour Support and Management Plan

Liverpool Public School

Overview

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

Our vision embodies aspiration. It drives us to ensure our school is one that meets the needs of each individual student, so they leave our school with a strong foundation that sets them up to achieve now and into the future.

Our aim is to encourage every child to engage positively within the school community and beyond. We emphasise excellence, opportunity, and success for each student, every day. We are committed to cultivating safe and respectful learners within a nurturing educational environment.

Our daily practices are guided by the principles of positive behaviour support, trauma-informed approaches, inclusive practices, and social emotional learning. We set and uphold high expectations for student behaviour through effective role modelling, explicit instruction, and well-planned responses. Resources are strategically allocated based on a solid understanding of our needs and priorities.

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

- Positive Behaviour for Learning
- Student Wellbeing through Ask Wellbeing focusing on wellbeing programs such as SPARC and JUMP.

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

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

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

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

Liverpool Public School will communicate these expectations to parents and carers through the school newsletter 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-wide expectations and rules

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

To be safe, respectful, learners

Expectation – Be Safe	Expectations - Be Respectful	Expectation – Be a Learner
Moving safely around the school	Be kind and value others	Ask for help
Keeping hands and feet to self	Use appropriate language	Restore harm
Stay in supervised areas	Work co-operatively	Overcome challenges
Seek assistance from a teacher	Accept differences	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	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. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.	Students K - 6
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention	Transition to School	Research tells us that a successful transition to school helps improve children's educational and social outcomes. A good transition will help prepare children to make new friends, learn routines, and develop a sense of belonging within the new school environment. It will also help their school to recognise and support children's developmental needs, interests and skills.	Pre-Kindergarten
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
Early intervention	Behaviour Support Toolkit	The Behaviour support Toolkit features a wide range of information and support material for parents and carers, teachers and school leaders. It encompasses professional learning.	All
Targeted and Individual intervention	Learning and Support Team	The LST works with teachers, students and families to support students who require personalised learning and support.	Students K - 6
Targeted intervention	SPARC	SPARC is an eight-week social and emotional student small group program that focuses on five key areas. The program encourages students to dream big, set goals, and work in teams, and equips students with basic fundamental skills to navigate life's various challenges.	Targeted students K - 6
Targeted / individual intervention	Attendance support	Policies and procedures support students to attend school every day. All staff track attendance and work closely with students, families and teachers to address	All students

Care Continuum	Strategy or Program	Details	Audience
		barriers to improved attendance and set growth goals. Attendance awards support students in attending school These are given out termly.	
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
Individual intervention	Team Around the School	Involves specialised support and/or advice from APLA, Wellbeing Officer and/or Network Specialist	Individual students, parent/carer, LAST, AP
Individual intervention	JUMP	JUMP is a strengths-based individual program. It is designed for a child or young person to work through with a wellbeing worker. JUMP addresses five key areas, aiming to develop necessary skills, resilience and a positive sense of identity. The program encourages students to dream big, set goals, and work in teams, and equips students with basic fundamental skills to navigate life's various challenges.	Individual students K-6

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.

Liverpool 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 Behaviour / wellbeing ITD system. These include:

Classroom	Non-classroom setting
<ul style="list-style-type: none"> • positive, proactive and preventative strategies used • rule reminder • re-direct • offer choice • error correction • prompts • reteach • seat change • stay in at break to discuss/ complete work • conference • detention, reflection and restorative practices • communication with parent/carer • alternative programs to support positive behaviour. 	<ul style="list-style-type: none"> • positive, proactive and preventative strategies used • rule reminder • re-direct • offer choice • error correction • prompts • reteach • play or playground re-direction • walk with teacher • detention, reflection and restorative practices • communication with parent/carer • alternative programs to support positive behaviour.

Liverpool Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Positive Behaviour for Learning consist of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

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 office to seek help from 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 School Bytes (third-party software).	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 School Bytes (third-party software). Parent/carer contacted by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact through phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at school assemblies twice a term.	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 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.

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on School Bytes. 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
- 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.

Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

- [Incident Notification and Response procedure](#)
- [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.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection room – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Next day at either lunch or recess break	Leadership team	Documented in School Bytes
Alternate play plan – withdrawal from free choice play and re-allocation to office or classroom for supervised play following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group through conferencing.	Next break	Leadership team	Documented in School Bytes.
Restorative practice – peer mediation or circles in groups	Scheduled for either lunch or recess break	Senior Leadership	Documented in School Bytes.

Review dates

Last review date: Day 1, Term 1, 2025

Next review date: Term 4, Week 5, 2025

Appendix 1: Behaviour Management Overview



Liverpool Public School Behaviour Management Overview

	UNDESIRABLE BEHAVIOURS	TYPICAL INDICATORS		TYPICAL ACTIONS
TEACHER	Minor disruptive behaviour	In Class <ul style="list-style-type: none"> Disrupting lessons Disobeying class rules Lateness from breaks or withdrawal Calling out Off task behaviour Refusal to complete work Answering back Refusal to obey instructions Throwing objects Inappropriate language Destruction of property Absconding 	Outside Class <ul style="list-style-type: none"> Rudeness Out of bounds Disrupting others' game Displaying poor sportsmanship Disobedient Issues between students Throwing objects Inappropriate language Misuse of equipment Absconding 	<ul style="list-style-type: none"> Redirect behaviour using language from Positive Behaviour for Learning, School Behaviour Expectations and NSW Department of Education Behaviour code for students Reflection and conference during lunchtime /fruit break as determined by teacher dealing with the behaviour Reflection or agreed consequences as agreed with class around the expectations Loss of classroom privilege, e.g. participation in class reward Contact with parent / carer Individualised Behaviour Contract LAST teacher involvement Discuss possible strategies with Team Leader or LAST teacher Student classroom behaviour is recorded on School Bytes. Student incidents outside the classroom are tracked and monitored to identify patterns of negative behaviour and recorded on School Bytes.
	Continued/persistent disobedience and/or disruptive behaviour will be entered on School Bytes.	Unresponsive to behaviour modification by classroom teacher.		<ul style="list-style-type: none"> Discuss strategies used so far with Assistant Principal. Referral to LST in consultation with AP
ASSISTANT PRINCIPAL	Disruptive behaviour	<ul style="list-style-type: none"> Bullying (ongoing) Repeated refusal to follow instructions Stealing Vandalism Leaving classroom without permission & not returning Aggression Racism 	<ul style="list-style-type: none"> Bullying Repeated refusal to follow instructions Stealing Vandalism Poor sportsmanship while representing the school Aggression Racism 	<ul style="list-style-type: none"> Reflection and conference with AP Loss of school privileges, e.g. restricted playground area Planning Room reflection during lunch Playground or classroom Behaviour plan Communication with parents/carers Conferencing Use of targeted support strategies, e.g. Wellbeing SLSO, social skills Referral to LST External support service involvement, e.g. Team Around the School Student classroom behaviour is recorded on School Bytes. Student incidents outside the classroom are tracked and monitored to identify patterns of negative behaviour and recorded on School Bytes.
	Continued/persistent disobedience and/or disruptive behaviour will be entered on School Bytes.	Unresponsive to behaviour modification by Assistant Principal and classroom teacher.		<ul style="list-style-type: none"> Refer to Deputy Principal Discuss strategies used so far with Assistant Principal and Teacher.

	UNDESIRABLE BEHAVIOURS	TYPICAL INDICATORS	TYPICAL ACTIONS
DEPUTY PRINCIPAL Major Incident	Immediately act upon serious breaches of school discipline or misconduct.	<ul style="list-style-type: none"> Gross misconduct Persistent disobedience Violence or threatening violence Possession of drugs or weapons Swearing at school staff Serious damage to school property Child Protection Leaving school grounds 	<ul style="list-style-type: none"> Withdrawal from class/break times to conference with DP Interview with parents/carers Loss of major school privileges, e.g. no extra-curricular participation Risk assessment and behaviour plan LAST teacher/school counsellor involvement External support service involvement, e.g. Team Around the School Other measures determined by the leadership team to meet individual needs Student classroom behaviour is recorded on School Bytes. Student incidents outside the classroom are tracked and monitored to identify patterns of negative behaviour and recorded on School Bytes.
	Complex and challenging behaviours of concern will be entered on School Bytes.	Unresponsive to behaviour modification by Deputy Principal, Assistant Principal and classroom teacher.	<ul style="list-style-type: none"> Refer to Principal Discuss strategies / interventions used so far with Deputy Principal, Assistant Principal and Teacher.
PRINCIPAL Major Incident	<p>All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, and discrimination. To achieve this, all schools will maintain high standards of student behaviour.</p> <p>There will be cases of unacceptable behaviour where it will be in the best interests of the school community and/or the student involved, for the student to be removed from the school for a period or completely. Suspension and expulsion are the options available to the principal in these situations.</p> <p><u>Department of Education's Student Behaviour Procedures Kindergarten to Year 12 – 2022.</u></p>	<p>GROUNDS FOR SUSPENSION</p> <p>Principals can suspend a student engaging in behaviour or behaviours of concern on grounds that could include but are not limited to:</p> <ul style="list-style-type: none"> continued/persistent disobedience and/or disruptive behaviour malicious damage to or theft of property verbal abuse bullying and cyberbullying misuse of technology discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity. <p>Due to the immediate and/or significant risk of harm to students or staff, it is important principals consider issuing an immediate suspension to any student who engages in serious behaviour or behaviours of concern that could include but are not limited to:</p> <ul style="list-style-type: none"> being in possession of, uses or supplies tobacco, vaping devices, alcohol and e-cigarettes being in possession of, uses or supplies a suspected illegal/restricted substance being in possession of, or using weapons including knives (excluding Kirpans, in line with guidance set out in Legal Issues Bulletin 22 – Knives in schools) and firearms using an implement as a weapon seriously threatening or engaging in physically violent behaviour engaging in serious criminal behaviour related to the school engaging in sexual harassment, sexual assault or other sexualised behaviour that may pose a risk of or has caused physical, psychological or emotional harm to others. 	<ul style="list-style-type: none"> Formal Warning (20 days) Formal Caution to Suspend (50 days) Suspension <p><i>The principal must decide the duration of the suspension with consideration of appropriate time to implement supports for the student and/or put in place appropriate safety measures where relevant. The duration can be:</i></p> <ul style="list-style-type: none"> up to 5 consecutive school days for students in Kindergarten to Year 2 up to 10 consecutive school days for students in Year 3 to Year 12 <ul style="list-style-type: none"> Possible expulsion from school Other measures determined by the Principal to meet individual needs in consultation with Director, Educational Leadership.

Appendix 2: Bullying Response Flowchart

