



LRCS Behaviour Support and Management Plan 2025



Overview

Lightning Ridge Central School (LRCS) strives to create positive, respectful learning environments that engage students in high-quality, culturally considerate learning opportunities. The school recognises its complex role in a unique, isolated setting, working in partnership with the community to celebrate students' success and promote life-long learning.

Positive behaviour support recognises the importance of:

- Zones of Regulation
- Restorative practice
- Appropriate role models
- Positive Behaviour for Learning (PBL)
- Targeted student wellbeing support programs (see appendix)

These programs prioritise social and emotional learning to support academic, practical, cultural, creative and interpersonal success.

Restorative practice is a whole-school teaching and learning approach that encourages supportive and respectful behaviours. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when interpersonal conflict or wrongdoing occurs.

Behaviour Expectations

Expectations of student behaviour at LRCS reflect the behaviour expectations of students in NSW Public Schools as outlined in the NSW Department of Education Behaviour Code for Students:

<https://education.nsw.gov.au/schooling/translated-documents/behaviour-code-for-students>

Promoting the inclusion, learning, wellbeing and safety of all students in NSW public schools is a high priority for the NSW Department of Education.

LRCS provides teaching and learning across a range of settings to support the development of students' skills to meet the school's high expectations for respectful, safe engaged behaviour.

Students at Lightning Ridge Central School are expected to:

- be respectful and courteous towards other students, school staff and community members
- follow the directions of the staff

- abide by school and class rules
- resolve conflict calmly and fairly and seek assistance when necessary
- wear their school uniform as per the school's Uniform and Dress Code Policy
- attend school every day (unless legally excused)
- treat their own and others' property with care
- use technology appropriately
- be safe and non-violent in their behaviour and speech
- bring appropriate/required equipment to school to support access to learning

Students at Lightning Ridge Central School should not:

- bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco to the school
- demonstrate behaviours that may be regarded as bullying, intimidating or discriminatory towards others.

Note:

Should behaviours detrimental to self or others and teaching and learning occur, the school will apply logical, NSW Department policy-aligned sanctions.

All students have the right to:

- Safe at school
- equitable access and full participation in their learning
- be treated with respect by other students and school staff and
- express their views, set goals and self-advocate.

To meet the expectations noted above students in NSW public schools should adhere, to the best of their ability, to the following principles:

Respect -

- Treat one another with dignity
- Communicate and behave courteously
- Act and work cooperatively with other students, teachers, and school staff
- Develop positive and respectful relationships
- Value the interests, ability and culture of others
- Respect the learning needs of other students
- Dress appropriately by wearing the agreed school uniform or dress code and
- Take care of school property and the property of staff and other students

Safety -

- Model and follow school and class rules and expectations around behaviour and conduct
- Negotiate and resolve conflict
- Be aware of and take responsibility for how their behaviour and actions impact others
- Care for self and others and

- Be safe and help others to make safe choices that do not hurt themselves or others

Engagement -

- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning and
- Aspire and strive to achieve the highest standards of learning

Partnerships with parents and carers

Lightning Ridge Central School will partner with families in establishing expectations for parent engagement in developing and implementing student behaviour management strategies, including for bullying behaviours, by:

- Inviting families and student feedback through formal and informal means, for example, through conversation, school surveys, consulting with the school’s P & C Association and local AECG
- Using concerns raised through complaints procedures to review school systems, data and practices.

LRCS will communicate these expectations to parents/carers through the school newsletter, and website and provide links to information and resources in the [Behaviour support toolkit](#).

<https://education.nsw.gov.au/schooling/school-community/attendance-behaviour-and-engagement/behaviour-support-toolkit>

School-wide expectations and rules. Our PBL universals and school values:

Respect	Responsibility	Pride
Listen to and follow instructions	Use equipment correctly	Be ready to learn
Use appropriate language	Right place, right time	Work together
Share and take turns	Hands and feet to yourself	Ask for help
Be considerate	Encourage peers	Try 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 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
- Establishing predictable routines and procedures that are communicated clearly to students
- Encouraging expected behaviour with positive feedback and reinforcement
- Providing active supervision of students
- Maximising opportunities for active engagement with learning
- Providing carefully sequenced, engaging learning experiences (in and out of school) that provide options for student choice
- Differentiating learning content and tasks to meet the needs of all students
- Modelling of appropriate behaviour
- Turtle Awards – for safe, respectful, responsible, learning behaviour and conduct
- Discouraging inappropriate behaviour

Link to the Care Continuum:

<https://education.nsw.gov.au/schooling/school-community/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-teachers/the-care-continuum>

Care Continuum	Strategy or Program	Details	Audience
Prevention	Breakfast Club	School community runs a Breakfast Club program that provides access to a free, healthy breakfast and builds strong student-teacher connections.	K-12
Prevention	National Day of Action against bullying and Violence (NDA)	Our school participates in the annual National Day of Action against Bullying and Violence (NDA)	Staff & Students
Prevention	Transition	<ol style="list-style-type: none"> 1. To Preschool 2. Preschool – Kindergarten 3. Year 2 to Year 3 4. Year 6 to Year 7 5. Post School Pathways <p>A transition occurs in term 4 for students at transition points 1 – 4. Post-school transition is individualised and part of the student's learning plan.</p> <p>Students with disabilities or identified needs may undertake additional individualised transition activities.</p>	Parents Students Community
Prevention	Student Discipline	Concerns/issues regarding student behaviour may result in parental contact via phone/email to increase school community communication, engagement and understanding.	Parent/Carer
Prevention	Turtle tickets	Students are issued turtle tickets when 'caught' doing the right thing. Students are/recognised for positive conduct, effort, engagement and work product.	Students Staff Parents/Carer
Prevention	Child protection and respectful relationships education. PDHPE K-12	The units are centred around the key themes of recognising abuse, power in relationships and protective strategies. https://education.nsw.gov.au/teaching-and-learning/curriculum/pdhpe/child-protection-and-respectful-relationships-education/teaching-and-learning-resources	Teacher Student K-12
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner Toolkit for Schools to	The toolkit supports our school to prepare, engage and educate the school community about creating and maintaining safe online environments to prevent cyberbullying incidents.	All students, individual students K - 6, families, staff

	prevent and respond to cyberbullying		
Prevention / Early Intervention / Targeted / Individual	Zones of Regulation	Teaching of regulation competencies aligned to their developmental continuum and being given the opportunities to practice the skills in a safe and supportive environment. https://zonesofregulation.com/	All staff, students K-16
Early/Targeted Individual Intervention	Provision of food	Student forgets/arrives without food and parent/carer uncontactable. Sandwich, popper, fruit and small packet chips provided.	All students
Prevention Early Intervention	Student Self-referral to School Counsellor	Students can self-refer but must have the capacity to understand what they are consenting to take part in. As a rule students under 14 require parental/carer consent.	Students Parents School Counsellor
Targeted intervention	Attendance support	The principal or delegate will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, principal
Targeted / individual intervention	School learning and support	Provides support for students who need personalised learning and support.	Principal, individual students P-12, families
Individual intervention	Individual Behaviour Support Planning	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

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.

Lightning Ridge Central 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.
- SENTRY entries

Students or parents can report bullying to any staff member. 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 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 at school

Preventing and responding to behaviours of concern

Lightning Ridge Central School uses the following strategies to recognise and reinforce positive student behaviour and behavioural expectations:

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

- Help adults and learners 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.

Specific positive feedback may not be sufficiently reinforcing for some students, so the school-wide continuum provides the opportunity to pair verbal or non-verbal feedback with a positive, tangible consequence.

The school-wide continuum for acknowledging expected behaviour includes:

- Free and frequent – for everyday use by all staff in all settings
- Moderate and intermittent – awarded occasionally
- Significant and infrequent – semester or annual types of recognition.

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
<p>Behaviour expectations are taught and referred to regularly.</p> <p>Staff model behaviours and provide opportunities for practice.</p> <p>Students are acknowledged for meeting school-wide expectations and rules.</p>	<p>Refer to school-wide expectations and/or emotional regulation visuals and/or supports so the student can self-regulate.</p>	<p>Seek help from the principal or other staff member if there is a safety risk. Otherwise, notify the principal ASAP.</p>
<p>Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.</p>	<p>Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, and redirect with specific corrective feedback</p>	<p>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.</p> <p>Incident review and planning are scheduled for a later time determined by the context and nature of the incident.</p>
<p>Tangible reinforcers include those that are:</p> <ul style="list-style-type: none"> ● free and frequent ● moderate and intermittent ● significant and infrequent <p>Intermittent and infrequent reinforcers are recorded on the centralised recording system.</p>	<p>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.</p>	<p>The principal collects information reviews the incident from multiple perspectives and determines the next steps. The principal records the incident on the centralised recording system and contacts the parent/carer by email or phone. The principal may consider further action eg: formal caution/suspension.</p>
<p>Teaching and implementation of Zones of Regulation to provide students with a language to express their emotions. 1:1, small group and whole class</p>	<p>Teacher records on the centralised recording system by the end of the school day. Monitor and inform the family if repeated.</p>	<p>Refer to the school's Learning and Support Team or Assistant Principal Learning and Support (APLaS) considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.</p>
<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>
<p>Teacher contact through phone calls home is used to communicate student effort to meet expectations.</p>	<p>The teacher contacts parents by phone or email when a range of corrective responses have not been successful.</p> <p>In some cases, individual planning, referral to LST and or school counsellor may be discussed.</p>	<p>The principal contacts the parent/carer to discuss any support and behaviour responses, including referral to the LST, outside agencies or Team Around a School.</p>

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 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

Responses, including students who display serious behaviours of concern, are recorded in the centralised recording system SENTRAL. These may include:

- Review and document incident
- Determine appropriate response/s, including support 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)
- Student placement on Classroom, Head Teacher/Assistant Principal or Principal Monitoring Cards
- 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 the reporting and responding processes outlined in the:

[Incident Notification and Response Policy](#) and [Incident Notification and Response Procedures](#)

[Student behaviour Policy](#) and procedures

If the behaviour of concern is also a child protection matter use the:

[Mandatory Reporting Guideline Tool](#).

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

Detention, reflection and restorative practices

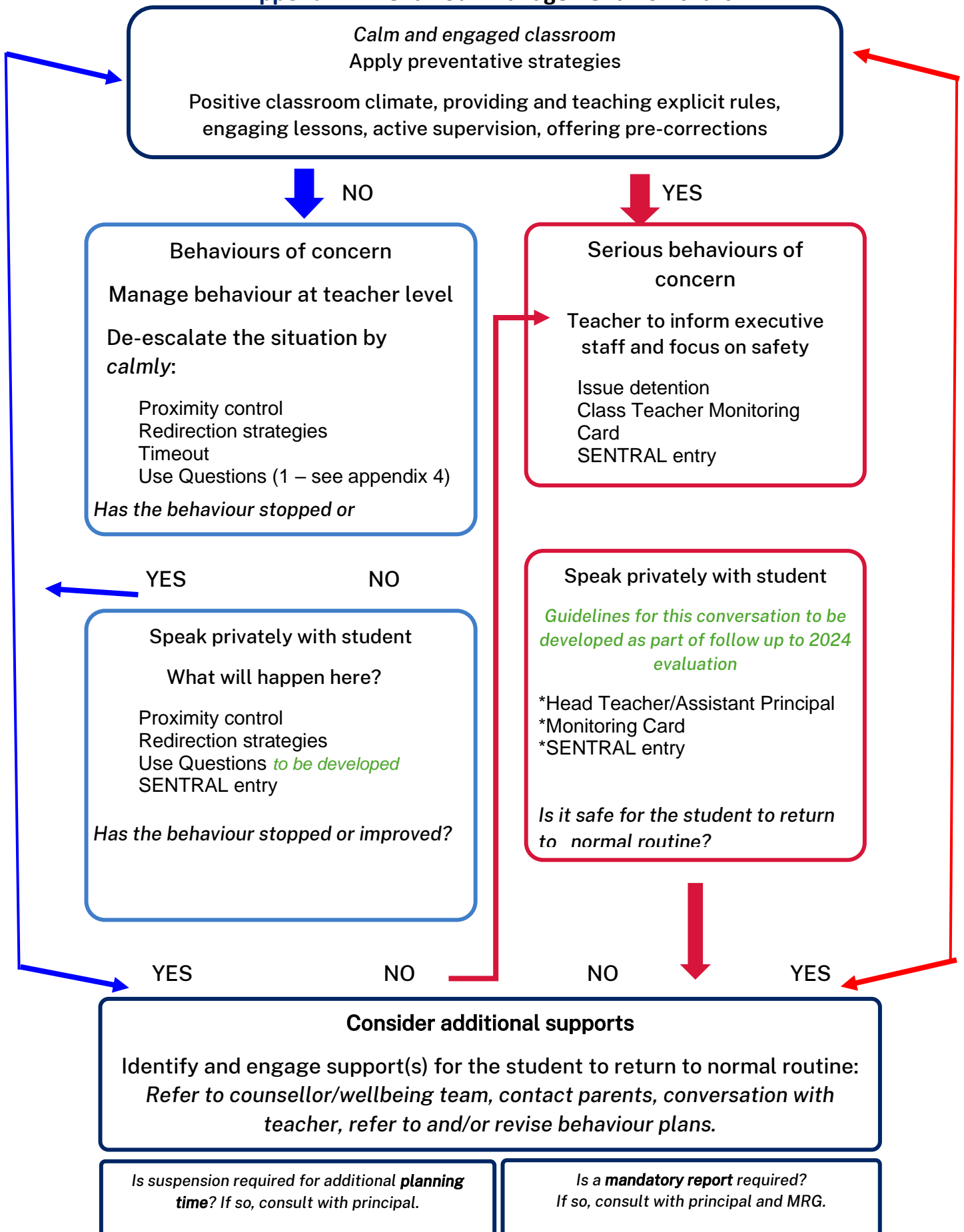
Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection conversation (problem-solving) – What happened, what did you do, and what could you do instead next time?	Class time and break times as required	Teacher/ AP/ HT/ Principal	Documented in school record system SENTRAL
Detention	During recess and lunch. Maximum time 20 minutes with opportunity for toilet breaks throughout and for reduction of time when compliance and acknowledgement of inappropriate behaviour occurs.	Teacher/ AP/ HT	Documented in school record system SENTRAL
Monitoring Card Classroom Head Teacher/Assistant Principal Principal	Dependent on the student achieving positive behaviour goals	Classroom Teacher Head Teacher/ Assistant Principal Principal	Placement is documented in SENTRAL. The monitoring Card is completed and uploaded into SENTRAL
Reflection Sheet	During detention or after de-escalation	Teacher Assistant Principal/Head Teacher	Once completed uploaded into SENTRAL
Suspension	Duration - As per policy guidelines Work supplied for student completion during the suspension period. If the suspension is served within the school, student access to breaks remains as normal. Students can access the toilet etc as required.	Principal	SENTRAL

Review dates

Last review date: 16 February 2025

Next Review date: 20 June 2025

Appendix 1: Behaviour Management Flowchart



Bullying Response Flowchart

