



NSW Department of Education



# Illaroo Road Public School

## Behaviour Support and Management Plan

### 1. Overview

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

In our learning community, all students will:

- have opportunities to learn in a classroom focused on quality teaching practices, ensuring individual students reach their full potential.
- thrive in an inclusive school environment where physical and psychological safety is nurtured through high expectations of behaviour, positive relationships between students and staff with purposeful community involvement.
- be engaged and challenged to continue to learn and improve in all areas through the development of resilience and personal responsibility.
- celebrate growth and attainment of academic and social achievements, as well as accomplishment and participation in extracurricular and sporting opportunities.

Our goal is to inspire every child to participate positively in the school community and beyond. We value and strive to develop safe, responsible and 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.

A range of programs prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying. Illaroo Road 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.

### 2. Partnership with parents and carers

Illaroo Road 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 Intergenerational Workshops, Tell Them From Me surveys, school surveys, consulting with the P&C and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Illaroo Road Public School will communicate these expectations to parents/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.

### 3. School-wide expectations, rules and values

Illaroo Road Public School is guided by the NSW Department of Education's Behaviour Code for 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>.

Our school has the following school-wide expectations, rules and values:

**Acting with kindness by demonstrating respect, responsibility and safety to self, others and their community.**

| Respect   | Responsibility   | Safety  |
|---|--|---|
| Treat one another with kindness                               | Be on time   | Model and follow school and class values and expectations |
| Speak and behave respectfully                                 | Be prepared for learning                               | Move safely around the school                             |
| Cooperate with everyone at school                             | Actively participate in learning                       | Be in the right place at the right time                   |
| Develop positive and respectful relationships with each other | Resolve conflicts with empathy                         | Keep hands, feet and objects to ourselves                 |
| Appreciate the interests, abilities and culture of others     | Take personal responsibility for behaviour and actions | Be safe when using technology                             |
| Dress appropriately and wear the school uniform with pride    | Take care for your own property                        |   |
| Take care of school and others' property                      |  |   |

At Illaroo Road Public School, we believe in a preventative approach to managing behaviour, promoting positive conduct and recognising students who engage positively. Our school uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- A whole school curriculum to explicitly teach the expected behaviours. Each week, the teaching is delivered K-6, responsive to weekly data-driven priority areas.
- Student academic reports include behavioural expectations.
- Whole school assemblies recognise and reinforce behaviours.
- A whole school rewards system based on the school's positive behaviour system
- Bronze Award presented at morning assemblies, Silver Award presented at K-2 and 3-6 assemblies and Gold Awards presented at whole school assemblies.
- Classroom rewards systems
- Weekly class merit awards at all assemblies and the Ray White Award at whole school assemblies
- The Illaroo Road School Values Medal awarded to one student per class at Presentation Day assemblies who has reach their Gold Award and continues to demonstrate exemplary behaviour
- Weekly Star Card Draw

#### 4. 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.

|                          | Strategy, approach, intervention, resource  | Prevention | Early Intervention | Targeted | Individual |
|--------------------------|---|------------|--------------------|----------|------------|
| Whole School Approach    | <a href="#">Positive Behaviour for Learning (PBL)</a>   | X          | X                  | X        | X          |
|                          | <a href="#">Restorative practices</a>   | X          | X                  | X        | X          |
|                          | <a href="#">Trauma Informed Practice</a>  | X          | X                  | X        | X          |
| Strategies and Resources | <a href="#">Classroom practice resources and strategies</a>   | X          | X                  | X        | X          |
|                          | <a href="#">Universal Resource Hub</a>  | X          | X                  | X        | X          |
|                          | <ul style="list-style-type: none"> <li>• <a href="#">Attendance</a></li> <li>• <a href="#">Behaviour</a></li> <li>• <a href="#">Inclusive practice</a></li> </ul> |            |                    |          |            |
|                          | <a href="#">Strong Strides Together</a>   | X          |                    |          |            |
|                          | <a href="#">Anti-bullying resources</a>   | X          | X                  | X        |            |
|                          | <a href="#">Personalised Learning and Support</a>   |            | X                  | X        | X          |
|                          | <a href="#">Individual behaviour support planning</a>   |            |                    | X        | X          |
|                          | <a href="#">Functional behaviour assessment</a>   |            |                    | X        | X          |
|                          | <a href="#">Risk management planning</a>  |            |                    | X        | X          |
|                          | <a href="#">Nationally Consistent Collection of Data (NCCD)</a>   |            |                    | X        | X          |
|                          | <a href="#">Integration funding support</a>   |            |                    |          | X          |
|                          | <a href="#">National Week of Action Against Bullying</a>  | X          | X                  |          |            |
| Programs                 | <a href="#">Verbal Intervention Safety Intervention</a>   | X          | X                  | X        | X          |
|                          | <a href="#">GOT IT Program</a>  |            | X                  | X        |            |
|                          | <a href="#">The Resilience Project</a>  | X          | X                  |          |            |
| Staff (in school)        | <a href="#">Be You</a>  | X          | X                  |          |            |
|                          | <a href="#">Learning and support team</a>   | X          | X                  | X        | X          |
|                          | <a href="#">School counselling service</a>  | X          | X                  | X        | X          |
|                          | <a href="#">Wellbeing and Health In-Reach Nurse</a>   |            | X                  | X        | X          |

See [Appendix 4](#) for the Care Continuum (multi-tiered system of support )and descriptions of strategies, approaches, interventions and resources at Illaroo Road Public School

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

### 5.1 Responses to positive appropriate behaviour

#### Whole School Rewards System

The whole school rewards system is based on the school's in-class behaviour 'Rocket Chart'. The Rocket Chart has three tiered levels:

1. Ready to Learn
2. Reach for the Stars
3. Star Student.

Students start the day on the 'Ready to Learn' and if they finish the day on 'Star Student', they earn themselves a 'tick' on the class tracking sheet. Students work their way through the rewards system by the following steps:

1. Classroom Teachers (including home room teacher, RFF, library and casual staff) track student behaviour in the classroom by moving each child up or down a behaviour 'Rocket Chart', depending on the child's behaviour. Positive behaviours allow a student's name to move upwards towards 'Star Student.' Negative behaviours move the student's name down towards Ready to Learn.
2. Students who finish the day at the top level on the chart (Star Student) receive a tick on the class monitoring tracking chart. If a student receives a Sentral entry (Wellbeing Negative Incident) for playground or assembly misbehaviour, they will not earn a tick for that day.
3. When a student receives **thirty ticks, they receive a Bronze Certificate and Ribbon** at the following morning assembly. They will then work towards a Silver Award.
4. When a student receives their **next thirty ticks (60 in total), they receive a Silver Certificate and Ribbon** at the following assembly. They will then work towards a Gold Award.
5. When a student receives their **next thirty ticks (90 in total), they receive a Gold Certificate and Ribbon** at the following whole-school assembly.
6. Students who maintain this level of achievement are nominated and considered for the Illaroo Road Public School Values Award at the end of year Presentation.

#### Star Cards Rewards System

Any member of staff may reward a student who is displaying appropriate behaviour with Star Cards. This can be within the classroom, in assembly or during playground break time. There are three Star Cards: green, red and silver, each representing a school value. When a student receives a star, they record their name and class on it and deposit it in a special box located in their classroom. During the weekly assembly, one Star Card is drawn from each stage box and a reward is provided to the students drawn. To maintain its value, this system is subject to review and changes are made as necessary.

## 5.2 Responses to inappropriate behaviour and behaviours of concern, including bullying and cyberbullying

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** (low-level inappropriate behaviour)

\* **Executive managed** (behaviour of concern).

Staff should also consider whether the behaviour poses a risk to the safety or wellbeing of the student or to others.

| Teacher Managed: Low-level inappropriate behaviours   | Executive Managed: Behaviour of concern   |
|---|---|
| <ul style="list-style-type: none"> <li>• Disruption</li> <li>• Disrespect</li> <li>• Defiance / non-compliance / disobedience</li> <li>• Inappropriate language</li> <li>• Pushing / shoving / physical contact (non-serious)</li> <li>• Incomplete work</li> <li>• Late for class / class lines</li> <li>• Misuse of property</li> <li>• Out of bounds</li> <li>• Inappropriate use of technology</li> </ul> | <ul style="list-style-type: none"> <li>• Ongoing Disruption</li> <li>• Ongoing Disrespect</li> <li>• Ongoing Defiance/non-compliance/disobedience</li> <li>• Abusive language</li> <li>• Fighting / physical aggression / physical violence</li> <li>• Bullying / Harassment / Intimidation</li> <li>• Possession of dangerous items</li> <li>• Property damage and major theft</li> <li>• Absconding class / playground / school grounds</li> <li>• Major Inappropriate use of technology</li> </ul> |

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.

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.

Please refer to [Appendix 1](#), [Appendix 2](#) and [Appendix 3](#).

### 5.3 Recording inappropriate behaviours and behaviours of concern

Teacher responses and parent interactions for any inappropriate behaviours or for serious behaviours of concern, including students who display bullying behaviour, are recorded on Sentral. 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. 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](#)

### 5.4 Reflection and restorative practices

| Strategy  | When and how long?                         | Who coordinates?             | How are these recorded? |
|---|--|------------------------------|-------------------------|
| <b>Reflection and Restitution (R&amp;R) room</b> – a structured debriefing and planning after a behaviour of concern with an individual student (reflection).   | Next day at either lunch or recess break   | Deputy / Assistant Principal | Documented in Sentral   |
| <b>Alternate play plan</b> – 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.   | Next break                                 | Deputy / Assistant Principal | Documented in Sentral   |
| <b>Restorative and triage conversation</b> - These conversations provide a safe space for students to reflect on their actions, understand the impact of their behaviour on others, and take responsibility for their choices. By fostering open dialogue, restorative conversations encourage empathy and promote a sense of accountability, ultimately guiding students toward making better decisions in the future. | Scheduled for either lunch or recess break | Classroom Teacher            | Documented in Sentral   |

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.

## **6.1 Review Dates**

Last review date: 26/11/2024; Week 9, Term 4, 2024

Next review date: Week 5, Term 1, 2025

## Appendix 1: Managing Challenging Behaviour & Sentral Behaviour Tracking

Each day, the Deputy Principal will monitor Sentral for incidents requiring executive intervention and will respond to all serious incidents.

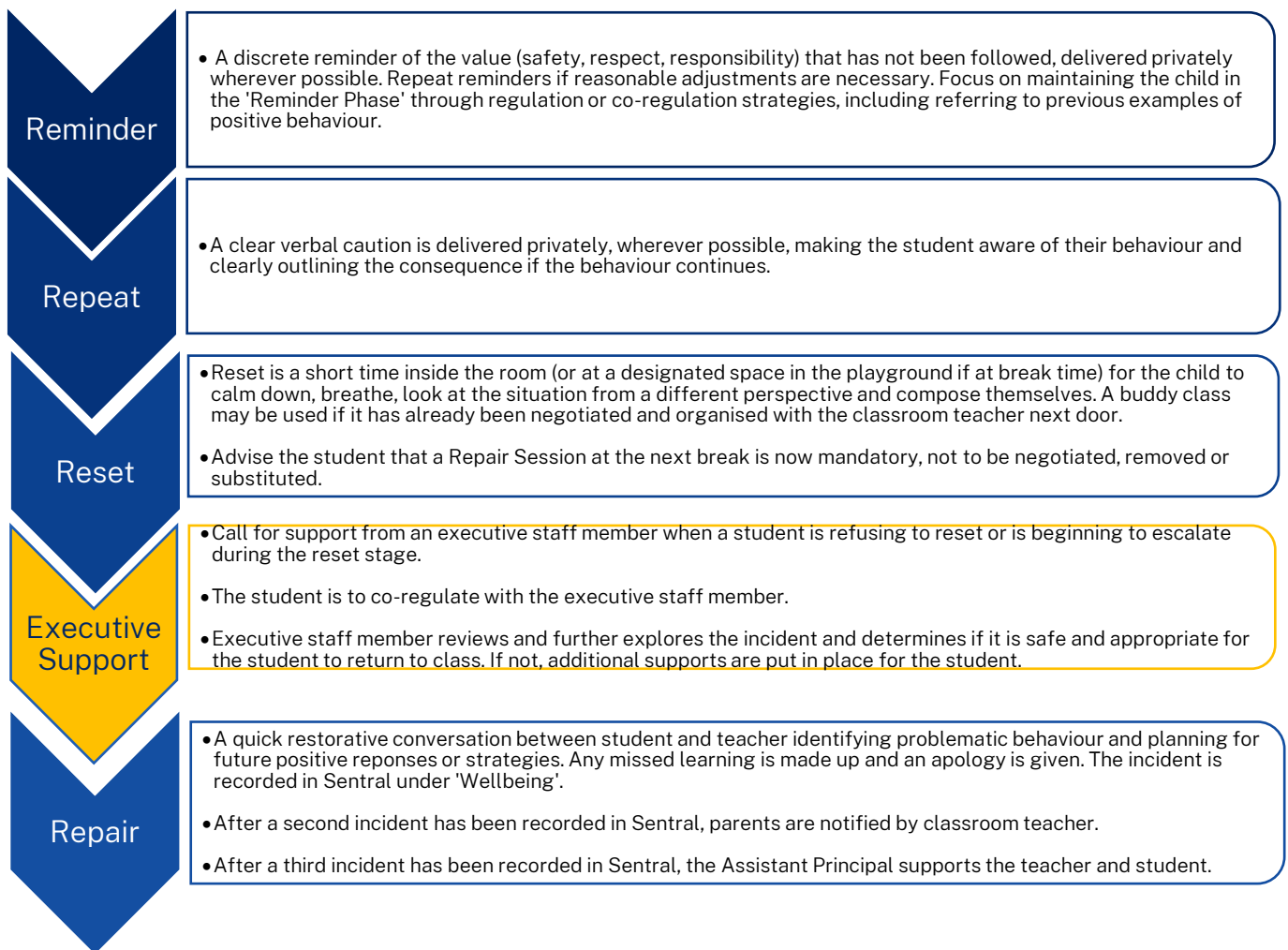
Non-serious or non-repetitious incidents should be managed by the classroom teacher (during class time) or the duty teacher (during breaks) so students are aware that negative behaviours have an immediate, firm but fair, consequence. Assistant Principals will monitor the frequency of incidents per student and support teachers where necessary.

Executive staff will support students and staff after the classroom teacher has documented incidents where a student has failed to demonstrate safety, respect or responsibility in their setting.

Note: critical and serious incidents, self-harm or suicidal ideation, disclosure of physical, sexual or psychological abuse or carer concerns must be reported to the Principal or Executive Staff and the School Counsellor immediately. Support materials for consultation include; [Responding to Student Suicide \(NSW DoE\)](#), [Responding to Self-Harm \(Safe Minds\)](#).

### Low-level Inappropriate or Repetitious Behaviours

When managing challenging behaviours in the classroom, teaching staff are expected to use the following four steps. Repair sessions have a restitution focus and staff can refer to the support documentation following for how to facilitate a restitution discussion. Repair sessions must be documented each time on Sentral.

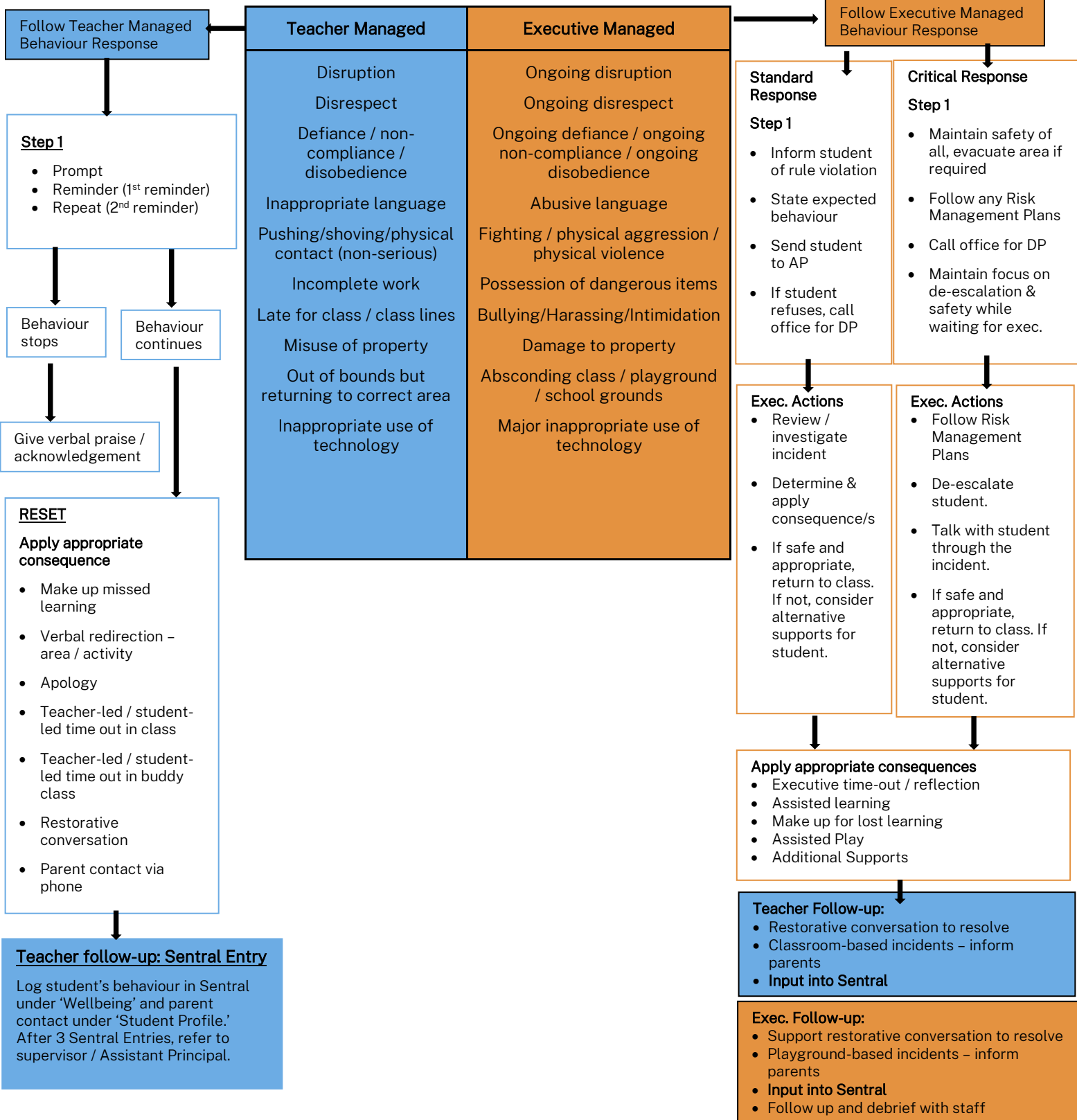




## Appendix 2: IRPS Behaviour Response Chart

*Calm, engaged and challenged learners, positive social interactions, purposeful community involvement.  
Inclusive classroom environment, teaching of explicit rules, quality teaching experiences, active supervision, physical and psychological safety.*

Observe inappropriate behaviour.  
Determine whether it's teacher or executive managed.



### Appendix 3: Bullying Response Flowchart

The following flowchart explains the actions Illaroo Road 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.



## Appendix 4 – Care continuum – multi-tiered system of support

|                                |  |
|--------------------------------|--|
| <b>Prevention</b>              | Whole-school proactive and prevention approaches aim to establish and maintain safe, respectful learning environments for all students. Proactive approaches include explicit teaching of the expected behaviours. These learning environments include classrooms, playgrounds, online and any other school endorsed events and should encourage prosocial behaviour. These interventions underpin effective teaching and will reduce minor behaviours of concern when applied consistently.   |
| <b>Early intervention</b>      | Some students require early intervention to deal with emerging, low-level behaviours of concern. Early interventions provide early support for students or groups of students who are identified as being at risk of developing behaviours of concern. Schools need to develop a range of initial responses and approaches to work with students displaying emerging, low-level behaviours of concern. Early responses to behaviours of concern include preventive strategies, explicit teaching of expected behaviours, logical consequences, and consultation. |
| <b>Targeted intervention</b>   | Some students may require targeted support to encourage positive behaviours, particularly if they exhibit more complex and challenging behaviours, or where the frequency of the behaviour of concern may put students' learning and social success at risk if it is not addressed quickly. School staff should facilitate positive behavioural supports, including explicit teaching of expected behaviours as well as making targeted and reasonable adjustments in the classroom to support effective teaching and learning practices.                        |
| <b>Individual intervention</b> | Students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents, Team within a school and Team Around a School. Strategies for these students require individual assessment, planning, implementation, monitoring and evaluation. Schools need to build capacity of school teams and teaching staff to be able to undertake functional behaviour assessments (FBA), develop individual student support plans and risk management plans for individual students.      |

### Descriptions of Strategies, Approaches, Interventions and Resources at Illaroo Road Public School

**Anti-bullying resources** support schools to establish preventative strategies that target key environments in which bullying is known to occur, supporting the development of a positive school climate.

**Classroom practice resources and strategies** Information about evidence-based classroom management systems and practices.

**eSafety Commissioner Toolkit for Schools** are resources backed by evidence and support a nationally consistent approach to preventing and responding to online safety issues, including cyberbullying.

**Evidence-based practices for students with disability** outlined in this resource are strategies proven to support students, who do not respond to learning supports delivered at a universal level and need additional, personalised instruction to meet their learning and wellbeing goals. Practices include prompting, reinforcement, modelling, response cards, scripting, social narratives, video supports, visual supports, embedded trial instruction, explicit instruction, systematic instruction and self-management.

**Functional behaviour assessment** is a tool that supports teachers to investigate the function or purpose of a student's behaviour. These tools include: an Antecedent-Behaviour-Consequence (A-B-C) chart and checklist.

**Individual behaviour support planning** can assist schools to provide additional support and guidance to identified students. This resource includes information about behaviour support planning as a continuous cycle of planning and improvement with six key components; providing interventions that meet the function of behaviour providing additional guidance to students with identified needs to assist teachers.

**Integration funding support** helps schools to provide adjustments for students with disability in mainstream classes who have moderate to high learning and support needs – as defined by the Department's disability criteria.

**Nationally Consistent Collection of Data (NCCD)** is an annual data collection that requires information on the extent of support and adjustments made for students with disability. It supports students with disability to access and participate in education on the same basis as other students.

**Personalised Learning and Support** is a process that supports a wide range of students with additional learning and support needs.

**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 includes the following key features: clearly defined expectations, explicit teaching of expectations in all school settings, consistent positive feedback and acknowledgement system, continuum of strategies to respond to inappropriate behaviour, and ongoing monitoring and evaluation. The multi-tiered system of support enables schools to select and implement a range of contextually relevant programs and interventions to improve social, emotional, behavioural and academic outcomes for all students.

**Restorative Practices** is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.

**Risk management planning** can be developed with the assistance of the Incident Notification and Response Unit and speaking to either the Leader, Complex Cases or the Complex Case Advisor.

**Strong Strides Together** provides evidence on ways that schools can contribute to the educational success of Aboriginal and Torres Strait Islander students.

**Trauma-informed practice** should be practised as a whole school approach with a focus on consistent, relationally based and predictable strategies. Trauma-informed practice focuses on how school staff and leaders can better relate to and support the wellbeing and learning of children and young people who have experienced trauma.

**Universal Resource Hub** provides school staff with quality-assured teaching, learning, and school improvement resources to use and share including: resources to help schools plan and implement attendance strategies; resources around anti-bullying, classroom management, individual behaviour support, positive behaviour support, responding to behaviour, restorative practices and whole school behaviour support, and evidence-based practice resources for schools to support students with disability and additional needs.

**Bullying No Way – National Week of Action** is Australia's key bullying prevention initiative for schools. It provides an opportunity for schools to create a shared understanding about bullying behaviours and share their bullying prevention policies and strategies.

**Verbal Intervention Safety Intervention** employs strategies for staff to respond to crisis situations with a focus on prevention using verbal de-escalation skills and strategies where restraint is inappropriate.

**GOT IT (Getting On Track In Time) Program** is a specialised mental health early intervention program for children in Kindergarten to Year 2 (K-2) aged 5-8 years who display emerging conduct problems such as defiant, aggressive and disruptive behaviours. The targeted clinical program is delivered in the school setting in conjunction with universal Got It! interventions at a point in children's development when intervention is likely to be effective

**The Resilience Project** focuses on promoting emotional literacy and positive emotions in schools through its GEM approach, which emphasises Gratitude, Empathy and Mindfulness. The project offers a range of educational programs aimed at supporting mental health in classrooms and families.

**Be You** provides educators with knowledge, tools and resources to create positive, inclusive and responsive learning communities where every child, young person, educator and family is empowered to achieve their best possible mental health.

**IRPS Learning and Support Team** meets every Tuesday and consists of the Principal, Assistant Principal (Learning and Support Teacher), School Counsellor and Wellbeing Nurse This team collects information and gives recommendations for the teachers of students who need adjustments to access the curriculum and meet their educational goals.

**School Counsellor** contributes to student wellbeing by providing specialised psychological assessment, counselling and intervention services.

**Wellbeing and Health In-Reach Nurse** form part of a whole-school approach to wellbeing, working closely with the school's wellbeing and learning and support team to identify the health and social needs of students and families. The aim of the program is to contribute to improved educational, health, and wellbeing outcomes of children, young people, and their families