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Illabo Public School

Policy Document



Behaviour Support and Management Plan.

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Learn for Life

Illabo Public School

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Education &
Communities

Public Schools NSW

A PROUD MEMBER OF THE

NGUMBA-DAL
LEARNING COMMUNITY

Overview

Illabo Public School is committed to explicitly teaching and modelling positive behaviour. The school's vision is that all students are self-motivated learners who continually strive to improve and grow. This is fostered through explicit and evidence-based teaching practices, delivered by professional and committed teachers in a culture of high expectations and inclusiveness.

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. Learning at Illabo is seen as a shared responsibility and strong, effective partnerships between students, teachers, parents and the wider 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:

- Play is the Way – a social and emotional learning (SEL) methodology using physically interactive games & activities, 5 guiding concepts, an empowering self-reflective language and 6 key virtues that form a pathway to empathy.
- [Student Wellbeing external programs \(nsw.gov.au\)](https://nsw.gov.au) – to support individual student needs.

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

Illabo 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. This is embedded through our school's golden wellbeing rule – Treat others as you would like them to treat you.

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

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

Illabo Public School will communicate these expectations to parents/carers through the school newsletter, assemblies, the school sign and school Facebook page. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

KEY CONCEPTS:	Expectations:
Treat others as you would like them to treat you (THE GOLDEN RULE)	• Treat everyone with respect • Be kind to everyone • Demonstrate empathy
Be brave – participate to progress	• Have a go at everything • Join in with confidence • Strive for excellence
Pursue your personal best no matter who you work with	• Challenge yourself • Work with different people • Use good teamwork skills
Have reasons for the things you say and do	• Use manners and be polite • Don't distract others • Use integrity & do the right thing
It takes great strength to be sensible	• Listen to instructions • Play by the rules • Don't get caught up in inappropriateness



SELF-MASTERY CHECKLIST:

- Am I doing the right thing or the wrong thing?
- Am I making a strong decision or a weak decision?
- Are my feelings in charge of my actions or is my thinking in charge?
- Am I running away from the problem or am I dealing with it?
- Am I being my own boss or am I inviting my teacher to be my boss?
- Is my teacher trying to help me or hurt me?

BE THE MASTER, NOT THE VICTIM OF YOUR FEELINGS

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	Reflecting on learning and teacher check-ins	Students complete weekly reflections on their learning and how they felt about their week. – with the opportunity to write to their teacher. Teachers ensure they form strong relational trust with students and conduct daily check-ins with all students.	K-6
Prevention	School-wide positive behaviour expectations	Classroom management - explicit teaching, high expectations and visual display of rules. Individual classroom incentive systems Assembly/presentation awards Rewards for classroom achievements (goal setting)	K-6
Prevention	Integrated curriculum aimed at the connection to Country	Embedded into collaboratively planned programs to support Aboriginal and Torres Strait Islander students.	All

Care Continuum	Strategy or Program	Details	Audience
Prevention	Wellbeing Journals	My Wellbeing Journals are tools children can use to help get their private thoughts out of their minds and onto paper, while simultaneously learning techniques and strategies to cope with life's challenges.	K-6
Prevention	National Day of Action (NDA)	Our school participates in the annual National Day of Action against Bullying and Violence (NDA) in August each year.	K-6
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	K - 6
Prevention			
Prevention/Early Intervention	Play is the Way (PITW)	PITW - informs, guides and supports classroom teachers in their pursuit of empathetic, self-managing, self-motivated, independent, lifelong learners. Through play, conversation, discussion and guidance, students learn to create safer classrooms and school communities.	All
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	Lessons of a Lac	Equips children with lifelong skills to deal with anxiety.	Individual students/ whole class K - 6
Targeted / Individual intervention	Learning and Support/ Potential Integrated funding	The principal works with teachers, SLSOs, students and families to support students who require personalised learning and support.	All
Targeted / individual intervention	Attendance support	The principal will plan meetings with students, families and teachers to address barriers to improve attendance and set growth goals.	Individual students, Principal/ teacher
Individual intervention	Individual behaviour support planning or Referral for health and	This may include developing, implementing, monitoring and reviewing behaviour support, behaviour response and risk management plans. Teaching principal to contact the Team Around a Team for further support in regards	Individual students, parent/carer, Principal, APLS

Care Continuum	Strategy or Program	Details	Audience
	well-being concerns	to students' health, well-being or behaviour concerns that the school requires further support in managing.	

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

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.

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. See Appendix 1.

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 through Sentral. These include:

Classroom	Non-classroom setting
- rule reminder - re-direct - offer choice - error correction - prompts - reteach - seat change - stay in at break to discuss/ complete work - conference/reflection practices - communication with parent/carer.	- rule reminder - re-direct - offer choice - error correction - prompts - reteach - play or playground re-direction - walk with teacher - reflection practices - communication with parent/carer.

Illabo Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Play Is The Way wellbeing games and life raft lessons consist of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase students personal and social capabilities to ensure they become good citizens of our community.

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. Notify principal of an wellbeing or behaviour concern Record any wellbeing concern through Sentral.
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. Teaching Principal 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 Behaviour / wellbeing through Sentral.	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. Teaching Principal collects information and reviews the incident from multiple perspectives to determine next steps. They record incident on Behaviour / wellbeing through Sentral and contact parent/carer by email or phone. Teaching Principal may consider further action e.g., formal caution or suspension.
4. Social emotional learning lessons are taught through Play is the Way program weekly.	4. Teacher records on Behaviour / wellbeing through Sentral 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 the parent portal or phone calls home are used 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 or email when a range of corrective responses have not been successful. Individual planning may be discussed.	Parent/carer contact is made by Teaching principal to discuss any support and behaviour responses, including referral to the 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, are recorded on Behaviour / wellbeing through 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
- detention, 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.

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.

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.

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.

Detention, 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.

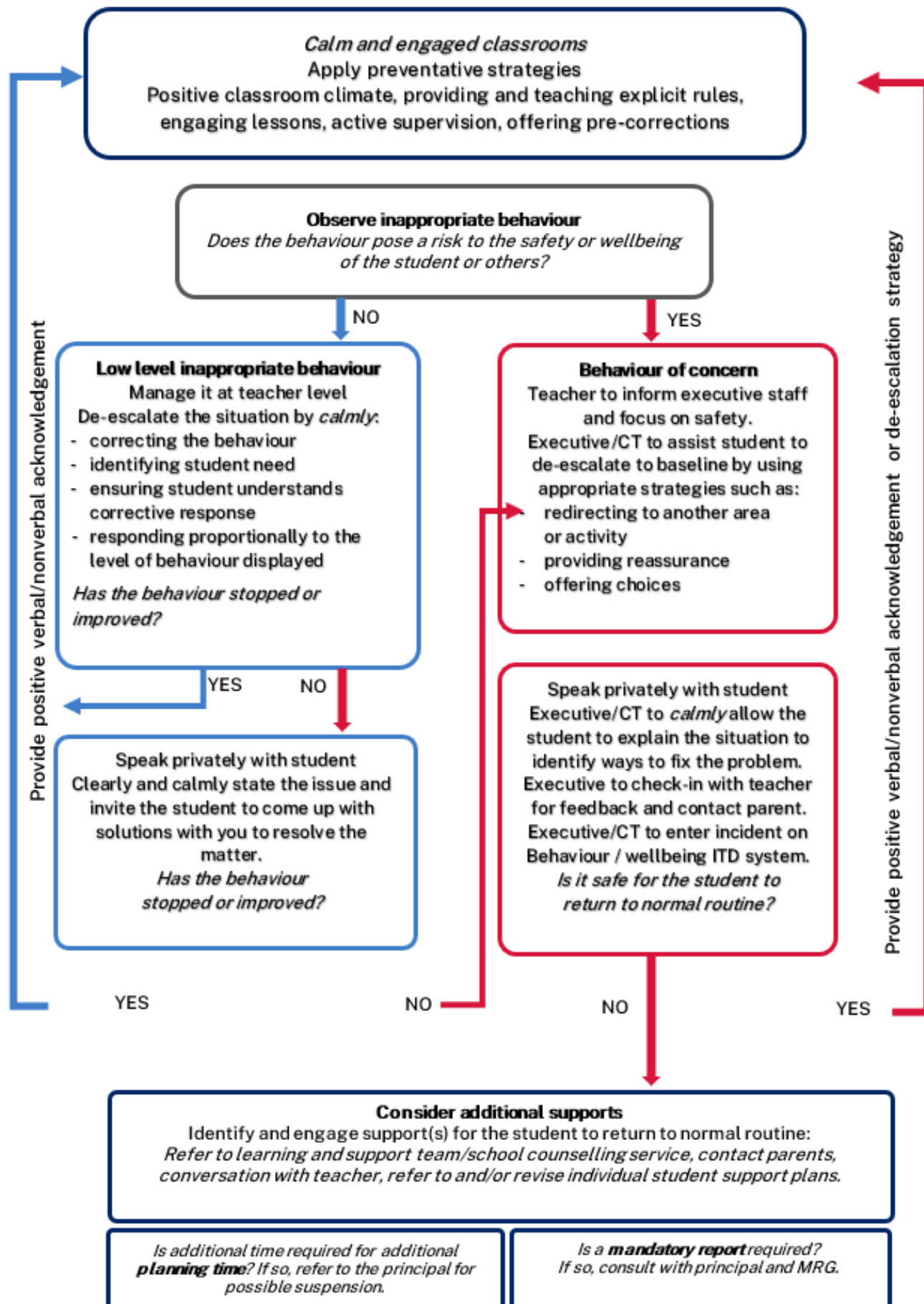
Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Next day at either lunch or recess break	Principal	Documented in [Behaviour / wellbeing in Sentral
Alternate play plan – withdrawal from free choice play and re-allocation to office or classroom for supervised play following a 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 (detention)	Next break	Principal	Documented in [Behaviour / wellbeing in Sentral

Review dates:

Last review date: [8/12/2023]

Next review date: [Week 5-6 Term 4 2024]

Appendix 1: Behaviour management flowchart



Bullying Response Flowchart

The following flowchart explains the actions Illabo 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.

