Iluka Public School Behaviour Support and Management Plan

Overview

Iluka Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are [insert names of programs].

Promoting and reinforcing positive student behaviour and school-wide expectations

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

Attend every school day, unless they are legally excused, and be in class on time and prepared to learn.

Maintain a neat appearance, including adhering to the requirements of the school's uniform or dress code policy.

Behave safely, considerately and responsibly, including when travelling to and from school.

Show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and cooperating with instructions and learning activities.

Treat one another with dignity and respect.

Care for property belonging to themselves, the school and others.

Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated.

Iluka Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations by:

- creating and maintaining a positive classroom climate
- using structured instruction to engage students in learning
- explicitly teaching students rules and routines
- offering pre-corrections to remind students of expectations
- using active supervision in the classroom.

Responsive strategies include corrective responses to inappropriate behaviours. They support students to re-engage in learning. Effective corrective practices:

- identify why the student is disengaged or being disruptive
- ensure the student understands the corrective response
- are consistent and expected
- are given calmly
- are proportionate to the level of behaviour displayed.

Behaviour Code for Students

The NSW Behaviour Code for Students can be found at https://education.nsw.gov.au/policy-library/policies/pd-2006-0316/pd-2006-0316-01. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention	Bounce Back Program	Supports teachers in their efforts to promote positive mental health, wellbeing and resilience for both students and teachers and build safe and supportive classes and our school learning environment.	Whole School
Prevention	ESafety Commissioner - Be an Esafe kid - Connect, Reflect, Protect	Students learn to: Use their voice to make things better online for themselves and others Adopt respectful online behaviours Develop ways to protect themselves using help-seeking and reporting strategies	Years 3-6
Prevention	Buddy Program	Kindergarten students are buddied with a senior student so that the older children can offer support from day one of school.	K and Year 6
Targeted intervention	Learning and Support	The Learning and Support Team work with teachers, students and families to support those students who require personalised learning and support. Including instructional leadership, development of risk assessments and the development of short and long term goals.	Individual students, families, staff

Care Continuum	Strategy or Program	Details	Audience
Targeted intervention	School Counsellor	The School Counselor is available for students, teachers and parents who require personalised learning and support.	Individual students, families, staff
Prevention	Occupational Therapy Students	The Rural Health OT students are available for students, teachers and parents who require personalised learning and support.	Whole School
Prevention	New Students' Information Package	A clear policy regarding children who display bullying behaviours via a level system of discipline is outlined in this booklet.	Whole School
Prevention	Zones of Regulation	Explicit teaching of the zones of regulation Universal trauma informed practice	Whole School
Prevention	Student Voice	TTFM surveys Student Leaders	Whole School
Prevention	Principal	Embed anti-bullying messages into each curriculum area and in every year. Empower the whole school community to recognise and respond appropriately to bullying, harassment and victimisation and behave as responsible bystanders. Develop and publish clear procedures for reporting incidents of bullying to the school. Respond to incidents of bullying that have been reported to the school quickly and effectively. Match a planned combination of interventions to the particular incident of bullying. Provide support to any student who has been affected by, engaged in or witnessed. bullying behaviour. Provide regular updates, within the bounds of privacy legislation, to parents or caregivers about the management of the incidents. Identify patterns of bullying behaviour and respond to such patterns. Monitor and evaluate the effectiveness of the Plan. Report annually to the school community on the effectiveness of the Plan.	Whole School

Care Continuum	Strategy or Program	Details	Audience
		Maintain a positive climate of respectful relationships where bullying is less likely to occur. Develop and implement programs for bullying prevention.	
Prevention	Staff	Respect and support students. Model and promote appropriate behaviour. Have knowledge of school and departmental policies relating to bullying behaviour. Respond in an appropriate manner to incidents of bullying by following the school's response flow chart. Implement Bounce back lessons with a focus on practical strategies for responding to bullying. Promote safe and supportive bystander responses to support students Dispositions	Whole School
Prevention	Community Participation	Iluka PS seeks to include all community members in supporting students in their learning and behaviour goal including: Building a learning community in which students, staff and parents work together towards a common goal Encouraging parents and community members to participate in the education of the students at Iluka Public School Acknowledging parents as partners Encouraging students to have a sense of belonging and ownership to the school Assisting families to gain access to support services in the community Fostering close links with the wider community Encouraging links between parent and student representative groups Inviting parents to share their skills and experiences in the school community. Supporting students and their parents in making decisions about learning programs Recognising students' cultures, languages and life experiences	Whole School

Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Student respects the rights of self and others. Is co-operative and self-controlled.	Daily	Classroom Teacher	School Bytes
Basically respects the rights of others but has committed minor disruption/ offence, e.g. Three warnings, rudeness and annoying others, punctuality a problem, not following school procedures.	As required	Classroom Teacher	School Bytes
Persistently violates the rights of others in a minor way. e.g. Hands – on. Has continuing but minor offences, e.g. violates rights of others, inappropriate language and behaviour, swearing and inappropriate behaviour during Time Out and Peer Support Program.	As required 20 minutes (2nd half of lunch) spent in office	Principal	School Bytes / Time Out Book / Letter sent home to parents
Continual rudeness and unresponsive in class. Insolence, misbehaving for scripture teachers, casual teachers or parent helpers. Breaches the rights of others. Serious infringements of the rights of others, eg, verbal or physical assault, intimidation, bullying, vandalism, defiance, disruption, etc. Isolated serious breaking of rules, continued deterioration in behaviour and ignoring any attempts to help.	May only play under covered area for 2 weeks while sitting at tables.	Principal	Parents informed by formal letter home or by telephone. In serious cases parents may be contacted and asked to take student home.
Seriously violates the rights of others and shows no signs of wanting to change, e.g. abusive, poor affect on peers, dangerous, uncontrollable and uncooperative.	Cautionary letter of suspension taken home	Principal	Behaviour is monitored for those two weeks.
Continues behavior or commits offence outlined in Department of Education and Training's "Procedures for the Suspension and	Suspension action taken is to be consistent with the procedures	Principal	On return to school will be placed on Level 3 - may only play under the covered area for 2

Action	When and how long?	Who coordinates?	How are these recorded?
Expulsion of School students" document. e.g:- ● Is in possession of a suspected illegal substance. ● Is violent or threatens serious physical violence. *Is in possession of a prohibited weapon. *Is persistently disobedient. ● Engages in criminal behaviour related to the school. This includes bringing alcohol, vaping and cigarettes to school.	of the Department of Education "Procedures for Suspensions " document and IlukaPS Behaviour Code. May be up to 5 school days		weeks while sitting at the tables.
Behaviour outlined in: Department of School Education "Procedures for Suspension and Expulsion of School Students".	Expulsion	DEL / Principal	

Partnership with parents/carers

Iluka Public School partners with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by communicating with our P and C and during class meetings at the beginning of each year.

Iluka Public School will also communicate these expectations to parents/carers via our newsletter and in the IPS Information Booklet .

School Anti-bullying Plan

Refer to the Bullying of Students – Prevention and Response Policy and our Anti-bullying Plan.

Reviewing dates

Last review date: 02/02/2024

Next review date: Day 1, Term 1, 2025