**Irrawang Public School Behaviour Support and Management Plan**

## Overview

Irrawang 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:

* Whole School Positive Behaviour for Learning (PBL) P-6.
* Supporting Raymond Terrace Community Positive Behaviour for Learning P-6.
* Aboriginal Cultural Programs.
* Whole school Aboriginal Language Program (Gathang) P-6.
* Multiple and dynamic Tier 2 and Tier 3 programs for identified students. Including Tier2: gardening group, check in, Happiness HQ, Kindness Club, LaST led restorative intervention. Tier 3: SLSO intervention for academic, social and emotional support (including attendance), Tier 2 and Tier 3 PBL data driven support meetings.
* Whole school consistent approach to behaviour. This includes the whole school Behaviour Consistency Guide (BCG), consistent documentation of behaviour and multiple ways students are acknowledged and supported at school.

### **Promoting and reinforcing positive student behaviour and school-wide expectations**

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

* All staff and students are safe, responsible learners who show respect.
* All students follow the ‘Aussie 5’ rules (I can listen; I can follow instructions; I can work quietly; I can control what I do and say; and I can raise my hand and wait).

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

* Explicit PBL lessons K-6 every Monday afternoon.
* Explicit PBL information at the K-6 assembly every Friday afternoon.
* Explicit teaching and use of the BCG P-6.
* Explicit teaching of the school rules.
* Consistent whole school reinforcement and recognition of positive behaviour through; *‘wunduwi’* tokens and tickets, assembly draws, ladder reward days, community PBL awards.

### **Behaviour Code for Students**

### The 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**

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| Care Continuum | Strategy or Program | Details | Audience |
| Prevention, Early, Targeted and Individual Intervention | PBL | Explicit teaching of PBL universals.Using fortnightly behaviour data through analysis and PBL team meetings to discuss, plan, prepare and implement whole school lesson focus areas. | P-6 |
| Prevention Intervention | Zones of Regulation | All teachers discuss with students what the zones are and how to regulate one’s emotions. | K-6 |
| Targeted and Individual Intervention | Learning and Support - Tier 2 and 3  | Through data and teacher referrals, identified students are offered Tier 2 and 3 strategies to support their behaviour needs | K-6 |
| Prevention, Early, Targeted and Individual Intervention | In class support - Chill, sensory, visuals | All classrooms have a PBL board displaying a behaviour expectation matrix, developed by the class as well as a chill out zone (in their room and in a ‘buddy’ room) and access to sensory strategies in their rooms. There are also visual reminders of behaviour expectations using faces which match the BCG.Every classroom is supported with a School Learning Support Officer in the morning session. |  K-6 |
| Prevention, Early, Targeted and Individual Intervention | Whole school acknowledgements -  | Wunduwi tickets - acknowledging positive behaviour. Leading to individual and whole school rewards. Ladder reward days at end of each term acknowledging a students’ level of achievement related to the number of positive ‘form free’ weeks at school they have. | K-6 |

### **Detention, reflection and restorative practices**

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| --- | --- | --- | --- |
| Action | When and how long? | Who coordinates? | How are these recorded? |
| Preschool - Time with educator for discussion and support around their behaviour choices | Until calm | Educator on the floor | Accident/illness/behaviour document from Early Learning. |
| Refection Room/explicit teaching groups | Lunch/recess | LaST runs K-2 explicit teaching group.APs run 3-6 explicit teaching group.Principal/SLSO runs reflection room | Through Sentral documentation. |

### **Partnership with parents/carers**

Irrawang Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by providing access to relevant documentation via school website and Principal discussion with the P&C.

Irrawang Public School will communicate these expectations to parents/carers by providing access via the school website.

### **School Anti-bullying Plan**

Refer to the [Bullying of Students – Prevention and Response Policy](https://education.nsw.gov.au/policy-library/policies/pd-2010-0415) and [Anti-bullying Plan](https://education.nsw.gov.au/content/dam/main-education/policy-library/associated-documents/pd-2010-0415-01.pdf).

Suspension Re-entry (Resolution) Meetings Overview

To be reviewed annually.

Next review date: Term 3, 2024.

· The sole purpose for a re-entry meeting is to resolve the suspension of the student.

· The re-entry meeting is run by the principal, or principal’s delegate from the school exec team.

· The time allocation for the re-entry is generally 30minutes, or as advised by the principal. If the re-entry has not been resolved in the allocated timeframe, the principal (or delegate) will reschedule for a time suitable to all parties, as close to the following day as possible.

· During any school related activity, including re-entry meetings, there will be no audio or visual recordings of any meetings. All parties can take notes, and all parties are able to request a copy of the suspension re-entry one-page pink form (or equivalent). (Technology misuse in schools page 4)

· A support person is welcome to attend, however they do not partake in the general discussions or conversations during the re-entry. (Difficult interview and related issues, page 3)

· At any time, staff are not to disclose information about other children, including their behaviours or consequences to other parents/carers. (Department of Education Code of Conduct)

· The suspension re-entry addresses the incident for the suspension, not historical issues already discussed, or those issues that parents/carers have been given the opportunity to discuss prior.

· If at any time the principal, or their delegate, deems anyone is speaking in a way that is aggressive, offensive, or targeted to another, then a warning will be given to person. If this continues, the meeting will cease, the person will be asked to leave the premises immediately. It will then be up to the principal or delegate to decide if the suspension for the child has been resolved or not. They will also assess the severity of that person’s behaviour and an Inclosed Lands Act may be issued as a warning or if deemed needed, it may be instated immediately. (Difficult conversations and related issues page 2 and 3, including legal issues bulletin 58)

### **Reviewing dates**

Last review date: 30.1.23

Next review date: Day 1, Term 1, 2024