



Ivanhoe Central School Behaviour Support and Management Plan

Overview

Ivanhoe Central School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

Our goal is to inspire every child to participate positively in society. 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.

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 vision, key programs prioritised and valued by the school community are:

- Positive Behaviour for Learning “BUDDY CLASS”
- The Resilience Project (TRP)
- Teacher Optimal Relationship Approach (TORA)

Ivanhoe Central School rejects all forms of bullying behaviours, including cyberbullying 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.

Partnership with parents and carers

Ivanhoe Central School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and bullying strategies, by:

- inviting parent/carer and student feedback through formal and informal means such as school surveys, Tell Them From Me surveys, consulting with the P & C and local Community Working Party

Ivanhoe Central School will communicate these expectations to parents/carers through the school newsletter and 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.

School-wide expectations and rules

Ivanhoe Central School has the following school-wide rules and expectations:

To be Caring, Confident, Respectful learners.

Caring	Confident	Respectful
By supporting my peers and helping them learn	By Accepting new challenges willingly	By respecting the rights of others to teach and learn
Forgiving myself when I do the wrong thing and learning from my mistakes	By trying my best in all activities	By following my teachers' instructions
By being kind with my actions and words	By celebrating my own achievements and the achievements of others	By keeping my hands and feet to myself (respectful of others space)

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.

Ivanhoe Central School takes strong action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning. See the [Behaviour Code for Students](#) for more details.

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
- 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 students.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Breakfast Club	School staff run a breakfast club program that provides access to a free healthy breakfast and builds strong student-teacher connections.	Staff, students P - 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) - in August each year.	Staff & students
Prevention/ Early intervention	The Resilience Project	The Resilience Project delivers emotionally engaging programs to schools, sports clubs and businesses, providing practical, evidence-based mental health strategies to build resilience and happiness.	Students P-12
Prevention/ Early intervention	RFDS- Outreach	Workshops and activities are devised in consultation with school/teaching staff and involve creativity of some kind such as music (drumming and percussion), art and craft, nature play and storytelling. These different creative means are used to facilitate social and emotional learning.	Students P-12
Prevention/ Early intervention	TORA	TORA has been developed as a response to providing mental health services in educational settings, viewing teachers as therapeutic change agents for every child in the classroom, impacting social, emotional, behavioural and academic engagement.	Staff
Prevention / Early intervention / Targeted / Individual	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	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
Targeted intervention	Attendance support	The principal 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 K - 6, families

Care Continuum	Strategy or Program	Details	Audience
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.

Ivanhoe 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.

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 their year advisor or 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.

Preventing and responding to behaviours of concern

Ivanhoe 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 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.

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.
1. Behaviour expectations are taught and referred to regularly. Staff 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. Seek help from principal or other staff member if there is a risk to safety. Otherwise notify principal ASAP.
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. 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. 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: <ul style="list-style-type: none"> • free and frequent • moderate and intermittent • significant and infrequent Intermittent and infrequent reinforcers are recorded on the centralised recording system.	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 a low-level consequence is applied.	3. Principal collects information and review the incident from multiple perspectives and determine next steps. Principal records the incident on the centralised recording system and contact parent/carer by email or phone. Principal may consider further action eg: formal caution/suspension.
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.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. In some cases, individual planning and referral to LST may be discussed.	Principal contacts parent/carer to discuss any support and behaviour responses, including referral to the LST, outside agencies or Team Around a School.

Responses to serious behaviours of concern

Responses, including students who display serious behaviours of concern, are recorded in the centralised recording system. 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.

Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

- [Incident Notification and Response policy](#) and [Incident Notification and Response Procedures](#)
- [Student Behaviour policy](#) and procedures
- If a 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 at the [eSafety Guide](#).

Reflection practices

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour.

Action	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/ principal	Documented in school record system

Review dates

Last review date: [17/09/2024: Day 1, Term 4, 2024]

Next review date: [INSERT DATE: Day 1, Term 1, 2025]

Creating Caring, Confident and Respectful Learners



ICS PB4L Procedures



Values are taught in the classroom to help our students to:

- develop a love of learning
- pursue excellence and high standards
- develop care and respect for themselves and others
- take pride in their work
- actively participate as citizens

All students are expected to:

- attend school every day, unless they are legally excused
- be in class on time and prepared to learn
- maintain a neat appearance and follow the school uniform policy
- behave safely, considerately and responsibly including when travelling to and from school
- follow class rules, speak courteously and cooperate with instructions and learning activities
- treat staff, other students and members of the school community with dignity and respect
- care for property belonging to themselves, the school and others

Any behaviour that infringes on other people's safety such as harassment, bullying or any illegal behaviour will not be tolerated at school and should be reported to the Executive.



Managing inappropriate student behaviour at ICS

First incident

Teachers will follow the– Buddy System.

If a student is demonstrating behaviour that does not meet the expectations of PB4L, the teacher will give two warnings before the student is moved to a Buddy Class. Warnings are to be clear and precise, naming the expected behaviour. Warnings should be displayed on the board.

If the student refuses to comply with the request to move to buddy class, then a note should be sent with a student to the HT Secondary. The teacher will record the incident on Sentral by creating an Incident within the Wellbeing section, documenting any reported or observed behaviour which is inconsistent with ICS PB4L or DoE Policy.

Class work should be sent with the student to buddy class. The HT Secondary will determine when the student should return to class. Buddy Class is an opportunity for the student to reflect on their choices and provides a break to prevent issues from escalating.

Second incident

If the student continues to demonstrate behaviour that does not meet the expectations of PB4L. The Teacher will record the incident on SENTRAL The teacher will record the incident on Sentral by creating an Incident within the Wellbeing section, documenting any reported or observed behaviour which is inconsistent with ICS PB4L or DoE Policy.

(If this occurs on the same day an amendment to the original Sentral entry can be made- noting that Buddy Class had been used and then detailing the second incident)

The teacher will conference with the Head Teacher or Assistant Principal. They will meet with the student to discuss and use any number of strategies and consequences to reinforce the school and DoE Policy.

The student's classroom teacher will phone the student's primary carers to inform them of the repeated behaviour, the support strategies and consequence that have been put in place.

Third incident

If the student continues to demonstrate behaviour that does not meet the expectations of PB4L. The HT Secondary will refer the student to the Assistant Principal for Reflection Time. The teacher will record the incident on Sentral by creating an Incident within the Wellbeing section, documenting any reported or observed behaviour which is inconsistent with ICS PB4L or DoE Policy. Discuss the behaviour with an executive for follow up with the students' parents, primary carers.

A member of the executive will phone the student's primary carers to inform them of the repeated behaviour, explicitly stating that at the next behaviour incident a letter of cautionary suspension will be sent to their primary carers.

Ongoing incidents

If the student continues to demonstrate behaviour that does not meet the expectations of PB4L and the HT Secondary or the Assistant Principal deem necessary, the student will be referred to the Principal. A range of interventions will then be implemented that adhere to DoE Policy and Procedure this may include

referrals to the Youth Support Worker, Counsellor, local services, School Services and may include period of suspension if the requirements of the policy are met.

Major Incidents

If the reported or observed behaviour is of a very serious nature and includes bullying, physical violence, and immediate threat to the safety or wellbeing of student and/or staff or racial discrimination the matter will be directed immediately to a member of the Ivanhoe Central School Executive.

Bullying involves the inappropriate use of power. It is generally an act that is repeated over time. Bullying can present in many different forms including verbal, physical and social.

Principals may suspend immediately any student who:

- is physically violent: Any student who is physically violent, resulting in pain or injury, or who seriously interferes with the safety and wellbeing of other students, staff or other persons, is to be suspended immediately. The matter may need to be reported to the NSW Police Force
- is in possession of a firearm, prohibited weapon, (as defined by Schedule One of the Weapons Prohibition Act), or knife (without reasonable cause): Any student in possession of a prohibited weapon, firearm or a knife (without reasonable cause), is to be suspended immediately. The matter must be reported to the NSW Police Force immediately.
- uses, or is in possession of, a suspected illegal substance (not including alcohol or tobacco) or supplies a restricted substance: The Government firmly believes that schools must be places which are free of illegal drugs. Suspension is to occur immediately if the substance is being represented by the student as an illegal substance, or on confirmation (in accordance with the relevant procedure for identification of illegal substances) that the substance is, in fact, illegal. Students who assist other students to obtain illegal substances or supply restricted substances, such as prescription drugs, are also to be suspended. Under arrangements made with the NSW Police Force, the substance will generally be identified within 48 hours of the material being handed to the police by the principal. The cost of this identification will be met by the Department of Education and Training. NSW Police will hold the substance pending any legal action. Schools should contact their school education director to make arrangements. Refer to the Drugs in Schools Policy for additional information.
- Demonstrates a behaviour that poses a significant threat to the safety and wellbeing of students and staff