



School Behaviour Support and Management Plan

Overview

Ironbark Ridge Public 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 the school community and beyond. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop responsible, respectful, safe learners in a nurturing 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, reflection on behaviour choices and guidance to support effective planned responses.

Ironbark Ridge 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 and a culturally safe environment. 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.

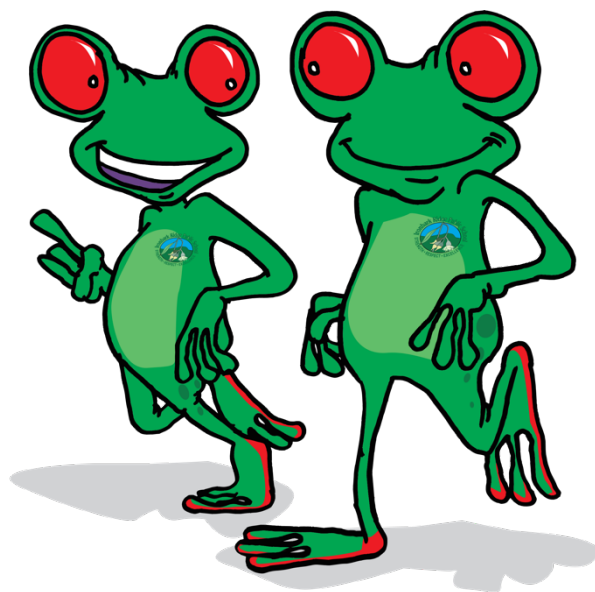
The Ironbark Ridge PS School Improvement Plan (SIP) details ongoing initiatives that are designed to develop and embed a school spirit of belonging, inclusion and a culture of high behavioural expectations – *The Ironbark Way*.

Partnership with parents and carers

Ironbark Ridge Public School will partner with parents and carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, by:

- inviting parent/carers 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.

Ironbark Ridge Public School will communicate these expectations to parents/carers as part of the strategic narrative about *The Ironbark Way* through the school newsletter, school website, and media platforms. 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

To be responsible, respectful, safe learners.

Responsible	Respectful	Safe
Right game, right place, right time	Share the space	Walk on hard surfaces
Be a problem-solver	Include others	No hat, stay in the shade
Ridgy wants you here on time	Be a good friend	Stay in view of a teacher
Make good choices	Speak respectfully to others	Make safe choices about how and what to play
Follow school expectations	Care for equipment	Use equipment for its purpose

(Some examples only)

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	Quality Differentiated Teaching Practice & Effective Classroom Management	Classroom Teachers provide differentiated instruction to respond to the diverse learning needs of every student through adjustments to the <i>content, process, product and learning environment</i> . Active engagement increases on-task behaviours and task-completion rates, reducing inappropriate behaviours and disruptions.	All
	Positive Behaviour for Learning	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 assists schools to improve social, emotional behavioural and academic outcomes for every learner. When PBL is implemented with consistency and fidelity, teachers and students have more time to focus on relationships and classroom instruction, strengthening wellbeing for all.	All
	IRPS Successful Learner Habits	IRPS Successful Learner Habits are a framework of learner dispositions which promote student agency and growth through self-regulation of engagement and growth-goal setting.	All
	PD/H Curriculum delivery in classrooms K-6	Programmed lessons in the strands <i>Health, Wellbeing & Relationships</i> , and <i>Healthy, Safe & Active Lifestyles</i> (PDHPE K-10 Syllabus 2018) help students develop knowledge and strategies to manage themselves. (See Ironbark Ridge PD/H/PE Scope & Sequence, Stage/Grade-based Teaching & Learning Programs and resources)	Classroom Teachers
	School Spirit – <i>The Ironbark Way</i>	Fortnightly online meetings where school executive and student leaders present an ongoing narrative to all classrooms and learners. The sequence of learning is designed strengthen and develop positive culture and aspirational learning across the school. Topics include development of character traits and strengths, focus on understanding the school logo and traditions, etc.	All classes
	Ridgy-Didge Buddies	Stage 3 student volunteers are trained and co-ordinate games for younger students in the playground, and provide guidance and support in playing in special areas eg. Sensory playground, Bunji playground, giant chess, etc.	K-4 students
	Bidgeree Awards	Students in the playground who display positive behaviours are awarded a Bidgeree that they ‘post’ into their House coloured postbox. Weekly <i>shout-outs</i> provide a whole-school opportunity to recognise students and reinforce expected behaviours.	All
	Ridgy Didge Awards	Classroom Teachers present fortnightly awards to students in their class who have excelled in implementation of the Successful Learner Habits during learning activities.	Classroom Teachers

Care Continuum	Strategy or Program	Details	Audience
	Bullying, No Way Week	Our school participates in the annual National Week of Action against Bullying and Violence in August each year.	All
	House Spirit	Fortnightly meetings of school colour Houses (Waratah, Casuarina, Wattle and Bluegum) with students arranged in <i>vertical</i> groups to provide opportunity for leadership, mentoring and formation of new relationships for playground and school support, increasing protective factors and building resilience.	All students, Yr6 as group leaders
Early intervention	Individual Student Behaviour Adjustments	Learning, environmental, instructional and resource adjustments that classroom teachers can implement to support student engagement and success. This suite of suggestions is modelled and guided by instructional leaders and teaching supervisors across K-6.	All
	Case management conversations at stage level	Teams of teachers meet weekly to discuss student wellbeing, engagement and attendance concerns. Together, they decide on preventative and responsive interventions to support students across grades and stages.	Identified students
Targeted intervention	Fun Club	Fun Club is an inclusive environment implemented during lunch to support the social and interpersonal skills of identified students.	Identified students
	Collaborative Play Plan	Negotiated adjustments to: - play spaces, - games chosen, - peers to interact with, in order to promote positive choice-making and provide a scaffold to assist the learner to achieve success in the playground.	Identified students
	Flourish (anxiety focus)	School Psychologist-deisgned & delivered support program for a small group of school-identified students preparing for the transition to High School.	School Psychologist
Individual intervention	4-tiered choice framework	A tiered intervention where students focus on behaviours that promote positive choices in their learning and play.	Identified students
	Individual Behaviour Management Plan	A collaborative plan developed by the Learning & Support Team (LST) with parent/carer input and agreement to support learning and development in self-management, emotion regulation strategies and behaviour choices.	Identified students
	Check-In / Check-Out	Student conferences briefly with Executive or nominated Teacher before engaging in play/learning to predict situations that may arise and plan behaviour choices for success. At the conclusion the student conferences to debrief and identify successes and challenges encountered.	Identified students

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

Ironbark Ridge Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Positive Behaviour for Learning (PBL) consists of evidence-based strategies to develop clear and consistent expectations for all learners across the school. Used in every classroom, learning and play space across the school by teachers, PBL is used as a framework of systems and practices to teach learners expected and appropriate behaviour choices that maximise learning time, promote learner agency, strengthen peer networks and enhance a culture of belonging across the school.

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 poses a significant disruption to classroom learning, or 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. See Appendix 1 for the Ironbark Ridge Behaviour Management Steps.

Bullying (including cyber bullying) is defined as repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyber bullying refers to bullying through information and communication technologies. Refer to Appendix 2 for the Ironbark Ridge bullying response flowchart.

Racism is a global phenomenon, and in Australia is linked to the history of colonisation and migration. Expressions of racism may also be linked to international, social and political events. To successfully eliminate racism, all students and staff need to understand racism is a distinct form of discrimination which is different from religious and other types of discrimination, but which may be compounded by them. The Dept. of Education's Anti-Racism Strategy 2024-2035, the school's Anti-Racism Contact Officer (ARCO) and school executive staff provide ongoing professional learning and communication to ensure staff at Ironbark Ridge have the capability, confidence and commitment to prevent and tackle racism. School staff will use the response to bullying flowchart (Appendix 2) as a guide to ensure prompt and thorough investigation and management of any incidents of Racism that may occur at the school.

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 and 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.



Responses to serious behaviours of concern

Incidences of serious behaviours of concern, including bullying behaviours, are recorded on SchoolBytes - Wellbeing. This process may include:

- review and documentation of incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the *Team within a School* (including Executive, School Psychologist, LaST and SLSOs)

- develop or review individual student support planning, including teaching positive replacement behaviours 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.

Responses to all behaviours of concern apply to student behaviour that occurs:

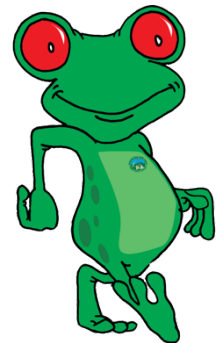
- at school
- on the way to and from school
- on school-endorsed activities that are off-site
- outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
- when using social media, mobile devices and/or other technology involving 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](#).



Reflection and restorative practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
Conference - a structured review, debriefing and planning after a crisis event or behaviour of concern with an individual student	As soon as practical/possible after the incident	Teacher or Executive staff	SchoolBytes - Wellbeing

Review dates

Last review date: End of Term 1, 2024

Next review (annual): Term 2, 2025

IRPS Behaviour Management Steps



			Step 3	Step 4
	Step 1	Step 2	Sent to Executive and log Major Behaviour incident on SchoolBytes.	Send to Principal and log Critical Behaviour incident on SchoolBytes.
Step 0	Re-teach, then provide Choice	Conference and log Minor Behaviour incident on SchoolBytes.	Executive to conference with student and complete Major Behaviour incident on SchoolBytes for the repeated Minor behaviour OR the first Major Offence:	Principal (or DP) to conference with student and parents/carers, and complete Critical Behaviour incident on SchoolBytes for the repeated Major behaviour OR the first Critical Offence:
Prompt, then Redirect		Conference with student and complete Negative Incident on SchoolBytes for:	Executive to conference with student and complete Major Behaviour incident on SchoolBytes for the repeated Minor behaviour OR the first Major Offence:	Principal (or DP) to conference with student and parents/carers, and complete Critical Behaviour incident on SchoolBytes for the repeated Major behaviour OR the first Critical Offence:
<p>1. Prompt: Provide verbal and/or visual cue</p> <p>If this does not work, then:</p> <p>2. Redirect: Restate positive replacement behaviour from matrix</p> <p>If this does not work, move to Step 1:</p>	<p>1. Re-teach: State and demonstrate the desired matrix behaviour. Have the student demonstrate and provide immediate feedback.</p> <p>If this does not work, then:</p> <p>2. Provide Choice: Re-engage or have logical consequence applied.</p> <p>If this does not work, move to Step 2:</p>	<p>Conference with student and complete Negative Incident on SchoolBytes for:</p> <ul style="list-style-type: none"> • Inappropriate Language • Mild disruption • Inappropriate Annoying Behaviours • Property Misuse • Out of Bounds • Area Specific Rules <p>If any Minor Behaviour is repeated 3 times AP is notified. AP to escalate to Step 3 at their discretion.</p>	<ul style="list-style-type: none"> • Abusive Language/ Profanity • Disruption • Defiance • Physical Aggression • Theft <p>Parents/carers are notified by phone (or email). If any Major Behaviour is repeated a second time DP is notified. DP to escalate to Step 4 at their discretion.</p>	<ul style="list-style-type: none"> • Abusive Language/ Profanity • Absconding/ Fractional Truancy • Forgery • Property Destruction • Criminal Behaviour



Appendix 2: Bullying/Racism/Harrassment Response Flowchart

(may also be used as a guide in responding to instances of other major negative behaviours)

