

# School Behaviour Support and Management Plan

## Induna School

### Overview

Our vision is to promote student wellbeing by providing a positive, supportive and safe learning environment that fosters healthy relationships and empowers students to make informed life choices.

### Partnership with Parent Body (Acmena Youth Justice Centre)

Induna School has partnered with Youth Justice (YJ) to implement, across the Centre, a scheme to support young people (YP) to make positive changes in their behaviour.

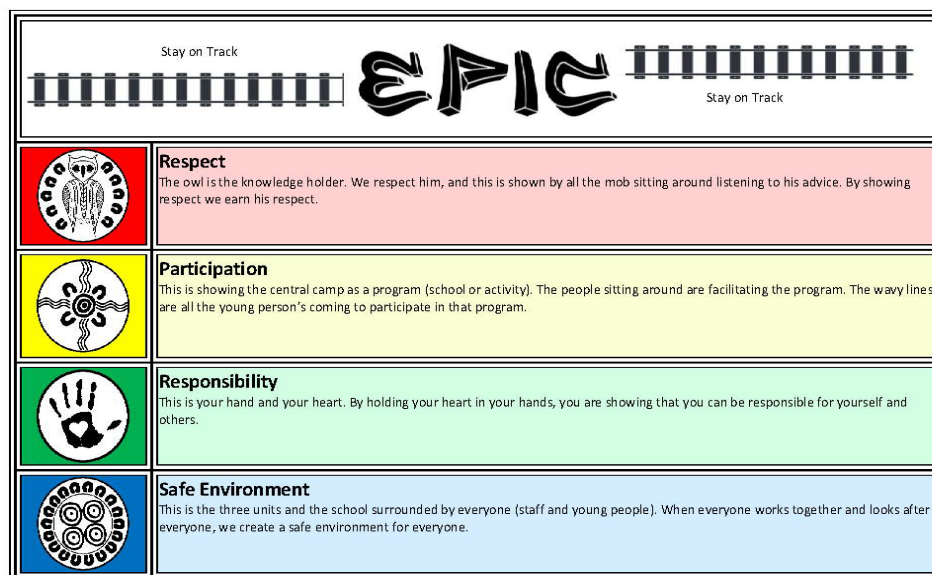
Encouraging Positive Improvement & Change (EPIC) is a positive behaviour scheme designed to encourage and support young people to behave in an appropriate way that allows them to participate in programs and attend school. The purpose of the EPIC scheme is to encourage improvement and change, including the EPIC Weekly Focus across the Centre.

The safety and security of all young people and employees within the Centre is at the forefront of all Centre functioning. Having a consistent, effective, fair, and transparent approach is paramount to maintaining a settled and well-functioning Centre environment.

Induna School and YJ recognise the importance of empowering young people through developing and enhancing their skills and strengths, promoting an approach to behaviour management that clearly respects and recognises a young person's contribution to appropriately modifying their behaviour through skill building.

Long-term behavioural change occurs when young people learn new skills to demonstrate and engage in socially acceptable, positive behaviour by fostering their strengths, self-determination, and self-efficacy.

Induna School's EPIC Scheme integrates **Respect, Participation, Responsibility, and a Safe Environment** through culturally significant **symbols** inspired by the local Aboriginal language and traditions. These symbols, developed by our Aboriginal Education Officer (AEO), represent the core values and reflect culturally safe practices. By embedding these symbols into the school's framework, the school fosters an environment where students feel respected and connected to their cultural identity. This approach promotes respect, participation, responsibility, and a safe environment, while encouraging positive behaviour and personal growth within a culturally supportive and inclusive space.







## School-wide expectations and rules

To display Respect, have Responsibility, to Participate and to keep a Safe Environment.

Laminated A3 charts in each classroom remind students of ways to align with the school-wide expectations and rules.

These expectations are also reflected heavily in student Induction discussions and enrolment documents.

Respect I will: 	Responsibility I will: 	Participation I will: 	Safe Environment I will: 
Care for equipment	Accept others' opinions	Work to the best of my ability	Stay in my seat when doing my work
Not graffiti anywhere	Follow the rules for internet use	Keep my pen on my table	Ask staff before moving around the room
Follow staff directions	Stay in the right place	Stay at my assigned computer	Always keep four legs of my chair on the ground
Speak respectfully and appropriately to staff and others	Help others learn	Participate in tasks, activities and programs	Do not step or lean over the yellow lines
Use appropriate language	Help make inventories correct	Do my writing at my desk	Do not touch the door

## 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 across the care continuum and responds to behaviours of concern, including bullying and behaviour. Behaviours that do not constitute bullying include mutual disagreements or isolated incidents.

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:

- 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
- actively supervising 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	<a href="#">PDHPE curriculum</a>	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	Students 7-12, KLA staff
Prevention	Communication with DCJ staff (parent body)	To increase parent's understanding of how our school addresses all forms of behaviour. <ul style="list-style-type: none"> <li>• Wednesday Reflections</li> <li>• Client Services Meeting (CSM) and minutes</li> <li>• Students can access On Track Support (OTS)</li> </ul>	Staff, students 7-12, Parent Body
Targeted / individual intervention	<a href="#">Learning and Support</a>	The LST works with teachers, students and families to support students who require personalised learning and support.	Staff, individual students 7-12, families
Group intervention	Targeted psych programs	A strengths-based intervention program with a focus on building self-awareness and emotional intelligence for students with challenging behaviours. <ul style="list-style-type: none"> <li>• PCYC</li> <li>• Rock and Water</li> <li>• Life Ready</li> <li>• Pacifica, cultural programs</li> <li>• My Journey My Life (MJML)</li> </ul>	Individual students 7 – 12, Parent Body
Individual intervention	<a href="#">Attendance monitoring</a>	Address barriers to improve attendance and set growth goals.	Staff, Students, Executive, Parent Body
Individual intervention	<a href="#">Individual behaviour support planning</a>	This may include developing, implementing monitoring and reviewing behaviour support, behaviour response and risk management plans.	Staff, Students, Parent Body, LaST, HT Wellbeing
Prevention	Induction	Students engage in a range of activities to explicitly teach expected behaviours prior to attending school.	Staff, students, LaST
Prevention	Classroom environment	Classrooms are maintained as positive and safe environments. WH&S issues are promptly reported and resolved, and inventories are accurately kept. Classrooms are decorated to promote student engagement and maximise the wellbeing of students and staff.	Staff, students
Prevention	EPIC weekly focus	This will reduce minor behaviours of concern when applied consistently across the school and Centre. Positive feedback to build relationships	Staff, students, Parent Body
Prevention	Class placement	Students are placed into specific class/es based on academic rigour, age and risk management alerts.	Executive
Targeted intervention	MacqLit reading program	Targeted literacy program, to make targeted and reasonable adjustments in the classroom to support effective teaching and learning practices.	Staff, students
Individual intervention	Behaviour Action Plan (B.A.P.)	Centre-based action plan for students who require individual assessment, planning, implementation, monitoring and evaluation.	Centre staff, students

## Planned responses to positive appropriate behaviour, inappropriate behaviour and behaviours of concern, including 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.

- Teacher managed – low-level inappropriate behaviour is managed by teachers in the classroom and the specialised areas of the school. This is reflected in Sentral Wellbeing as ‘Areas for Improvement and Change’ in line with the EPIC scheme.
- Executive managed – the behaviour of concern is managed by the school executive, initially through class placement. This is reflected in Sentral Wellbeing as ‘Negative Incidents’ in line with the EPIC scheme.

Corrective responses by teachers may include:

- rule reminder
- re-direct, offer choice or error correction
- prompts
- reteach
- seat change
- referred to On-Track Support (OTS) staff
- mediation
- reflection and restorative practices
- communication with the parent body

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. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules, eg. by receiving positive comments and EPICs.	Refer to school-wide expectations.	Contact the Executive to seek help straight away if there is a risk. Otherwise, notify the Executive ASAP and before the end of the school day.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	Use indirect responses e.g. Proximity, signals, non-verbal cues, ignore, attend, praise, and redirect with specific corrective feedback.	Executive to take immediate steps to restore safety and return the situation to calm by using appropriate support from the Parent Body. Incident review and planning are 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 in Sentral Wellbeing.	Use direct responses e.g. rule reminder, re-teach, model, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom behaviour expectation before a low-level consequence is applied.	The executive collects information and reviews the incident from multiple perspectives to determine the next steps. Executive to record the incident on Sentral Wellbeing and contact the parent body by email or phone. The Principal/Executive may consider further action e.g. formal caution/suspension.
4. Social-emotional language is used to include consequences for student behaviour. Common sensory modulation language used for staff and students at school.	Teacher records on Sentral/Wellbeing before the commencement of the next lesson. Monitor and inform the parent body if repeated in Sentral/Wellbeing via an entry 'Areas for Improvement & Change'. For some incidents, a referral is made to the school's Anti-Racism Contact Officer (ARCO) or Anti-Bullying Co-Ordinator.	Refer to the school's Learning Support Team considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.
5. The Parent Body are automatically notified through communication with the Shift Supervisor (SS) and email by daily records on Sentral/Wellbeing.	The executive contacts the parent body by phone or email when a range of corrective responses have not been successful.  Individual planning and referral to the Learning Support Team may be discussed.	Parent body contact is made by the Principal/Executive to discuss any support and behaviour responses, including referral to the LST school counsellor, outside agencies or Team Around a School.
6. Student awards for positive behaviour are given daily, eg. Literacy & Numeracy cards or weekly recognition certificates via 'Student of The Week'	Positive awards are discussed at weekly CAMS meetings with students. Weekly and cumulative awards to remind students of appropriate behaviour.	Positive reinforcement via positive awards aims to generalise behaviour across all classes in the school and create a positive environment for students and staff.

## Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Sentral/Wellbeing. These may include:

- review and document incident
- determine appropriate response/s, including support for staff or other students impacted, class placement or partial attendance plan
- 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
- communication and collaboration with the parent body (phone, email, CSM 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
- when using technology involving another student or staff member
- in class time, the anonymity of staff is maximised through the use of first names, internet processes, confidentiality and safety within the school environment.

## Reporting and recording behaviours of concern

Staff will comply with the 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?
Alternate return to class – withdrawal from specific classes following consistent breaches in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and to make positive choices.	Specific sessions in the day	Executive	Sentral/Wellbeing
Restorative practice – <a href="#">peer mediation</a> , or restorative conversations in groups with Parent Body.	Scheduled as soon as all involved are available	Executive YJ Unit Manager	Morning Briefing
Toilet/water breaks – time out from class to allow time to reflect & reset.	5-10 minutes during class time	Teacher/SLSO	On the inventory sheet to track attendance and/or LST meetings if ongoing
On Track staff (OTS) - time out from class to allow time to reflect & reset.	5-10 minutes during class time	Teacher/SLSO	On the inventory sheet to track attendance,  Sentral/Wellbeing 'OTS accessed' button and/or LST meeting if ongoing
Time out in Unit - time out from class to allow time to reflect & reset.	For the remainder of the lesson	Teacher/SLSO	On the inventory sheet to track attendance, Sentral/Wellbeing 'Left of own accord'  Raised at morning briefing if ongoing and/or risk assessment and/or discussion required.

## Review dates

Last review date: 21/11/2024, Term 4, Week 6, 2024

Next review date: 21/02/2024, Term 1, Week 4 2025



## Appendix 1: Behaviour management flowchart - Induna School

