



Ingleburn High School Behaviour Support and Management Plan

6 May 2024

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Ingleburn High School Behaviour Support and Management Policy

Ingleburn High School provides direction and guidance on reinforcing positive, inclusive, respectful, and safe practices for supporting positive student behaviour. To achieve this, we will create a safe, respectful learning environment where students can connect, thrive, and succeed. Students and staff have the right and responsibility to engage in positive and respectful relationships based on valuing the interests, abilities, and diversity of others. All students and staff have the right to be treated fairly and with dignity in an environment free from intimidation, harassment, victimisation, discrimination, and continued disruption.

1. Purpose

- 1.1 Create a whole school strategic approach to the development and integration of inclusive, engaging, and respectful learning environment that best enables students to learn and engage in school.
- 1.2 Supports to be integrated at a strategic and systems level and delivered as a whole school coordinated approach.
- 1.3 Reforms will be aligned with and responsive to the diverse and changing needs of our students, staff, and community.
- 1.4 Professional learning opportunities afforded to all staff
- 1.5 The Ingleburn High School learning community has the right to feel safe and supported and positively engage
- 1.6 Reducing and eliminating the use of restrictive practices wherever possible. We recognise that in some cases, restrictive practices may still be necessary to protect the health and safety of students and staff.

2. Promoting and reinforcing positive student behaviour and school-wide expectations



IHS Merit System

Student displays traits that align to the student dispositions

Creative, Curious, Productive, Resilient, Socially responsible, Empathetic

1 Merit Entry = 1 Point

Merit	0-10 Points	→	All Students start at 0
Bronze	10-20 Points	→	<ul style="list-style-type: none">• Certificate• Letter of congratulations sent home
Silver	20-70 Points	→	<ul style="list-style-type: none">• Award• Letter of congratulations sent home
Gold	70-100 Points	→	<ul style="list-style-type: none">• Medallion• End of year excursion• Letter of congratulations sent home
Platinum	100+ Points	→	<ul style="list-style-type: none">• Plaque• Principal's excursion• Letter of congratulations sent home

Students can exchange points for prizes at the Wellbeing Hub!



Recognition Assembly

2024

Year 7-10 – Kralinger
Year 8-11 – Koskinas
Year 9-12 – Belgre

Dispositions

Creative
Productive
Curious
Resilient
Socially responsible
Empathetic

Structure –

- 1 Assembly each Term during Mindful Monday
- Assembly for each DP cohort (see above) throughout the day
- Student recognition
 - Students are nominated by the classroom teacher - 1 student per class for 1 disposition
- Student performance – Each music, art, PE, Drama class to present 1 piece per year assembly

Students receive –

- Letter home generated via sentral, linked to a positive entry
- Certificate (See example)



Recognition of Disposition:

Resilience

Awarded to



Deputy Principal

Principal

3. 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.

In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members.
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers, and community members
- Resolve conflict respectfully, calmly, and fairly
- Comply with the school's uniform policy or dress code.
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol, or tobacco into our schools
- Not bully, harass, intimidate, or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning.

Behaviour Code for Students: Actions

Promoting the learning, wellbeing, and safety of all students in NSW Public Schools is a high priority for the Department of Education. We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability, and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

Engagement

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

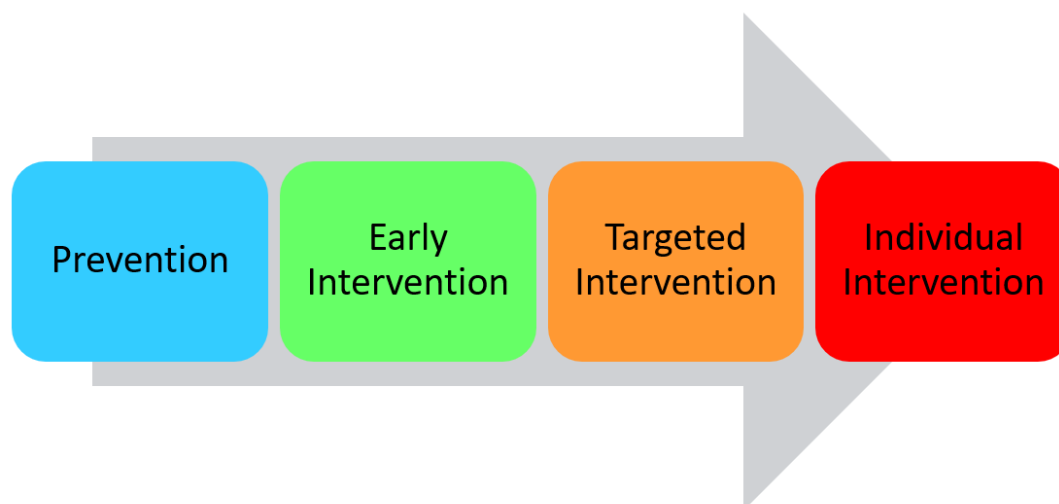
The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

4. Whole school approach

Ingleburn High School delivers a wholistic, strategic approach informed by the Care Continuum for different types of interventions delivered in different ways along a continuum of care from prevention to intensive individualised support to best meet each students' needs.

The continuum of care includes interventions for:

- all students - creating a safe and respectful learning environment
- some students - providing early intervention and targeted support for students at risk of developing negative behaviours
- a few students - supporting students with complex and challenging behaviour needs through intense, individual interventions.



Prevention:

Whole-school prevention approaches aim to establish and maintain safe, respectful learning environments for all students. These learning environments include classrooms, playgrounds, online and any other school endorsed events and should encourage prosocial behaviour. These interventions underpin effective teaching and will reduce minor behaviours of concern when applied consistently.

Early Intervention:

Some students require early intervention to deal with emerging, low-level behaviours of concern. Early interventions provide early support for students or groups of students who are identified as being at risk of developing behaviours of concern.

Targeted Intervention:

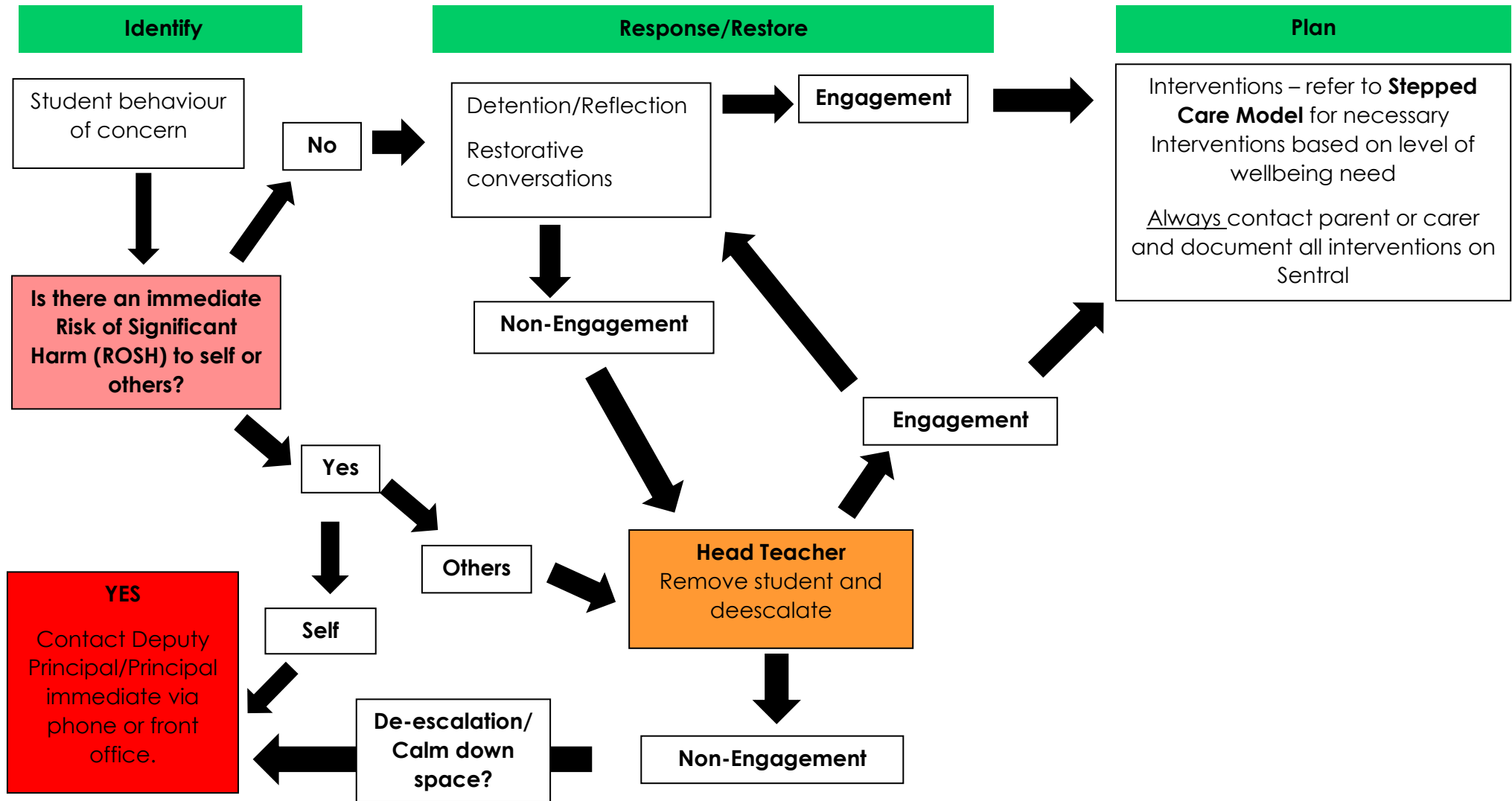
Some students may require targeted support to encourage positive behaviours, particularly if they exhibit more complex and challenging behaviours, or where the frequency of the behaviour of concern may put students' learning and social success at risk if it is not addressed quickly.

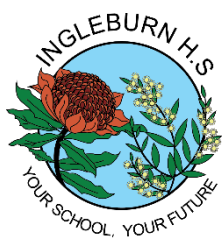
Individual Intervention:

Students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents, other relevant specialist staff (internal or external to the school), service providers, inter-agency partners, and/or the Delivery Support team.

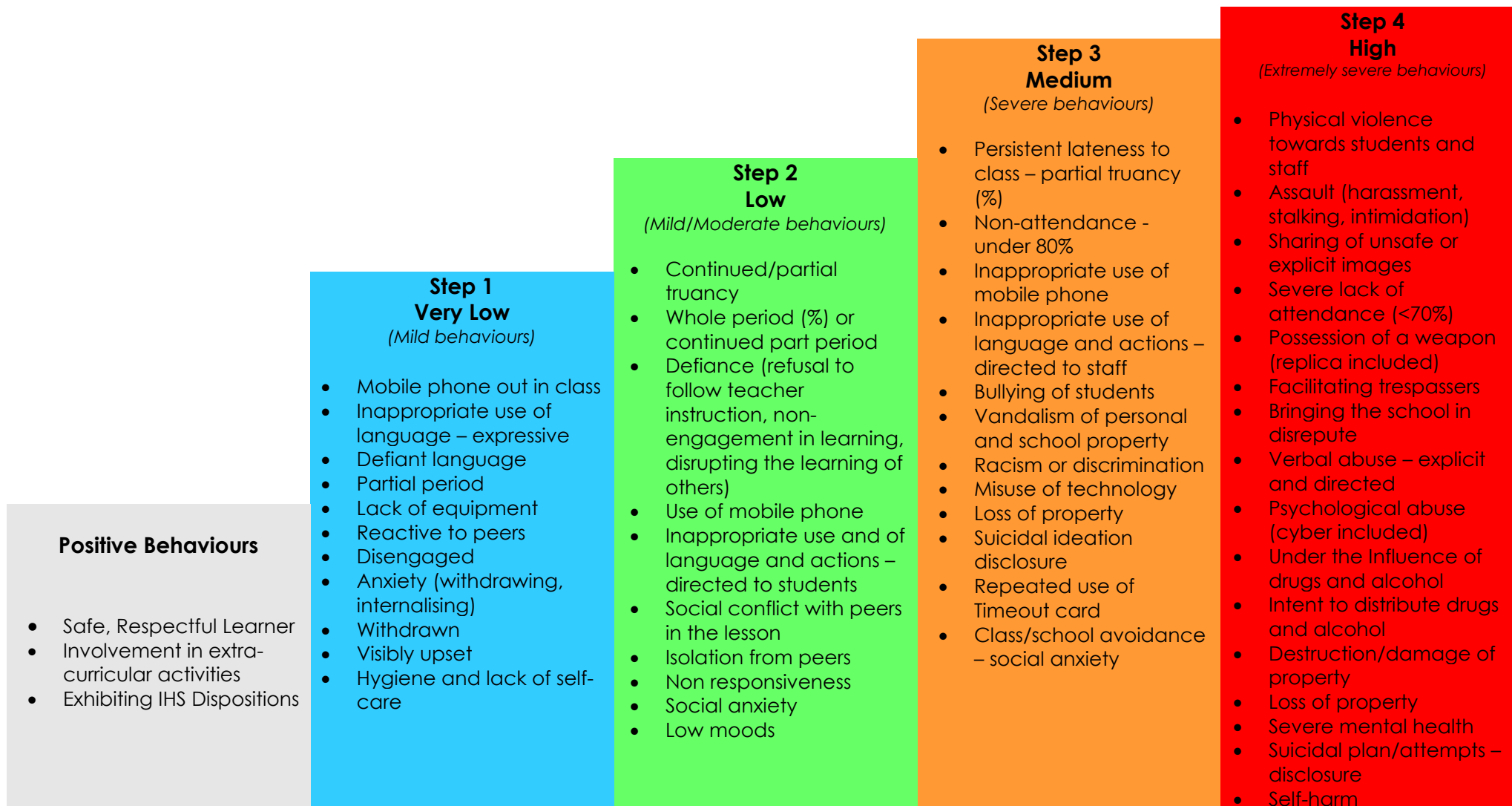


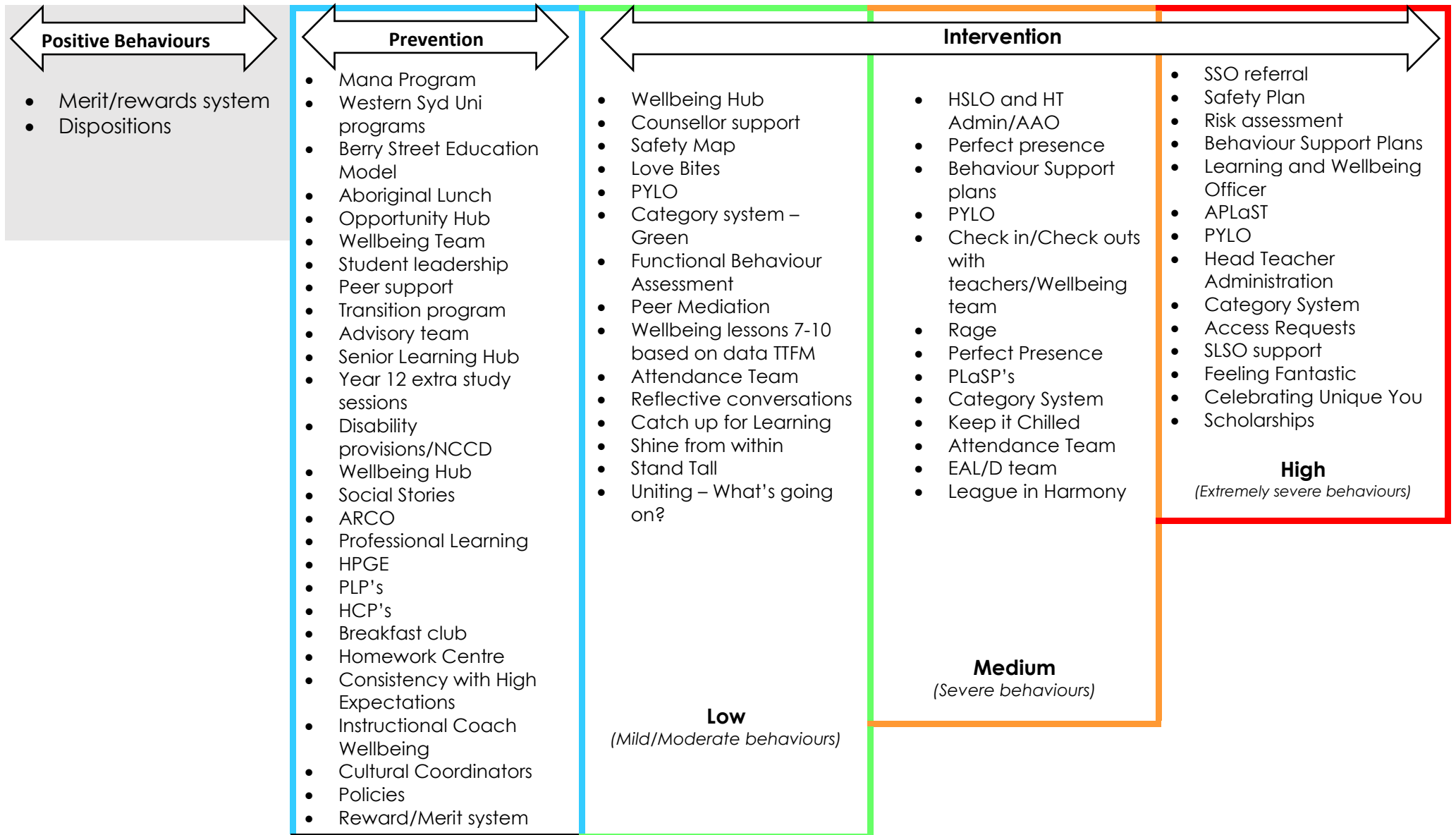
Ingleburn High School – Student Behavioural Response Plan





Stepped Care Model - Ingleburn High School Behaviours





Very Low
(Mild behaviours)

Ongoing check-ins and linking to support with students **at all levels** SSO, Year Adviser, AEC, PEC, Girls/Boys Supervisor.

Interventions

Stepped Care Model - Ingleburn High School

Ingleburn High School – Category System

Blue Category	Wellbeing Team	Prevention focus	Very low
Green Category	Classroom teacher, Attendance officer	Early Intervention	Low
Orange category	Head Teachers	Targeted Intervention	Medium
Red category	Deputy Principal (pre suspension) Formal Caution	Individual Intervention	High
Grey Category	Deputy Principal (post suspension – working back to blue)	Individual Intervention working towards restorative and reflective practice	High

- Students should have an opportunity after 5 days, as a midpoint to reflect on current behaviour and if the behaviour has been restored and student has been reflective then the opportunity to complete earlier should be afforded
- If student is placed on Orange category they lose their merits and revert to Bronze

If students are placed on level red, formally cautioned, or suspended they go back to collecting merits from the start, nothing counts before the red or grey level or the formal caution

Ingleburn High School Student Behaviour Management Plan – Flowchart

All Staff commit to student growth through sustained, intensive, and focused literacy, numeracy and metacognitive strategies

Level Blue – Issued by a member of the advisory team for monitoring of student wellbeing and attendance. Students have the opportunity to check in daily with a member of the advisory team for short term wellbeing support (10 days) Letter generated on Sentral and sent home by teacher placing student on level blue.

Level Green – Issued for low level behaviours within the classroom. Students monitored via Green level monitoring card. Conversations surrounding reflection and restoration to take place and completed on the category by the teacher and the student. Level placed in Sentral, and letter generated. Teacher to decide if student has been reflective and behaviour restored at 5-period checkpoint.

Level Orange – Issued for behaviours that are medium/severe within the classroom and are monitored by a head teacher of a faculty. This is for behaviours that have not been restored whilst on level green or new more severe behaviours. Students are issued with a level orange booklet, discussions to take place with the head teacher and student. Appropriate interventions will be put in place and a letter will be sent home by the head teacher. Head teacher to determine whilst monitoring student if the student has been reflective and the behaviour restored at 5-period checkpoint. Once completed student can accumulate merits.

Level Red – Issued for extreme behaviours exhibited around the school setting. Students are issued with red level booklet and monitored by the deputy principal. It will be signed every lesson by the classroom teacher and signed every evening by the student and the carer. The advisory team will play an integral part in the support of the student's reflection and supporting them in restoring behaviours. This may include and is not limited to referrals to internal support, referral to external support, Deliver Support, Behaviour support plans, Personalised Learning Plans, Individualised Learning Plans, Risk assessments. Students will lose Level Silver, Gold or Diamond status. Deputy Principal to determine whilst monitoring student if the student has been reflective and the behaviour restored at 5-day checkpoint. Once completed student can accumulate merits. Formal caution may be given.

Formal Caution – Deputy principal should provide a student and their parents/carers with a formal caution to suspend for a particular behaviour of concern before proceeding with a suspension. The advisory team will look to implement further supports or adjustments needed by the student. This may involve seeking assistance from internal structures, external services or Delivery Support to provide further adjustments and tailor positive supports to engage with their learning. This will also be accompanied with a level red monitoring card. Deputy Principal to determine whilst monitoring student if the student has been reflective and the behaviour restored at 5-day checkpoint. Once completed student can accumulate merits.

Suspension – allows time for the school to plan appropriate support for the student to successfully re-engage with learning at school. The Deputy Principal gathers information and in consultation with the principal, will determine if a student is to be suspended under section 3.3 of the Student Behaviour Procedures Kindergarten to Year 12. Whilst the student is suspended plans are prepared to put in place to support the student and staff. The Advisory team will facilitate referrals to internal and external services and use the wrap around team for support for the student upon their return. Students will lose Level Silver, Gold or Diamond and will not be able to attend out of school events for sport or excursions. Mandatory excursions will be looked at on an individually on case by case.

Level Grey – Deputy Principal monitor students who have returned from suspension. Students must have a behaviour support plan and or risk assessment upon return. The deputy principal will check in daily with the student and restorative and reflective conversations will take place. Deputy principal to determine at 5-day checkpoint if behaviours have been restored and student has been reflective. Student is able to receive and accumulate merits on the grey level.

The level system at Ingleburn High School focuses on supporting staff and students to work collaboratively to provide students the opportunity to understand the impact of their behaviour/s of concern and engage them with positive behaviour supports.



Category Blue Wellbeing Monitoring Card

Student Name: _____ Year: _____ Date: _____

Advisory teacher: _____ Time to report: _____

Goal

Students are monitored for 10 school days, this can be extended or reduced if student goals are reached, and reflection has taken place on the blue level monitoring card. At the conclusion of the student monitoring card, the Advisory Team Member and student will reflect on the goals met or develop new goals as a result.

What worked well?
What didn't work well?
What will I do different tomorrow?

Advisory Teacher recommendation:

Student completed blue level Day 5 check Day 10 check

LESSON REFLECTION

Date: _____



	How I feel	Reflection
Period 1		
Period 2		
Period 3		
Period 4		
Period 5		

Teacher sign: _____ Student sign: _____

DAILY REFLECTION

Date: _____

Recap of my day

Things that went well

Things that didnt go well

Rate your day



What will I do differently tomorrow?

Teacher sign: _____ Student sign: _____

CHECKPOINT REFLECTION

How do I feel at the 5 day checkpoint?

Advisory teacher reflection and recommendation



Category Green Monitoring Card

Student Name: _____ Year: _____ Date: _____

Teacher: _____ Subject/Class: _____

Behaviour Goal 1

Behaviour Goal 2

Category Green Monitoring Card Information

Monitoring cards are used by the teacher and the student to reflect upon behaviours displayed and work together to enable constructive conversations to acknowledge the behaviour and develop strategies to improve upon the behaviour.

Students are on the category for 10 lessons. **If at halfway point student behaviour goal/s are reached and reflection has taken place student category to be filed and completed.**

Students will be give a score of 1-3 (1 =Poor behaviour and 3 = successfully achieved the goal)

A score of 1-2 on the card must include a restorative/reflective conversation between teacher and student and recorded. Three consecutive unsatisfactory lessons must be referred to the Head Teacher for targeted interventions.

Disposition/s to be addressed:

- Creative
- Curious
- Resilience
- Socially responsible
- Empathetic
- Productive

Letter sent home	Letter returned	Called home

Notes:

LESSON REFLECTION

Date and Period	Goal 1	Goal 2	Teacher Comment	Signature

Teacher sign: _____ Student sign: _____

CHECKPOINT REFLECTION

Things that went well

Reflection

Things that didnt go well

Rate the last 5 lessons



What will I do differently in next 5 lessons?

Teacher sign: _____ Student sign: _____

CHECKPOINT REFLECTION

How do I feel at the 10 lesson checkpoint?

Teacher reflection and recommendation

Teacher recommendation:

- Student to come off category → Lesson 5 Checkpoint Lesson 10 Checkpoint
- Student to be referred to Head Teacher for either renewed green level monitoring or level orange monitoring

Restorative Consequences

Date	Period	Teacher	Restorative Consequence given	Resolution	Parent Phone call



Category Orange Monitoring Card

Student Name: _____ Year: _____ Date: _____

Head Teacher: _____ Faculty: _____ Time to report: _____

Behaviour Goal 1

Behaviour Goal 2

Category Orange Monitoring Card Information

Monitoring cards are used by the Head teacher and the student to reflect upon behaviours displayed and work together to enable constructive conversations to acknowledge the behaviour and develop strategies to improve upon the behaviour.

Students are on the category for 10 lessons. **If at halfway point student behaviour goal/s are reached and reflection has taken place student category to be filed and completed.**

Students will be give a score of 1-3 (1 = Poor behaviour and 3 = successfully achieved the goal)

A score of 1-2 on the card must include a restorative/reflective conversation between teacher and student and recorded. Three consecutive unsatisfactory lessons must be referred to the Head Teacher for targeted interventions.

Disposition/s to be addressed:

- Creative
- Curious
- Resilience
- Socially responsible
- Empathetic
- Productive

Letter sent home	Letter returned	Called home

Notes:

LESSON REFLECTION

Date and Period	Goal 1	Goal 2	Teacher/Head Teacher Comment	Signature

Head Teacher sign: _____ Student sign: _____

CHECKPOINT REFLECTION

Things that went well

Reflection

Things that didnt go well

Rate the last 5 lessons



What will I do differently in next 5 lessons?

Head Teacher sign: _____ Student sign: _____

CHECKPOINT REFLECTION

How do I feel at the 10 lesson checkpoint?

Teacher reflection and recommendation

Head Teacher reflection and recommendation

Teacher recommendation:

- Student to come off category → Lesson 5 Checkpoint Lesson 10 Checkpoint
- Student to be referred to Deputy principal for a Red category

Restorative Consequences

Date	Period	Teacher	Restorative Consequence given	Resolution	Parent Phone call



Category Red Monitoring Card

Student Name: _____ Year: _____ Date: _____

Deputy Principal: _____ Time to report: _____

Behaviour Goal 1

Behaviour Goal 2

Category Red Monitoring Card Information

Monitoring cards are used by the Deputy principal and the student to reflect upon behaviours displayed and work together to enable constructive conversations to acknowledge the behaviour and develop strategies to improve upon the behaviour. You are **not** able to go on excursions or out of school sport events while on level red.

In order for you to complete this Red level you will be monitored for 10 school days. If you do not complete Category Red correctly you may be formally cautioned.

Students will be give a score of 1-3 (1 = Poor behaviour and 3 = successfully achieved the goal)

Disposition/s to be addressed:

- Creative
- Curious
- Resilience
- Socially responsible
- Empathetic
- Productive

Letter sent home	Letter returned	Called home

Notes:

Student daily reflection	5	4	3	2	1	Subject	Teacher	Goal 1	Goal 2	Teacher sign	

Students will be give a score of 1-3 (1 = Poor behaviour and 3 = successfully achieved the goal)

Student Initial: _____ Parent Initial: _____ DP Initial: _____

Day 1: _____

Date: _____

CHECKPOINT REFLECTION

Things that went well

Reflection

Things that didnt go well

Rate the last 5 Days



What will I do differently in next 5 Days?

Deputy Principal sign: _____ Student sign: _____

CHECKPOINT REFLECTION

How do I feel at the 10 Day checkpoint? What have I achieved?

Parent/Carer reflection

Deputy Principal reflection and recommendation

Teacher recommendation:

- Student to come off category → Lesson 5 Checkpoint Lesson 10 Checkpoint
- Student to receive Formal Caution
- Student to receive Suspension

Restorative Consequences

Date	Period	Teacher	Restorative Consequence given	Resolution	Parent Phone call



Category Grey Monitoring Card

Student Name: _____ Year: _____ Date: _____

Deputy Principal: _____ Time to report: _____

Behaviour Goal 1

Behaviour Goal 2

Category Grey Monitoring Card Information

Monitoring cards are used by the Deputy principal and the student to reflect upon behaviours displayed and work together to enable constructive conversations to acknowledge the behaviour and develop strategies to improve upon the behaviour. You are **not** able to go on excursions or out of school sport events while on level grey.

In order for you to complete this Grey level you will be monitored for 10 school days. If you do not complete Category Red correctly you may be formally cautioned.

Students will be given a score of 1-3 (1 = Poor behaviour and 3 = successfully achieved the goal)

Disposition/s to be addressed:

- Creative
- Curious
- Resilience
- Socially responsible
- Empathetic
- Productive

Letter sent home	Letter returned	Called home

Notes:

Student daily reflection	5	4	3	2	1	Subject	Teacher	Goal 1	Goal 2	Teacher sign

Day 1: _____

Date: _____

Students will be given a score of 1-3 (1 = Poor behaviour and 3 = successfully achieved the goal)

Student Initial: _____

Parent Initial: _____

DP Initial: _____

CHECKPOINT REFLECTION

Things that went well

Reflection

Things that didn't go well

Rate the last 5 Days



What will I do differently in next 5 Days?

Deputy Principal sign: _____

Student sign: _____

CHECKPOINT REFLECTION

How do I feel at the 10 Day checkpoint? What have I achieved?

Parent/Carer reflection

Deputy Principal reflection and recommendation

Teacher recommendation:

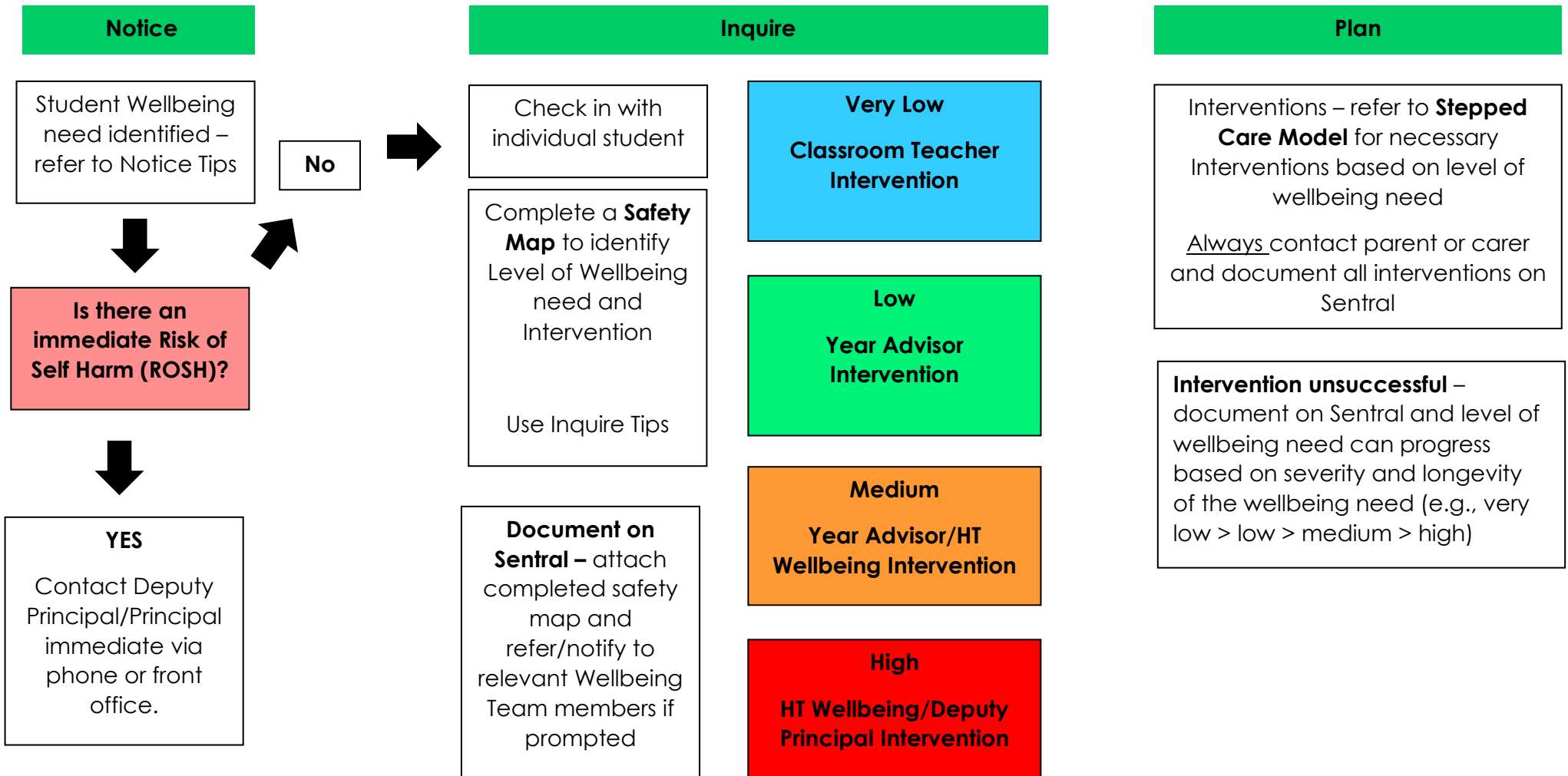
- Student to come off category → Lesson 5 Checkpoint Lesson 10 Checkpoint
- Student to receive Formal Caution
- Student to receive Suspension

Restorative Consequences

Date	Period	Teacher	Restorative Consequence given	Resolution	Parent Phone call



Ingleburn High School – Student Wellbeing Response Plan





Wellbeing Intervention – Safety Map

The Ingleburn High School Wellbeing Interventions Safety Map provides a list of factors that can be used to determine the significance of the student's emotional distress and the impact that it is having on the student's usual functioning. It helps you to review a student's level of distress and provides a clear outline on how to respond appropriately. It considers a student's emotional distress and how it is affecting their thinking, emotional state and behaviour, academic performance, self-care and appearance, ability to carry out daily activities and engage in satisfying social relationships.

Features of the Safety Map

Degree of emotional distress

- An increasing scale from Very Low to High that measures the amount and frequency of expressed emotional distress from least to most extreme.

Determining factors

- Factors for consideration when assessing the child or young person's wellbeing. The determining factors are the severity, complexity and impact of the emotional distress, the student's relative developmental status and their risk of harm to self and/or others.

Individual context

- Knowledge of risk and protective factors can help schools consider how the student's individual context can impact on their wellbeing.

Recommended action

- Provides decision guidance for schools for planning purposes.

Who should be involved?

- Provides guidance for schools about who should be informed and/or involved in the support of the student within and outside the school.

How to use the Safety Map

1. Consider each of the **Determining Factors**, identify if it is **Very Low**, **Low**, **Medium**, or **High** and circle the appropriate number.
2. Consider the student's **Individual Context**. For a list of risk and protective factors for children and young people refer to the **IHS Inquire Tips**
3. Prioritise Determining Factors and consider the impact that the student's Individual Context has on these.
4. Decide on the most appropriate Recommended Action and consult with other staff/members of the wellbeing team for support and guidance if required.

PLEASE NOTE: If 'High' is chosen against any of the Determining Factors, the student requires immediate support. All staff should follow mandatory reporting processes for reporting student wellbeing concerns and communicating with senior executive.



Wellbeing Intervention – Safety Map

		Very Low – ISOLATED incident of emotional distress	Low -EMERGING or OCCASIONAL difficulties in managing emotional distress	Medium – SIGNIFICANT changes in SOME areas of usual function	High – SIGNIFICANT changes in MANY areas of usual functioning
Determining Factors	Developmental Status <i>Is this 'normal' behaviour for this stage of development? Are the experience or reactions common in others of the same age?</i>	<ul style="list-style-type: none"> Developmentally appropriate emotional or behavioural reaction <p style="text-align: center;">1</p>	<ul style="list-style-type: none"> Strong reaction to normal issues that arise at developmental stage <p style="text-align: center;">2</p>	<ul style="list-style-type: none"> Behaviour outside of normal developmental expectations <p style="text-align: center;">3</p>	<ul style="list-style-type: none"> Extreme behaviours beyond normal range for developmental stage <p style="text-align: center;">4</p>
	Severity <i>How severe is the distress? Level of distress experienced by student or others.</i>	<ul style="list-style-type: none"> Short term difficulties or isolated incidents in response to everyday worries Able to be calmed or calm self-down. Able to return to usual learning and social tasks. <p style="text-align: center;">1</p>	<ul style="list-style-type: none"> Intermittent pattern of distress that arises in specific settings or is prolonged in a single area May need assistance or intervention to return to normal functioning. <p style="text-align: center;">2</p>	<ul style="list-style-type: none"> Frequent emotional distress, significant changes in behaviour that affect normal functioning or significant changes in some areas of usual functioning May be prolonged for four weeks or more. <p style="text-align: center;">3</p>	<ul style="list-style-type: none"> Persistent or ongoing distress without clear trigger. Very difficult to resolve distress. Significant changes in many areas of usual functioning. <p style="text-align: center;">4</p>
	Complexity <i>How many complaints or problems? Number and severity of complaints and behaviour and/or mood changes.</i>	<ul style="list-style-type: none"> Isolated disruption in behaviour or emotional distress in response to life event. <p style="text-align: center;">1</p>	<ul style="list-style-type: none"> Intermittent emotional distress in response to one or more life events or settings. <p style="text-align: center;">2</p>	<ul style="list-style-type: none"> Multiple factors impact student's mental wellbeing and functioning. Perhaps difficulty managing daily routines, poor academic performance, withdrawal, or antisocial behaviour. Sudden and unexplained changes in self-care <p style="text-align: center;">3</p>	<ul style="list-style-type: none"> Persistent or ongoing distress at home, school and with peers that severely impacts on many areas of usual functioning. Markedly changed behaviour May have poor hygiene or self-care. <p style="text-align: center;">4</p>
	Impact <i>How is this affecting the student's day-to-day life? The impact of the problems on different parts of the student's life.</i>	<ul style="list-style-type: none"> Brief interference with functioning and only minimally or temporarily disturbing to others. Able to return to usual academic, social and required functioning quickly. <p style="text-align: center;">1</p>	<ul style="list-style-type: none"> Some sporadic difficulties in a single area of functioning but generally managing well Disruption to student would be apparent to those who encounter the student in some settings but not in others <p style="text-align: center;">2</p>	<ul style="list-style-type: none"> Significant changes in some areas of usual functioning. Interference in most social areas or severe impairment of functioning in one area <p style="text-align: center;">3</p>	<ul style="list-style-type: none"> Significant changes in many areas of usual functioning. Major impairment to functioning in several or all areas. <p style="text-align: center;">4</p>

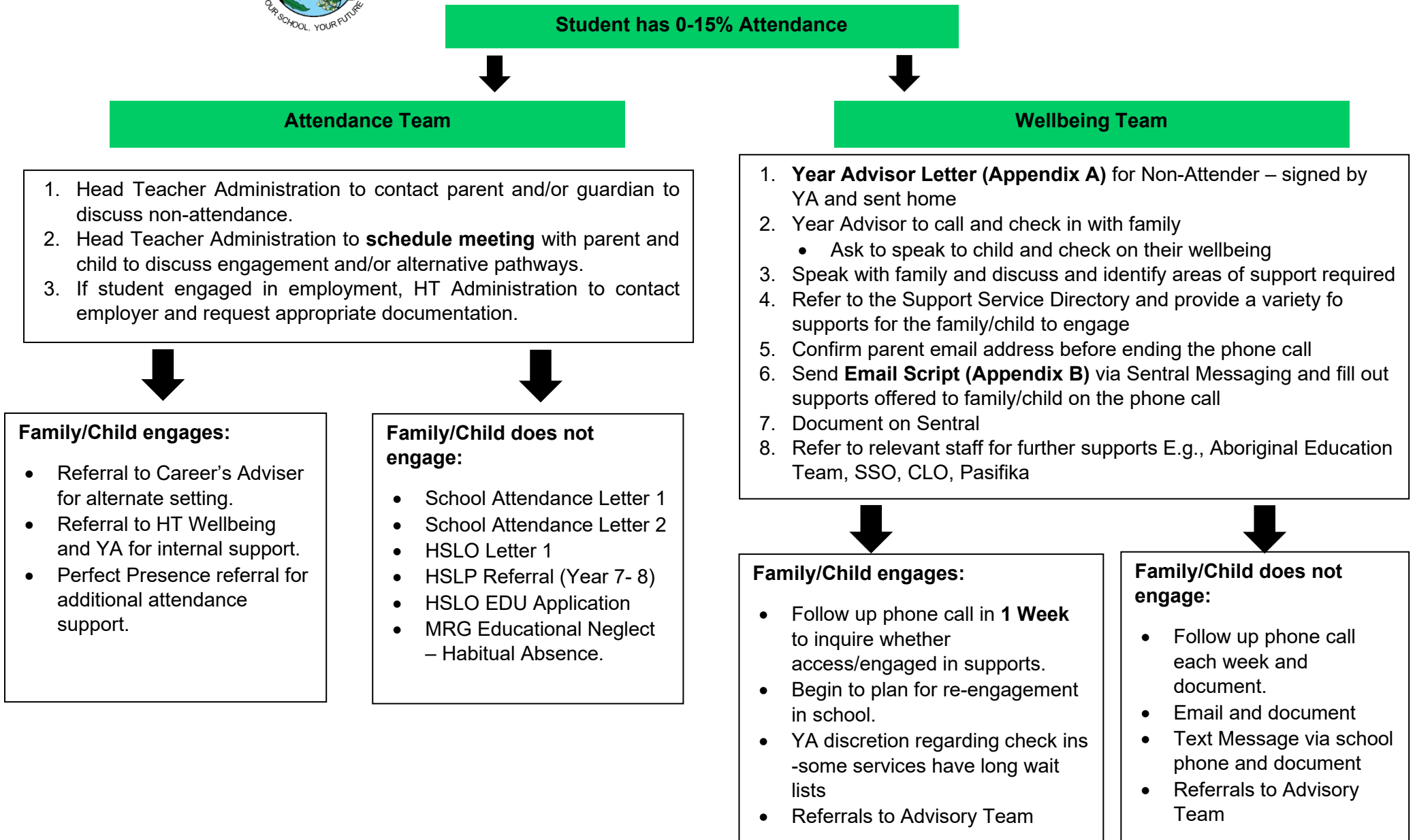
	<p>Risk of Harm <i>Is the person at risk of harm to themselves and/or others?</i> <i>The risk of harm to self and/or others in response to their distress.</i></p> <p><i>Note: If ROSH, immediately report to Senior Executive</i></p>	<ul style="list-style-type: none"> No risk of harm to themselves and/or others. Not known at this stage. <p style="text-align: center;">1</p>	<ul style="list-style-type: none"> No significant physical harm to self and/or others. May have fleeting thoughts of self-harm or aggression Aggressive behaviour may have minor or temporary negative impact on social relationships or academic performance. <p style="text-align: center;">2</p>	<ul style="list-style-type: none"> Moderate risk of harm to self and/or others. Thoughts of self-harm and/or suicide. Actively engages in self-harm. Behaving aggressively to others. Use of illicit drugs or drinking alcohol <p style="text-align: center;">3</p>	<ul style="list-style-type: none"> High risk of harm to self and/or others. Recurrent self-harm and/or frequent aggression towards others. Needs considerable supervision. May have frequent suicidal ideation or attempts. Excessive consumption of illicit drugs or alcohol. <p style="text-align: center;">4</p>
Individual context	<p>Risk Factors <i>What is increasing vulnerability?</i> <i>The absence of supportive social relationships, attachments, and personal strengths.</i></p>	<ul style="list-style-type: none"> No significant risk factors <p style="text-align: center;">1</p>	<ul style="list-style-type: none"> A few significant risk factors that can sometimes negatively influence functioning and can sometimes cause emotional distress. <p style="text-align: center;">2</p>	<ul style="list-style-type: none"> Some significant risk factors that often influence functioning and increase risk of mental health issues. <p style="text-align: center;">3</p>	<ul style="list-style-type: none"> Many significant risk factors that always influence functioning and increase risk of mental health issues. <p style="text-align: center;">4</p>
	<p>Protective Factors <i>What is decreasing vulnerability?</i> <i>The presence of supportive social relationships, attachments, and personal strengths.</i></p>	<ul style="list-style-type: none"> Many significant protective factors that maintain usual functioning and decrease risk of mental health issues. <p style="text-align: center;">1</p>	<ul style="list-style-type: none"> Some significant protective factors that often maintain functioning and decrease risk of mental health issues. <p style="text-align: center;">2</p>	<ul style="list-style-type: none"> Few significant protective factors that can maintain usual functioning and decrease risk of mental health issues. <p style="text-align: center;">3</p>	<ul style="list-style-type: none"> Minimal protective factors <p style="text-align: center;">4</p>

Total points	Very Low (1 - 7)	Low (8 – 14)	Medium (15 - 21)	High (22 – 28)
Management	Continue to monitor	Year Advisor/Wellbeing Team Intervention	Wellbeing Team Intervention w/ HT Wellbeing Support	HT Wellbeing Intervention Deputy Principal Interventions w/ Principal support
Recommended Action	<ul style="list-style-type: none"> Classroom teacher intervention Contact parents or carers Support and document 	<ul style="list-style-type: none"> Referral to Year Advisor/Wellbeing Team Support and document 	<ul style="list-style-type: none"> Referral to Wellbeing Team Wellbeing Team referral to HT Wellbeing Support and document 	<ul style="list-style-type: none"> Notify HT Wellbeing and Deputy Principal immediately via phone or in person Referral to Head Teacher Wellbeing

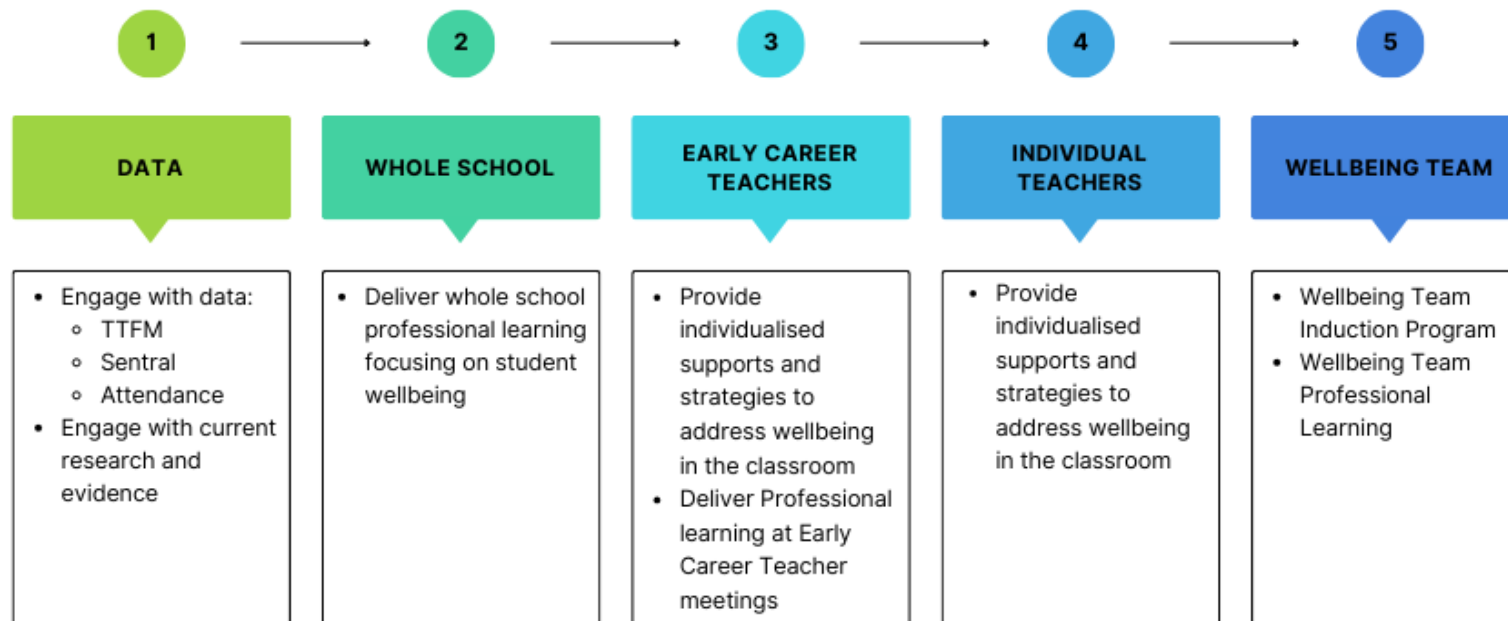
				<ul style="list-style-type: none"> • Referral to Deputy Principal • Support and document
Who Should be notified/involved?	<ul style="list-style-type: none"> • Classroom teacher • Parents or carers 	<ul style="list-style-type: none"> • Year Advisor • Wellbeing Team • Parents or carers 	<ul style="list-style-type: none"> • Head Teacher Wellbeing • Year Advisor • School counsellor • Parents or carers 	<ul style="list-style-type: none"> • Head Teacher Wellbeing • Deputy principal • Principal • School counsellor • Parents or carers



Ingleburn High School –Student at Risk Procedure



Wellbeing Instructional Coach



Prevention

Strategy/Program	Details	Behaviour strategy	Audience
Mana Program	Encourages resilience, respect and sense of community by connecting young people with their culture	<p>Strengthen student engagement and ownership of positive behaviours Strengthen positive learning environments in all schools</p> <p>Build prevention and early intervention Reduce the occurrence of challenging and unsafe behaviours</p>	All students
Western Syd Uni Programs	<p>PATHE – aims to give Pasifika students greater opportunities by empowering them to aspire to further education and training with options to develop and gain new skills and knowledge.</p> <p>Pathways to Dreaming – Provides students with the opportunity to experience and make connections with Western Sydney University and instil high expectations of tertiary study in First Nation students.</p> <p>Fast Forward – Builds confidence and academic ability. Aims to increase the awareness of post school educational opportunities, promotes benefits of lifelong learning and career paths.</p>	<p>Strengthen student engagement and ownership of positive behaviours Strengthen positive learning environments in all schools</p> <p>Build prevention and early intervention Reduce the occurrence of challenging and unsafe behaviours</p>	<p>Pasifika students</p> <p>First Nations students</p> <p>All students 9-12</p>
Berry Street Education Model	Provides strategies that enable teachers to increase engagement of students with complex, unmet learning needs and to successfully improve all student's self-regulation, relationships, wellbeing, growth and academic achievement	<p>Strengthen student engagement and ownership of positive behaviours Strengthen positive learning environments in all schools</p> <p>Build prevention and early intervention Reduce the occurrence of challenging and unsafe behaviours</p>	All students
Aboriginal lunch	Provides support for Aboriginal students to connect with Aboriginal community members to enhance social, cultural and personal connection	<p>Strengthen student engagement and ownership of positive behaviours Strengthen positive learning environments in all schools</p>	All Aboriginal students

		Build prevention and early intervention Reduce the occurrence of challenging and unsafe behaviours	
Opportunity Hub	Provide support to Aboriginal students in accessing employment, external services and alternate pathways into tertiary education. Furthermore, the Youth Adviser supports students with coursework, assessments and study in order to complete HSC.	Strengthen student engagement and ownership of positive behaviours Strengthen positive learning environments in all schools Build prevention and early intervention Reduce the occurrence of challenging and unsafe behaviours	Years 11-12
Coordinators (Pasifika, Aboriginal education, Transition)	Focus on target audience to build relationships, implement early intervention programs to ensure the cultural, social, emotional and educational needs of students are met.	Strengthen student engagement and ownership of positive behaviours Strengthen positive learning environments in all schools Build prevention and early intervention Reduce the occurrence of challenging and unsafe behaviours	All students
Student Representative Voice and Prefect Program	To develop the leadership capabilities, building team building skills. This is actively achieved through meaningful and engaging learning experiences. They contribute to the wider school community.	Strengthen student engagement and ownership of positive behaviours Strengthen positive learning environments in all schools Build prevention and early intervention Reduce the occurrence of challenging and unsafe behaviours	All years
Consistency with High Expectations	High expectations boost confidence and motivation and when done consistently impacts positively on their learning and minimises negative behaviours.	Strengthen student engagement and ownership of positive behaviours Strengthen positive learning environments in all schools Build prevention and early intervention	All students

		Reduce the occurrence of challenging and unsafe behaviours	
Peer Support program	Continued and ongoing support of incoming Year 7 students to allow and promote positive transition into high school. Year 10 student leaders are trained and grow their skills to facilitate the program.	Strengthen student engagement and ownership of positive behaviours Strengthen positive learning environments in all schools Build prevention and early intervention Reduce the occurrence of challenging and unsafe behaviours	Year 7 students Student Leaders (9-10)
Transition program	A structural and targeted approach that allows primary school students to successfully integrate into Stage 4 learning and wellbeing programs. Taster lessons for students entering stage 6 and parental involvement in information sessions. Creation of SET class in stage 5 for transition opportunities for students wishing to follow alternate learning pathways,	Strengthen student engagement and ownership of positive behaviours Strengthen positive learning environments in all schools Build prevention and early intervention Reduce the occurrence of challenging and unsafe behaviours	Incoming Year 6 students Student Leaders (7-10)
Advisory team	A wrap around team that supports students social, emotional, cognitive, spiritual and physical wellbeing.	Strengthen student engagement and ownership of positive behaviours Strengthen positive learning environments in all schools Build prevention and early intervention Reduce the occurrence of challenging and unsafe behaviours	All students
Senior Learning Hub	Enables students a safe and positive learning space that promotes HSC growth and attainment aligned to beyond school success	Strengthen student engagement and ownership of positive behaviours Strengthen positive learning environments in all schools Build prevention and early intervention	Year 12 students

		Reduce the occurrence of challenging and unsafe behaviours	
Year 12 additional study sessions	Teachers providing explicit and targeted support and learning opportunities that enable HSC growth and achievement after school.	Strengthen student engagement and ownership of positive behaviours Strengthen positive learning environments in all schools Build prevention and early intervention Reduce the occurrence of challenging and unsafe behaviours	Year 12 students
Professional Learning	Allows all staff to be abreast of data informed practices that align to research to support student wellbeing through a planned and strategic whole school approach.	Strengthen student engagement and ownership of positive behaviours Strengthen positive learning environments in all schools Build prevention and early intervention Reduce the occurrence of challenging and unsafe behaviours	All staff
Disability provisions/NCCD	Identifying students with disability to provide differentiation and suitable adjustments to enable students to successfully access outcomes.	Strengthen student engagement and ownership of positive behaviours Strengthen positive learning environments in all schools Build prevention and early intervention Reduce the occurrence of challenging and unsafe behaviours Peer support	7-12 All students
Policies	Implementation of Department of Education policies and procedures to ensure operation of the school, wellbeing and learning needs of students	Strengthen student engagement and ownership of positive behaviours Strengthen positive learning environments in all schools Build prevention and early intervention	IHS Community

		Reduce the occurrence of challenging and unsafe behaviours	
Wellbeing Hub	A space for students to feel supported and safe, whilst accessing targeted wellbeing support from specialist staff.	Strengthen student engagement and ownership of positive behaviours Strengthen positive learning environments in all schools Build prevention and early intervention Reduce the occurrence of challenging and unsafe behaviours Peer support	All students
Social Stories	Specific and targeted short stories designed to develop social/emotional understanding and teach specific skills and routines.	Strengthen student engagement and ownership of positive behaviours Strengthen positive learning environments in all schools Build prevention and early intervention Reduce the occurrence of challenging and unsafe behaviours Peer support	Students in need of social/behavioural support.
ARCO	The Anti Racism Contact Officer is designed to support anti-racism education in school. The ARCO works collaboratively with the Principal to implement the anti-racism policy.	Strengthen student engagement and ownership of positive behaviours Strengthen positive learning environments in all schools Build prevention and early intervention Reduce the occurrence of challenging and unsafe behaviours Peer support	All staff and students
HPGE	Promotes engagement and challenges for every student regardless of background in domains of intellectual/creative, social, emotional and physical including twice exceptional students	Strengthen student engagement and ownership of positive behaviours	Identified high potential

		Strengthen positive learning environments in all schools Build prevention and early intervention Reduce the occurrence of challenging and unsafe behaviours Peer support	
PLP's	Personalised Learning Pathways are active, collaborative and ongoing documents outlining short and long-term goals. These support and promote culture, literacy and numeracy growth.	Strengthen student engagement and ownership of positive behaviours Strengthen positive learning environments in all schools Build prevention and early intervention Reduce the occurrence of challenging and unsafe behaviours Peer support	Aboriginal and Torres Strait Islander students
HCP's	Health Care Plans are documents developed in consultation with parents, health care providers, specialised support staff to facilitate safe and engagement environments.	Strengthen student engagement and ownership of positive behaviours Strengthen positive learning environments in all schools Build prevention and early intervention Reduce the occurrence of challenging and unsafe behaviours Peer support	Students with diagnosis
Reward/Merit System	Recognise behaviours, academic and sporting achievement and desired dispositions through frequent reinforcement and universal reward programs.	Strengthen student engagement and ownership of positive behaviours Strengthen positive learning environments in all schools Build prevention and early intervention Reduce the occurrence of challenging and unsafe behaviours Peer support	All students

Homework Centre	The after-hours study space is designed to provide an environment with access to resources (computers, tutors) both proactive and reengagement.	Strengthen student engagement and ownership of positive behaviours Strengthen positive learning environments in all schools Build prevention and early intervention Reduce the occurrence of challenging and unsafe behaviours	All students
Breakfast Club	Run by staff in partnership with local businesses to provide students with a meal and snacks before school to promote attention and wellbeing support.	Strengthen student engagement and ownership of positive behaviours Strengthen positive learning environments in all schools Build prevention and early intervention Reduce the occurrence of challenging and unsafe behaviours	All students
EALD	The IHS EALD program supports students with one-on-one support, class withdrawals and assessment support.	Strengthen student engagement and ownership of positive behaviours Strengthen positive learning environments in all schools Build prevention and early intervention Reduce the occurrence of challenging and unsafe behaviours	Students from a Non English Speaking Background
Additional Learning Needs table	All students who require additional support in terms of adjustments and differentiation to access the curriculum.	Strengthen student engagement and ownership of positive behaviours Strengthen positive learning environments in all schools Build prevention and early intervention	Students with additional learning needs

		Reduce the occurrence of challenging and unsafe behaviours	
CARS and STARS	An intense reading and comprehension course to assist students in the development of skills.	Strengthen student engagement and ownership of positive behaviours Strengthen positive learning environments in all schools Build prevention and early intervention Reduce the occurrence of challenging and unsafe behaviours	Year 7 & Year 8 students
Wellbeing Instructional Coach	The in-school Wellbeing Instructional Coach plays an important role in supporting teachers to reflect on and develop their approaches to student wellbeing. The Wellbeing Instructional Coach will provide informed guidance to staff in order to develop individualised and wholistic approaches to student wellbeing within the classroom.	Strengthen student engagement and ownership of positive behaviours Strengthen positive learning environments in all schools Build prevention and early intervention Reduce the occurrence of challenging and unsafe behaviours	Whole School

Early Intervention			
Strategy/Program	Details	Behaviour Strategy	Audience
Counsellor Support	Support students by providing counselling, assessment, and intervention services. Students are able to self-refer or be referred by Executive staff	Strengthen student engagement and ownership of positive behaviours Strengthen positive learning environments in all schools Build prevention and early intervention	All students

		Reduce the occurrence of challenging and unsafe behaviours	
Love Bites	Promotes respectful relationships. Aims to provide young people with a safe environment to examine, discuss and explore respectful relationships	Strengthen student engagement and ownership of positive behaviours Strengthen positive learning environments in all schools Build prevention and early intervention Reduce the occurrence of challenging and unsafe behaviours	At risk students aged between 15-17
Category System	Monitor student and learning behaviours at teacher level. Curious, productive, creative, resilient, socially responsible, empathetic.	Strengthen student engagement and ownership of positive behaviours Strengthen positive learning environments in all schools Build prevention and early intervention Reduce the occurrence of challenging and unsafe behaviours	All students
Functional Behaviour Assessment	Systematic approach that helps identify and understand aspects of behaviour eg. *form – observable behaviour * function – underlying cause * context – setting	Strengthen student engagement and ownership of positive behaviours Strengthen positive learning environments in all schools Build prevention and early intervention Reduce the occurrence of challenging and unsafe behaviours	All students identified
Peer Mediation	Allow parties to negotiate a resolution to conflict with the assistance of an unbiased third party (staff)	Strengthen student engagement and ownership of positive behaviours Strengthen positive learning environments in all schools Build prevention and early intervention Reduce the occurrence of challenging and unsafe behaviours	Identified students
League in Harmony	With a focus on respect, responsibility and inclusiveness, the NRL's In League in Harmony (ILIH) program aims to promote social cohesion by addressing issues such as social disengagement, racism, gender inequality and bullying; empowering youth to be agents of change for a more cohesive society.	Strengthen student engagement and ownership of positive behaviours Strengthen positive learning environments in all schools	Identified students

		Build prevention and early intervention Reduce the occurrence of challenging and unsafe behaviours	
Wellbeing days	Series of Wellbeing days focussing on specific, social and emotional skills. Scope & Sequences are aligned to systemic TTFM data	Strengthen student engagement and ownership of positive behaviours Strengthen positive learning environments in all schools Build prevention and early intervention Reduce the occurrence of challenging and unsafe behaviours	Years 7-10
Reflective conversation opportunities	Opportunities for student and teacher to reflect upon behaviours displayed in the school to build student capacity for growth.	Strengthen student engagement and ownership of positive behaviours Strengthen positive learning environments in all schools Build prevention and early intervention Reduce the occurrence of challenging and unsafe behaviours	All staff and students
Catch up for Learning	Providing opportunities for students to improve their writing and numeracy in order to further assist them with their minimum standards achievement.	Strengthen student engagement and ownership of positive behaviours Strengthen positive learning environments in all schools Build prevention and early intervention Reduce the occurrence of challenging and unsafe behaviours	Identified students who have not met minimum standards for literacy and numeracy
Careers Advisor	The carers advisor role is to guide and direct students in making informed decisions regarding future pathways and career aspirations.	Strengthen student engagement and ownership of positive behaviours Strengthen positive learning environments in all schools Build prevention and early intervention Reduce the occurrence of challenging and unsafe behaviours	All students
Attendance (80-90%)	Advisory team communicate with parents and carers to support student attendance.	Strengthen student engagement and ownership of positive behaviours	Students with attendance between 80-90%

		Strengthen positive learning environments in all schools Build prevention and early intervention Reduce the occurrence of challenging and unsafe behaviours	
Shine from within	The program offers a series of enriching lessons designed to foster personal growth and a supportive community atmosphere. Starting with the principle of the Beginner's Mind, we guide participants through a variety of topics including the importance of clearing emotional clutter in "Spring Clean Your Heart," the dynamics of "Friendships, Forgiveness, and You," and the interaction between "Strengths, Values, and Social Media." Additional lessons focus on physical health and self-image through "Nourish Your Body" and "Positive Body Image," while also addressing physiological insights in "Honouring Your Cycle" and "Understanding the Brain." The curriculum further strengthens mental health with "Self-Esteem and Resilience," and empowers participants to take charge of their personal development in "Be Your Own Life Coach."	Strengthen student engagement and ownership of positive behaviours Strengthen positive learning environments in all schools Build prevention and early intervention Reduce the occurrence of challenging and unsafe behaviours	Tier 2 Identified students.
Stand Tall	The workshop series delves into crucial life skills and personal development topics designed to empower individuals in a changing world. They explore the complex relationship between self-image and social media, and teach participants how to embrace change and develop resilience. The importance of belonging and connection is highlighted, providing tools to strengthen community ties and personal relationships. Students are guided on how to follow their dreams, navigate through fears and setbacks, and the pivotal role of forgiveness as a life skill.	Strengthen student engagement and ownership of positive behaviours Strengthen positive learning environments in all schools Build prevention and early intervention Reduce the occurrence of challenging and unsafe behaviours	Tier 1
Uniting – What's going on?	The program provides a process for young people to explore various themes in a safe environment, where experienced, knowledgeable and skilled facilitators can tailor the program to the school's individual needs.	Strengthen student engagement and ownership of positive behaviours Strengthen positive learning environments in all schools	Targeted tier 2 students

		Build prevention and early intervention Reduce the occurrence of challenging and unsafe behaviours	
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Targeted Intervention			
Strategy/Program	Details	Behaviour strategy	Audience
HSLO and HT Admin/AO	A targeted team to support an increase in student attendance and wellbeing	Strengthen student engagement and ownership of positive behaviours Strengthen positive learning environments in all schools Build prevention and early intervention Reduce the occurrence of challenging and unsafe behaviours	Students under 75% attendance
Perfect presence	Supportive program to enhance student wellbeing and re-engagement in school attendance	Strengthen student engagement and ownership of positive behaviours Strengthen positive learning environments in all schools Build prevention and early intervention Reduce the occurrence of challenging and unsafe behaviours	Student under 75% attendance
Behaviour Support Plans	Documented strategies that support staff and students in reducing the occurrence of challenge and unsafe behaviours	Strengthen student engagement and ownership of positive behaviours Strengthen positive learning environments in all schools	Top tier students

		Build prevention and early intervention Reduce the occurrence of challenging and unsafe behaviours	
PYLO	External support who provides guidance and student understanding of serious or criminal behaviour	Strengthen student engagement and ownership of positive behaviours Strengthen positive learning environments in all schools Build prevention and early intervention Reduce the occurrence of challenging and unsafe behaviours	Top tier students
Keep it Chilled	Strength based, solution focussed program that aims to support students who have difficulty controlling their emotions	Strengthen student engagement and ownership of positive behaviours Strengthen positive learning environments in all schools Build prevention and early intervention Reduce the occurrence of challenging and unsafe behaviours	Students who require self-regulation 7-10.
PLaSP's	Personalised Learning and Support Plans are designed to support a wide range of students with additional learning and support needs.	Strengthen student engagement and ownership of positive behaviours Strengthen positive learning environments in all schools Build prevention and early intervention Reduce the occurrence of challenging and unsafe behaviours	All students 7-12
Category System	Structured and systemic approach to monitoring student behaviour	Strengthen student engagement and ownership of positive behaviours Strengthen positive learning environments in all schools Build prevention and early intervention	All students 7-12

		Reduce the occurrence of challenging and unsafe behaviours	
Attendance team 70%-80%	The attendance team's responsibility is to facilitate communication with parents and carers to improve and support student overall attendance.	Strengthen student engagement and ownership of positive behaviours Strengthen positive learning environments in all schools Build prevention and early intervention Reduce the occurrence of challenging and unsafe behaviours	Students with attendance between 70-80%
EAL/D	The EAL/D team provides targeted instruction and intervention to help students develop their literacy and English language skills	Strengthen student engagement and ownership of positive behaviours Strengthen positive learning environments in all schools Build prevention and early intervention Reduce the occurrence of challenging and unsafe behaviours	Students from a Non English Speaking Background
In League in Harmony	With a focus on respect, responsibility and inclusiveness, the NRL's In League in Harmony (ILIH) program aims to promote social cohesion by addressing issues such as social disengagement, racism, gender inequality and bullying; empowering youth to be agents of change for a more cohesive society.	Strengthen student engagement and ownership of positive behaviours Strengthen positive learning environments in all schools Build prevention and early intervention Reduce the occurrence of challenging and unsafe behaviours	Tier 2 students
Keep it Chilled	Keep It Chilled (RAGE) is a strength-based solution focused program that is hands on, practical and fun for students. The aim is to support students in dealing with the most misunderstood human emotion, anger. The Session themes are: The Many Faces of Anger, the 4T's Anger Cycle, Healthy Expressions of Anger, Getting Through the Guilt of Anger, Relaxation, Exercise and Diet, Summary, Evaluation, and awards.	Strengthen student engagement and ownership of positive behaviours Strengthen positive learning environments in all schools Build prevention and early intervention Reduce the occurrence of challenging and unsafe behaviours	Tier 2 students

Individual

Strategy/Program	Details	Behaviour strategy	Audience
SSO referral	The role of the SSO is to work on collaboration with the wellbeing team to enhance student wellbeing and learning outcome	<p><i>Strengthen student engagement and ownership of positive behaviours</i> Strengthen positive learning environments in all schools</p> <p><i>Build prevention and early intervention</i> Reduce the occurrence of challenging and unsafe behaviours</p>	Tier 3 students
Safety Plan	Safety plans are collaboratively designed between staff and students to enable students to have a written list or copy strategist sources of support for those deemed high risk during a suicidal crisis	<p><i>Strengthen student engagement and ownership of positive behaviours</i> Strengthen positive learning environments in all schools</p> <p><i>Build prevention and early intervention</i> Reduce the occurrence of challenging and unsafe behaviours</p>	Tier 3 students

Risk assessment	Is created to identify what risks currently exist or may appear and influence factors. This document also lists interventions that are being used for students	Strengthen student engagement and ownership of positive behaviours Strengthen positive learning environments in all schools Build prevention and early intervention Reduce the occurrence of challenging and unsafe behaviours	Tier 3 students
Behaviour Support Plans	BSP are documents created in collaboration with the wrap around team to build positive behaviours and reduce challenging behaviours through the creation of goals	Strengthen student engagement and ownership of positive behaviours Strengthen positive learning environments in all schools Build prevention and early intervention Reduce the occurrence of challenging and unsafe behaviours	Tier 3 students
Learning and Wellbeing Officer	The LWO supports the delivery of a range of learning and wellbeing services and provides advice of staff to meet the needs of a diverse range of students.	Strengthen student engagement and ownership of positive behaviours Strengthen positive learning environments in all schools Build prevention and early intervention Reduce the occurrence of challenging and unsafe behaviours	Tier 3 students
APLaST	Regional support role to help advise and support school-based staff for students with learning support needs	Strengthen student engagement and ownership of positive behaviours	Students with additional learning needs

		Strengthen positive learning environments in all schools Build prevention and early intervention Reduce the occurrence of challenging and unsafe behaviours	
PYLO	The Police Youth Liaison officer acts as a link between schools and the police in supporting students and young people.	Strengthen student engagement and ownership of positive behaviours Strengthen positive learning environments in all schools Build prevention and early intervention Reduce the occurrence of challenging and unsafe behaviours	All students
Attendance (Under 70%)	Individual student attendance is support through facilitating meetings with the wrap around attendance team to support student reintegration at IHS.	Strengthen student engagement and ownership of positive behaviours Strengthen positive learning environments in all schools Build prevention and early intervention Reduce the occurrence of challenging and unsafe behaviours	Students with attendance under 70%
Category System – Red	The category red is a senior executive intervention approach to monitor and support students	Strengthen student engagement and ownership of positive behaviours Strengthen positive learning environments in all schools Build prevention and early intervention	Tier 3 students

		Reduce the occurrence of challenging and unsafe behaviours	
Access requests	An access request is an application completed by the Learning and Support team for additional support for students.	Strengthen student engagement and ownership of positive behaviours Strengthen positive learning environments in all schools Build prevention and early intervention Reduce the occurrence of challenging and unsafe behaviours	Students with additional needs
SLSO support	The Student Learning and Support Officer work under the direct supervision of classroom teachers to provide assistance to students who require it. SLSO support can be general or targeted towards numeracy, EAL/D or Aboriginal Education.	Strengthen student engagement and ownership of positive behaviours Strengthen positive learning environments in all schools Build prevention and early intervention Reduce the occurrence of challenging and unsafe behaviours	Students with additional needs
Feeling Fantastic	This new course aims at helping adolescents understand their feelings and emotions such as anxiety and depression and learn how to express these emotions in healthy ways as opposed to internalizing them. Other emotions such as fear, frustration, anxiety, embarrassment and feelings of depression can be the primary emotion and without this understanding and knowing how to vent these emotions in healthy ways, they can turn volatile.	Strengthen student engagement and ownership of positive behaviours Strengthen positive learning environments in all schools Build prevention and early intervention Reduce the occurrence of challenging and unsafe behaviours	Tier 3 students

<p>Celebrating Unique You</p>	<p>The Celebrating the unique you program is designed to support students struggling with self-esteem issues, feelings of not fitting in and identity issues. Its purpose is to provide guidance on distinguishing healthy from unhealthy coping mechanisms. The program aims to boost students' self-esteem, foster a positive self-image and assist them with the challenges of identity and belonging.</p>	<p><i>Strengthen student engagement and ownership of positive behaviours</i> Strengthen positive learning environments in all schools <i>Build prevention and early intervention</i> Reduce the occurrence of challenging and unsafe behaviours</p>	<p>Tier 3 students</p>
<p>Scholarships</p>	<p>Scholarships offer students invaluable opportunities to pursue their academic dreams with financial support and recognition. By alleviating the burden of educational expenses, scholarships empower students to focus on their studies, excel in their chosen fields, and achieve their full potential. Beyond the tangible financial assistance, scholarships validate students' hard work, talents, and achievements, boosting their confidence and opening doors to new opportunities. Moreover, scholarships foster a sense of community and belonging, connecting students with mentors, peers, and professionals in their field.</p>	<p><i>Strengthen student engagement and ownership of positive behaviours</i> Strengthen positive learning environments in all schools <i>Build prevention and early intervention</i> Reduce the occurrence of challenging and unsafe behaviours</p>	<p>Selected students</p>

5. Detention, reflection, and restorative practices

All students at Ingleburn High School have a right to an inclusive learning environment and to feel safe at school. Staff at Ingleburn High School care deeply about the safety and wellbeing of all students. Guidance on how to best meet student's individual needs, whilst keeping themselves and other safe, is a priority. All practices are informed by the [restrictive practices framework](#).

The use of restrictive practices must be guided by 6 principles.

- Student centred
- Least restrictive
- Helping to reduce and eliminate restrictive practices
- For the shortest time
- Monitored
- Reviewed regularly

At Ingleburn High School, restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. It puts the responsibility on individual students to be truly accountable for their behaviour and to repair any harm caused to others as a result of their actions.

Ingleburn High School is committed to creating respectful and safe learning environments for all students. Informed use of restrictive practices protects the rights, safety, and freedom of all students. At Ingleburn High School the safety and wellbeing of all students is a priority in creating an environment free from intimidation, harassment, victimisation, discrimination and continued disruption.

Prevention			
Action	When and how long?	Who coordinates?	How are these recorded?
Seating Plan	Circumstantial	Classroom Teacher	Sentral
Differentiation and extension	Circumstantial	Classroom Teacher	Registration

Early Intervention			
Action	When and how long?	Who coordinates?	How are these recorded?
Timeout Card	Only for students with Behaviour Support Plans – No longer than 1 Term	Advisory Team	Sentral
Detention	No longer than 10 minutes	Classroom Teacher	Sentral
Wellbeing Hub	Circumstantial	HT Wellbeing	Sentral kiosk and Advisory Team minutes

Category – Green	10 Days	Classroom Teacher	Sentral and category
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Targeted Intervention			
Action	When and how long?	Who coordinates?	How are these recorded?
Category - Orange	10 Days	Head Teacher	Sentral and Orange category card
Wellbeing Hub	Circumstantial	Head Teacher Wellbeing	Sentral Kiosk
Work placement/experience	Circumstantial	Relevant staff and Careers advisors	Sentral attendance and Advisory Team minutes

Individual Intervention			
Action	When and how long?	Who coordinates?	How are these recorded?
Partial enrolments	Circumstantial	HT Administration, HT Wellbeing, Senior Executive	Sentral
Suspensions	Circumstantial – no longer than 10 days	Senior Executive	Sentral Attendance
Exemptions	Circumstantial	Principal	Sentral Attendance
Category – Red	10 Days with extension - Circumstantial	Senior Executive	Sentral and Category card

DoE Detention And Time-Out Guidelines

Implementation document for the Student Behaviour policy

These guidelines support principals and NSW public school staff to understand the department's position on detention, teacher-directed time-out and self-directed time-out. These guidelines should be read in conjunction with the department's Restrictive Practices Framework and Restrictive Practices Reduction and Elimination Policy.

1. Seclusion

Seclusion is the sole confinement of a child or young person in a setting from which they are physically unable to leave, or reasonably believe that they cannot leave, for any length of time and where there is no supervision.

Seclusion is not permitted, except in response to an emergency or crisis situation where there is an imminent risk of harm to a student, staff or other students. Schools must ensure that detention, teacher-directed time-out and self-directed time-out are used in line with the guidance set out below, to ensure these strategies are not used in a way that may be considered seclusion.

2. Detention and reflection

To ensure the safety and wellbeing of all students and staff, as well as provide an educational environment where all students can achieve and succeed, it is essential that behaviour is managed appropriately. Where students do not respond positively to the standards and expectations of the school, it may be necessary to apply a fair, reasonable and proportionate action.

Detention and reflection rooms are a planned consequence that involves a single student, or group of students, generally being in a designated room or area. The purpose of these is to support the student to reflect on their behaviour and make positive choices. The student is always supervised in the room by at least one adult and the student is not left alone at any time. Detention and reflection should never take place in rooms that can be chained, locked or closed in any way that prevents a student from freely leaving the space.

Principals, in consultation with the school community, make informed decisions about the use of detention and reflection rooms as a response to student behaviour and reflect these in the School Behaviour Support and Management Plan to align with the Student Behaviour policy and procedures.

3. Teacher-directed time-out

Teacher-directed time-out is a planned behaviour intervention that is implemented as part of a behaviour support plan based on an assessment of the behaviour. It is used to prevent an escalation of behaviour and support the teaching of appropriate behaviour and skills, such as self-regulation.

Teacher-directed time-out should only be used after other de-escalation strategies and teaching practices have been tried. It occurs when a student is directed away from an educational activity or setting when they engage in behaviours of concern to stop those behaviours from being reinforced.

Teacher-directed time-out should be paired with restorative conversations as part of behaviour

support planning to include goals, explicit instruction of replacement behaviours, measures to check progress and personalised feedback to the student as they develop replacement behaviours.

When directing a student to teacher-directed time-out, make sure:

- to use a space within the classroom or nearby where the student can be supported
- the student is monitored by the teacher
- it is for the shortest possible time.

Teacher-directed time-out should never:

- be used to punish a student
- occur in a closet or closed space without a window
- occur in rooms where doors are chained, locked or closed in any way that prevents a student from leaving the space or where a student reasonably feels they are unable to leave.

4. Self-directed time-out

Self-directed time-out enables a student to remove themselves from a situation or environment causing stress. This is sometimes called time away, chill out time or cool down time. It is a planned informal behaviour support strategy that may be used as part of a behaviour support response and documented as an agreed strategy.

Self-directed time-out enables students to leave a stressful situation for time alone and is often used to prevent an escalation of behaviour. It is designed to provide opportunities to regulate emotions and behaviour. Students must be monitored by a teacher while they are having self-directed time-out.

Self-directed time-out occurs when the student:

- recognises a situation may increase stress to them or lead to an escalation in their behaviour
- requests permission to use self-directed time-out from the classroom
- signals and leaves the classroom or educational activity without prompting or support
- goes to a prearranged room or area, for example a garden, quiet space, lounge room
- is monitored at all times while they are having self-directed time
- chooses to return to the classroom or educational activity as soon as they feel able to do so and within an agreed timeframe as part of their plan.

Note: Sometimes a student may seek a self-directed time-out as a task avoidance or other function of behaviour. If it is occurring regularly, the teacher can use informal data to track for patterns and complete a Functional Behaviour Assessment to determine alternate strategies, if required.

What is not a self-directed time-out strategy?

The following examples are not self-directed time-out strategies, nor do they form part of a student's individual behaviour support planning, or other individual plan if one is already in place.

Schools must take appropriate action in the event of any of the following:

- **absconding** – when a student has hurriedly left the school grounds or a school-approved activity or has otherwise gone missing from the learning space
- **truancy** – unauthorised absences from school or the classroom, indicating that a child has missed school without permission or appropriate reason
- **fight or flight responses** – an automatic physiological reaction to an event that is perceived as stressful or frightening. It triggers an acute stress response that prepares the body to fight or flee.

When using time-out strategies, schools and staff should also consider the following:

- Positive and proactive behaviour management strategies are to be employed before the use of time-out in all environments (applying the care continuum)
- Behaviour expectations are to be clearly outlined and communicated to students and parents/carers through the Behaviour Code for Students, School Behaviour Support and Management Plan
- Use local supports, such as the Delivery Support Team Around a School to support and manage student behaviour

Time-out strategies are not the same as a suspension. The Student Behaviour policy, procedures and related supporting documents outline a range of interventions, alternative actions to support behaviour, and the suspension and expulsion processes. In addressing any behaviour of concern, referral to these documents is required. The Detention and Time-out Guidelines do not replace these documents and should be read alongside them.

Examples

Detention and reflection

What is detention/reflection?

- A student has demonstrated repeated inappropriate behaviours that have been addressed at both the classroom and executive level. The student has been directed to the reflection room at lunch time to participate in a restorative conversation and encourage them to make positive choices.
- A student did not complete homework from the night before. The teacher directs the student to spend half of lunch the following day completing the homework in the detention room.

What isn't detention/reflection?

- The teacher keeps the whole class in for 10 minutes at the start of lunch due to ongoing behaviours of concern throughout the lesson by 5 students. The purpose of using this time is to discuss with the students the school's expectation of behaviour and to identify any issues that may need to be addressed.
- The teacher keeps a student in for 10 minutes at the start of lunch due to not finishing class work.

Teacher-directed time-out

What is teacher-directed time-out?

- A student is told by the teacher to go to the breakout room next to the classroom for 10 minutes to calm down after repeatedly yelling at another student.
 - The breakout room has glass windows on the sides that face the classroom and a door.
 - The student believes that they can move freely between the classroom and breakout room.
 - This strategy is in the student's individual planning.
- After using a range of de-escalation strategies, a student is directed by a teacher to go to a buddy class and complete their work to minimise the escalation of minor inappropriate behaviour. This is a planned strategy that is part of their individual student planning.

What isn't teacher-directed time-out?

- A student is told by the teacher to go to the breakout room next to the classroom for 10 minutes to calm down after repeatedly yelling at another student.
 - The breakout room has glass windows on the sides that face the classroom and a door.
 - The student cannot move freely and believes they cannot leave the space.
- A student is escalating non-compliance behaviours and the teacher directs the student to go to the office to talk to a school executive with their work. This is not teacher-directed time-out because it is not a planned agreed strategy.

Self-directed time-out

What is self-directed time-out?

- A primary school student goes to the classroom chillout space, which is a beanbag in the corner of the room, when he feels like he needs a break from writing tasks.
 - This is a supervised pre-arranged area used by the student to self-regulate.
 - The use of this space is a planned strategy identified in the student's individual student planning.
 - The student is able to move freely and between spaces and can be seen by the teacher at all times.
- A high school student leaves the classroom and sits on a chair outside the room when she becomes anxious following teacher instructions.
 - The student can be seen by the teacher.
 - It is part of the student's individual planning to teach appropriate replacement behaviours.
 - The student can move freely and between spaces.

What isn't self-directed time-out?

- A student hurriedly leaves a classroom, school grounds or goes missing without advising the teacher.
 - This is called absconding.
 - It cannot be a planned strategy or part of the student's individual planning.

- A student in high school has unauthorised absences from school or the classroom and has missed school without permission or appropriate reason.
 - This is called truancy.
 - It cannot be a planned strategy or part of the student's individual planning.

6. Partnerships with parents/carers

Partnerships with parents, carers, educators, and school staff need to be collaborative, supportive and cohesive. Ingleburn High School is a positive environment where parents and carers play an active role in the learning community. Ingleburn High School engages and collaborates with our community in a variety of ways.

Initiative/Program	Involved	Care Continuum
Community Café	Parents, CLO, Staff	Prevention
Good 360	CLO, Parents	Early Intervention
Parent/Teacher Interviews	Parent, IHS Teaching Staff	Prevention, Early Intervention
Open Night	Community, Staff, local feeder primary schools	Prevention
Meet the Teacher	Year 7 parents and carers, IHS Teaching staff	Prevention
PLPs BBQ	Aboriginal and Torres Strait Islander community, Support services, AEO, Local elders, IHS staff and students	Early Intervention
Support Review and Reappraisals	Support Unit staff, LWO, AEO, School counsellor, Principal, Parents and Carers and Support unit students	Targeted Intervention
Behaviour Support Plan Development Interviews	Parents and Carers, Wrap Around Team, students	Targeted Intervention
AECG Meeting (The Fields)	Parents and Carers, Aboriginal Education Team	Prevention, Early Intervention, Targeted Intervention
Transition Program	Transition Coordinator, Feeder Primary Schools, Aboriginal Education, EALD, L&S and Wellbeing Teams, Support Unit	Early Intervention, Targeted Intervention
Orientation Days	Feeder Primary schools, Year 6 parents/carers IHS Wellbeing team, Transition Coordinator	Early Intervention
Support Unit Transition Information Evening	Support Unit staff, Wrap around Team, external support services, parents/carers	Targeted Intervention, Early intervention
Senior school information evening	Year 12 advisory team, Senior executive, parents/carers	Prevention Intervention
Academic/Sport Presentation Assemblies	Parents/carers, IHS staff	Prevention
Lomandra Community Project	CLO, Parents	Early Intervention, Targeted Intervention
Open Day	Parents, CLO, Staff Feeder primary schools	Prevention

7. Ingleburn High School Anti-bullying plan 2023

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. The NSW Department of Education requires all NSW public schools to have an Anti-bullying Plan which detail the strategies implemented to reduce student bullying behaviours.

Resources

The NSW anti-bullying website (see: <https://antibullying.nsw.gov.au/>) provides evidence-based resources and information for schools, parents and carers, and students. Schools are encouraged to visit the website to support whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour.

Ingleburn High School's commitment

Our 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. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

School culture and inclusion

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 will actively respond to student bullying behaviour.

Our school engages in the following practices to promote a positive school culture.

Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.

Dates	Communication topics
Term 1	Anti-Bullying wellbeing lessons for Year 7, 8 and 9 during National Day of Action Against Bullying and Violence. Wellbeing Wednesday Years 7 and 8 Anti-bullying messages to students via school communication. Harmony Week Initiative to promote acceptance and diversity.
Term 2	Anti-bullying brochure provided to students. Wellbeing Lessons 7-10 Wellbeing Wednesday 7-10
Term 3	R U OK Day to promote checking in on others.

	Wellbeing Day – Anti-Bullying workshops and presentations. Wellbeing Lessons 7-10 Wellbeing Wednesday 7-10
Term 4	National Bullying Prevention Week Activities. World Kindness Day Initiative. Wellbeing Lessons 7-10

Staff communication and professional learning

Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.

Dates	Communication topics and Professional learning
Term 1	Development of IER and Behaviour Strategy IHS Delivery of behaviour Strategy to all staff Anti-Bullying Plan and Behaviour Code to be shared with Wellbeing Team and accessible to all IHS staff. Ongoing communication to staff with strategies to support in the classroom when responding to bullying.(Resource library through T&L hub)
Term 2	Rotational Workshops – led by Head Teacher Wellbeing/Student Support Officer/2IC Wellbeing Bullying No Way' presentation for Year Advisory Team. Ongoing communication to staff with strategies to support in the classroom when responding to bullying. TTFM data analysis of student wellbeing Ongoing communication to staff with strategies to support in the classroom when responding to bullying.(Resource library through T&L hub)
Term 3	Rotational Workshops – led by Head Teacher Wellbeing/Student Support Officer/2IC Wellbeing Ongoing communication to staff with strategies to support in the classroom when responding to bullying. Twilight workshop option for interested staff Ongoing communication to staff with strategies to support in the classroom when responding to bullying.(Resource library through T&L hub)
Term 4	Rotational Workshops – led by Head Teacher Wellbeing/Student Support Officer/2IC Wellbeing Ongoing communication to staff with strategies to support in the classroom when responding to bullying.(Resource library through T&L hub)

New and casual staff

New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways.

New staff and casual staff are provided with a copy of the school handbook which includes the anti-bullying plan, anti-bullying response and wellbeing referrals flow chart. This in conjunction with early career and beginning teacher scheduled meetings.

New staff and casual staff are supported by an experienced 'mentoring' teacher or Head Teacher when dealing with bullying incidents within their class rooms and/or the playground.

Wellbeing professional learning provided at Beginner Teacher meetings - how to respond to bullying and how to report incidents of bullying.

Head Teacher Wellbeing to collaborate with Head Teacher Administration to deliver professional development to casual staff throughout the year. Casual staff are invited to participate in ongoing PL as part of IHS.

Partnerships with families and community

Effective schools have high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance and behaviour. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

Establishment of Community Café and Community Liaison Officer has allowed greater access to our community and sharing of information to support student wellbeing.

Website

Our school website has information to support families help their children to regulate their emotions and behaviour and develop socially. Information is provided to assist if children have been involved in bullying behaviour (as the person engaging in bullying behaviour, as the person being bullied or as the person witnessing the bullying behaviour).

The following are published on our school's website. Check the boxes that apply.

- School Anti-bullying Plan NSW Anti-bullying website Behaviour Code for Students

Communication with parents

Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour.

Dates	Communication methods and topic
Term 1	Community Café School Newsletter School website. Promotion of initiatives via Facebook and Instagram How to respond if your child is being bullied - Wellbeing Hub and School Website links.
Term 2	Community Café School Newsletter School website. Promotion of initiatives via Facebook and Instagram How to respond if your child is being bullied - Wellbeing Hub and School Website links.
Term 3	Community Café School Newsletter School website. Promotion of initiatives via Facebook and Instagram How to respond if your child is being bullied - Wellbeing Hub and School Website links.
Term 4	Community Café School Newsletter School website. Promotion of initiatives via Facebook and Instagram How to respond if your child is being bullied - Wellbeing Hub and School Website links.

Support for wellbeing and positive behaviours

Our school's practices support student wellbeing and positive behaviour approaches that align with our school community needs.

Social and emotional skills related to personal safety, resilience, help-seeking and protective behaviours are explicitly taught across the curriculum in Personal Development, Health and Physical Education (PDHPE) and wellbeing lessons delivered to years 7-10.

Examples of other ways our school will embed student wellbeing and positive behaviour approaches and strategies in practices include the following.

Each grade will participate in one wellbeing lesson per fortnight with a focus on the specific teaching of social skills such as help-seeking, social awareness, resilience, assertiveness and being a positive bystander.

Students will have various opportunities to engage in targeted anti-bullying activities and programs. Students will also engage in initiatives which are 'protective' and emphasise the importance of respect, kindness and inclusion such as Harmony Day and Wellbeing Wednesdays.

Targeted students will participate in externally organised programs such as PCYC, Pathways to Dreaming, PATHE, HAKKA Warriors, Aboriginal attendance artwork shop, AFL Academy, Backflips against bullying, PCYC Fit 4 Life, PCYC Stepping up.

Completed by: Stella Kralinger and Jessica Zezovski

Position: Deputy Principal and Acting Head Teacher Wellbeing

Signature:

Date:

Signature:

Date:

Principal name: Catherine Argyle

Signature:

Date:

8. Reviewing the school behaviour support and management plan

Regular review of this plan ensures that it continues to be fit for purpose and use current school data to inform practice and direction. This review will include community and student engagement and representation.

The review process will include:

- Undertaking a review of school data
 - Academic and attendance data
 - Current school behaviour procedures, systems, and practices
 - Referrals to the executive, the school learning and support team, and Delivery Support teams
 - Current department policies and procedures
- Revising and developing positive behaviour systems and processes to maintain a climate of respect, including behavioural expectations, a behaviour management flowchart, and interventions across the care continuum
- Determining professional learning needs for the coming year
- Reviewing, and if necessary, updating the responsibilities of staff, students, and parents and carers.

8.1 Review Dates

Next review date: Term 2, Day 1, 2024

9. Resources & Documents

Link to Behaviour Plan	Details	Link
Whole School Approach	Department of Education's policy detailing commitments to Aboriginal student education and inclusion	Aboriginal Education policy
Detention, reflection, and restorative practices	This Framework outlines mechanisms to support schools to plan for the safe and effective use of restrictive practices when they are necessary, to consider alternative strategies and to record decision-making around the use of restrictive practices.	Restrictive Practices Framework
All	This document outlines the key changes and principles of Inclusive, Engaging and Respectful Schools policy and procedure	Student Behaviour factsheet
Promoting and reinforcing positive student behaviour and school-wide expectations	This framework outlines the care continuum and the different levels of intervention for all students	The Care Continuum
Promoting and reinforcing positive student behaviour and school-wide expectations	Hub of resources to provide support with Positive Behaviours for Learning (PBL)	Positive Behaviours for Learning (PBL)
Promoting and reinforcing positive student behaviour and school-wide expectations	Attendance Matters – Resources for schools	Attendance Matters
All	This webpage details the three new policies that will help schools manage the diverse spectrum of student needs in schools.	Inclusive, Engaging and Respectful Schools
Promoting and reinforcing positive student behaviour and school-wide expectations	Webpage that outlines the Wellbeing Framework for schools that supports schools to create teaching and learning environments that enable students to be healthy, happy, engaged and successful.	Wellbeing Framework
Ingleburn High School Anti-bullying plan	Links and resources for students, parents/cares and educators regarding Anti-bullying practices in NSW schools.	Anti-Bullying

All	Webpage detailing the Inclusive education policy, access to the inclusive practice hub and inclusive education statement.	Inclusive Education for Students with Disability
All	Webpage that provides guidelines and frequently asked questions related to child protection concerns, covering risk of harm, including significant harm, mandatory reporting, identification and response.	Child Protection Policy Guidelines
Promoting and reinforcing positive student behaviour and school-wide expectations	A set of resources to promote active student voice in the classroom, school and community.	Student Voice, participation, and leadership
Promoting and reinforcing positive student behaviour and school-wide expectations	List of mental health organisations and partnerships with the Department of Education to support student wellbeing	Mental health programs and partnerships
Whole School Approach	Information regarding the role of the Student Support Officer in NSW schools	Student Support Officers
Detention, reflection, and restorative practices	Restorative practice toolkit that provides a variety of teaching strategies and information that details types of restorative practice and their applicability in the classroom and whole school.	Restorative Practice Toolkit
Whole School Approach	Resources to support conflict resolution in NSW Schools	Conflict resolution
Detention, reflection, and restorative practices	Fact Sheet outlining the Suspension process in NSW Schools	Suspension Fact Sheet
All	The School Excellence Framework is a document that supports all NSW public schools in their pursuit of excellence by providing a clear description of the key elements of high-quality practice.	School Excellence Framework
Whole School Approach	The What Works Best Document outlines eight quality teaching practices that are known to support school improvement and enhance the	What Works Best

	learning outcomes of our students.	
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10. Policy Appendix

Inclusive Education for students with disability

Guidance to support the inclusion of students with disability and additional needs in NSW public schools.

1. Policy statement

- 1.1 The NSW Department of Education values the diversity of its school communities and is committed to building a more inclusive education system for all students, regardless of disability, ethnicity, socioeconomic status, nationality, language, gender, sexual orientation or faith.
- 1.2 Inclusive education means that all students, regardless of disability, ethnicity, socioeconomic status, nationality, language, gender, sexual orientation or faith, can access and fully participate in learning, alongside their similar-aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. Inclusion is embedded in all aspects of school life and is supported by culture, policies and everyday practices.
- 1.3 All students with disability:
 - are entitled to enrol in their local government school if they are eligible to attend
 - are welcomed and included in all aspects of school life
 - can access and fully participate in learning alongside their peers
 - are supported to express their views, set goals and self-advocate
 - are supported by reasonable adjustments and personalised support so they are engaged and learning to their fullest capability.
- 1.4 In line with the Disability Standards for Education 2005, all staff must:
 - implement reasonable adjustments for students with disability to support them to enrol and participate in all aspects of school life, on the same basis as students without disability
 - consult students and their parents or carers on reasonable adjustments
 - support students with disability to access the curriculum through reasonable adjustments and personalised support
 - develop and implement strategies to prevent harassment, discrimination and victimisation of students with disability.

1.5 In line with effective practice, all staff should:

- work in partnership with students, parents and carers, external service providers and the community, to achieve the best outcomes for students with disability
- support students, parents and carers with key transition points
- model inclusive practice to promote social and cultural inclusion of students with disability
- participate in professional learning about supporting the inclusion of students with disability.

2 Audience and applicability

2.1 All staff employed by the department, including all contractors, consultants, volunteers and committee members working with the NSW Department of Education.

3 Context

3.1 This policy reflects requirements under the Education Act 1990 (NSW), Disability Discrimination Act 1992 and Disability Standards for Education 2005. It is informed by the United Nations Convention on the Rights of People with Disabilities, in particular Article 24 on Education.

3.2 This policy reflects commitments made by the department around diversity and inclusion, including the [Disability Strategy](#), [Inclusive Education Statement for students with disability](#), [Workforce Diversity policy](#), [Diversity and Inclusion Strategy](#) and Disability Inclusion Action Plan.

3.3 The NSW Department of Education has high expectations of all students. The department will continue to work with parents and carers and disability and education experts to personalise support so that every student is engaged and learning to their fullest capability. For most students, this means attending their local school with individualised support. For some students, it may also mean attending more than one learning environment during their education. For example, attending a school for specific purposes, or a support class in a primary or secondary school.

3.4 This policy reflects responsibilities of schools across a range of [departmental policies](#) and procedures and should be read in conjunction with relevant policies and procedures.

4 Responsibilities and delegations

4.1 Principals:

- 4.1.1 lead and oversee school staff compliance with the policy and promote, model and embed inclusion in school practice and culture
- 4.1.2 participate in professional learning for school leaders, and identify and support the professional learning needs for staff to provide inclusive education

- 4.1.3 lead curriculum implementation so students with disability are supported to access the same curriculum as their peers in developmentally appropriate ways, and support staff to implement reasonable adjustments for students with disability in line with the Disability Standards for Education 2005
 - 4.1.4 seek support and advice on complex issues relating to inclusion from the Learning and Wellbeing Coordinator or Directors, Educational Leadership
 - 4.1.5 ensure students, parents and carers can access appropriate complaint processes and that complaints handling for parents and carers is fair, efficient and accessible
 - 4.1.6 embed a collaborative, consultative culture of continuous improvement to support the inclusion of students with disability.
- 4.2 Learning and support team:
- 4.2.1 support classroom teachers to identify, assess, respond to and monitor the additional learning needs of students
 - 4.2.2 undertake a personalised learning and support process that sets measurable learning goals, and which demonstrates a commitment to high expectations
 - 4.2.3 collaborate with school staff, parents and carers, and external providers, to support reasonable adjustments
 - 4.2.4 coordinate planning processes and resourcing for students with disability, including documentation, record keeping, communication and monitoring and reviewing processes for adjustments.
- 4.3 Teachers:
- 4.3.1 ensure students with disability are included in all aspects of school life
 - 4.3.2 communicate and engage with students and their parents or carers on their education and adjustments on an ongoing basis
 - 4.3.3 plan to meet students' diverse learning needs and maintain records of teaching strategies, including differentiation and evidence-based practices
 - 4.3.4 collaborate with the learning and support team and other department staff and seek advice from external service providers to make reasonable adjustments, as needed
 - 4.3.5 regularly monitor and review the use and effectiveness of reasonable adjustments
 - 4.3.6 monitor the progress of individual students with disability against their learning goals, focus on strengths and address areas for improvement where needed
 - 4.3.7 assess and report progress to students, parents and carers.
- 4.4 School learning support officers:

- 4.4.1 assist the classroom teacher in the teaching and learning environment, including the implementation of individual education and health management programs and individual transition programs
- 4.4.2 support students with disability to achieve educational outcomes under the supervision and direction of a teacher.
- 4.5 Learning and wellbeing coordinators:
 - 4.5.1 support the development of inclusive practice and school culture
 - 4.5.2 coordinate professional development and support for schools to enable responsive approaches to meet the learning and wellbeing needs of students with disability
 - 4.5.3 plan, coordinate and monitor effective learning and wellbeing service provision, resource coordination and maximisation to support schools to meet the learning and support needs of students with disability
 - 4.5.4 provide advice to build the capacity of principals to meet relevant legal and policy obligations relating to students with disability
 - 4.5.5 work collaboratively with Directors, Educational Leadership and principals to manage complex issues relating to the inclusion of students with disability.
- 4.6 Directors, Educational Leadership:
 - 4.6.1 lead and monitor the implementation of this policy in their network schools
 - 4.6.2 be a champion of change, model and support inclusive practices and identify and promote good inclusive practice within the network
 - 4.6.3 promote educational opportunities for students with disability, including collaboration between network schools
 - 4.6.4 participate in professional learning about supporting students with disability and identify and support principals' professional learning needs
 - 4.6.5 support principals to resolve complex issues relating to inclusion
 - 4.6.6 collaborate with other staff such as learning and support teams to implement inclusive practice within network schools.
- 4.7 Directors, Delivery Support:
 - 4.7.1 monitor and support the implementation of this policy within their teams
 - 4.7.2 support learning and wellbeing coordinators to improve learning and wellbeing outcomes for students with disability
 - 4.7.3 lead school access to itinerant support teachers and other Delivery Support services

- 4.7.4 lead placement panel processes for students with disability seeking additional support
- 4.7.5 foster a culture that drives and encourages high standards in the delivery of educational outcomes for all students, including students with disability
- 4.7.6 support Directors, Educational Leadership to resolve issues and complaints
- 4.7.7 oversee advice to schools on adjustments, including where a school believes an adjustment is unreasonable. Seek advice from Legal Services if a school contacts Delivery Support staff advising they are not able to reach agreement with the student and their parents or carers about adjustments.
- 4.8 Director, Inclusive Education:
 - 4.8.1 lead the department's engagement with the National Disability Insurance Agency
 - 4.8.2 facilitate the Nationally Consistent Collection of Data on School Students with Disability.
- 4.9 Director, Disability Strategy and Director, Inclusive Education (joint responsibilities):
 - 4.9.1 support the implementation of this policy across the department
 - 4.9.2 oversee the development and implementation of research, policy and practice relevant to inclusive education under the Disability Strategy and other related initiatives
 - 4.9.3 lead and collaborate across the department to develop evidence-based resources, professional learning, and facilitate mentoring and support to strengthen inclusive practice and build the capability of schools to meet the needs of their students
 - 4.9.4 build an evidence base of best practice to improve outcomes for students with disability for teachers and school leaders to access.
- 4.10 Group Director, Asset Management Unit:
 - 4.10.1 oversee changes and upgrades to physical premises for students with disability as soon as reasonably practicable.
- 4.11 Director, Educational Facilities and Design:
 - 4.11.1 ensure all new works comply with best practice inclusive design principles, minimum building code requirements, the Disability (Access to Premises - Buildings) Standards 2010 and [Educational Facilities Standards and Guidelines External link](#)
 - 4.11.2 monitor the evidence base to strengthen access to school premises and to promote dignified access for students with disability.

5 Monitoring and review

5.1 The Director, Disability Strategy and the Director, Inclusive Education monitor the implementation of this policy, review its contents to ensure relevance and accuracy, and update it as needed.

6 **Contact**

Director, Disability Strategy

disability.strategy@det.nsw.edu.au

Director, Inclusive Education

disability.support@det.nsw.edu.au

Restrictive Practices Reduction and Elimination

Direction and guidance on the use of restrictive practices in NSW public schools and government preschools, including reporting requirements, and outlines the practices that are never permitted. Staff acting in accordance with this policy and the Restrictive Practices Framework, Restrictive Practices Planning Procedures, Environmental Restraints Planning Procedures and other supporting documents are acting with the authority of, and are supported by, the NSW Department of Education.

1. Policy statement

- 1.1 The NSW Department of Education is committed to providing positive, inclusive, respectful and safe learning environments for all students and staff. Informed use of restrictive practices protects the rights, safety and freedom of children and young people, while balancing the safety of staff and others. This includes awareness of what practices are prohibited.
- 1.2 The safety of children, young people and staff is paramount in all circumstances. All students and staff have the right to be treated fairly and with dignity in an environment free from intimidation, harassment, victimisation, discrimination and continued disruption.
- 1.3 The department acknowledges that restrictive practices may be necessary to meet the health, safety and/or wellbeing needs of a student, other students and staff. Staff work together with students, parents and/or carers and external partners to support student learning, wellbeing and independence.
- 1.4 In line with non-delegable legal obligations, NSW public school and government preschool staff must:
 - 1.4.1 take reasonable steps to reduce the risk of reasonably foreseeable harm to students under their [legal duty of care](#)
 - 1.4.2 ensure the health, safety and welfare of employees and other people in the workplace as far as is reasonably practicable under the [Work Health and Safety Act 2011](#)[External link](#).
- 1.5 In line with department policy and guidelines, all NSW public school and government preschool staff must:
 - 1.5.1 obtain and document consent from parents and/or carers before planning and using a restrictive practice
 - 1.5.2 use the 6 principles outlined in the [Restrictive Practices Framework \(PDF 6 MB\)](#) when deciding on the use of restrictive practices
 - 1.5.3 only use restrictive practices as originally recommended or prescribed by an external medical practitioner, allied health professional or external behaviour support practitioner

- 1.5.4 plan the use of restrictive practices in consultation with the student, their parents and/or carers, and support staff, and when necessary, an external medical practitioner, allied health professional or external behaviour support practitioner
 - 1.5.5 have evidence that the use of restrictive practices has been planned, consulted and consented to. This may include documenting the use of restrictive practices in individual student support plans
 - 1.5.6 immediately notify the principal or delegate if they are involved in or witness the use of a restrictive practice as an emergency or crisis response, the inappropriate use of a planned restrictive practice or a prohibited practice.
- 1.6 The following practices are prohibited in NSW public schools and government preschools. Prohibited practices include:
- 1.6.1 planned seclusion or seclusion used outside of an emergency or crisis response. This includes seclusion used for behaviour management, punishment or discipline
 - 1.6.2 denial of key needs such as food and water
 - 1.6.3 use of restrictive practices as a form of discipline, punishment, threat or for reasons of convenience
 - 1.6.4 life threatening physical restraints. This includes physical actions that threaten the life of a person, including prone restraint. See the [Prohibited practices fact sheet \(PDF 338 KB\)](#) for further guidance
 - 1.6.5 misuse of medication. This includes school staff administering medication to influence behaviour, mood or level of arousal contrary to (or without) the instructions of the prescribing medical practitioner
 - 1.6.6 the use of any restrictive practice that hasn't been planned, consulted and consented to (except in an emergency or crisis where there is a duty of care obligation).

2 Audience and applicability

- 2.1 All department staff, including all contractors, consultants, volunteers and visitors working with the department, including in government preschools.

3 Context

- 3.1 This policy complies with the [Education Act 1990 \(NSW\)External link](#), [Disability Discrimination Act 1992External link](#) and [Disability Standards for Education 2005External link](#).
- 3.2 This policy reflects the legal and policy responsibilities of schools in a range of departmental policies and procedures and should be read in conjunction with relevant policies and procedures.
- 3.3 The [Restrictive Practices Framework \(PDF 6 MB\)](#) describes the department's commitment to reducing and eliminating the use of restrictive practices, wherever possible, in all NSW public schools and government preschools.

- 3.4 Government preschools also need to comply with the [Education and Care Services National Regulations](#)[External link](#). Regulations 155 and 156 specifically relate to behaviour and prohibited practices.
- 3.5 While the use of restrictive practices may be necessary in some circumstances to meet legal duty of care and [Work Health and Safety Act 2011](#)[External link](#) obligations, schools must have a lawful purpose for using such practices. Failure to do so may result in potential criminal offences, a breach of duty of care obligations, and/or disability discrimination, for instance where a restrictive practice is used as a form of discipline, punishment, threat or for reasons of convenience.

4 Responsibilities and delegations

4.1 Principals:

- 4.1.1 ensure whole school and individual planning reflects the 6 principles for decision-making outlined in the [Restrictive Practices Framework \(PDF 6 MB\)](#)
- 4.1.2 ensure the school maintains comprehensive records in line with the department's policies, procedures and standards of records management related to restrictive practices
- 4.1.3 must ensure that a restrictive practice used in response to new or escalating behaviours, or as an emergency or crisis response, is reported to the Incident Report and Support Hotline as per the [Incident Notification and Response policy](#)
- 4.1.4 must ensure that a restrictive practice used outside of an individual behaviour response or risk management plan, as an emergency or crisis response, is reported to the Incident Report and Support Hotline as per the [Incident Notification and Response policy](#)
- 4.1.5 must report the use of prohibited practices to Professional and Ethical Standards (PES) by consulting the [PES Reporting Guide](#) and following its advice, in accordance with the [Responding to allegations against employees in the area of child protection \(PDF 391 KB\)](#)
- 4.1.6 must provide details of any incident where the principal is of the reasonable belief that a planned restrictive practice has been used inappropriately, may amount to misconduct and/or be a reportable allegation, to Professional and Ethical Standards (PES) by consulting the [PES Reporting Guide](#) and follow its advice in accordance with [Responding to allegations against employees in the area of child protection \(PDF 391 KB\)](#) and the [Code of Conduct](#)
- 4.1.7 continue to use the [Mandatory Reporter Guide](#)[External link](#), professional judgment and/or seek advice to help them decide if a situation is one of suspected risk of significant harm to the child or young person as per the [Child Protection Policy Guidelines: Responding to and reporting students at risk of harm](#)
- 4.1.8 must notify parents and/or carers of the use of a prohibited practice or crisis or emergency use of a restrictive practice, on the same day as the incident, or as soon as practical (within 24 hours), and document that notification has occurred

- 4.1.9 must consider the safety and wellbeing needs of all students and staff who have been affected by the use of a prohibited practice, or the events that preceded it, and be satisfied that reasonably practicable steps have been taken to meet those needs. For example, principals should consider referring a student for school counselling and staff should be reminded of the support available via the [Employee Assistance Program – Supporting You](#).
- 4.1.10 must notify the Approved Provider within 24 hours where the incident has occurred in a department preschool class, at earlylearning@det.nsw.edu.au
- 4.1.11 undertake an incident review following the use of a restrictive practice as an emergency or crisis response, or a prohibited practice. This includes reviewing and/or modifying individual student support plans, school procedures and revising risk assessments and/or behavioural strategies, where necessary. It also includes re-evaluating staff training and skills. The review process is critical if an emergency or crisis response has been used multiple times, either within the same classroom or by the same individual. Principals need to document the review and undertake it in consultation with the student, where possible, and parents and/or carers.
- 4.2 All school staff:
- 4.2.1 must immediately notify the principal or their delegate of the use of a restrictive practice as an emergency or crisis response, an inappropriate use of a planned restrictive practice or a prohibited practice. Staff must also report any incidents to the Incident Report and Support Hotline, in line with the [Incident Notification and Response policy](#). Staff may become aware of this by direct observation or involvement, being told about the behaviour by another person, including another child or young person, or via a complaint; and/or a disclosure from the subject of the prohibited practice
- 4.2.2 should do what they reasonably can to keep all students safe during the use of a restrictive practice as an emergency or crisis response, including assessing any need for medical attention and promptly informing the principal; and prioritise the health, safety and wellbeing of students, staff and others. This may require ringing emergency services.
- 4.3 Directors, Educational Leadership:
- 4.3.1 in consultation with principals, lead and monitor the implementation of this policy in their network schools, and ensure that schools comply with their obligations under the [Work Health and Safety \(WHS\) policy](#)
- 4.3.2 support principals to resolve complex issues relating to restrictive practices.
- 4.4 Executive Directors, School Performance:
- 4.4.1 ensure that any requests to School Performance for environmental restraints align with principles outlined in the Restrictive Practices Framework and legal duty of care and work health and safety obligations (section 3.5 of this policy).
- 4.5 Local asset management units:

4.5.1 ensure that any requests for environmental restraints within existing school facilities align with principles outlined in the Restrictive Practices Framework, on advice from School Performance.

4.6 School Infrastructure:

4.6.1 ensure that new facilities align with the principles in the Restrictive Practices Framework, in consultation with the Project Reference Group; school principals; Directors, Educational Leadership; and Delivery Support

4.6.2 ensure that any requests for environmental restraints in new facilities align with principles outlined in the Restrictive Practices Framework, on advice from School Performance.

5 Monitoring and review

5.1 The Director, Disability Strategy monitors the implementation of this policy, regularly reviews its contents to ensure relevance and accuracy, and updates it as necessary.

6 Contact

Director, Disability Strategy Correspondence-DisabilityStrategy@det.nsw.edu.au

Student Behaviour

Direction and guidance on reinforcing positive, inclusive, respectful and safe practices for supporting positive student behaviour in NSW public schools. Principals acting in accordance with this policy and the Student Behaviour Procedures are acting with the authority of, and are supported by, the NSW Department of Education.

1. Policy statement

- 1.1 The NSW Department of Education is committed to creating engaging and effective classrooms, and inclusive and safe school communities for all NSW public school students. Students and staff have the right and responsibility to engage in positive and respectful relationships based on valuing the interests, abilities and diversity of others. All students and staff have the right to be treated fairly and with dignity in an environment free from intimidation, harassment, victimisation, discrimination and continued disruption.
- 1.2 All students and staff have a right not to be subjected to racism or discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity.
- 1.3 In NSW, all children and young people have a right to an education, where students can access and fully participate in learning. To enable staff to create inclusive, engaging and respectful schools, some circumstances exist where behavioural interventions are necessary.
- 1.4 Supporting and enabling positive student behaviour is essential for quality learning, as well as the wellbeing and safety of all students and staff. Inclusive practice must be embedded in all aspects of school life and be supported by school culture and everyday practice.
- 1.5 Procedural fairness will be afforded to all students and staff in implementing this policy.
- 1.6 The aim of the policy is that all NSW public school students:
 - 1.6.1 are supported to participate positively and engage in their learning and in the wider community
 - 1.6.2 are supported to demonstrate positive and respectful behaviour that will contribute to an inclusive and safe school learning environment, consistent with their responsibilities under the [Work Health and Safety \(WHS\) policy](#)
 - 1.6.3 have the opportunity to [self-advocate](#) as active participants in their own learning and wellbeing
 - 1.6.4 are encouraged to feel connected and use their social and emotional skills to be respectful, resilient and safe learners in line with the [Behaviour Code for Students](#).

- 1.7 Schools are required to develop a [School Behaviour Support and Management Plan](#) in line with this policy and the [Student Behaviour Procedures](#). This must also establish and maintain high expectations for student behaviour, in line with the [Behaviour Code for Students](#).
- 1.8 In line with effective practice, all staff will:
- 1.8.1 receive system support delivered by the NSW Department of Education
 - 1.8.2 support and promote positive and respectful student behaviour through an evidence-informed positive behaviour support approach across the [care continuum](#)
 - 1.8.3 safely include students so they can engage positively in learning and have respectful relationships with other students and staff
 - 1.8.4 engage in respectful relationships with students and parents and carers to model inclusivity for students and reflect appropriate behaviour, mindful of diversity and individual student and family needs
 - 1.8.5 provide quality learning environments that are inclusive, safe and secure, and minimise disruption, bullying, harassment, discrimination, violence, intimidation and victimisation
 - 1.8.6 actively seek and engage in professional learning that will support positive student behaviour and the implementation of the School Behaviour Support and Management Plan.
- 1.9 In line with effective practice, as outlined in the [Wellbeing Framework for Schools](#), interventions used by schools to prevent, reduce, or address behaviours of concern will:
- 1.9.1 be fair, equitable, and inclusive
 - 1.9.2 consider the diverse learning and wellbeing needs of students, including reasonable adjustments for students with disability
 - 1.9.3 be proportionate to individual student needs and leverage their strengths in the context of providing a safe and respectful physical and emotional school environment.

2 Audience and applicability

- 2.1 All NSW public schools (excluding preschools).

3 Context

- 3.1 Schools and their communities work together to provide a continuum of behaviour support that responds to a range of student needs, including:
 - 3.1.1 universal, preventative, proactive and protective behaviour strategies that help support positive behaviour among all students
 - 3.1.2 targeted and early interventions to identify and support students who are at risk

- 3.1.3 immediate response strategies for individual students demonstrating complex and challenging behaviour.
- 3.2 This policy complies with the [Education Act 1990 \(NSW\)](#), [External link Disability Discrimination Act 1992](#) [External link](#) and [Disability Standards for Education 2005](#) [External link](#).
- 3.3 This policy reflects the legal and policy responsibilities of schools outlined in a range of departmental policies and procedures and should be read in conjunction with relevant policies and procedures.

4 Responsibilities and delegations

- 4.1 All staff will work collaboratively with students, parents and carers, service providers and the community to promote and manage positive, inclusive and safe student behaviour.
- 4.2 Principals:
 - 4.2.1 lead and oversee school staff compliance with this policy
 - 4.2.2 access advice from Directors, Educational Leadership and Delivery Support teams as needed to support policy implementation
 - 4.2.3 promote, model and embed positive, inclusive, respectful and culturally responsive practices in school
 - 4.2.4 develop a [School Behaviour Support and Management Plan](#) in consultation with the school community for implementation and monitoring by the end of Term 2 2023
 - 4.2.5 provide a copy of the School Behaviour Support and Management Plan to their Directors, Educational Leadership and upload the plan onto the school's public website
 - 4.2.6 review the School Behaviour Support and Management Plan annually, and with school community input at the start of each new School Planning Cycle (or earlier as needed) in line with implementation of the school [Strategic Improvement Plan](#)
 - 4.2.7 prioritise the continuity of teaching and learning
 - 4.2.8 participate in professional learning for school leaders annually developed and delivered by the NSW Department of Education
 - 4.2.9 identify and support the professional learning needs for school staff developed and delivered by the NSW Department of Education
 - 4.2.10 oversee the development and capacity of teachers to plan and implement a curriculum and pedagogy that supports positive behaviour of students at each level of the [care continuum](#) and ensures continuity of teaching and learning
 - 4.2.11 where a student's behaviour presents a risk to themselves, other students or staff, or student learning, ensure that all appropriate steps are taken to assess the risk and develop strategies to minimise it, consistent with departmental policies and procedures

- 4.2.12 proactively manage student behaviour by accessing school and system supports as early as possible
- 4.2.13 ensure that all behaviour management actions, including suspension or expulsion from school, are consistent with the [Student Behaviour Procedures](#)
- 4.2.14 monitor school-level data to evaluate progress in behaviour management, including suspensions and expulsions
- 4.2.15 ensure that implementation of this policy at their school is consistent with obligations to ensure a safe and healthy working and learning environment under the [Work Health and Safety \(WHS\) policy](#)
- 4.2.16 ensure students, parents and carers can access appropriate complaint processes and that complaints relating to student behaviour are handled promptly, in line with the [Complaints Handling policy](#)
- 4.2.17 implement and embed systems at their school that retain and report on records of formal action taken in relation to the implementation of this policy and its supporting procedures and implementation documents.
- 4.3 Teachers and school staff:
- 4.3.1 support school leaders in implementing this policy
- 4.3.2 will be supported to implement this policy
- 4.3.3 support the development and implementation of the [School Behaviour Support and Management Plan](#) to enhance student learning and wellbeing
- 4.3.4 model and promote behaviour that values diversity, demonstrates respect for and inclusion of all students, and promotes a positive school climate
- 4.3.5 participate in professional learning to progress skill development, knowledge and confidence and provide purposeful and personalised responses to behaviours of concern
- 4.3.6 will ensure that they comply with their obligations under the [Work Health and Safety \(WHS\) policy](#)
- 4.3.7 use effective practices and evidence-informed strategies consistent with the School Behaviour Support and Management Plan to
- explicitly teach all students about inclusive, respectful and safe behaviours in line with developmentally appropriate curriculum, and the core values of the school setting
 - provide early, visible, consistent and planned responses to behaviours of concern to foster trust and confidence between the school, student and parent or carer and ensure continuity of teaching and learning
 - support the participation and inclusion of all students, and be responsive to individual students' needs

- make reasonable adjustments to support the inclusion of students with disability.

4.4 School learning and support teams:

- 4.4.1 support principals and school staff to develop, implement, monitor and review the [School Behaviour Support and Management Plan](#)
- 4.4.2 provide support for all students requiring additional and targeted learning, wellbeing and behavioural supports across the [care continuum](#), considering any specific needs of individual students
- 4.4.3 develop, implement, monitor and review individual student support planning
- 4.4.4 evaluate, analyse and monitor student learning, wellbeing and behavioural data, and communicate relevant student information to teachers for better classroom support
- 4.4.5 organise and/or provide professional learning on behaviour support and management topics.

4.5 Delivery Support teams (non-school-based system support):

- 4.5.1 develop, source and provide professional learning opportunities for schools regarding inclusive and safe environments, developing positive classrooms and effective practices to respond to behaviour
- 4.5.2 provide advice and services to support the promotion of positive behaviours, learning and wellbeing for students in all departmental settings
- 4.5.3 provide advice and services to support targeted and individual behavioural interventions for students who require support to be safely included in departmental education settings and/or targeted learning and wellbeing support
- 4.5.4 model and coach evidence-based behavioural interventions and strategies within departmental settings and provide practical support to teachers and school support staff
- 4.5.5 work collaboratively with school learning and support teams, principals, school counselling staff, teachers, external support agencies, and parents and carers.

4.6 School counselling staff:

- 4.6.1 work collaboratively with students, school leaders, teachers, learning and support teams, Delivery Support teams, parents and carers, other agencies and services providers to develop appropriate school-based student support
- 4.6.2 provide advice about strategies and programs that will support positive behaviour outcomes
- 4.6.3 provide specialist advice and services to support targeted and individual interventions for students who require support to be safely included in departmental education settings
- 4.6.4 undertake culturally responsive cognitive, emotional and behavioural assessments to enable development of appropriate school-based support for students

- 4.6.5 provide students with short-term therapeutic interventions when appropriate
 - 4.6.6 refer students and/or their families to other agencies or services that will support student learning and wellbeing, and positive behaviour outcomes
 - 4.6.7 will ensure that they comply with their obligations under the [Work Health and Safety \(WHS\) policy](#).
- 4.7 Directors, Educational Leadership:
- 4.7.1 in consultation with principals, lead, monitor and support this policy's implementation in their network schools and ensure that schools comply with their obligations under the [Work Health and Safety \(WHS\) policy](#)
 - 4.7.2 ensure their network schools consistently, fairly and equitably implement this policy through each school's individual [School Behaviour Support and Management Plan](#)
 - 4.7.3 support school leaders to plan, implement and evaluate behaviour support approaches that engage the whole school community to maintain high standards of behaviour and create a positive, safe, inclusive and respectful school environment
 - 4.7.4 facilitate appropriate and relevant training and resources, in collaboration with other department teams, to help school staff and leaders comply with and implement this policy
 - 4.7.5 conduct regular reviews of school-level data and oversee analysis of school behavioural management data to monitor individual schools' progress in behaviour management, including suspensions and expulsions
 - 4.7.6 undertake individual behaviour management case reviews as necessary, in consultation with the principal and other support staff.
- 4.8 Executive Directors, School Performance:
- 4.8.1 oversee and support Directors, Educational Leadership to lead, monitor and support policy implementation and progress in behaviour management in their network schools, including ensuring that schools comply with their obligations under the [Work Health and Safety \(WHS\) policy](#).
- 4.9 Director, Delivery Support:
- 4.9.1 ensure Delivery Support staff understand their role in supporting schools to plan, implement and evaluate behaviour approaches that engage the whole school communities
 - 4.9.2 ensure all Delivery Support staff understand their role in supporting schools to implement this policy.
- 4.10 Director, Behaviour and Student Participation and Executive Director, Inclusion and Wellbeing:
- 4.10.1 support leaders to plan, implement and evaluate behaviour approaches that engage the whole school community

- 4.10.2 develop, source and quality assure programs and other resources so that they are available for schools to access
 - 4.10.3 ensure that information about this policy's requirements is accessible across the department and to members of the public
 - 4.10.4 secure funding and resourcing for system-level supports to ensure schools and school leaders have the necessary support to implement this policy
 - 4.10.5 oversee implementation and monitoring of the system to ensure appropriate implementation supports are available to schools.
- 4.11 Parents and carers are expected to:
- 4.11.1 work in partnership with the school, service providers and the wider school community to support their child's behavioural development and successful engagement in learning as consistent with the [School Community Charter](#)
 - 4.11.2 understand the [Behaviour Code for Students](#) and the importance of maintaining high standards of behaviour to create a positive, safe, inclusive and respectful school environment
 - 4.11.3 support the school to implement the [School Behaviour Support and Management Plan](#)
 - 4.11.4 proactively engage with the school to resolve concerns around behaviour when incidents occur, including discussing issues as soon as possible, in accordance with the School Behaviour Support and Management Plan.

5 Monitoring and review

- 5.1 The Director, Behaviour and Student Participation monitors the implementation of this policy, regularly reviews its contents to ensure relevance and accuracy and updates it as needed.

6 Contact

Director, Behaviour and Student Participation behaviour.strategy@det.nsw.edu.au