NSW Department of Education

Valley View Public School

School Behaviour Support and Management Plan

Overview

At Valley View, all students have fair access to high quality teaching and learning delivered through evidence-based practices and supported through responsive wellbeing programs and strong community partnerships.

Our goal is to inspire every child to participate positively in society. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful learners in a caring learning community.

Principles of positive behaviour support, trauma-informed practice, inclusive practice and social emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

To achieve our vision, the key program we prioritise is Positive Behaviour for Learning (PBL) which brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture.

The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.

When PBL is implemented effectively, teachers and students have more time to focus on relationships and classroom instruction. Students and staff benefit from:

- reduced problem behaviour
- increased time focused on instruction
- improved social-emotional wellbeing
- positive and respectful relationships among students and staff
- support for teachers to teach, model and respond effectively to student need
- a predictable learning environment where staff and students know what is expected to deliver effective practices that can be sustained over time.

Valley View Public School rejects all forms of bullying behaviours, including cyberbullying by maintaining a commitment to providing a safe, inclusive, and respectful learning community that promotes student wellbeing. Staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

Partnership with parents and carers

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

- inviting parent/carer and student feedback through formal and informal means, such as Tell Them From Me surveys, school surveys, P & C meetings and our local AECG

- using concerns raised through complaints procedures to review school systems, data and practices.

Valley View Public School will communicate these expectations to parents/carers through the school newsletter and school website. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

School-wide expectations and rules

Respect, Responsibility, Personal Best

Respect	Responsibility	Personal Best
Polite	Move around sensibly	Engaged
Care for others	Hands and feet to self	Come prepared
Follow teacher directions	Take care of property	Come prepared

Behaviour Code for Students

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

The Behaviour Code for Students can be found at https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01. This document translated into multiple languages is available here: Behaviour code for students.

Whole school approach across the care continuum

Our school embeds student wellbeing and positive behaviour approaches and strategies in practices across the care continuum to promote positive behaviour and respond to behaviours of concern, including bullying and cyber-bullying behaviour.

These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships. These practices include:

- stating and explicitly teaching classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- providing active supervision of students
- maximising opportunities for active engagement with learning
- providing carefully sequenced engaging lessons that provide options for student choice
- differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Behaviour for Learning	PBL develops a positive and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for all students.	All
Prevention	National Week of Action (NWA)	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) each year.	All
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	All
Prevention	Wellbeing Hub	A dedicated room for students to self-refer to access support from the AP Wellbeing.	All
Early intervention	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	All
Early Intervention	School Chaplain	Small group intervention to support and increase the coping strategies of students who are feeling anxious, stressed or lack resilience in a small group environment at school.	Individual students K - 6
Targeted intervention	Attendance support	The LST team refer students to the AP Wellbeing who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, LST team, AP Wellbeing, Principal
Targeted intervention	Check In Check Out	Daily with the AP Wellbeing or mentor teacher for students who exhibit low level behaviours of concern.	Individual students
Individual intervention	WHIN	LST team to refer students and families to the WHIN to support in managing a wide range of health and wellbeing issues.	Individual students, LST team, AP Wellbeing, Principal
Individual intervention	Individual behaviour support planning	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, LAST, AP

Care Continuum	Strategy or Program	Details	Audience
Individual intervention	Structured Play	LST refer individual students for social skill development in a small group setting at break times, supported by an SLSO.	Individual students, LST team, AP Wellbeing, Principal

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

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm.

See Appendix 1: Behaviour management Flow Chart.

Valley View Public School staff will staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- directly observing a student's behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
- a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
    - concerns raised by a parent, community member or agency.

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support, for example through the school counselling service, school chaplain, AP Wellbeing.

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

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

Preventing and responding to behaviours of concern

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement and the PBL Behaviour Consistency Guide in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

- Teacher managed – low level inappropriate behaviour is managed by teachers in the classroom and the playground.
- Executive managed – behaviour of concern is managed by school executive.
- Corrective responses are recorded on Sentral.

Valley View Public School follows the 'Behaviour Consistency Guide' when deciding on the level of an unwarranted/negative behaviour. This is also used as a reference for when students are referred to executive (see Appendix 2 and 3).

All staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. PBL consists of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

We acknowledge that not all students are encouraged by the same thing or in the same ways. Younger students may be more motivated by adult attention while older students are typically more motivated by peer attention, activities, privileges, or freedom. When learning new skills, students need immediate and frequent reinforcement and as they develop mastery they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts.

The use of verbal and non-verbal specific positive feedback is the most powerful way to:

- help adults and learners to focus on positive social behaviour
- increase the likelihood that students will use the expected behaviours and skills in the future
- decrease unexpected behaviour and reduce the need for corrective responses
- enhance self-esteem and build an internal focus of control.

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour	Targeted/Individualised Responses to behaviours of concern
Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules through PBL rewards system.	Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	Contact office to seek help from executive straight away if there is a risk. Otherwise notify student's stage supervisor or executive ASAP and before the end of the school day. Document on Sentral.

Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	Use indirect responses including proximity, signals, non-verbal cues, visuals, ignore, attend, praise, redirect with specific corrective feedback.	Executive/CT to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirecting to another area or activity, providing reassurance or offering choices. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident. Document on Sentral.
Tangible reinforcers include those that are: free and frequent (OK tickets) moderate and intermittent, significant and infrequent. Intermittent and infrequent reinforcers are recorded on Class Dojo.	Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour. expectation before low-level consequence is applied.	Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident Sentral and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.
Social emotional learning lessons are taught (PBL) weekly.	Teacher records incidents on Sentral by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or executive.	Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan.
Teacher contact through Class Dojo or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at whole school assemblies and recognised in the school newsletter.	Teacher contacts parents by phone or Class Dojo when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.	Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, APLAS, outside agencies or Team Around a School.

Responses to serious behaviours of concern

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

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- detention, reflection and restorative practices (listed below)
- liaise with Team Around a School for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- formal caution to suspend, suspension or expulsion.

The NSW Department of Education Student Behaviour policy and Suspension and Expulsion procedures apply to all NSW public schools.

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

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

Reporting and recording behaviours of concern

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

- Incident Notification and Response Policy
- Incident Notification and Response Procedures
- Student Behaviour policy and Suspension and Expulsion procedures.

Students and/or parents/carers can report cyberbullying to the eSafety Commissioner and reporting links for most sites, games and apps can be found at the eSafety Guide.

Detention, reflection and restorative practices

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

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection conversation (problem-solving) – What happened, what did you do, and what could you do instead next time.	Class time and break times as required	Assistant Principal / principal	Documented on Sentral
Alternate play plan – withdrawal from free choice play and re-allocation to office or classroom for supervised play following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group.	Next break	Assistant Principal/Principal	Documented on Sentral

Review dates

Last review date: Day 1, Term 3, 2025

Next review date: Day 1, Term 3, 2026

Appendix1

OUR BEHAVIOUR LEVELS

At VVPS we make positive choices every day!

GREEN
READY TO LEARN

I'm on track and ready to learn.

- Following instructions straight away
- Showing respect to everyone
- Using kind words and actions
- Staying focused and on task
- Cooperating and including others
- Taking responsibility for my actions

You're making great choices! Keep it up!

YELLOW
PAUSE & RESET

I need a reminder to make a better choice.

- Talking out of turn
- Distracted or off task
- Not following instructions
- Calling out
- Minor disruption
- Needing a reminder about school rules

Take a pause, reset and make a better choice.

ORANGE
TAKE A BREAK

I need time to regulate and refocus.

- Arguing or refusing to follow instructions
- Being unkind or disrespectful
- Leaving the classroom without permission
- Physical contact
- Using inappropriate language
- Out of control behaviour

Take a break, calm down and get back on track.

RED
LEADERSHIP SUPPORT

I need help from an adult.

STOP

- Aggressive behaviour
- Bullying or repeated unkind actions
- Deliberate disobedience or refusal
- Threats or intimidation
- Unsafe behaviour
- Serious damage to property

An adult will help me make a safe and respectful choice.

Respect
Responsibility
Personal Best

We show **RESPECT** in all we do.

We take **RESPONSIBILITY** for our actions and learning.

We strive for **PERSONAL BEST** and celebrate growth.

Appendix 2

1 TEACHER SUPPORT

When students may need a reminder...

EXAMPLES
- Off-task behaviour
- Difficulty following instructions
- Minor peer conflict
- Inappropriate language
- Playground expectation reminders

STAFF ACTIONS
- Reteach expectations
- Redirect and support
- Provide reminders and choices
- Apply logical consequences
- Reinforce positive behaviour

DOCUMENTATION

Teacher records on Sentral as required.

2 ADDITIONAL SUPPORT REQUIRED

When behaviours continue or become more significant...

EXAMPLES
- Repeated non-compliance
- Ongoing disruption
- Repeated inappropriate language
- Unsafe choices
- Ongoing peer conflict
- Property misuse

STAFF ACTIONS
- Reflection and restorative conversations
- Structured support strategies
- Parent communication where appropriate
- Executive consultation

DOCUMENTATION

Teacher records on Sentral and notifies Executive.

3 LEADERSHIP SUPPORT REQUIRED

When safety, wellbeing or significant concerns arise...

EXAMPLES
- Physical aggression
- Serious threats
- Harassment
- Serious property damage
- Absconding
- Weapons
- Significant safety concerns

STAFF ACTIONS
- Immediate Executive support
- Leadership response
- Investigation and follow-up
- Department procedures where required

DOCUMENTATION

Immediate Sentral entry and Executive/ Principal involvement.

RECORDING EXPECTATIONS

- **YELLOW** — Teacher Managed
- **ORANGE** — Executive Notification Required
- **RED** — Leadership Support Required

We support every student to be their best. *Respect • Responsibility • Personal Best*

UPDATED 2026