



# Behaviour Support and Management Plan

## Overview

Victoria Avenue Public School is committed to explicitly teaching and modelling high expectations for positive behaviour and to supporting all students to be engaged with their learning.

In partnership with parents and the wider community, our school vision is to embed high expectations through strong and positive community partnerships and innovative teaching and learning practices. Learners are inspired to be leaders that are resilient, respectful and resourceful global citizens who collaboratively apply critical and creative thinking skills to improve the world around them. We create an inclusive and supportive learning environment by fostering empathy, ethical thinking and celebration of diversity. Victoria Avenue Public School takes pride in the pursuit of equity and excellence.

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.

Key programs prioritised and valued by the school community are:

- Help Increase the Peace Keys' (HIP)
- Restorative Classrooms, Strong Classrooms program

These programs prioritise social and emotional learning which supports good mental health, positive relationships and the prevention of bullying.

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

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff actively respond to student bullying behaviour.

## Partnership with parents and carers

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

- inviting parent/carer and student feedback through formal and informal means, such as Tell Them From Me surveys, school surveys, consulting with the P & C and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Victoria Avenue 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

Victoria Avenue Public School has the following school-wide expectations and rules:

| Six School Rules                                   | HIP Keys                             |
|----------------------------------------------------|--------------------------------------|
| We share the voice space                           | Care for Others                      |
| We follow instructions                             | Think Before Reacting                |
| We use build-ups                                   | Respect Yourself                     |
| We keep our hands, feet and objects to ourselves   | Work Together for a Non- Violent Way |
| We own our own behaviour                           | Expect the Best                      |
| We all have the right to feel safe all of the time |                                      |
|                                                    |                                      |

## 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 [here](#). 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.

Further information for each of our school strategies to address behaviour is detailed below:

| Care Continuum | Strategy or Program                                        | Details                                                                                                                                                                          | Audience |
|----------------|------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Prevention     | Professional Learning for teachers                         | All beginning teachers are provided with professional learning on classroom management, Help Increase the Peace Keys' (HIP) program and restorative conversations.               | All      |
| Prevention     | Induction                                                  | All staff undergo a thorough annual induction which includes school wellbeing initiatives and student welfare policies and procedures.                                           | All      |
| Prevention     | School Award system                                        | Students receive HIP Keys, HIP Key awards and Merit Certificates for their positive behaviour.                                                                                   | All      |
| Prevention     | Help Increase the Peace and Restorative Classrooms, Strong | As outlined above, students receive explicit teaching about the habits and teachers embed them in teaching and learning, routines and behaviour management within the classroom. | All      |

| Care Continuum                     | Strategy or Program          | Details                                                                                                                                                                                                                                               | Audience |
|------------------------------------|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
|                                    | Classrooms programs          |                                                                                                                                                                                                                                                       |          |
| Prevention / Early Intervention    | School rules                 | As outlined above, teachers explicitly model our six school rules which are phrased as positive statements of what is expected of student behaviour both in the classroom and on the playground.                                                      | All      |
| Targeted / Individual intervention | Educational Support          | The EST works with teachers, students and families to support students who require personalised learning and support.                                                                                                                                 | Targeted |
| Targeted / individual intervention | Attendance support           | The EST works with students, teachers and parents to address attendance concerns and set growth goals.                                                                                                                                                | Targeted |
| Individual intervention            | Individual Behaviour Support | This may include addressing challenging, complex or unsafe behaviour that requires intervention. This includes developing, implementing, monitoring and reviewing behaviour plans, strategies to support student behaviour and risk management plans. | Targeted |

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

### Identifying behaviour of concern, including bullying and cyberbullying

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour.

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, and/or when using social media, mobile devices and/or other technology involving another student or staff member.

Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm. More information about bullying can be found here: <https://education.nsw.gov.au/schooling/schooling-initiatives/anti-bullying/educators/understanding-bullying>.

All students are explicitly taught about bullying, including cyberbullying, what it is and what to do if they experience it.

Victoria Avenue Public School staff will also seek to 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, via our school counsellor.

### Preventing and responding to behaviours of concern

Victoria Avenue Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Our school uses student wellbeing and a positive award system to encourage students to foster engagement in their learning, a sense of belonging and high expectations for their behaviour. This involves students receiving progressive awards for their behaviour, which are handed out at fortnightly assemblies.

#### School Award System

| Awards             |                                                                                                                                                    |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| HIP Keys           | Teachers hand these out for positive behaviours                                                                                                    |
| HIP Keys award     | 5 x any key, 5 of each key and 50 of any key                                                                                                       |
| Merit certificates | Handed out at assembly to one student per class in recognition of their outstanding academic achievements or contributions to the school community |

### Targeted / Individual Intervention

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

Low-level inappropriate behaviour is managed by teachers in the classroom and playground. Executives also support teachers and manage escalating behaviours of concern. Corrective responses are recorded on Schoolbytes.

### Responses to behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Schoolbytes. The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion Procedures](#) apply.

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](#).

When behaviour issues arise, this is managed effectively by teachers using a staged system of consequences as outlined below. If a serious behaviour concern arises, staff should:

- review and document the incident

- consider factors such as students intentionality, situation preceding the behaviour, social and emotional needs and support, developmental stage and language skills
- determine appropriate response/s, including supports for staff or other students impacted
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments

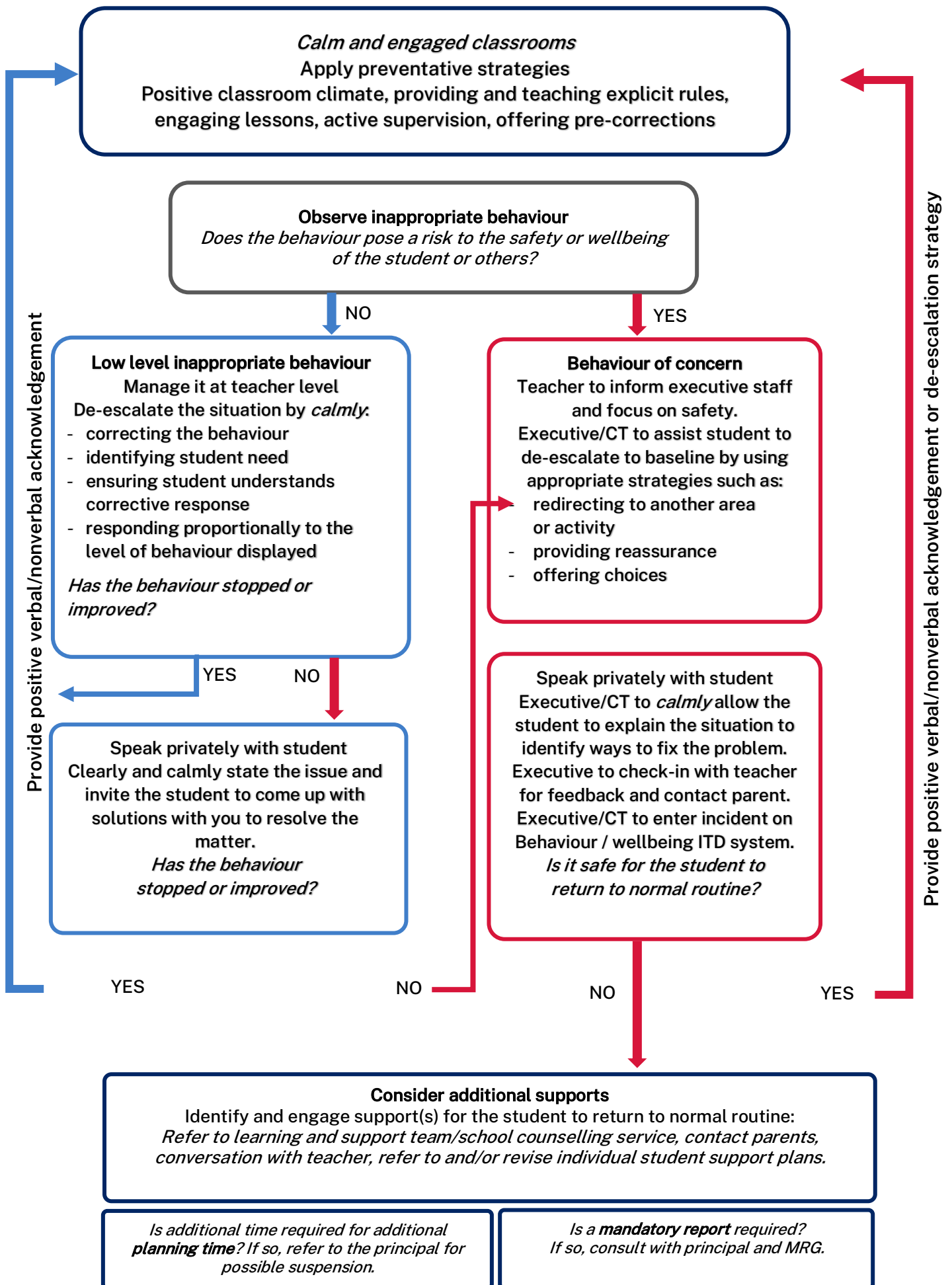
|                                                             | Classroom                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Playground                                                                                                                                                              |
|-------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Low-level behaviour                                         | <ul style="list-style-type: none"> <li>• rule reminder</li> <li>• re-direct</li> <li>• offer choice</li> <li>• error correction</li> <li>• prompts / reteach</li> </ul>                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• rule reminder</li> <li>• re-direct</li> <li>• offer choice</li> <li>• error correction</li> <li>• prompts / reteach</li> </ul> |
| Persistent behaviour<br>(Two warnings/<br>verbal reminders) | <ul style="list-style-type: none"> <li>• seat change</li> <li>• time in a buddy classroom or quiet area</li> <li>• stay in at break to discuss/complete work</li> <li>• conference</li> </ul>                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• play or playground re-direction</li> <li>• walk with teacher</li> <li>• quiet area</li> </ul>                                  |
| Consequence-<br>Step 1                                      | <ul style="list-style-type: none"> <li>• Circle time</li> <li>• Restorative conversation</li> <li>• Teacher/Stage AP to notify parents</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                         |
| Consequence-<br>Step 2                                      | <ul style="list-style-type: none"> <li>• Circle time</li> <li>• Restorative conversation</li> <li>• Formal meeting with teacher and Stage AP</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                         |
| Consequence-<br>Step 3                                      | <ul style="list-style-type: none"> <li>• Formal meeting with teacher and Stage AP</li> <li>• Development of a behaviour plan</li> <li>• Refer/monitor the student through the school learning and support team</li> <li>• Advice sought from AP, Learning and Wellbeing or AP, Behaviour specialist from <u>Team Around a School</u></li> <li>• Formal caution about possibility of suspension</li> <li>• Individual Behaviour Plan with weekly review</li> <li>• Monitor the student through the school learning and support team</li> </ul> |                                                                                                                                                                         |
| Suspension                                                  | <ul style="list-style-type: none"> <li>• Student is suspended so that the school can implement an appropriate plan to manage the behaviour for the safety and wellbeing of all staff and students. Students may be suspended at any time if it is warranted.</li> </ul>                                                                                                                                                                                                                                                                       |                                                                                                                                                                         |

## Review dates

Last review date: [17 December, Term 4, 2024]

Next review date: [4 April, Term 1, 2025]

## Appendix 1: Behaviour management flowchart



## Bullying Response Flowchart

The following flowchart explains the actions Victoria Avenue Public School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.

