



Overview

At Vineyard Public School, we are deeply committed to fostering a safe, supportive and inclusive learning environment where every child is known, valued and cared for. Positive behaviour is not assumed but deliberately taught, modelled and reinforced so that all students can thrive as safe, respectful and responsible learners. We aim to inspire every student to engage positively with their peers, teachers and wider community, building the skills and values that will serve them well beyond their years of primary schooling.

Our approach to behaviour is grounded in the principles of positive behaviour support, inclusive practice, and social and emotional learning. We set high expectations for all learners and uphold them through clear teaching, strong role modelling, and consistent reflection on behaviour choices. Teachers and staff respond to behaviour with care and structure, ensuring each child has the guidance and support needed to make better choices and remain engaged in learning.

A strong feature of our school culture is being a positive Vineyard citizen, which shapes our shared understanding of what it means to be safe, respectful and responsible in every setting. These expectations are taught in classrooms, reinforced in the playground, and embedded into daily routines. Staff celebrate and acknowledge positive choices while supporting students in reflecting on mistakes and repairing relationships when needed. Restorative practices, parent partnerships and, when appropriate, personalised behaviour plans are all part of our consistent response to challenging behaviours.

Our school takes a firm stance against bullying in all its forms, including online bullying. We know that a safe and respectful environment is essential for wellbeing and learning. So we actively teach digital citizenship, promote inclusivity and respond promptly to any reports of bullying. Students are supported to build empathy, take responsibility for their actions, and strengthen their relationships with others. Staff, students and families all share the responsibility of shaping a culture where bullying is not accepted, and where diversity and positive relationships are celebrated.

To ensure our approach remains effective, we regularly monitor behaviour data, listen to feedback from students and families, and review our strategies as part of our School Excellence Plan. This ongoing reflection and refinement help us to sustain a culture of high expectations and belonging. Through this commitment, Vineyard Public School continues to promote excellence, opportunity and success for every child, every da

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.

A Whole-School Commitment to Wellbeing and Behaviour

At Vineyard Public School, student wellbeing and positive behaviour are integral and essential elements woven into everyday practice. We take a whole-school approach that spans the entire care continuum, proactively promoting positive behaviour, fostering strong relationships, and responding thoughtfully when behaviours of concern arise.

Our work is grounded in evidence-based strategies that create safe, respectful and engaging classrooms where students can flourish. Teachers set the tone by making expectations clear and teaching them explicitly, ensuring that routines and procedures are predictable and understood. Positive behaviour is noticed, reinforced and celebrated, while inappropriate behaviour is addressed with fairness and consistency.

Students are supported through active supervision, meaningful engagement and high-quality teaching that prioritises their participation and student voice. Lessons are designed to be purposeful and carefully sequenced, with opportunities for choice and collaboration. By differentiating learning to meet the needs of diverse learners, we create an environment where all students are included, challenged and supported to succeed.

Maintaining a Positive Environment

At Vineyard Public School, positive behaviour is actively taught, modelled and acknowledged by all staff. Our approach is framed by Positive Behaviour for Learning (PBL), which provides a consistent, evidence-based structure to build shared expectations across classrooms, playgrounds and all school settings. PBL strengthens learner agency, creates safe and predictable environments, and supports every student to make choices that maximise their learning and strengthen their connections with peers.

When behaviour does meet expectations, staff respond with professionalism and care. Teachers are the first point of response, but if behaviour is disruptive, unsafe or places the wellbeing of students or others at risk, executive staff provide further support. More complex or ongoing behaviours of concern may require individualised, intensive intervention, guided by the Vineyard Public School Behaviour Management Steps (Appendix 1).

Bullying, including cyberbullying, is treated with urgency and consistency. Bullying is recognised as repeated, harmful behaviour involving an imbalance of power, whether it occurs in person or through digital technologies. Staff follow the Vineyard Public School Bullying Response Flowchart (Appendix 2) to ensure that incidents are thoroughly investigated and appropriately managed. Racism, in particular, is addressed as a serious form of discrimination that requires strong and immediate action. In alignment with the NSW Department of Education's Anti-Racism Strategy 2024–2035, the school's Anti-Racism Contact Officer (ARCO) and executive team provide ongoing professional learning so that all staff are equipped to prevent, identify and respond to racism.

Staff also recognise that students respond to different motivators depending on their age, developmental stage and individual needs. Younger learners often respond well to positive adult attention, while older students may be more engaged by peer recognition, privileges, or greater independence. Students benefit from immediate and frequent encouragement in learning new social or behavioural skills, with reinforcement gradually becoming less frequent as mastery is established.

Specific, targeted feedback, both verbal and non-verbal, remains our most powerful tool in shaping behaviour. Feedback helps students focus on what they are doing well, increases the likelihood that positive behaviours will be repeated, reduces the occurrence of inappropriate behaviours, and builds self-esteem and self-regulation. In this way, reinforcement is not just a reward but an investment in every student's confidence and long-term success.

Tiers of Support

PBL provides a model of support for all students, consisting of 3 tiers of intervention. The tiers represent levels of intervention.

Tier 1 Universal Prevention

Universal prevention embraces a general, whole-school approach targeted at most students (80-90%). Universal prevention focuses on preventing problems and enabling an environment that supports student learning and wellbeing.

Examples include school-wide expectations, Second Step social-emotional learning, school-wide acknowledgements, and quality teaching.

Tier 2 Targeted Interventions

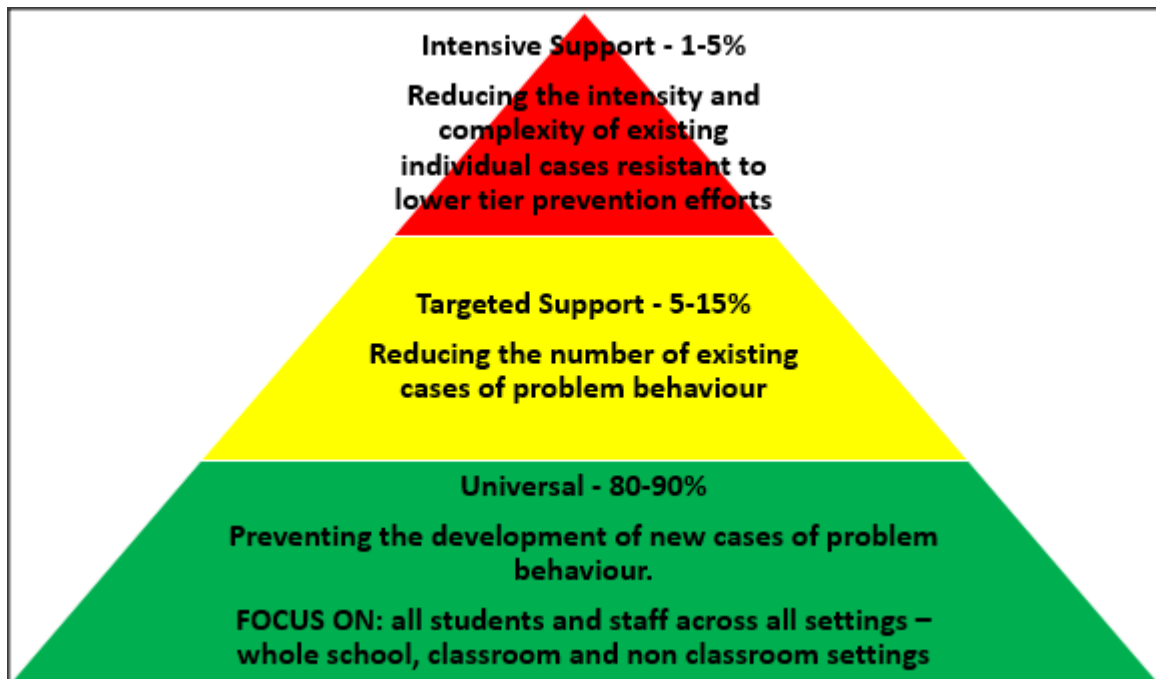
Targeted interventions are designed to enhance and build upon what has been taught to students at the universal level and support approximately 10-15% of students. Examples include check-in/check-out with specific behaviour goals, mentoring.

Tier 3 Intensive Interventions

A smaller group of students (1-5%) may need more individualised and intensive supports, as well as the Tier 1 and Tier 2 supports. In many cases, these students have experienced academic and behavioural difficulties over an extended period of time.

Examples include Behaviour Support Plans, referral to the Learning and Support Team, specialist and/or external service support.

It is important that students requiring Tier 2 and Tier 3 interventions have received, and are continuing to receive, the same level of Tier 1 support as other students.



Appendix 1: Vineyard Public School

Behaviour Management Steps

Level	Examples of Behaviour	Teacher/Executive Response	Possible Follow-Up
Classroom Managed (Low-Level)	Off-task behaviour, calling out, minor disruptions, not following instructions	Non-verbal cues (eye contact, proximity) • Clear reminder of expectations • Re-teach expected behaviour • Redirect and refocus	Positive reinforcement for correction • Classroom reflection sheet • Record if repeated
Classroom Managed (Persistent/Moderate)	Repeated disruption, disrespectful language, refusal to follow instructions, unsafe play	• Provide choice/redirection • Time out with an executive • Contact parent/carer (phone/email/portal) Arrange a meeting. • Record on SchoolBytes and Hero	• Individual check-in • Restorative conversation • Adjust classroom supports
Executive Managed (Serious/High-Level)	Physical aggression, serious disrespect, bullying, defiance, property damage, unsafe behaviour	• Remove other students from setting if unsafe • Record on SchoolBytes and Hero • Executive intervention • Parent/carer contacted immediately	• Behaviour support plan. • Restorative meeting. • Possible formal caution, suspension or expulsion (DoE policy)
Behaviour of Concern (Complex/Unsafe)	Ongoing unsafe behaviour, persistent bullying, extreme disruption	• Referral to Team Around a School (Executive, School Psychologist, LaST, SLSOs) • Develop/Review individual support plan • Formal interventions	• Ongoing monitoring • External agency referral • Case management meetings.

Appendix 2: Vineyard Public School

Bullying Response Flowchart

Bullying/Cyberbullying Reported (student/parent/staff)



Step 1 – Record

- Staff member records the incident on SchoolBytes – Wellbeing.
- Acknowledge and support the student reporting.



Step 2 – Investigate

- Executive staff review incident details.
- Gather information from involved students, staff, and witnesses.
- Determine if behaviour meets the definition of bullying (repeated, targeted, power imbalance).



Step 3 – Respond

- If bullying **is confirmed**:
 - Apply planned responses (restorative practice, parent contact, executive intervention, support for the target, consequences for the perpetrator).
 - Record follow-up actions in SchoolBytes.
- If bullying **is not confirmed**:
 - Address behaviour as an inappropriate or isolated incident.
 - Provide support for all students involved.



Step 4 – Monitor and Support

- Ongoing check-ins with student(s) impacted.
- Monitoring of behaviour of concern through classroom and playground supervision.
- Referral to Team Around a School if needed (executive, psychologist, LaST, SLSO).



Step 5 – Review and Communicate

- Maintain communication with parents/carers.
- Review effectiveness of strategies.
- Adjust support or intervention if required.