

Arcadia Vale Public School

Behaviour Support and Management Plan

Overview

Arcadia Vale Public School is committed to explicitly teaching and modelling positive behaviour and to support all students to be engaged with their learning. Key programs prioritised and valued by the school community are Positive Behaviour for Learning, Stronger Smarter and Berry Street Education Model. The school follows and embeds the values of **Excellence, Respect** and **Community**.

Promoting and reinforcing positive student behaviour and school-wide expectations

Arcadia Vale Public School has the following school-wide rules and expectations:

- I can control what I do and say.
- I can raise my hand and wait.
- I can listen.
- I can work quietly.
- I can follow instructions.

Arcadia Vale Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- Positive Behaviour for Learning Framework
- Class Dojo Rewards
- Stronger Smarter High-Expectation Relationships
- Berry Street Education Model Wellbeing Program
- Excellence, Respect and Community Achievement Certificates
- Restorative Practice
- Attendance Improvement Program

Behaviour Code for Students

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316/pd-2006-0316-01>. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention	Berry Street Model – Wellbeing Ignitions	The Berry Street Education Model (BSEM) equips both mainstream and specialist schools with practical, classroom-based strategies to increase the engagement of all students, including those with complex, unmet learning needs. Berry Street Education Model enables schools to support students' self-regulation, relationships and wellbeing to increase student engagement and significantly improve academic achievement.	School staff Students School community
Prevention	Class Dojo – Tangible Rewards	Classroom teachers are to use tangible rewards in the classroom to provide positive feedback to the students. Class dojo point are linked to the school rules (Kooka 5) and classes nominate the rewards for reaching certain number of points. Classroom teachers will also use other forms of tangibles within the classroom, stickers, prize box etc.	School staff Students School community
Prevention	High-Expectation Relationships	We believe that every student matters every day and can be high achievers. This is backed by our high expectation relationships. These are built through the bright, vibrant and clutter free classrooms. Well established routines, explicit teaching following strong curricular programs. Collaboration between	School staff Students School community

Care Continuum	Strategy or Program	Details	Audience
		staff, parents and students with a focus on celebrating all types of success.	
Prevention	Positive Behaviour for Learning – Plates System	A consistent across all the classrooms. Displayed are the plates systems (Gold, Green, Purple, Orange and Red), flow charts and behaviour consistency guides. These tools are in place for the teacher and students to identify and understand the expected behaviours. The plates are a visual reminder for the students.	School staff Students School community
Early Intervention	Positive Behaviour for Learning – Chill Opportunities	Classroom teachers are to have a designated zone in their classroom that the students can use. This area is to be set where the student can still hear and see the learning that is taking place. This is a safe place to encourage student self-regulation and redirection to drive student engagement in learning.	School staff Students School community
Targeted Intervention	Positive Behaviour for Learning – Data Driven Lessons	Each week there will be a whole school lesson with a focused behaviour. This is driven by the data collected from incidents and conversations between staff to identify where future focus can be. The expectation is that all classes have participated in the lesson at the start of each week, this can be revisited as needed. These lessons include examples and roleplay where the students are only used for the positive examples. Classes are to engage in conversation around the behaviours and put these expectations into practice.	School staff Students School community
Individual Intervention	Positive Behaviour for Learning – The Nest	The Nest is for student intervention. Students will come to the nest in break times and revisit behaviour expectations and strategies to navigate situations if they arise again with the Wellbeing leader. The intention is for students to be well equipped to meet the behaviour expectations.	School staff Students School community


Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
In Class Chill	<p>After the student has received 3 warnings for disruptive behaviour or for when a student needs redirection and mediation of behaviour</p> <p>The student will be placed in in-class chill for 3-5 minutes or until ready to rejoin.</p>	Classroom teachers are to have a designated zone in their classroom that the students can use. This area is to be set where the student can still hear and see the learning that is taking place.	Teachers can use visuals in the room to keep track of warnings and chill appointments. Teachers are to record in their daybook when a child required in-class chill
Buddy Class Chill	To be used as a redirection for students who have already exhausted the resources and interventions in the classroom. Classroom teachers can nominate a buddy class chill that best fits the child. Buddy class teachers are to (when able) have a brief discussion and outline some additional strategies to support the student once they have settled (5-10 minutes).	Classroom teachers nominate buddy class biased on the student who requires the intervention. Classroom teachers are to identify the strong and supportive relationships that best fit that child.	Classroom teachers are to record in their daybooks who required buddy class chill intervention. Classroom teachers can also use visual reminders in the classrooms.
The Nest	Students who receive an orange form will attend the nest at break times. This is held in the library with Wellbeing Leader. Students discuss strategies and scenarios to support their behaviour choices. The severity of the behaviour will determine the amount of days spent in the nest.	Wellbeing team leader in conjunction with classroom teachers.	These incidents are recorded on Sentral
Formal Caution	<p>In NSW public schools students are expected to:</p> <ul style="list-style-type: none"> Respect other students, their teachers and school staff and community members. 	This is coordinated with the principal and the wellbeing team leader	These incidents and meetings are recorded in Sentral

Action	When and how long?	Who coordinates?	How are these recorded?
	<ul style="list-style-type: none"> 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 into our schools. Not bully, harass, intimidate or discriminate against anyone in our schools. <p>If students cannot adhere to the above, the Principal may consider imposing a formal caution to suspend. This will be in place for 50 days from receipt of the letter.</p>		
Suspension	<p>Suspension allows time for the school to work in collaboration with families and students to plan appropriate support and to assist with a successful and safe return to school. Length of suspension follows department policy. More information can be found at:</p> <p>https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-parents/what-do-i-need-to-know-if-my-child-is-suspended-</p>	<p>This is coordinated with the principal, director and the wellbeing team leader in conjunction with the parents of the students involved</p>	<p>These incidents and meetings are recorded in Sentral</p>

Partnership with parents/carers

Arcadia Vale Public School have and will continue to partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies



through consultation, P&C meetings, and parent forums. The school also conducts regular surveys to garner feedback to refine process quality.

Arcadia Vale Public School will communicate these expectations to parents/carers through parent forums, P&C Meetings, internal communication methods and via parent teacher interactions and one to one meetings.

School Anti-bullying Plan

You can access the school's Anti-Bullying Policy [here](#). You can also refer to the department's [Bullying of Students – Prevention and Response Policy](#) and [Anti-bullying Plan](#).

Reviewing dates

Last review date: 16/5/23

Next review date: Week 5, Term 3, 2023