

# Arcadia Vale Public School Behaviour Support & 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, The Resilience Project and Berry Street Education Model. The school follows and embeds the values of Excellence, Respect and Community.

## Partnership with parents and 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 (parent teacher interactions and one-to-one meetings), P&C meetings, and parent forums. The school also conducts regular surveys to garner feedback to refine process quality.

## School-wide expectations and rules

Excellence	Respect	Community
<b>Aligning with our school’s core values, students follow the Kooka 5 rules:</b>		
<ul style="list-style-type: none"><li>• I can control what I do and say.</li><li>• I can raise my hand and wait.</li><li>• I can listen.</li><li>• I can work quietly.</li><li>• I can follow instructions.</li></ul>		

## 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 (see Appendix A)

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. The ‘Berry Street Education Model’ enables schools to support students’ self-regulation, relationships and wellbeing to increase student engagement, attendance and academic achievement.	School staff Students School community
Prevention	The Resilience Project – Wellbeing & Resilience	‘The Resilience Project’ (TRP) provides teachers with explicit lessons and wellbeing resources to cultivate positive emotion in their classrooms. This program is used in all classrooms K-6 to support students in developing emotional literacy so that they feel safe and happy at school. This encourages students to make positive choices for themselves and those around them.	School staff Students School community
Prevention	Class Dojo – Tangible Rewards	Classroom teachers are to use tangible rewards in the classroom as a form of positive feedback to students. Class dojo points are linked to the school rules (Kooka 5) and classes nominate rewards for reaching certain number of points. Classroom teachers will also use other forms of tangibles within the classroom such as stickers, prize box etc.	School staff Students School community
Prevention	High-Expectation Relationships	We believe that every student matters at our school and have the potential to be high achievers. This is backed by our high expectation relationships and is built through the bright, vibrant and clutter free classrooms, well-established routines, explicit teaching following strong curricular programs, collaboration between staff, parents and students with a focus on celebrating all forms of success.	School staff Students School community
Prevention	Positive Behaviour for Learning – Plates System	Positive Behaviour for Learning (PBL) is a consistent approach across all classes K-6. Each classroom has a plate system displayed for students (Gold, Green, Purple, Orange and Red) as a visual reminder for	School staff Students School community

Care Continuum	Strategy or Program	Details	Audience
		students, as well as clear flow charts and behaviour consistency guides. These tools are in place for teachers and students to identify and understand the expected behaviours and respond appropriately.	
<b>Prevention</b>	Positive Behaviour for Learning – Whole-School Rewards	PBL rewards are a whole-school approach for recognising positive behaviour at our school. All students participate in a ‘PBL Celebration Day’ each term to celebrate all student effort towards following our school’s expectations. Students also work towards earning wristbands and hat pins throughout the year as recognition of their hard work each day.	School staff Students School community
<b>Early intervention</b>	Positive Behaviour for Learning – ‘Chill-Out’ Opportunities	All 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. Teachers are to also allocate a classroom as a form of ‘buddy chill’ if students require a break from the classroom to help regulate.	School staff Students School community
<b>Targeted intervention</b>	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
<b>Individual intervention</b>	Positive Behaviour for Learning – The Nest	‘The Nest’ is used as a form of student behavioural intervention. Students will attend during break times alongside the wellbeing leader to revisit behaviour expectations and strategies to navigate situations as they arise. The intention is for students to be well-equipped to meet our school’s behaviour expectations in the classroom and playground.	School staff Students School community

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

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyberbullying refers to bullying through information and communication technologies. AVPS rejects all forms of bullying. No student, staff member, parent, caregiver or community member should experience bullying within the learning or working environment of the school. Preventing and responding to bullying behaviour in our school environment is a shared responsibility of all staff, students, parents, caregivers and members of the wider school community. All members of the school community contribute to the prevention of bullying by modelling and promoting appropriate behaviour and respectful relationships.

*\*Visit our school’s website to access our **Anti-Bullying Policy**. You can also refer to the department’s **Bullying of Students – Prevention and Response Policy and Antibullying Plan**.*

### Responses to serious behaviours of concern

- 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 procedure](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

### Detention, reflection and restorative practices

Strategy	Details	When and how long?	Who coordinates?	How are these recorded?
<b>In-Class Chill</b>	After the student has received 3 warnings for disruptive behaviour or for when a student needs redirection and mediation of behaviour. The student will be placed in ‘in-class chill’ for 10 minutes or until they are ready to rejoin.	10 mins	Classroom teachers are to have a designated ‘chill-out zone’ in their classroom that students can use. This area is	Plate System  School Bytes (neutral)

Strategy	Details	When and how long?	Who coordinates?	How are these recorded?
			to be set where the student can still hear and see the learning that is taking place.	incident if needed)
<b>Buddy-Class Chill</b>	This is to be used as a redirection tool 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 with the student and outline some additional strategies to support the student once they have settled and return to class.	10-15 mins	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 support that child.	Plate System  School Bytes (neutral incident if needed)
<b>The Nest</b>	Students who receive 'orange plate' will attend the nest at break times. This is held in the library or classroom with the wellbeing leader. Students will discuss strategies and scenarios to support their behaviour choices moving forward. The severity of the behaviour will determine the amount of days spent in 'The Nest'.	Lunch play time (approx. 30 mins)	Wellbeing team leader in conjunction with classroom teachers.	Plate System  School Bytes (negative incident & Nest referral)
<b>Formal Caution</b>	In NSW public schools, students are expected to: <ul style="list-style-type: none"> <li>• Respect other students, their teachers and school staff and community members.</li> <li>• Follow school and class rules and follow the directions of their teachers.</li> <li>• Strive for the highest standards in learning.</li> <li>• Respect all members of the school community and show courtesy to all students, teachers and community members.</li> </ul>	50 days (from the receipt of the letter)	This is coordinated with the principal and the wellbeing team leader.	School Bytes (inc. incidents & meetings)

Strategy	Details	When and how long?	Who coordinates?	How are these recorded?
	<ul style="list-style-type: none"> <li>• Resolve conflict respectfully, calmly and fairly.</li> <li>• Comply with the school’s uniform policy or dress code.</li> <li>• Attend school every day (unless legally excused).</li> <li>• Respect all property. • Not be violent or bring weapons, illegal drugs, alcohol into our schools.</li> <li>• Not bully, harass, intimidate or discriminate against anyone in our schools.</li> </ul> <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>			
<b>Suspension</b>	<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.</p> <p>More information can be found at: <a href="https://education.nsw.gov.au/student-wellbeing/attendance-behaviourand-engagement/behaviour-supporttoolkit/support-for-parents/what-do-i-need-to-know-if-my-child-is-suspended-">https://education.nsw.gov.au/student-wellbeing/attendance-behaviourand-engagement/behaviour-supporttoolkit/support-for-parents/what-do-i-need-to-know-if-my-child-is-suspended-</a></p>	See policy	This is coordinated with the principal, director and the wellbeing team leader in conjunction with the parents of the students involved.	School Bytes (inc. incidents & meetings)

**Review dates**

Last review date: 6<sup>th</sup> February 2025

Next review date:

Appendix A:



