



# Vincentia Public School Behaviour Support and Management Plan

## Overview

Vincentia Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. A key program that is prioritised and valued by the school community is the Resilience Project.

### Promoting and reinforcing positive student behaviour and school-wide expectations

Vincentia Public School is committed to ensuring every student is known, valued and cared for. We endeavour to create a school environment in which students are safe and secure in a stimulating learning environment where student wellbeing is a priority.

At Vincentia Public School, we expect that students, parents and staff display the following qualities:

- Be Responsible - You can depend on me
- Be Respectful - Treat others as I would like to be treated
- Be Resilient - I keep on going and work through the problem



Behaviour identified as detrimental to self or others or that impacts the achievement of high-quality teaching and learning will be addressed. Vincentia Public School will implement appropriate prevention and early intervention strategies.



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

- A safe and caring school environment that is free from bullying and any form of discrimination
- Students who are self-reliant, responsible and active citizens of our community
- Clear expectations for student behaviour
- Clear procedures for acknowledging student achievement and citizenship

At Vincentia Public School, intrinsic rewards are coupled with our extrinsic reward system to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Students are rewarded for actively demonstrating our school's core values and trying their best academically.

All students have the opportunity to receive:

- Recognition in the classroom and playground through positive feedback
- Class-based recognition, which may include stickers and stamps for excellent work and positive reward systems (Class Dojo) for behaviour
- Merit awards are presented at fortnightly assemblies that recognise achievement, improvement and citizenship
- Special awards such as those earned when representing the school, contributing to the community, 100% attendance and/or other special events
- End-of-year awards are celebrated at presentation ceremonies
- Achievements in extracurricular activities
- Acknowledgement of student achievement in the school newsletter
- A reflection program to address behaviour issues

### **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
<b>Proactive Prevention</b>	Classroom Management	<ul style="list-style-type: none"> <li>- Strong teacher/student relationships</li> <li>- Consistent teacher expectations, routines, modelling and responses to behaviour</li> <li>- Strategic classroom placement in consultation with previous teachers</li> <li>- Classrooms seating plans</li> <li>- Communication with parents around school expectations (Newsletters, social media, Sentral, positive postcards mailed home)</li> <li>- Classroom positive reward systems to reward positive behaviour and work ethic</li> <li>- Integrating mindfulness, movement breaks and social/emotional learning into teaching and learning programs</li> <li>- High quality differentiated teaching that addresses individual learning needs of all students, where appropriate learning adjustments are documented in an individual student support plan and/or Personal Learning Pathways (PLPs)</li> </ul>	<ul style="list-style-type: none"> <li>- Students</li> <li>- Parents</li> <li>- Staff</li> <li>- Community</li> </ul>
	Positive Rewards Program	<ul style="list-style-type: none"> <li>- Core values and behaviours underpin our positive school culture</li> </ul>	
	Wellbeing Reward System	<ul style="list-style-type: none"> <li>- Daily positive reward system for good behaviour, work ethic and attendance</li> </ul>	
	Playground Management	<ul style="list-style-type: none"> <li>- Supportive and proactive teachers monitoring playground games/activities</li> <li>- Explicit teaching and modelling of specific skills, including behaviour expectations and social skills</li> </ul>	
	Morning Meet & Greet	<ul style="list-style-type: none"> <li>- Positive and welcoming start to each day, with caring staff able to support or address any issues</li> </ul>	
	The Resilience Project	<p>Through presentations, student curriculum, teacher resources and digital content, the programs support mental health in the classroom, staffroom and family home.</p>	

Care Continuum	Strategy or Program	Details	Audience
<b>Early Intervention</b> (for all/some students)	Classroom Management	<ul style="list-style-type: none"> <li>- Explicit teaching and modelling of specific skills including behaviour expectations and social skills</li> <li>- Self-regulation training – brain breaks, heavy work</li> <li>- Negotiated withdrawal spaces and buddy classes (self-directed time-out)</li> </ul>	<ul style="list-style-type: none"> <li>- Staff</li> <li>- Parents</li> </ul>
	VPS Wellbeing Procedures	<ul style="list-style-type: none"> <li>- Whole school behaviour procedure framework</li> </ul>	
	Wellbeing Reward System	<ul style="list-style-type: none"> <li>- It will be communicated to parents if students are not regularly earning their daily reward points and strategies will be developed to support these students.</li> </ul>	
	Playground Management	<ul style="list-style-type: none"> <li>- Quiet play space with focused support and modelling/teaching of positive play behaviours</li> </ul>	
	Learning and Wellbeing Team	<ul style="list-style-type: none"> <li>- Referral to the Learning and Wellbeing Team for academic, social, or emotional support</li> <li>- School Counsellor</li> </ul>	
<b>Targeted Intervention</b> (for some students)	Classroom Management	<ul style="list-style-type: none"> <li>- Communication with parent/carer and, where relevant, communication books</li> <li>- Behaviour Support Plan which may include: <ul style="list-style-type: none"> <li>• Sensory assessment and supports (weighted blankets/toys, wobble stools, inflatable seat cushions, noise cancelling headphones)</li> <li>• Modified individual expectations and goals</li> <li>• Transition strategies (class to playground, lesson to lesson)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Staff</li> <li>- Parents</li> </ul>

Care Continuum	Strategy or Program	Details	Audience
	Playground Management	<ul style="list-style-type: none"> <li>- Behaviour Support Plan which may include:               <ul style="list-style-type: none"> <li>• Positive playground books rewarding desired behaviours</li> </ul> </li> <li>- Patterns of inappropriate playground behaviour (recorded in Sentral) will be shared with the Learning and Wellbeing team</li> </ul>	
<b>Individual Intervention</b>	Classroom Management	<ul style="list-style-type: none"> <li>- Behaviour Response Plan which may include:               <ul style="list-style-type: none"> <li>• de-escalation plan</li> </ul> </li> <li>- Risk Management Plans               <ul style="list-style-type: none"> <li>• behaviour contract</li> </ul> </li> <li>- Individual Education Plans (IEP)</li> <li>- Mentoring</li> <li>- Attendance programs</li> </ul>	<ul style="list-style-type: none"> <li>- Staff</li> <li>- Parents</li> </ul>
	Playground Management	<ul style="list-style-type: none"> <li>- Behaviour Response Plan which may include:               <ul style="list-style-type: none"> <li>• de-escalation plan</li> </ul> </li> <li>- Risk Management Plans               <ul style="list-style-type: none"> <li>• behaviour contract</li> </ul> </li> </ul>	
	Learning and Wellbeing Team	<ul style="list-style-type: none"> <li>- Functional Behaviour Analysis</li> <li>- School Counselling service</li> <li>- Consultation with external providers</li> <li>- Consultation with Delivery Support 'Team Around a School'.</li> </ul>	

## Reflection and Restorative Practices

Action	When and how long?	Who coordinates?	How are these recorded?
Teacher-directed time-out inside or directly outside of classroom followed by structured one-on-one conversations	5-10 minutes	Classroom teacher	Recorded on Sentral
Student sent to buddy class after receiving third strike followed by 'teachable moments' to understand the impact of the behaviour of self and others.	Student remains in buddy class until the next break	Classroom teacher	Recorded on Sentral, with letter sent home to parents/carers
Reflection with executive participating in the restorative conversation and encourage the student to make positive choices	At earliest possible recess/lunch (20 - 25 minutes)	Stage supervisor	Recorded on Sentral, with letter sent home to parents/carers



## **Partnership with Parents/Carers**

Vincentia Public School, will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by;

- Parent meetings
- Phone calls
- Emails
- Forward facing school policies and procedures

Vincentia Public School will communicate these expectations to parents/carers by;

- Newsletter
- Parent information nights
- Sentral Parent Portal

## **School Anti-bullying Plan**

As well as following the department's operational policies, we have developed frameworks for our students in line with our school's values and commitments.

VPS Wellbeing Procedures 2024

## **Reviewing Dates**

Last review date: 19 February 2024

Next review date: 19 February 2025