

# School Behaviour Support and Management Plan



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## **Statement of Purpose**

Vardys Road Public School is committed to creating engaging and effective classrooms, and an inclusive and safe school community. Students and staff have the right and responsibility to engage in positive and respectful relationships based on valuing the interests, abilities and diversity of others.

Supporting and enabling positive student behaviour is essential for quality learning, as well as the wellbeing and safety of all students and staff. Inclusive practice must be embedded in all aspects of school life and be supported by school culture and everyday practice.

The school recognises that students who feel supported, safe and connected are more likely to be active participants in their learning. Positive and respectful learning environments promote engagement and improved academic achievement. A growing body of evidence points to the reciprocal and interconnected relationship between student wellbeing and learning outcomes.

## **Guiding Principles of Behaviour Management**

The following are the key principles behind the Department of Education's behaviour policies and the cornerstones of our learning and behavioural support programs.

### **Key principles**

- **1. Inclusive, proactive prevention-focused approach**  
Developing positive behaviours and self-regulation skills in all students from an early age.
- **2. A continuum of care**  
Behaviours span across a continuum from positive, inclusive and respectful to complex, challenging and unsafe behaviours.
- **3. Explicit teaching of behaviour skills**  
Explicit teaching works best when working directly with students to develop their social, emotional and behaviour skills.
- **4. Managing challenging behaviour**  
Explore and develop new options and approaches for managing challenging behaviour.
- **5. Supports and resources: capacity building**  
Ensure that schools and staff are positioned to develop and manage student behaviour.
- **6. A specialist workforce**  
Targeted and intensive support across schools to provide expert guidance, advice and input.
- **7. Shared parent & community responsibility and action**  
Foster shared responsibility between schools, parents and carers, and community for student wellbeing and learning outcomes.
- **8. Quality implementation of effective, evidence-based interventions**  
Staged approach to establish and sustain a whole-school approach to positive behaviour.
- **9. Development of evidence and data**  
Continue to strengthen understanding of what works best to support positive behaviour, school performance and student outcomes.
- **10. Collaborative partnerships**  
Cross-sector collaboration to promote effective approaches and enhance service design and delivery.

Vardys Road has an unrelenting focus on explicitly teaching our students how to self-regulate using an inclusive, proactive, strategic and preventative approach.

The school adopts a three-tiered approach to managing and responding to student behaviour and emotional regulation, with the school's behaviour initiatives being driven by ongoing data collection and embedded evaluation systems, and utilising evidence-based practices that build the capacity of all the staff and community members, while utilising the expertise of specialised staff and external medical practitioners.

Through ongoing communication, we strive to forge informed partnerships with our community and students with shared beliefs and values regarding behaviour expectations and management.

We aim for student agency, parent/carer inclusion, the embedding of behaviour as a curriculum and for alignment with current research and departmental policy and protocols.

This is achieved by the establishment of student wellbeing systems such as

- Positive Behaviour for Learning
- Functional Behaviour Analysis
- Student wellbeing tracking
- Trauma Informed Practice
- Case management processes
- Response to Intervention protocols and
- Tiered, predictable and strategic responses to behaviour incidents
- Regular Social/ emotional/ behavioural skills lessons
- Student wellbeing tracking

with the aim of increasing the students' sense of belonging and an assurance that every child sees school as a strong foundation and secure base where all students learn in a safe, happy environment free from the fear of bullying, harassment and intimidation.

## **Partnerships with parents, carers, community members, external therapists and School Learning Communities**

To achieve the above over-arching goals, this plan aims for students, schools, and our community to be empowered to champion and drive a culture of positive behaviour support to achieve positive outcomes for all students.

The following outlines the responsibilities and expectations of all our community stakeholders.

### **Teachers**

This Plan strives for teachers to:

- feel supported by expert behaviour colleagues to deepen their practice as part of a professional, systemic community
- have clarity about the key principles of positive behaviour development and the importance of these for their students and the part they play in this
- work in a safe and respectful environment
- be confident that the professional learning they engage in and the resources they access have a strong evidence base and strengthen their practice
- make evidence-informed decisions to help improve their students' learning and wellbeing outcomes
- be confident and capable to deliver existing and new positive behaviour programs and activities

### **Students**

This Plan strives for students to:

- understand what is expected of them in school and in the classroom
- participate in and benefit from learning activities to build their social, emotional, relationship and behaviour management and self-regulation skills
- learn in a safe and respectful environment; make a positive contribution to that environment

- be protected from bullying and discrimination
- know where they can go to for help
- feel empowered to use their voice and know that it is heard and respected
- be confident their teacher is clear about what they need to do to improve in and outside of the classroom, show them what great work looks like and provide clear feedback to help stretch student thinking and decision making

These expectations are unpacked further in the Department of Education's Behaviour Code Policies for Students, linked below

Easy read

[https://drive.google.com/file/d/195Mjg3unq23funFynen3cgak\\_cu6mG71/view?usp=sharing](https://drive.google.com/file/d/195Mjg3unq23funFynen3cgak_cu6mG71/view?usp=sharing)

Detailed Version

<https://docs.google.com/document/d/1PZDdcMNSeArIvcjBeVILTQoX0SlasndcHqB/WBN-4cm0/edit?usp=sharing>

## **Support staff**

This Plan strives for Support Staff to:

- be supported, as a member of a broader expert team, to provide schools with evidence-informed professional learning and resources
- work in a safe and respectful environment
- be informed about the importance of positive behaviour support and be clear about the part they play in it
- be actively involved in the evaluation and refinement of support delivered under this Strategy
- feel confident that the school's collective support is cohesive, consistent, high quality and drives teaching quality and improves student learning and outcomes.

## **Parent and carers**

This Plan strives to allow parents and carers:

- to ensure their child is be able to say what they can do well and what they need to do to improve; to be able to have constructive conversations with their parents/carers about their behaviour and the behaviour of others
- to have better access to information, tools and resources through a Parents and our school
- to participate in a safe and respectful school community
- to be increasingly clear about how they can help their child improve based on a strengthened partnership with the school as part of the Public Education system

Parent expectations are further clarified in the School and Community Charter

<https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/parents-and-carers/going-to-school/school-community-charter/school-community-charter.pdf>

### **Parent Expectations of the School**

Parent surveys and extensive community consultation in 2024, shone a light on our community's expectations of the school.

While parents/ carers are satisfied with the levels of student safety, positive behaviour, student learning and the community feeling welcome and informed, there is an obvious expectation in regards to;

- Parent engagement with the curriculum
- Communication about the children's social, emotional and behavioural skills and progress
- Anti-bullying programs
- Timely responses to behaviour
- Social skills and friendship programs
- Inclusion initiatives and systems

This will be achieved through ongoing communications through

- The P and C
- Social Media
- The school newsletter
- Ongoing Surveys
- The Aboriginal Education Consultation Group (AECG)
- Learning Support and Support Unit networks
- The Department of Education's Learning and Wellbeing Team



## **School-wide expectations and rules**

A sound behaviour management system relies on a responsive 3- tiered approach to student behaviour and expectations

Tier 1 –Tier 1 systems, data, and practices support everyone across all settings. They establish the foundation for delivering regular, proactive support and preventing unwanted behaviours. Tier 1 emphasizes modelling, teaching, and acknowledging positive social, emotional, and behavioural (SEB) skills. Teamwork, data collection, consistent policies, professional development, and evaluation are essential components for these practices to work effectively.

Tier 2- Tier 2 Involves targeted small group interventions for a small percentage of student who are not responding to Tier 1 interventions

Tier 3 – Tier 3 interventions are intensive and individualised responses to behaviours for students with specific needs that need require a more individualised approach.

Tier One's foundations are built on known, agreed upon school-wide expectations.

Vardys Road's school-wide expectations are

- Respect
- Pride
- Safety

At Vardys Road we are learners who:

Show RESPECT

Take PRIDE

Live SAFELY



Upon these 3 expectations/values we build a framework of rules, routines, procedures and protocols for each school setting.

Some of these rules are outlined below

At Vardys Road Public School, we are learners who ...										
	All settings	Classroom	Other Learning Areas	Canteen	Hall/Assembly	Playground	Office	Lines and Transition	Toilets and Bubbles	Travel
<b>SHOW RESPECT</b>	<ul style="list-style-type: none"> <li>I move quietly and calmly through the school.</li> <li>I follow all teacher directions.</li> <li>I listen to announcements.</li> <li>I care for my own and others' belongings.</li> <li>I use kind words and kind actions.</li> <li>I tell the truth.</li> <li>If I see disrespectful behaviour in any of these areas (S.T.A.N.D.):</li> </ul>	<ul style="list-style-type: none"> <li>I follow the teacher's instructions.</li> <li>I listen to others while they are talking.</li> <li>I raise my hand if I have a question and wait for my turn to speak.</li> <li>I stay in my personal space.</li> <li>I treat others as I would like to be treated.</li> <li>I stay on task.</li> </ul>	<ul style="list-style-type: none"> <li>I use devices carefully.</li> <li>I only use the device I am assigned.</li> <li>I log on and off with my own account details.</li> <li>I follow the rules when using the internet.</li> <li>I take care of the resources I use.</li> <li>I return all resources back to the correct spot.</li> <li>I stay on the path and only sit on the rocks of the Yarning Circle.</li> </ul>	<ul style="list-style-type: none"> <li>I greet the person who is serving me.</li> <li>I use my manners.</li> <li>I wait patiently to buy my food.</li> </ul>	<ul style="list-style-type: none"> <li>I walk into the hall and sit down quietly.</li> <li>I ask permission to use the hot toilets.</li> <li>I watch and listen to the person on the stage.</li> <li>I applaud at the appropriate times to recognise the achievement of others.</li> </ul>	<ul style="list-style-type: none"> <li>I wait in line to use the equipment.</li> <li>I look after school equipment and play in the correct areas.</li> <li>I listen to the duty teacher.</li> <li>I am considerate of others games.</li> <li>I treat others how I would like to be treated.</li> </ul>	<ul style="list-style-type: none"> <li>I greet the office staff politely.</li> <li>I use my manners.</li> <li>I wait patiently.</li> </ul>	<ul style="list-style-type: none"> <li>I turn my game when the music starts.</li> <li>I am prompt to lines.</li> <li>I wait quietly.</li> <li>I listen to the messages.</li> <li>I follow teacher's directions.</li> <li>I move quietly and calmly through the school.</li> <li>I wait quietly outside learning spaces and listen for teacher instructions.</li> </ul>	<ul style="list-style-type: none"> <li>I am quiet.</li> <li>I respect the privacy of myself and others.</li> <li>I use the bubbles properly.</li> <li>I turn off the taps when I have finished.</li> </ul>	<ul style="list-style-type: none"> <li>I sit still in my seat.</li> <li>I speak quietly.</li> <li>I share bus seats with others.</li> <li>I listen carefully to the teacher and driver's instructions.</li> </ul>
<b>TAKE PRIDE</b>	<ul style="list-style-type: none"> <li>I wear my uniform with pride.</li> <li>I keep the school environment tidy.</li> <li>I put rubbish in the bin.</li> <li>I am prepared and ready to learn.</li> </ul>	<ul style="list-style-type: none"> <li>I always try my best.</li> <li>I am proud of my efforts.</li> <li>I take pride in my bookwork.</li> <li>I use the resources available to achieve my learning goals.</li> <li>I apply feedback to improve my understanding.</li> </ul>	<ul style="list-style-type: none"> <li>I leave the learning space tidy.</li> <li>I always try my best.</li> <li>I use the resources available to achieve my learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>I put my rubbish in the bin.</li> <li>I sit down to eat my food.</li> </ul>	<ul style="list-style-type: none"> <li>I stand still and quietly for the National Anthem and the School Song.</li> <li>I sing the National Anthem and School Song.</li> <li>I stand proudly on the stage and show my award.</li> </ul>	<ul style="list-style-type: none"> <li>I put my rubbish into the bin and my lunchbox into the class tub.</li> <li>I keep food off the field.</li> <li>I am a humble winner and I am gracious if I lose a game.</li> </ul>	<ul style="list-style-type: none"> <li>I walk in quietly and close the door behind me.</li> </ul>	<ul style="list-style-type: none"> <li>I tuck my shirt into my shorts/skirt.</li> <li>I sit while I eat my recess and lunch.</li> </ul>	<ul style="list-style-type: none"> <li>I put used paper towel in the bin.</li> </ul>	<ul style="list-style-type: none"> <li>I keep the bus tidy.</li> <li>I check for my belongings before I leave.</li> <li>I wear my uniform with pride.</li> </ul>
<b>LIVE SAFELY</b>	<ul style="list-style-type: none"> <li>I walk calmly.</li> <li>I keep my hands and feet to myself.</li> <li>I always follow the instructions of all staff members.</li> <li>I am in the right place at all times.</li> <li>I use equipment appropriately.</li> <li>I tell a teacher if there is a problem.</li> </ul>	<ul style="list-style-type: none"> <li>I always tuck my chair under the desk when I leave my seat.</li> <li>I use equipment appropriately.</li> <li>I walk in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>I tuck my chair in when moving away from the table.</li> <li>I walk quietly and calmly.</li> <li>I use equipment appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>I wait patiently behind the yellow line.</li> <li>I only buy food for myself.</li> <li>I only eat the food that belongs to me.</li> </ul>	<ul style="list-style-type: none"> <li>I sit still in my lines.</li> <li>I walk up the stairs or ramp.</li> </ul>	<ul style="list-style-type: none"> <li>I stay in bounds.</li> <li>I walk on the concrete.</li> <li>I wear a hat outside.</li> <li>I use equipment appropriately.</li> <li>I wait for the teacher at the morning stop after the first bell of the day.</li> </ul>	<ul style="list-style-type: none"> <li>I walk sensibly.</li> <li>I bring a partner.</li> </ul>	<ul style="list-style-type: none"> <li>I walk calmly to the toilets and lines.</li> <li>I stay in two straight lines behind the leaders.</li> <li>I stay in the same position in my class line.</li> <li>I line up promptly in my class lines.</li> </ul>	<ul style="list-style-type: none"> <li>I wash my hands with soap and water.</li> <li>I keep my food away from the toilets with a partner during class time.</li> </ul>	<ul style="list-style-type: none"> <li>I stay with the group.</li> <li>I wear my uniform and hat.</li> <li>I listen to and follow instructions.</li> <li>I remain seated whilst on transport.</li> </ul>

- These rules, routines and expectations are systematically, sequentially, strategically and explicitly taught, modelled, recognised, practised, reinforced and revised in every classroom and via whole school messaging.
- These lessons are a crucial part of the School's Morning Groove routines where every class, multiple times per week start their day, connecting with the students, flagging children who are emotionally dysregulated, collectively discussing issues and teaching expected behaviour.
- Children's emotional states are tracked and monitored and addressed if needed by classroom teachers, the Community Wellbeing Officer, the Learning Support team and Stage leaders.

To ensure these essential foundations to our behaviour systems maintain their integrity and are responsive to student need, a Positive Behaviour for Learning Committee regularly meet to

- Analyse and communicate behavioural data, flagging and addressing spikes in behaviour
- Set, review and evaluate school-wide behavioural goals
- Act as a conduit for student and staff voices, to systematically evaluate the school's behavioural systems
- Work with the staff to ensure alignment of teacher responses to major and minor behaviour, systems of behaviour incident recording and the tracking of behavioural trends
- Establish systems of behavioural referrals and data collection
- Ensure a level of consistency with school-wide award systems, linked with school expectations
- Embed a behaviour curriculum in all classes, where expectations are modelled, taught, practised and revised and booster sessions are conducted when required.

### **Whole-school approach across the care continuum**

To ensure we adopt an inclusive, evidence based, functional behavioural and school-wide approach to Behavioural Management and Learning Support, Vardys Road Public School has two committees whose task is to guide a coordinated, aligned and carefully monitored approach to behavioural and learning support.

These committees are the Learning Support Team and as mentioned above, the Positive Behaviour for Learning Committee. These teams collectively review evidence indicating students' individual needs, and accordingly determine a plan for supporting these needs at school. The effectiveness and suitability of this support is evaluated by the LST and the PBL committee as part of an ongoing appraisal process.

The Learning Support Team and PBL Committee work to support students who have a range of physical and intellectual disabilities, visual or hearing impairments, mental health diagnoses, learning or behavioural difficulties, as well as medical injuries or illnesses. These difficulties may vary in cause, nature, intensity and duration. The team identifies and supports these needs in consultation with students' classroom teachers, parents and caregivers, allied health and external educational professionals, specialised Department of Education network officers, as well as other school-based teams. The scope of this support aligns with the *Disability Standards for Education 2005* and the *Disability Discrimination Act 1992*.

Learning and behavioural support measures at Vardys Road Public School are provided via a three-tiered system, known as the Response to Intervention (RTI) model. This model involves the monitoring of students' progress and the provision of increasingly intensive levels of support in response to that progress. At Tiers 1 and 2, Vardys Road Public School implements evidence-based quality teaching and learning programs, as well as targeted adjustments to cater to identified student needs. At Tier 3, Personalised Learning and Support Plans (PLSPs) and Behaviour Plans are collaboratively developed to further tailor support to suit individual needs



Examples of programs, initiatives and strategies in each of the three tiers include:

#### Tier 1- Universal Interventions- Prevention and early Intervention

- Universal engagement norms in every classroom
- An explicit behaviour curriculum
- Morning routines including the explicit teaching modelling, reinforcement and recognition of social/emotional behaviours, regulation and strategies
- Attendance programs, rewards and tracking
- Professional learning on building positive student / teacher relationships, student sense of belonging
- Aligned instructional practices ensuring student focus, knowledge rich curricula, systematic review and high levels of student mastery
- Anti-bullying programs
- Trauma based methodology
- Embedded classroom routines and structures ensuring structured care classroom cultures
- Student case management systems and student tracking
- Social/Emotional and behavioural skills lessons

Students needing extra support on top of the above universal interventions are referred to the Learning Support Team and the Positive Behaviour for Learning Committee. These teams collectively review evidence indicating students' individual needs, and accordingly determine a plan for supporting these needs at school. The effectiveness and suitability of this support is evaluated by the LST and the PBL committee as part of an ongoing appraisal process.

Some of the interventions managed by these teams include;

Tier 2- Targeted , small group interventions

- High Potential and Gifted Education identification and programs
- Structured Play
- Social skills groups
- Resilience/ anxiety/ separation and loss programs when required
- Learning Support Interventions
- Community Wellbeing Programs
- Gardening groups
- Musical therapy

Tier 3 – Intensive and Individual programs

- Functional Behavioural Analysis
- Behaviour Plans
- Personalised Learning Support Plans
- Risk Assessments
- Counsellor Intervention
- External therapist partnerships
- Police Liaison Interventions

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

### Functional Behaviour Approach

Vardys Road follows a functional behaviour approach to behaviour management and responding to inappropriate student behaviour

In essence, this approach helps the Learning Support team to

- Determine the function or the motivation behind the behaviour
- Teach a replacement behaviour which will help the child meet the needs of the behaviour function in a more socially acceptable way
- Set up a classroom or playground environment which will allow the replacement behaviour to be successful

This approach can help:

- identify the triggers and the goal of disruptive behaviour
- decide on a new approach to try
- set targets, benchmarks and evaluation strategies
- implement and monitor progress
- assess outcomes.

FBA results enable interventions which lead to significant improvement in problem behaviour. They can help identify additional programs to put in place for students or whole classes, where positive behaviour support strategies are needed.

Consequences for inappropriate behaviour still play an important role in helping students learn appropriate prosocial behaviour as well as providing an impetus for the student to want to engage in the behaviour management systems.

Consequences need to be consistent, fair, logical and predictable.

The provision of a consequence should always contain an opportunity to reteach the expected behaviour. Consequences are selected to fit the individual student, the

specific behaviour, the context or setting, and the frequency and the severity of the behaviour.

The consequences should also involve corrective feedback.

Our school's reflection room processes ensure that every child receives this feedback and as such helps the child perceive the consequence as being logical.

A logical consequence is different to what is commonly known as 'punishment'. Punishment is the application of a consequence following a behaviour, which stops or reduces the behaviour. For example, if a student receives a reprimand for calling out and the calling out stops, then the reprimand would in effect be a punishment. However, in schools and society in general, punishment is usually considered to be an aversive consequence applied to 'teach a lesson' or make the recipient suffer. In fact, an aversive consequence that does not consider the reason for the behaviour will often backfire and cause the behaviour to increase, damage teacher-student relationships, or result in student disengagement from school.

Logical consequences, on the other hand, are planned in advance and designed to help students learn appropriate prosocial behaviours to help them succeed at school. Logical consequences should match the type and severity of the inappropriate or unwanted behaviour. For example, if a student consistently arrives late to class after breaks without a reason, then a logical consequence would be for them to make up the time before going to the next break.

Low-level disruptive behaviour should merit a low-key consequence, whereas more severe or repeated behaviours of concern should merit a more serious consequence. For example, a student who deliberately hits another student in the playground without provocation might be required to spend play time in a supervised area for the remainder of the week. A student who impulsively pushes past a student to get to the canteen might be moved to the end of the line.

While it may be tempting to create a list of infractions and corresponding consequences, this is best avoided. Having a set list does not allow for individual circumstances to be considered and may encourage dissatisfaction among students and parents. It is much better to have a list of possible consequences which match with the seriousness of unwanted behaviours rather than a list of increasingly aversive consequences that allow no flexibility.

It is the certainty that a consequence will be applied, rather than the harshness of the consequence that is important, remembering that the purpose of a consequence is to correct and teach. It is important to remember that consequences alone do not change



behaviour. Consequences should always be applied in the context of positive behavioural supports and are only effective when the expected behaviour has been taught and the student has received opportunities to practise, followed by acknowledgement for using expected behaviours.

### Responses to Positive Behaviour

Teachers aim to provide a 4-5:1 positive to negative response to student behaviour.

Positive recognition of appropriate behaviour that concretely describes behavioural expectations, recognises positive behaviour and models emotional regulation, play an essential role in the school's behaviour management plan.

“Free and frequent awards” such as

- Tilly Tokens
- Anecdotal praise and
- Awards specific to each class

serve the purpose of reinforcing positive behaviour at any specific point in time.

Strong and long-term awards achieve this aim as well as recognising ongoing achievements, work ethic and the demonstration of the school's values.

These awards accrue over time and provides an opportunity for students to aspire to reaching the upper tiers of the awards system.

Below outlines how this award system operates

# Awards



**PBL Awards**

PBL Awards are given in the classroom and in the playground.

They are awarded for our PBL values of respect, pride and safety.

20 PBL Awards collected over multiple terms = **1 Merit Award**

20 PBL Awards collected over one term = **Principal's Luncheon + 1 Merit Award**

**Merit Awards**

Merit Awards are given to students for academic achievement, bookwork, citizenship and special achievements.

Merit Awards will be awarded at weekly assemblies.

Merit Awards are also given to students who have collected 20 PBL Awards.

**Principal's Luncheon**

Students who receive 20 PBL Awards in one term will receive 1 Merit Award *and* are invited to attend a Principal's Luncheon.

These luncheons are held at the end of Terms 2, 3 and 4.



**Tilly Tokens**

Tilly Tokens are given when students are rewarded for doing something well – they are a 'Caught You Being Good' symbol.

Students place the Tilly Tokens in their Sport House collection box on the 'Caught You Being Good' board near the Library.

5 Merit Awards = **1 Gold Award**

3 Gold Awards = **1 Excellence Badge**

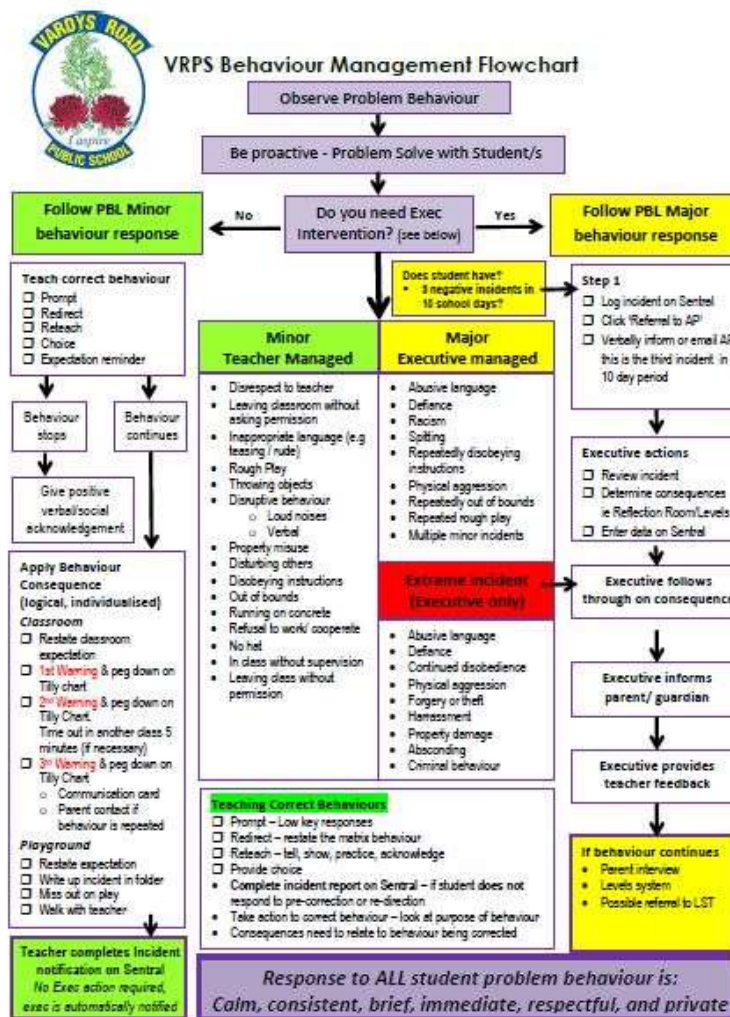


1 Badge + 3 Additional Gold Awards = **1 Gold Medallion**

## Responding to inappropriate behaviour

In situations where redirection, modelling, practising, revising and praising appropriate behaviour is not changing student behaviour, a predictable, logical and transparent road map for possible consequences has been collaboratively developed by the staff and the PBL team.

The following describes possible options for the school to consider when responding to inappropriate behaviour.



## **Reflection and Restorative Practices**

At times, it may be necessary to apply fair, reasonable and proportionate disciplinary strategies, such as reflection sessions, to address inappropriate student behaviour. Such strategies enable the school to provide timely support to students to assist them to achieve the desired behaviour, to reflect on their behaviour and make positive choices.

These sessions are conducted as follows

- **How reflection sessions are decided upon**
  - When a student's behaviour is considered to be a major misdemeanour, or part of a pattern of minor behaviour, that is serious enough to warrant a reflection session, the referring teacher, discusses the issue with their supervisor and/or the child's stage leader and then posts the student and proposed time on the student wellbeing system- School Bytes. The Assistant Principal then decides if the student needs a, or a number of reflection sessions
- **Length of Time**
  - Each reflection session lasts for a maximum of 30 minutes, with the specific session duration being dependent on the behaviour's context, the child's developmental level, any student disabilities, the child's age and the complexity of the situation
- **When are reflection sessions held**
  - Reflection sessions are held at lunch, with the child proceeding to the reflection room during eating time, with the lesson officially starting at 1:30pm
- **Student Wellbeing**
  - The purpose of these sessions is to provide the child with an opportunity to reflect on the situation and their choices and responses. It is not purely a punishment. As such, the student's wellbeing is maintained with opportunities being provided for food, water and toileting, as part of the calm and restorative tone of the lessons.
- **Supervision**
  - To ensure consistency and to protect the integrity of these sessions, each reflection time is supervised by a member of the executive teaching team
- **Record Keeping and Communication**
  - The outcome and related discussion points are recorded on the school's Administration system- School Bytes

- A summary of the issue and outcome is also recorded on a communication card which is forwarded to the child's Stage leader and in turn to the child's parents
- How the sessions are conducted
  - Each session is scaffolded with differentiated worksheets that have prompts and stem questions to guide the discussion and assist the student to decide on better options in future similar situations
- Teacher Directed Time outs
  - Occasionally students require an immediate teacher directed timeout. Teacher-directed time-out is a planned behaviour intervention implemented as part of a behaviour support plan. It aims to prevent behaviour escalation and support the teaching of appropriate behaviour and skills, such as self-regulation. A student is directed away from an educational activity or setting when they engage in behaviours of concern to stop those behaviours from being reinforced
  - Staff try other de-escalation strategies and teaching practices first, before using teacher-directed time-out.
  - Teacher-directed time-out, paired with restorative conversations, form part of a student's behaviour support plan. Which can include explicit goals, explicit instruction of replacement behaviours, measures to check progress and personalised student feedback to support the development of replacement behaviours.
  - When directing a student to teacher-directed time-out:
    - the student is directed to a space within the classroom or nearby, where the student can be supported
    - the teacher monitors the student
    - it is for the shortest possible time.
    - Teacher-directed time-out is not used as a punishment

## **The School's Behaviour Level System**

To add predictability and transparency to teacher responses to behaviour, the school has collaboratively developed level of responses, which teachers reference with their stage leaders when deciding on ways to manage inappropriate behaviour.

### **Student Behaviour Management Steps – The Levels System**

At Vardys Road P.S. the school has a levels system for managing inappropriate behaviour. There are 3 levels within this system. Whilst the intent is to correct student behaviour, students may escalate through these levels or skip levels depending on the severity of the behaviour.

<b>The Levels Level 0</b>	Isolated or occasional/minor behaviour problems in the class and/or playgrounds
<b>Level 1</b>	Occurs when a student receives 3 negative Communication Cards within 10 school days or following a major misdemeanour, or repeated minor misdemeanours
<b>Level 2</b>	Occurs when a student receives 3 negative Communication Cards whilst on Level 1, or following continued major inappropriate behaviour.

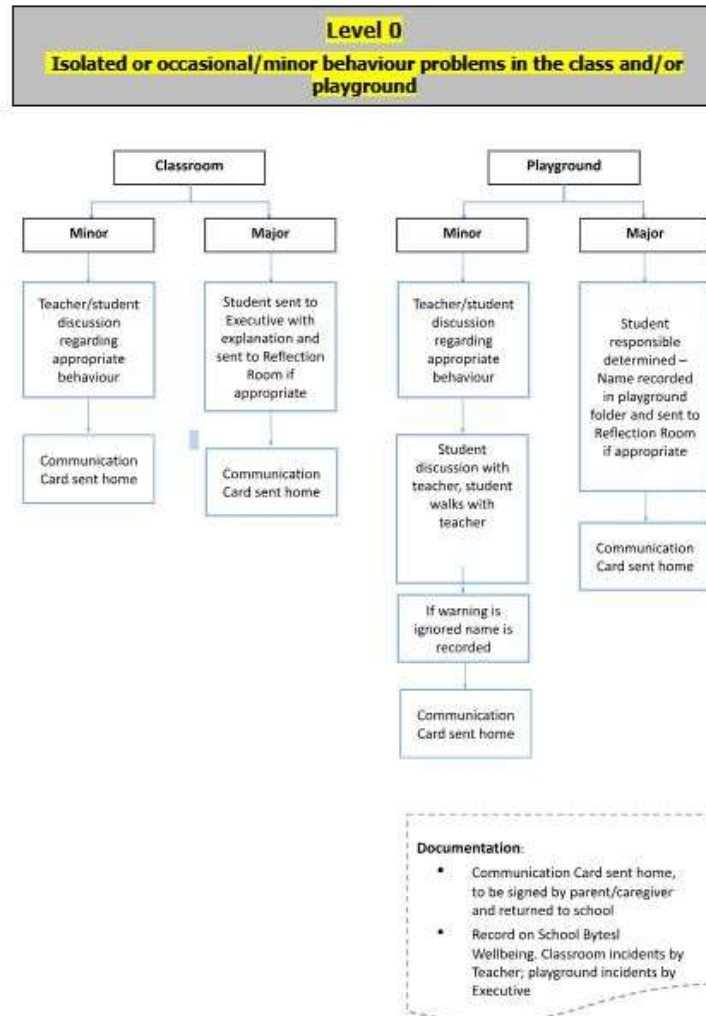
The levels system does not remove a teacher's obligation to maintain their own discipline. It is designed to support the teacher when further disciplinary steps are needed.

The Principal or delegate in their absence, has the right to place a student on any appropriate level, to remove privileges or to initiate procedures for the suspension/expulsion of a student if the behaviour is considered to be significant.

If the student's behaviour is considered extreme, after consultation with an Executive member, the student may be immediately placed on up to 5 days of time out and escalated to the next level.

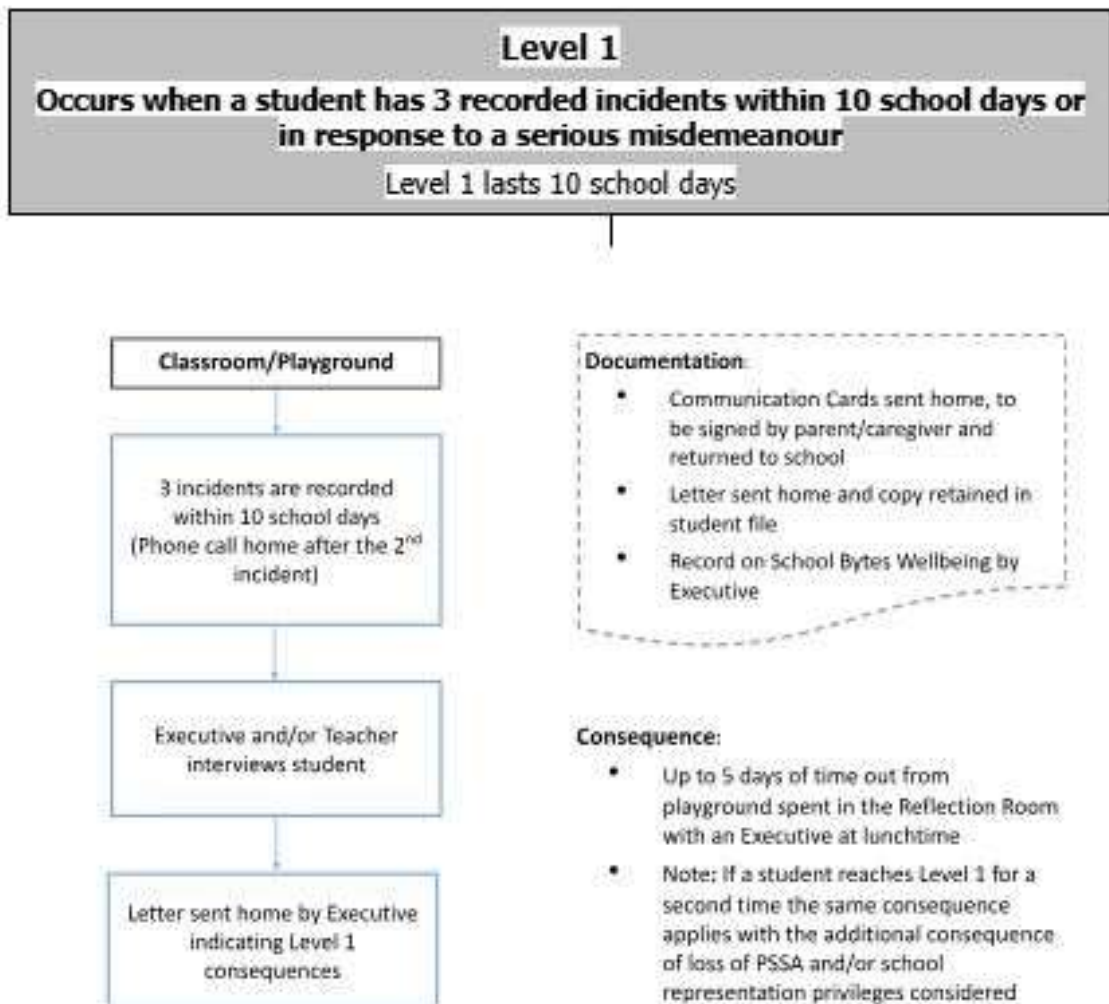
Any student with a prohibited drug or weapon brought to the school will prompt the school to consider an immediate suspension

The above responses are part of the first tier of behavioural interventions, named Level 0, as described below



## Level 1

In situations where a student has not responded to level 0 interventions, a level 1 response will be considered, in the following manner

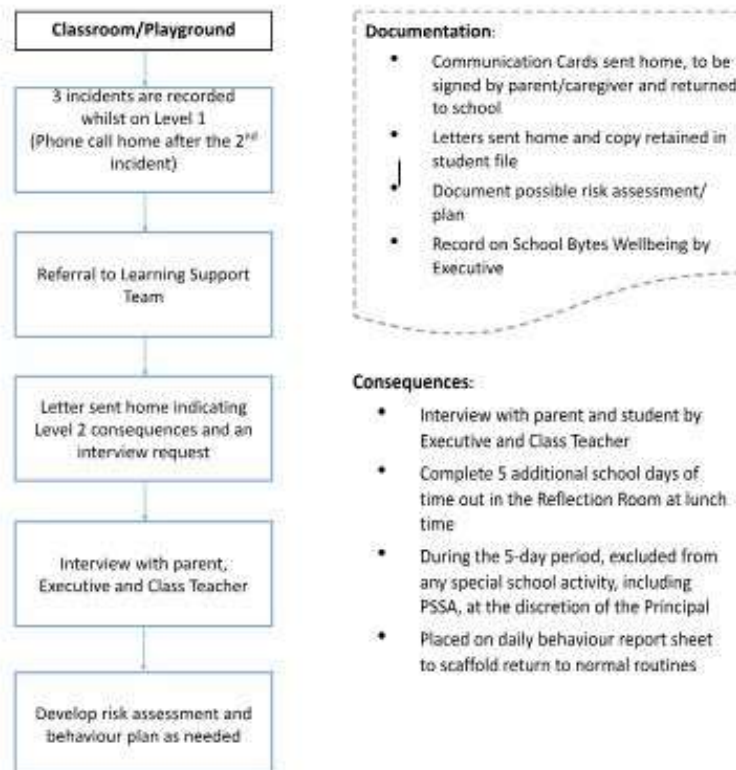
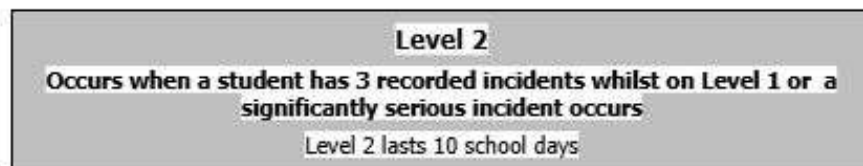




## Level 2

In situations where a child requires a more intensive and individualised support, a Level 2 plan may be developed.

The following describes a typical course of action



When a student requires level 2 support, interventions may include

- The development of a behaviour management plan
- The development of a crisis management plan
- The writing of a risk assessment
- The conducting of a functional behavioural analysis
- The enlisting of the services of specialised staff such as behavioural therapists, counsellor, Police Liaison Officer
- Plans being co-written with families
- Community Wellbeing Officer intervention
- Social / Emotional / Behavioural skills programs
- School Learning Support Officer intervention
- Check ins and welfare checks
- Learning Support team referrals
- Mentoring
- Referrals to Complex Case teams
- Child Wellbeing Unit notifications

## **Anti-Bullying Plan**

In situations, where a student's behaviour is repeated, targeted at a specific student with the function being one of control, the school may judge that the behaviour should be classified as bullying.

### **Anti-Bullying Guiding Principles**

Students have the right to expect to learn in a safe, happy environment free from the fear of bullying, harassment and intimidation. These behaviours must be taken seriously and are not acceptable in any form.

As a school community we have a shared responsibility to create a safe and happy environment. In this school, inappropriate behaviour that gets in the way of teaching and learning cannot be accepted. Students, teachers, parents/caregivers and members of the wider community will not allow cases of bullying to go unreported but will speak up.

Bullying can be defined as intentional, repeated behaviour that causes distress, hurt or undue pressure. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm. Bullying can involve all forms of harassment, humiliation, domination and intimidation.

Bullying can be verbal, physical, social or psychological.

### **Bullying Behaviours**

- Verbal e.g. name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- Physical e.g. hitting, punching, kicking, scratching, tripping, spitting
- Social e.g. ignoring, excluding, ostracising, alienating, making inappropriate gestures
- Psychological e.g. spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS, email messages or other forms of communication and media, inappropriate use of camera phones. Cyberbullying, or online bullying will be treated in the same way as bullying on-site.

## What can we do to effectively deal with bullying?

At Vardys Road, we promote positive relationships that respect and accept individual differences and diversity. Each member of our school community can assist in the following ways:

### Staff

- Support students in all aspects of their learning
- Model appropriate behaviours in words and actions at all times
- Be observant of signs of distress in students or suspected incidents of bullying
- Patrol and supervise actively on playground duty
- Explicitly teach the skills students need to understand, recognise and respond positively to a bullying incident, including responsibilities as bystanders or observers
- Support victims of bullying
- Implement behaviour management programs for the 'bully'
- Provide parents/caregivers and students with clear information on strategies that promote appropriate behaviour and outline the consequences of inappropriate behaviour
- Follow-up complaints of bullying, harassment and intimidation quickly and efficiently

### Students

- Behave appropriately, respecting individual differences
- Refuse to be involved in bullying situations
- Tell an adult if they are being bullied or observe bullying
- React assertively using strategies taught in class
- Refuse to retaliate
- Use the S.T.A.N.D. approach – refer to Appendix

## Parents/Caregivers

- Support their children in all aspects of their learning
- Watch for signs of distress
- Advise or inform the school personally of bullying concerns
- Discourage retaliation and support their children in developing positive responses to incidents of bullying

## Reporting

Due to the nature of bullying, reporting an incident is often difficult for a student. All students must be assured that they are safe and that only by speaking up can the behaviours be stopped. All reports will be acted on. Students or parents/caregivers can speak to class teachers, Executive staff or the Principal.

All reports will be referred to the Executive to manage. Documentation related to investigations will be kept as part of student welfare records on Sentral Welfare.

## What will the school do if bullying occurs

- Interview all parties involved
- Provide support for the victim
- Discipline the bully appropriately according to the Student Welfare Policy
- Inform parents/caregivers of the incident
- Develop behaviour modification programs, seek counsellor or agency support as required
- Apply Departmental consequences, e.g. suspension, in cases of severe or repeated bullying

## **Anti Racism Procedures**

As in our community as a whole, occasionally, we see or hear of racist behaviour at school.

Vardys Road, like any public school, has staff trained as Anti Racism Contact Officers (ARCOs) who take a consistent approach to responding to racist behaviour and guiding the related conversations with sensitivity and compassion.

### What is an Anti-Racism Contact Officer?

An Anti-Racism Contact Officer (ARCO) is a teacher nominated by the principal who assists in leading anti-racism education in the school. The ARCO assists the principal by providing:

- support to build staff understanding of the impact of racism on student learning and wellbeing
- advice to students and staff on how to respond when they see or hear incidents of racism
- advice on what strategies the school can implement to address racism.

The ARCO is trained to provide advice to parents and carers, and teachers and students about the procedure for resolving reports about racism. If requested, the ARCO can also act as a support person or advocate during the process.

### What should I do if my child is experiencing racism at school?

If your child is experiencing racism at school, you should encourage them to report it to a teacher or the school's Anti-Racism Contact Officer, or you may report it on your child's behalf.

As with most behaviour interventions, Vardys takes a tiered approach, with the most impactful layer being how we manage our universal practices. ie what we do every day in every class.

When required our ARCOs teach whole class lessons that cover

- The history of racism
- The language related to racism
- The different types of racist behaviour and language and
- What is appropriate in a multicultural and inclusive society

Taking such a consistent approach aims at providing clear expectations, predictable responses and a culture that embraces diversity.

The ARCOs also play a role in addressing individual racist behaviour.

In these situations the ARCO, conducts a restorative session during a lunch break to discuss the issues and then report back to the parents of all children concerned.

#### How do I make a report about racism at school?

Any member of the school community, including parents and carers and staff and students, can make a report about racism. Reports of racism can be made to principals, Anti-Racism Contact Officers or any member of staff. Reports can be made in person, by email or phone, and also online by using the department's feedback and complaint form.

#### What about racism online?

School-related racism that occurs online, such as students directing racism towards individual students or cultural groups, should be reported to the school as above. For advice about how to stay safe online, see Online safety on the eSafety Commissioner website.

#### Where can I get more information?

For more information see Anti-racism education.

## **Evaluations Processes**

### Consultation

The planning, writing, consultation and development of this policy was conducted through

- Ongoing discussions and evaluations by the Positive Behaviour for Learning committee, the Learning Support team and the Executive
- Ongoing professional learning was conducted via professional learning sessions, communication meetings and weekly newsletters, highlighting the evidence-based approaches, related research and impactful strategies
- Discussions at the school's P and C meetings
- The analysis of parent surveys
- Inclusions in the parent newsletter

### Monitoring and Evaluating

The PBL Committee conduct meeting every three weeks, where behavioural data is analysed and behavioural trends are identified and addressed

Records of playground behaviours and Reflection Room records will form the basis of this monitoring system. Details of inappropriate behaviours, time of day, place, gender and grade of the offending students all assist in ongoing monitoring. At any one time, significant changes or lapses in behaviour can be identified and acted on quickly.

Students' feelings and emotional states about school are measured and tracked with weekly Life Skills Go tracking systems and student wellbeing is measured twice a year with tell Them From Me surveys.

Parent feedback is sought through annual surveys and P and C consultations while regular staff feedback guides modifications, interventions and program development through the Learning Support team and the PBL committee.

This policy will be reviewed annually, with the next review scheduled for Term 4, 2025.



Appendix

Stand approach to bullying

Vardys Road Public School Make A <b>S.T.A.N.D.</b>	
<b>S</b> tay Calm	
<b>T</b> ry To Ignore	
<b>A</b> sk Them To Stop	
<b>N</b> ever Fight	
<b>D</b> uty Teacher	