

# VALENTINE PUBLIC SCHOOL

## School Behaviour Support & Management Plan

Updated January 2024



## POLICY STATEMENT

Valentine Public School is committed to supporting the learning and wellbeing of every student. Learning and behaviour support is critical to the provision of safe and supportive learning environments that strengthen student educational outcomes. Our inclusive, engaging and respectful practices enable EVERY student to access and fully participate in learning, supported by reasonable adjustments and teaching interventions tailored to meet the individual. This plan reflects our school's strategic and evidence-based behaviour management tiered approach that is aligned with the Department of Education's Student Behaviour Policy & Procedures.

## RATIONALE

Valentine Public School Student Wellbeing Framework and Procedures is structured according to the NSW Department of Education (DoE) Wellbeing for Schools Framework. It describes student wellbeing in three main sections: Connect, Respect, Inspire.

The Student Wellbeing Framework and Procedures is embedded in the Valentine Public School Plan whereby student wellbeing is maintained through equitable processes that promote positive learning and facilitate the improvement of student outcomes and the narrowing of achievement gaps between students.

## BEHAVIOUR CODE FOR STUDENTS - NSW PUBLIC SCHOOLS

Direction and guidance on supporting and managing safe, responsible and respectful student behaviour in NSW public schools.

### **NOTE: Revised policy for implementation from Term 1 2024**

NSW public schools are committed to providing safe, supportive, and responsive learning environments for everyone across a range of settings. We teach and model the inclusive and safe behaviours we value in our students.

### **Audience and applicability**

All NSW public schools (excluding preschools).

Student behaviour includes 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, where there is a clear and close connection between the school and students' conduct.

NSW Department of Education



## Behaviour code for students

### Information for students and parents or carers

NSW public schools are committed to providing safe, supportive, and responsive learning environments for everyone across a range of settings. We teach and model the inclusive and safe behaviours we value in our students.

**In NSW public schools students are expected, to the best of their ability, to:**

- show respect to other students, their teachers and school staff and community members
- follow school and class rules and follow the directions of their teachers
- strive for the highest standards in learning
- act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- resolve conflict respectfully, calmly and fairly
- meet the school's agreed uniform policy or dress code
- attend school every day (unless legally excused)
- respect all property
- be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools
- not bully, harass, intimidate, or discriminate against anyone in our schools.

Schools take action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning.

**All students have a right to:**

- safety at school
- access and fully participate in their learning
- be treated with respect by other students, teachers and school staff
- express their views, set goals and self-advocate.

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments and apply an appropriate action when students are not meeting these expectations. The department is responsible for the provision of a policy framework and resources such as legal issues bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context, the NSW

[education.nsw.gov.au](http://education.nsw.gov.au)

Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

**Behaviour code for students: Student actions**

Promoting the inclusion, learning, wellbeing, and safety of all students in NSW public schools is a high priority for the Department of Education.

We implement teaching and learning approaches across a range of settings to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

**To meet the expectations set out above, students in NSW public schools, to the best of their ability, should adhere to the following principles.**

**Respect**

- Treat one another with dignity.
- Communicate and behave courteously.
- Act and work cooperatively with other students, teachers, and school staff.
- Develop positive and respectful relationships.
- Value the interests, ability and culture of others.
- Respect the learning needs of other students.
- Dress appropriately by wearing the agreed school uniform or dress code.
- Take care with school property and the property of staff and other students.

**Safety**

- Model and follow school and class rules and expectations around behaviour and conduct.
- Negotiate and resolve conflict.
- Be aware of and take responsibility for how their behaviour and actions impact others.
- Care for self and others.
- Be safe and help others to make safe choices that do not hurt themselves or others.

**Engagement**

- Arrive at school and class on time.
- Be prepared for every lesson.
- Actively participate in learning.
- Aspire and strive to achieve the highest standards of learning.

## PARENT / CARER IMPORTANT DOCUMENT / LINKS

1. [DoE Behaviour Code for Students and School Community Charter](#)
2. [DoE care Continuum](#)
3. [DoE Student Behaviour Policy and Procedure](#)
4. [Behaviour code for students](#)
5. [Inclusive Education for students with Disability](#)
6. [Restrictive Practices](#)
7. [DoE School Behaviour Support and Management Plan](#)
8. [Student Behaviour Procedures Kindergarten to Year 12](#)
9. [Suspension and Expulsion Policy - T1 2024](#)

## INCLUSIVE, ENGAGING & RESPECTFUL SCHOOLS

*Inclusive, Engaging and Respectful* schools ensures every student is engaged and learns to their fullest capability and ensures all students, teachers and staff are safe in school.

The *Inclusive, Engaging and Respectful* schools package includes three new policies that help our schools manage the diverse spectrum of student needs to improve outcomes for all students in every public school across New South Wales.

The new policies, framework and procedures aim to strengthen the engagement and participation of all students, including those with disability, complex and challenging behaviours and additional needs. They provide more support to teachers and also ensure all students, teachers and staff are safe in school. These new policies, framework and procedures will help ensure that best practice is consistent across all our schools.

The *Inclusive, Engaging and Respectful* schools package includes:

- [Inclusive Education Policy for students with disability](#)
- [Student Behaviour Policy and Procedures](#); and the
- [Restrictive Practices Framework and Restrictive Practices Reduction and Elimination Policy and Procedures](#).

These policies work together to support the inclusion and engagement of students. They will ensure schools are in the best position to help all students reach their full potential across the entire NSW public education system.

Releasing these together makes it easier for schools to consider any modifications or changes in an integrated way.

The Inclusive Education Policy for students with disability and the Student Behaviour Policy and Procedures came into effect at the start of Term 4 2022.

The Restrictive Practices Framework and Restrictive Practices Education and Elimination Policy and Procedures came into effect at the start of Term 1 2023.

## KEY CHANGES

The Inclusive, Engaging and Respectful Schools pack will deliver a suite of improvements for students and staff in all NSW public schools. Key changes include:

- reducing the length of suspensions



- more support for students with disability to access the curriculum
- early intervention and targeted support for vulnerable student groups
- removing prohibited restrictive practices
- a new model to help meet the needs of students with complex, challenging and unsafe behaviours
- increased access by schools and students to an expanded dedicated workforce comprising specialist staff including allied health and behaviour support services
- improving access to behaviour specialists for schools and students in regional and remote locations.

## KEY CHANGES AT VPS: INCLUSIVE, ENGAGING & RESPECTFUL SCHOOLS (IER)

### Restrictive Practices Implementation roadmap 2023 [Restrictive Practices Implementation roadmap](#)

A restrictive practice is any action that has the effect of restricting the rights or freedom of movement of a person, with the primary purpose of protecting the person or others from harm.

This Framework outlines mechanisms to support schools to plan for the safe and effective use of restrictive practices when they are necessary, to consider alternative strategies and to record decision-making around the use of restrictive practices. The purpose of using principle-based decision-making to support the use of restrictive practices, is to help schools manage risks and promote student safety when there are no other less restrictive options available. The use of restrictive practices must be monitored, proportionate to the possible risks of harm, and reduced and eliminated over time, wherever possible. This requires careful consideration and balancing of the rights and safety of the child or young person, with the rights and safety of other people impacted by the behaviour and use of the restrictive practice.


## CATEGORIES OF RESTRICTIVE PRACTICE

NSW Department of Education

### Categories of restrictive practice


For the purposes of this Framework, the department has adapted the definitions of "restrictive practice" that apply to registered providers under the National Disability Insurance Scheme (NDIS), so they make sense in a school context and provide clear guidance to school-based staff on the requirements for planning and using restrictive practices safely like in schools.

There are 5 categories of restrictive practice.




#### Chemical restraint

Chemical restraints are medications or chemical substances that are used with the primary purpose of influencing a student's behaviour. Chemical restraints are usually prescribed to help a student remain regulated, minimise behaviours of concern, and improve their ability to engage in learning. Most medications prescribed by an external medical practitioner to treat a diagnosed illness or health condition are **not** considered chemical restraints, including medications used to treat ADHD.



#### Mechanical restraint

Mechanical restraints are devices, aids or equipment that are used to influence a student's behaviour or movement, to keep them safe and support them to participate at school. Mechanical restraints include devices, aids, or equipment such as harnesses, pelvic belts, trays, or disability specific postural support. Mechanical restraints restrict the movement of a student, and need to be used safely and effectively so they don't cause injury or harm to the student or staff.



#### Physical restraint


Physical restraint is the use of physical force to prevent, restrict or subdue the movement of a student's body or part of their body, such as clinical or therapeutic holds. Students are not free to move away when they are being physically restrained.

Physical restraint may be required:

- to safely support or provide comfort to a student, for example during the administration of medication such as insulin; or
- as a crisis response or in response to unintentional behaviour, where there is an imminent risk of harm to the student, other students or staff.

Physical restraint does not include actions like full or partial physical prompts or holding the hand of a young student, where they are free to move away. Physical prompts may be used to assist a student through part of an activity or to complete a task entirely to keep them safe or to support them to learn a new skill. An example of a physical prompt is hand over hand assistance or a teacher gently taking a student's hand to assist them when walking down a flight of stairs if they need additional support.

NSW Department of Education



#### Environmental restraint


An environmental restraint refers to physical barriers or boundaries, including some types of fences and locks, that are used to prevent an individual student or group of students, from freely exiting a space or accessing some parts of their school environment. Environmental restraints may be needed if a student has displayed a behaviour that may put their safety or the safety of other students or staff at risk.

An example of environmental restraint includes using a gate in front of a classroom to prevent a student from leaving without a teacher, or installing a lock on a drawer that contains sharp objects such as knives.

**When making decisions about the school environment, schools need to be aware of areas in their school environment where a student or group of students, could potentially be restricted or secluded, and everyone understands how to use these areas appropriately. This may include ensuring that doors or gates that lead to areas where a student could potentially be secluded, are left open or unlocked during the school day.**

There are some physical barriers, boundaries and practices that are always allowed so the whole school community is safe and secure. This includes perimeter fences, lockable external school gates, locks on areas that contain hazardous materials and locks on administrative and staff spaces. These practices are called universally safe assets and infrastructure, and are not considered an environmental restraint. The full list of universally safe assets and infrastructure is included in the Restrictive Practices Planning section in the [Environmental Restraints Planning Procedures](#).

It is also not safe for all students to have free access to all parts of their school environment at all times. It is not a restrictive practice for schools to use strategies including timetabling, to set clear rules around when different groups of students are allowed to use an area, for example play equipment, the library or sporting fields.



#### Seclusion

Seclusion refers to leaving a student alone in a room or area from which they are prevented from leaving, or reasonably believe that they cannot leave, by a barrier or another person, for any length of time. This includes situations where a door is closed or locked as well as where the door is blocked by other objects or held closed by another person.

Seclusion is not permitted for use other than as a crisis or emergency response or in response to unintentional behaviour, where:

- a student's behaviour poses an imminent threat of harm or danger to themselves or others; and
- there is no less restrictive means of responding in the immediate circumstances to keep the student or others safe, or to maintain the student's dignity.

Seclusion in these circumstances should be for the shortest time possible and discontinued as soon as the immediate danger has dissipated. See the [Restrictive Practices Reduction and Elimination Policy](#) for more information.

Seclusion is not the same as the self-directed time-out or teacher directed time-out strategies. Seclusion also does not include detentions or reflection rooms, in situations where the student can freely exit an area, or other situations which are not a response to behaviours of concern.

See the [Seclusion Fact Sheet](#) or the [Detention and Time-out Guidelines](#) for further guidance on the use of seclusion and time-out strategies.

*If physical restraint is ever warranted, staff are trained in MAPA® - Now known as CPI Verbal Intervention & CPI Safety Intervention*

- **Recording evidence of restrictive practices** [Recording evidence of restrictive practices](#)
- **Restrictive Practices Planning Checklist** - This checklist must be completed when seeking authorisation for the use of an environmental restraint, in line with the environmental restraints planning procedures. [Restrictive Practices Planning Checklist](#)
- **Restrictive Practices: Planning and consent form** [Restrictive Practices: Planning and consent form](#)

## WELLBEING: A SHARED RESPONSIBILITY

Wellbeing is supported by New South Wales Public Education values that represent the beliefs and aspirations of the Australian community including its concern for equity, excellence and the promotion of a caring, just and civil society.

When parents/carers enrol their children at Valentine Public School they enter a partnership with the school that is based on shared responsibility for student wellbeing. This shared responsibility enables and fosters a school environment where learning is valued, all members of the school community are respected and included, and safety is important.

### **Staff will:**

- Build and maintain positive relationships with children, parents and colleagues throughout the school.
- Act according to the DoE Code of Conduct.
- Contribute to the provision of a caring, well-managed, safe and fair quality learning environment for all students, fellow staff and parents.
- Use effective, consistent and appropriate processes and procedures for addressing behaviour issues and conflict.
- Make adjustments to school wellbeing processes to best engage and nurture individual students.
- Refer to Learning Support Team for academic and social support

### **Students will be encouraged and supported to:**

- Act appropriately as safe, resilient, responsible and respectful learners and friends.
- Contribute to the provision of a caring, safe learning environment for fellow students, staff and parents.

### **Parents will be encouraged to:**

- Actively participate in the school community and support the learning of their children.
- Share responsibility for shaping their children's understanding about acceptable behaviour and ensuring their wellbeing.
- Work with teachers to maintain a caring, well-managed, safe and fair quality learning environment for all students, fellow staff and parents.

# VALENTINE PUBLIC SCHOOL

## Positive Behaviour for Learning Systems & Practices

Updated January 2024



## VALENTINE PUBLIC SCHOOL CORE VALUES - POSITIVE BEHAVIOUR FOR LEARNING (PBL)

All members of the Valentine Public School community know what is expected of our students and work towards encouraging all students striving for their personal best.

Through Positive Behaviour for Learning, our Core Values of **Connect**, **Respect** and **Inspire** underpin all aspects of school life.

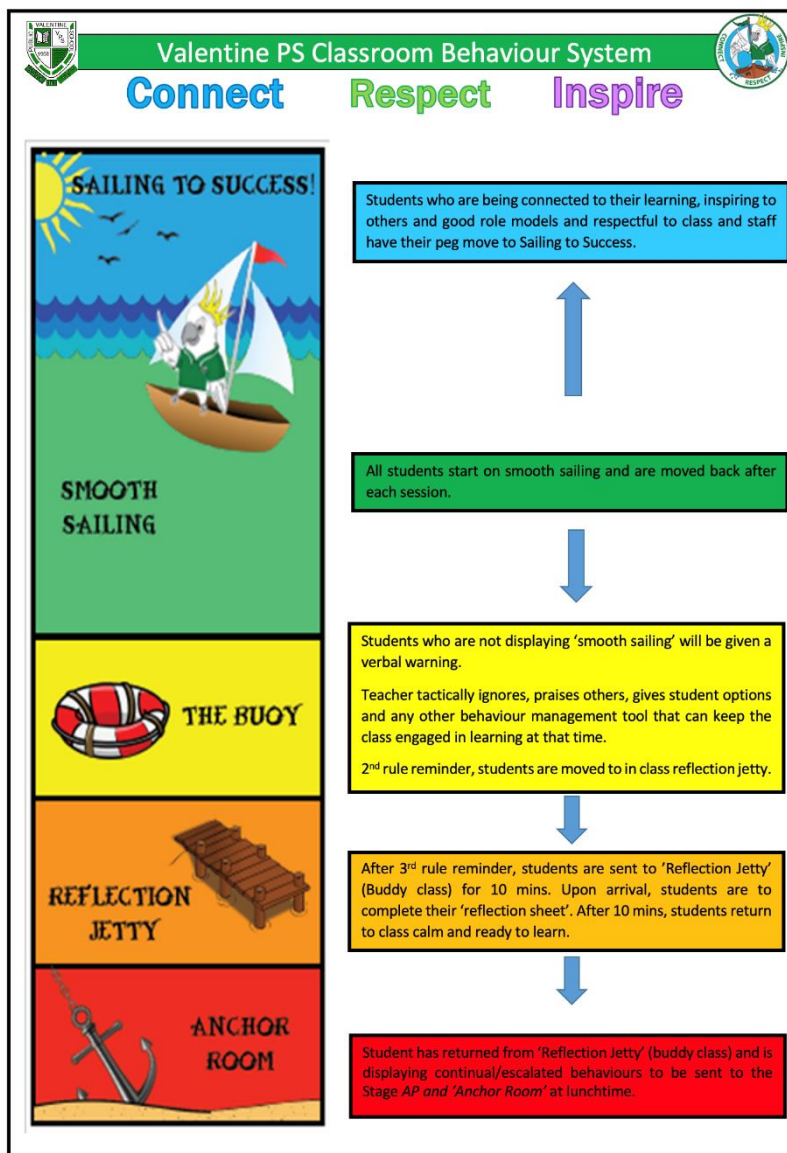
**Connect** to your learning and school community

**Respect** for yourself, others, property and the environment

**Inspire** for excellence and growth



## STRATEGIES & PRACTICES TO PROMOTE POSITIVE WELLBEING & BEHAVIOUR







## Valentine PS Levels of Behaviour

# Connect Respect Inspire



### Classroom Consequences

- verbal praise from parents/teachers
- Connect, Respect, Inspire awards
- class rewards
- sharing work with the wider community or Executive Staff
- developing a sense of achievement and confidence

### Observe Positive Behaviour



### Conference with Students

#### Sailing to Success

- being connected to school, peers and community, being inspiring and displaying respect
- equipment organised
- striving to achieve and succeed on your learning goals
- helping others achieve their goals
- being a risk taker
- showing care and concern for peers
- role model of expectations
- taking part in extra curricula activities

### Playground Consequences

- proud of self, parents and teachers
- Connect, Respect, Inspire awards
- Inspire another student to make positive choices
- Intrinsic motivation

- intrinsic reward of knowing you are doing well
- PBL Awards
- Class rewards
- making the most of learning time
- working towards personal growth

#### Smooth Sailing

- in class on time
- ready to learn
- listening manners
- trying your best
- being cooperative
- staying in bounds
- keeping self and others safe
- getting along with others

- enjoy playtime
- connecting with friends
- Respecting property and rules of games

## PROMOTING AND REINFORCING POSITIVE STUDENT BEHAVIOUR AND SCHOOL-WIDE EXPECTATIONS

**IN CLASS REINFORCEMENT**  
Teachers have a range of strategies to recognise and reinforce student achievement in classrooms. These may include: stickers, sticker charts, table points, financial literacy reward programs, etc.



**COCO 'CAUGHT YOU' SLIPS**  
Staff as well as Canteen volunteers and office staff are able to reward positive behaviour by handing out 'Coco Caught You' slips. The students place their slips in either the raffle boxes.

Coco caught you!

Student Name: \_\_\_\_\_

Class: \_\_\_\_\_

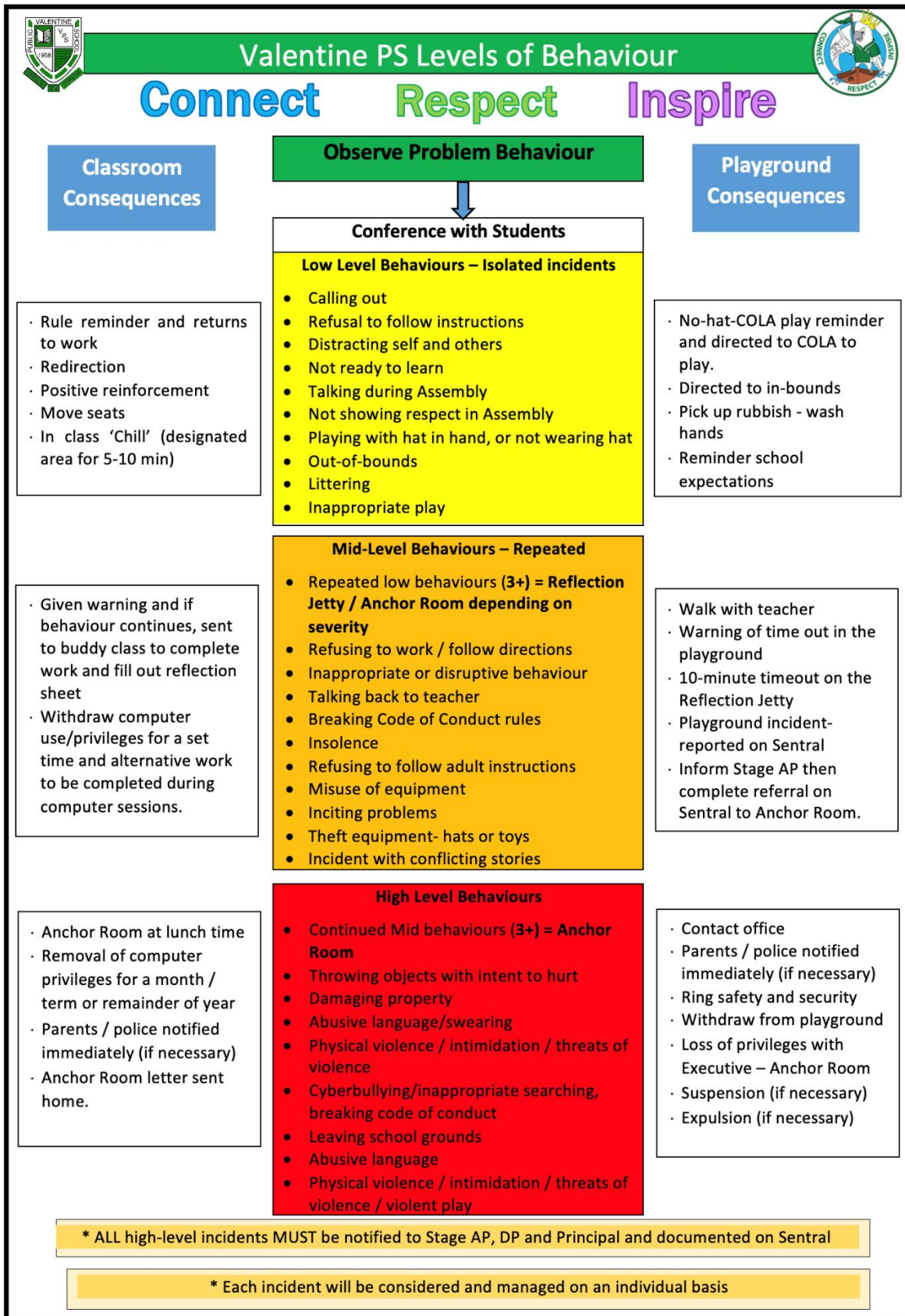
Teacher: \_\_\_\_\_

**COCO 'CAUGHT YOU' RAFFLE**  
Each K-6 assembly, students are randomly selected to earn a \$2 canteen voucher.

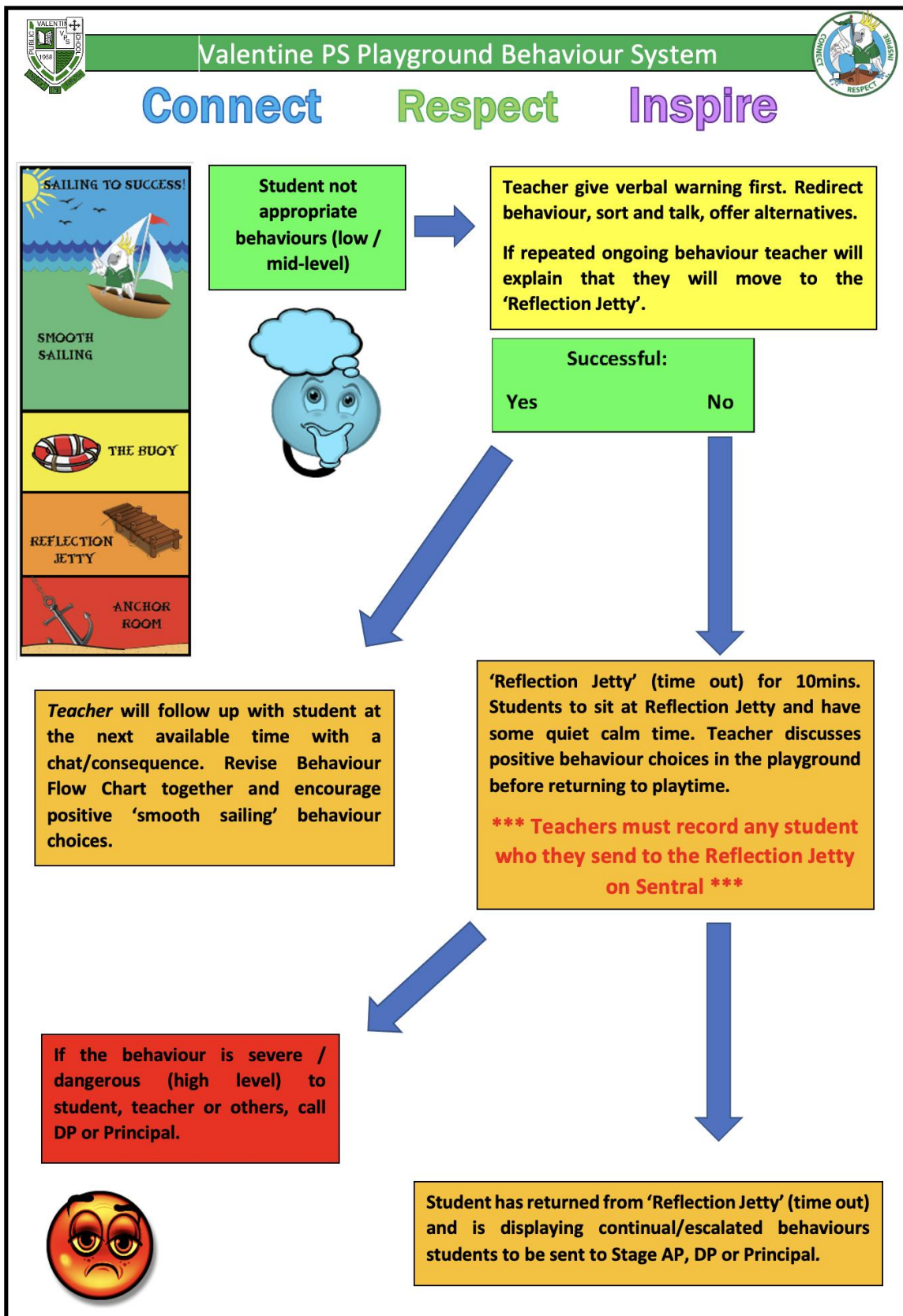


**COCO'S POSTCARD**  
Any staff member can send a Coco's Postcard to a student in the school who meets our Connect, Respect and Inspire values. These are handed out directly to the student.





# PLAYGROUND EXPECTATIONS FLOWCHART





# CLASSROOM EXPECTATIONS FLOWCHART



## Valentine PS Classroom Behaviour System



**Connect**

**Respect**

**Inspire**



Students who are being connected to their learning, inspiring to others and good role models and respectful to class and staff have their peg move to Sailing to Success.



All students start on smooth sailing and are moved back after each session.



Students who are not displaying 'smooth sailing' will be given a verbal warning.

Teacher tactically ignores, praises others, gives student options and any other behaviour management tool that can keep the class engaged in learning at that time.

2<sup>nd</sup> rule reminder, students are moved to in class reflection jetty.

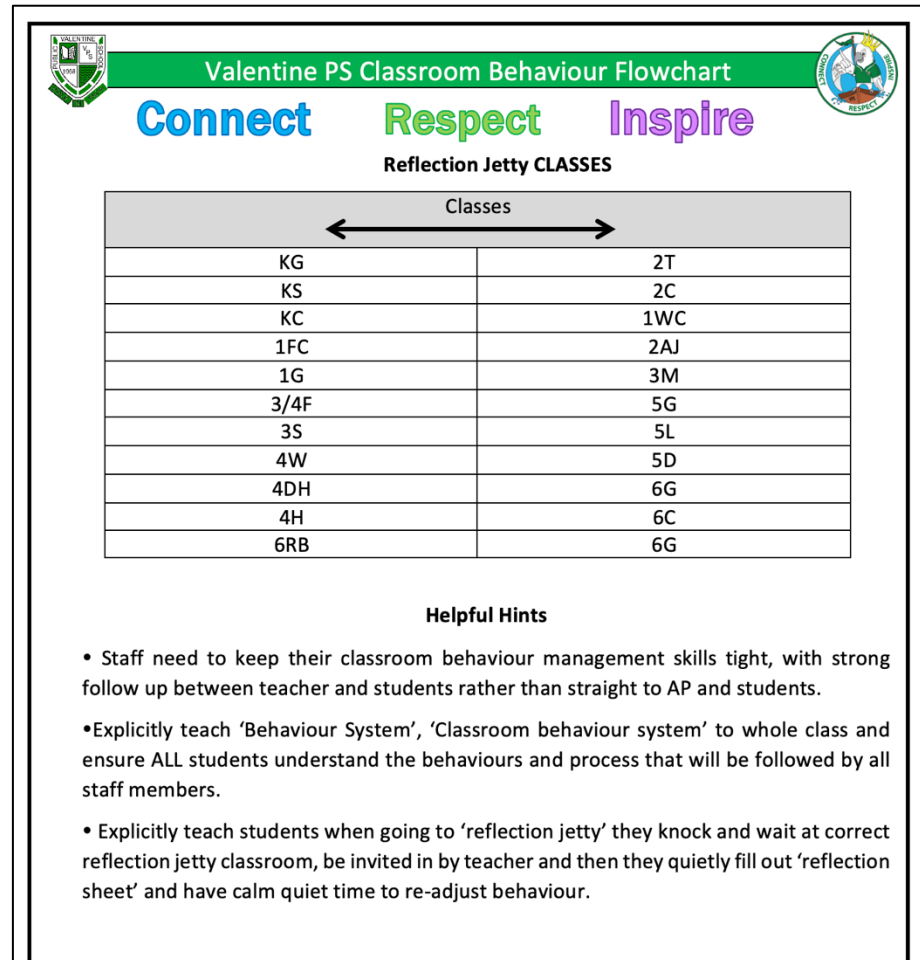
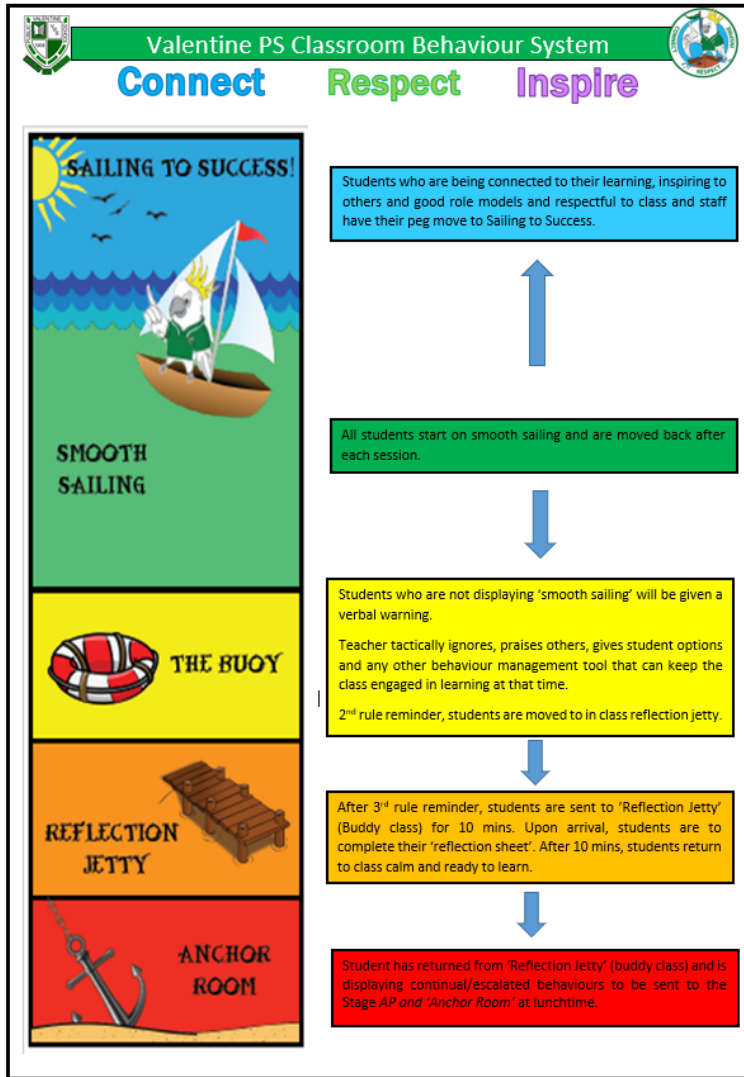


After 3<sup>rd</sup> rule reminder, students are sent to 'Reflection Jetty' (Buddy class) for 10 mins. Upon arrival, students are to complete their 'reflection sheet'. After 10 mins, students return to class calm and ready to learn.



Student has returned from 'Reflection Jetty' (buddy class) and is displaying continual/escalated behaviours to be sent to the Stage AP and 'Anchor Room' at lunchtime.

# CLASSROOM EXPECTATIONS FLOWCHART





## VPS EXPECTATIONS - DISPLAYED IN ALL CLASSROOMS AND DESIGNATED PLAYGROUND AREAS



### Playground Expectations

#### I AM READY TO PLAY

- ✓ I walk on the concrete
- ✓ I place my rubbish in the correct bin
- ✓ I wear a hat to play
- ✓ I use toilets respectfully
- ✓ I am in the right place at the right time
- ✓ I play fairly and respectfully

**Connect | Respect | Inspire**



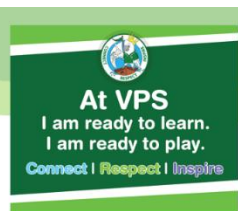
### Classroom Expectations

#### I AM READY TO LEARN

- ✓ I follow teacher instructions
- ✓ I am in the right place at the right time
- ✓ I keep my hands and feet to myself
- ✓ I use technology appropriately
- ✓ I respect people and use my manners
- ✓ I respect property and look after my belongings

**Connect | Respect | Inspire**

# VPS STUDENT HIGH EXPECTATIONS AND BEHAVIOUR MATRIX - SCHOOL WIDE EXPECTATIONS ( I AM READY TO LEARN)



## VALENTINE PUBLIC SCHOOL

### Student High Expectations Behaviour Matrix 2024

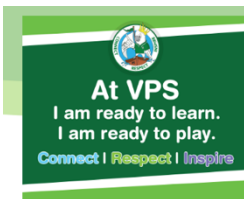
#### I AM READY TO LEARN



#### SCHOOL WIDE EXPECTATIONS

Lining Up Expectations	Entering Classrooms Expectations	Movement around the school Expectation	Right place, right time Expectations	K-2 Bell Expectations	3-6 Bell Expectations
<ul style="list-style-type: none"> <li>I line up at my classroom in 2 lines.</li> <li>I ensure my belongings (hat / lunchbox / drink bottle / jacket / jumper) are kept inside my bag and zipped up.</li> </ul>	<ul style="list-style-type: none"> <li>I will knock on the door when visiting other classrooms and the office.</li> <li>I greet staff before speaking.</li> </ul>	<ul style="list-style-type: none"> <li>I show quiet, respectful and safe behaviour when walking around the school.</li> </ul>	<ul style="list-style-type: none"> <li>I am in the right place at the right time.</li> <li>My classroom is out of bounds at play times.</li> </ul>	<ul style="list-style-type: none"> <li>When the bell rings, I line up in 2 lines on the footpath near the hall.</li> <li>I wait for the teacher to walk across the road.</li> <li>I then go to the toilet and line up at my class.</li> </ul>	<ul style="list-style-type: none"> <li>When the bell rings, I walk back to my classroom, put my belongings away.</li> <li>I line up in 2 lines quietly outside ready to learn.</li> </ul>
Canteen Expectations	Assembly Expectation	Before and After School Expectation	Bus Lines Expectation	Bike / Scooter Expectation	Technology Expectations
<ul style="list-style-type: none"> <li>When I use the canteen, I line up quietly behind the white line.</li> <li>I wait for my turn.</li> <li>I always use my manners.</li> </ul>	<ul style="list-style-type: none"> <li>I walk quietly to assembly and sit in my class lines.</li> <li>I will not talk during assembly.</li> <li>I am respectful when students are being acknowledged.</li> </ul>	<ul style="list-style-type: none"> <li>When I arrive at school, I hang my bag at my classroom, get my hat and move directly to the playground.</li> <li>At the end of the day, I will leave through the gates respectfully.</li> </ul>	<ul style="list-style-type: none"> <li>If I catch the bus, I walk to bus lines and sit quietly.</li> <li>My laptop and phone stay in my bag.</li> <li>When my bus arrives, I walk onto the bus and sit respectfully until I reach home.</li> </ul>	<ul style="list-style-type: none"> <li>If I ride my bike or scooter to school, I walk in and place it correctly in the bike rack.</li> <li>At the end of the day, I walk out of the school grounds and do not start riding until it is safe.</li> </ul>	<ul style="list-style-type: none"> <li>I will sign my phone in every day at the office.</li> <li>I will not use my device on the playground and at OSCH.</li> </ul>

# VPS STUDENT HIGH EXPECTATIONS AND BEHAVIOUR MATRIX - SCHOOL WIDE EXPECTATIONS ( I AM READY TO PLAY)



## VALENTINE PUBLIC SCHOOL

### Student High Expectations Behaviour Matrix 2024



### I AM READY TO PLAY

#### PLAYGROUND EXPECTATIONS

K-2 Eating Expectation	3-6 Eating Expectation	COLA Areas Expectation	Oval Expectation	Coco's Cove Expectation
<p><u>Recess</u></p> <ul style="list-style-type: none"> <li>When the bell rings, I walk to the oval via the ramp.</li> <li>If I haven't finished eating, I take my food with me and sit under the Hall COLA to eat.</li> </ul> <p><u>Lunch</u></p> <ul style="list-style-type: none"> <li>I sit under the K-2 COLA to eat my lunch.</li> <li>When I am dismissed, I wait at the top of the ramp until the teacher arrives to walk to the oval.</li> </ul>	<ul style="list-style-type: none"> <li>I sit under the 3-6 COLA to eat for my recess and lunch.</li> <li>When I am dismissed, I wait at the top of the ramp / stairs until the teacher arrives to walk to the oval.</li> <li>If I am still eating, I move to the side of the COLA to finish eating.</li> </ul>	<ul style="list-style-type: none"> <li>I will place my rubbish in the correct bin. 3-6 COLA is for basketball only.</li> <li>Handball must be played on the handball courts only.</li> <li>We do not kick balls in COLA areas.</li> </ul>	<ul style="list-style-type: none"> <li>If I am on the oval, I need to wear my hat. No Hat = COLA Play.</li> <li>I am kind and inclusive and play fairly and respectfully.</li> <li>I do not take food on the oval.</li> </ul>	<ul style="list-style-type: none"> <li>When I play in Coco's Cove, I need to wear a hat.</li> <li>I respect each other and the environment.</li> <li>Sticks are used to build not to hurt others.</li> <li>I do not bring plastic into Coco's Cove.</li> </ul>
Sport / PE on the playground Expectation	Toilet Expectation	Out Of Bounds Expectation	Lunchtime Clubs Expectation	Sports Equipment Expectation
<ul style="list-style-type: none"> <li>I must wear my hat to play sport and PE.</li> </ul>	<ul style="list-style-type: none"> <li>When I use the toilets, I will enter and exit quietly and quickly.</li> <li>I make sure I wash my hands.</li> </ul>	<ul style="list-style-type: none"> <li>Red lines = Out of bounds</li> <li>Yellow lines = Walk through areas</li> </ul>	<ul style="list-style-type: none"> <li>If I go to clubs / library at lunch, I need to pack up 5 minutes early and go to the playground.</li> <li>K-2 need to go to the oval to line up.</li> </ul>	<ul style="list-style-type: none"> <li>If I borrow sports equipment, I need to return it back to the cart before I return to class.</li> </ul>

## VPS STAFF HIGH EXPECTATIONS AND BEHAVIOUR MATRIX - SCHOOL-WIDE EXPECTATIONS

### VALENTINE PUBLIC SCHOOL

### Staff High Expectations Behaviour Matrix 2024



#### SCHOOL WIDE EXPECTATIONS

Lining Up Expectations	Playground supervision Expectations	Transition Expectation	Right place, right time Expectations	Movement around the school Expectation	Bell Expectations
<ul style="list-style-type: none"> <li>Teacher on Hall COLA duty lines K-2 students up on the footpath near the hall and walk students across the road.</li> <li>3-6 staff to go straight to class.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers lock classroom at break times.</li> <li>Teachers are active in their supervision and duty of care.</li> <li>No personal phone calls whilst on duty unless phoning for assistance.</li> <li>Teacher must report incidents on Sentral</li> </ul>	<ul style="list-style-type: none"> <li>Teachers ensure you walk your class quietly when moving between classrooms and returning from RFF.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher on bus duty to ensure students are sitting on the concrete path. Phones and laptops remain in bags.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers stop any student running on concrete.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers are to be on time for class and for duty.</li> </ul>
Assembly Expectation	Before and After School Expectation	Bus Lines Expectation	Anchor Room Expectation	Positive reinforcement Expectations	Technology Expectation
<ul style="list-style-type: none"> <li>Teachers are active in supervision whilst assembly is on.</li> <li>Teachers model respectful behaviour by not talking while the assembly is on.</li> <li>Teachers walk their classes silently into the Hall.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers only let students leave when the bell rings.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher on bus duty to ensure students are sitting on the concrete path.</li> <li>Ensure that phones and laptops remain in bags.</li> </ul>	<ul style="list-style-type: none"> <li>AP's run Anchor room at lunchtime.</li> <li>Teachers must inform AP and document incident on Sentral.</li> <li>AP sends letters home to parents.</li> </ul>	<ul style="list-style-type: none"> <li>I will use the following to support positive behaviour (4:1 ratio of positives to negatives);                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Coco Caught you slips</li> <li><input type="checkbox"/> Coco Postcards</li> <li><input type="checkbox"/> PBL Awards</li> <li><input type="checkbox"/> Phone call home</li> <li><input type="checkbox"/> Email to parent with good news</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Teachers are not to allow students to take laptops to the library at lunch or use during non-scripture time.</li> </ul>

## VALENTINE PUBLIC SCHOOL

### Staff High Expectations Behaviour Matrix 2024



#### PLAYGROUND EXPECTATIONS

Lunchtime eating Expectation	COLA Areas Expectation	Lunch Time Clubs Expectation	Oval Expectation	Coco's Cove Expectation	Toilet Expectation	Reflection Jetty (Playground) Expectation
<ul style="list-style-type: none"> <li>Teachers ensure students place rubbish in the correct bin, use return and earn correctly and return school property to its rightful place.</li> </ul>	<ul style="list-style-type: none"> <li>Only Year 6 and handball games on the 6's court.</li> <li>Teachers make students pack away their lunch boxes / drink bottles before play.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher on lunchtime clubs pack students up 5 minutes early and students are to move to the playground to line up with their class</li> <li>(K-2 need to go to the oval to line up with K-2).</li> <li>3-6 to move back to the COLA / oval.</li> </ul>	<ul style="list-style-type: none"> <li>No hat = play in the shade.</li> <li>Send student to COLA if they have no hat on.</li> <li>Teachers to model wearing a hat and vest.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers ensure students are respecting the environment and each other.</li> <li>Ensure students are not taking plastics into the Cove.</li> </ul>	<ul style="list-style-type: none"> <li>Send students in pairs to the toilet.</li> <li>Remind students of toilet expectations.</li> </ul>	<ul style="list-style-type: none"> <li><u>Low level behaviours</u> – Rule reminder.</li> <li><u>Mid-level behaviours</u> - walk with teacher.</li> <li><u>High-level behaviours</u> - Students are sent to the Reflection Jetty to sit in time out.                             <ul style="list-style-type: none"> <li><input type="checkbox"/> 3-6 Students to sit near stairs on 3-6 COLA</li> <li><input type="checkbox"/> K-2 Students to sit near sign at Hall COLA.</li> </ul> </li> </ul>



# HIGH EXPECTATIONS STUDENT PLEDGE

## VALENTINE PUBLIC SCHOOL High Expectations Student Pledge 2024



SCHOOL-WIDE EXPECTATIONS – I AM READY TO LEARN	
I line up at my classroom in 2 lines. I hang my bag up. I ensure my belongings (hat / lunchbox / drink bottle / jacket / jumper) are kept inside my bag.	
I will knock on the door when visiting other classrooms and the office. I greet staff before speaking.	
I show quiet, respectful and safe behaviour when walking around the school.	
I am in the right place at the right time. My classroom is out of bounds at play times. Red lines = Out of bounds Yellow lines = Walk through areas	
When I use the canteen, I line up quietly behind the white line. I wait for my turn. I always use my manners	
I walk quietly to assembly and sit in my class lines. I will not talk during assembly. I am respectful when students are being acknowledged.	
I will sign my phone in every day at the office. I will not use my device on the playground and at OSCH.	
If I catch the bus, I walk to bus lines and sit quietly. My laptop and phone stay in my bag. When my bus arrives, I walk onto the bus and sit respectfully until I reach home.	
When I arrive at school, I hang my bag at my classroom, get my hat and move directly to the playground. At the end of the day, I will leave through the gates respectfully.	

## VALENTINE PUBLIC SCHOOL High Expectations Student Pledge 2024



PLAYGROUND EXPECTATIONS – I AM READY TO PLAY	
If I am on the oval, I need to wear my hat. No Hat = COLA Play. I am kind and inclusive and play fairly and respectfully.	
3-6 COLA is for basketball only. Handball must be played on the handball courts only. We do not kick balls in COLA areas.	
When I play in Coco's Cove, I need to wear a hat. I respect each other and the environment. Sticks are used to build not to hurt others. I do not bring plastic into Coco's Cove.	
If I ride my bike or scooter to school, I walk in and place it correctly in the bike rack. At the end of the day, I walk out of the school grounds and do not start riding until it is safe.	
When the bell rings, I go and line up on time.	
When I use the toilets, I will enter and exit quietly and quickly. I make sure I wash my hands.	
If I borrow sports equipment, I need to return it back to the cart before I return to class.	
I will place my rubbish in the correct bin. I do not take food on the oval.	

## VALENTINE PUBLIC SCHOOL High Expectations Pledge 2024



Students and teachers will revise behaviour expectations for Term 1. Students are to sign their name to show agreement and commitment to the pledge.

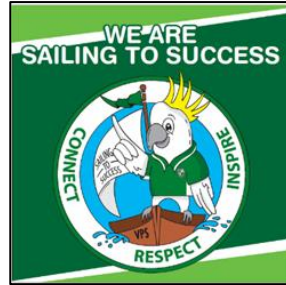
Class:

Student commitment (Students to write their name):

## PROMOTING AND REINFORCING POSITIVE STUDENT BEHAVIOUR AND SCHOOL-WIDE EXPECTATIONS

### IN CLASS REINFORCEMENT

Teachers have a range of strategies to recognise and reinforce student achievement in classrooms. These may include stickers, sticker charts, table points, financial literacy reward programs, etc.



### COCO 'CAUGHT YOU' SLIPS

Staff as well as Canteen volunteers and office staff are able to reward positive behaviour by handing out 'Coco Caught You' slips. The students place their slips in the raffle boxes.

**Coco Caught you!**

Student Name: \_\_\_\_\_

Class: \_\_\_\_\_

Teacher: \_\_\_\_\_

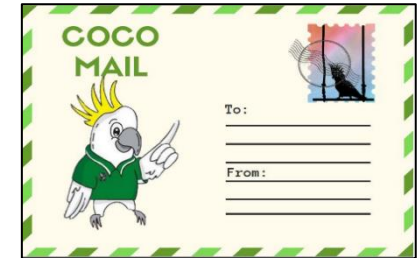
### COCO 'CAUGHT YOU' RAFFLE

Each K-6 assembly, students are randomly selected to earn a \$2 canteen voucher.



### COCO'S POSTCARD

Any staff member can send a Coco's Postcard to a student in the school who meets our Connect, Respect and Inspire values. These are handed out directly to the student.



### WHOLE SCHOOL PBL RAFFLE REWARD

Each Assembly our 'Coco Caught you' Slips are emptied into our Whole School Raffle Box.



### WHOLE SCHOOL PBL RAFFLE REWARD

When the raffle box is full our Whole School receives an award.



## ZONES OF REGULATION – VPS WELLBEING CHECK IN

Each class has a Zones of Regulation poster which students can use throughout the day to regulate their emotions.



## EXPLICIT PBL LESSONS / SOCIAL & EMOTIONAL LEARNING (SEL)

Expectations are taught explicitly through PDHPE Scope & Sequences. The whole school wide focus is on school wide expectations as well as teaching social and emotional health through the BeYou Program and the Personal & Social Capabilities Continuum (SEL).

At our school we use these concepts in the classroom and playground to promote positive behaviour choices and support mental health in our school.

Valentine Public School 2023 – TERM 1 PBL SCHOOL-WIDE EXPECTATIONS CONNECT RESPECT INSPIRE			
Lesson	PDHPE FOCUS: Relationships	PBL Lesson Link	Registration
1	Classroom Expectations – Getting up / Classroom Expectations	VPS EXPECTATIONS / LEVELS OF BEHAVIOUR	
2	School Wide Expectations – Playground expectations & School Wide Expectations – Peer Choice & Kindness Award Voting (Awards presented at Weeks 3, 5 & 8)	SAFE & RESPECTFUL PLAY PEER CHOICE KINDNESS AWARD	
3	School Wide Expectations – Peer Choice & Kindness Award Voting (Awards presented at Weeks 3, 5 & 8)	PEER CHOICE KINDNESS AWARD	
4	School Wide Expectations – Hands and feet to yourself	HANDS & FEET TO YOURSELF	
5	Arriving & Departing school safety	ARRIVING & DEPARTING SCHOOL SAFELY	
2023 – TERM 2 PBL SCHOOL-WIDE EXPECTATIONS CONNECT RESPECT INSPIRE			
Lesson	TERM 2 PDHPE FOCUS: Identity	PBL Lesson Link	Registration
1	Recognising & Celebrating success	RECOGNISING & CELEBRATING SUCCESS	
2	Recognising Achievement	RECOGNISING ACHIEVEMENT	
3	Week 4 – Peer Choice & Kindness Award Voting (Awards presented at Week 3, 5 & 8)	PEER CHOICE KINDNESS AWARD	

## PBL PENCILS / PENS

Once a student receives two awards in one area, they will need to bring in their 2 awards to their class teacher and will be awarded with a PBL pencil (K-2) PBL Pen (3-6) presented in class.

## PBL HAT PINS

Students need to earn 6 awards in total (at least 1 from each area). Students hand their 6 awards in to earn their PBL Hat Pin.

## PBL CLASS AWARDS

Connect, Respect and Inspire Awards are handed out at weekly Stage Assemblies.

Classroom teachers acknowledge the achievement of;

- Kindergarten - 3-4 awards
- Year 1-6 - 4-6 awards

*(NB: Teachers use discretion based on class sizes)*

Valentine Public School  
**Connect**

Awarded to: \_\_\_\_\_ Class: \_\_\_\_\_

In recognition of

<input type="checkbox"/> Helping others	<input type="checkbox"/> Being cooperative and friendly
<input type="checkbox"/> Persistence with learning	<input type="checkbox"/> Doing things to enhance the school
<input type="checkbox"/> Connecting to learning	<input type="checkbox"/> Being inclusive
<input type="checkbox"/> Connecting to the land and the environment	<input type="checkbox"/> Trying new things
<input type="checkbox"/> Connecting with a variety of people	<input type="checkbox"/> Kindness to others
	<input type="checkbox"/> Including others

Date \_\_\_\_\_ Classroom Teacher \_\_\_\_\_ Principal \_\_\_\_\_

Valentine Public School  
**Respect**

Awarded to: \_\_\_\_\_ Class: \_\_\_\_\_

In recognition of

<input type="checkbox"/> Respect all members of the school community	<input type="checkbox"/> Being thoughtful and kind
<input type="checkbox"/> Respecting the environment	<input type="checkbox"/> Showing empathy
<input type="checkbox"/> Looking after belongings	<input type="checkbox"/> Respecting learning
<input type="checkbox"/> Respectful and appreciating people's differences	<input type="checkbox"/> Respecting uniform

Date \_\_\_\_\_ Classroom Teacher \_\_\_\_\_ Principal \_\_\_\_\_

Valentine Public School  
**Inspire**

Awarded to: \_\_\_\_\_ Class: \_\_\_\_\_

In recognition of

<input type="checkbox"/> Stepping up to the challenge	<input type="checkbox"/> Representing the school with pride
<input type="checkbox"/> Being a positive role model	<input type="checkbox"/> Helping and assisting others
<input type="checkbox"/> Trying new things	<input type="checkbox"/> Positive attitude
<input type="checkbox"/> Persistence in learning	<input type="checkbox"/> Working towards a goal
<input type="checkbox"/> Resilience	
<input type="checkbox"/> Academic achievement	

Date \_\_\_\_\_ Classroom Teacher \_\_\_\_\_ Principal \_\_\_\_\_

## PEER CHOICE & KINDNESS AWARDS

Every term, students vote for 1 student to receive a Peer Choice Connect, Respect, Inspire & "It's Cool to be Kind at VPS' Kindness award.

Awards are handed out at the Week 5 K-6 Assembly.

Valentine Public School  
**KINDNESS AWARD**  
**It's Cool to be Kind!**

Awarded to: \_\_\_\_\_ Class: \_\_\_\_\_

Date \_\_\_\_\_ Classroom Teacher \_\_\_\_\_ Principal \_\_\_\_\_

Valentine Public School  
**KINDNESS AWARD**

Helping others

Being inclusive

Being cooperative and friendly

Being patient and fair

Being an encouraging friend

Listening when others speak

Showing a friendly face and smiling

Showing care to others

Being a loyal friend

Choosing kind in all situations

Sharing & taking turns

Saying nice compliments

Being happy for others

Treating people, places & things with kindness

Valentine Public School  
**Connect**

Awarded to: \_\_\_\_\_ Class: \_\_\_\_\_

**Peer Choice Award**

Date \_\_\_\_\_ Classroom Teacher \_\_\_\_\_ Principal \_\_\_\_\_

Valentine Public School  
**Respect**

Awarded to: \_\_\_\_\_ Class: \_\_\_\_\_

**Peer Choice Award**

Date \_\_\_\_\_ Classroom Teacher \_\_\_\_\_ Principal \_\_\_\_\_

Valentine Public School  
**Inspire**

<input type="checkbox"/> Stepping up to the challenge	<input type="checkbox"/> Positive attitude
<input type="checkbox"/> Being a positive role model	<input type="checkbox"/> Working towards a goal
<input type="checkbox"/> Trying new things	<input type="checkbox"/> Representing the school with pride
<input type="checkbox"/> Persistence in learning	<input type="checkbox"/> Helping and assisting others
<input type="checkbox"/> Resilience	
<input type="checkbox"/> Academic achievement	



## STRATEGIES & PRACTICES TO SUPPORT STUDENT WELLBEING & BEHAVIOUR

### LEARNING SUPPORT TEAM

Our school Learning Support Team monitor and support students with identified learning, welfare, social and behaviour needs. This team includes the School Counsellor, Learning and Support Teachers, Assistant Principal, Assistant Principal - Curriculum & Instruction, Deputy Principal and Principal who meet regularly during the school term. Parents, classroom teachers and regional support officers and community specialists may be invited to attend these meetings to make recommendations and ensure the best support for individual students. The Learning Support Team prepares individual student plans, access support resources and monitor students who have a disability, are on an individual learning program, have a special placement, are transitioning to or from another school or require a formal educational or health assessment. Students may be referred to the Learning Support Team by class teachers, a school executive or by their parent(s)/caregiver(s).

### PROMOTING A POSITIVE CLASSROOM CLIMATE

A positive classroom climate is characterised by warm, respectful and sensitive interactions between students and their peers, and between students and their teacher. Establishing and maintaining a positive classroom climate is an important preventative classroom management strategy because it encourages students to be engaged in learning. It can also reduce the frequency and severity of disruptive and antisocial student behaviours in classrooms. The classroom climate is impacted by the quality of the relationship's teachers have with each of their students and the social and emotional competence of students.

#### **The most effective preventative strategies:**

- Positive classroom climates, with high quality student-teacher relationships and explicit teaching of social and emotional skills.
- Structured instruction to engage and motivate students in learning.
- Providing and explicitly teaching effective rule and routines.
- Offering pre-corrections to remind students of expectations.
- Using active supervision to help students stay on task.



## STRATEGIES AND PRACTICE TO SUPPORT ANTI BULLYING PROGRAMS

The Valentine PS Anti-Bullying Plan outlines the processes for preventing and responding to student bullying in our school and reflects the Bullying: Preventing and Responding to Student Bullying in Schools Policy of the New South Wales Department of Education. This plan was initially developed in collaboration with students, staff and community of Valentine Public School community. The Valentine Public School Anti-Bullying Plan is made available to the school community via the school website.

## CARE CONTINUUM

Students may require different types of intervention delivered in different ways along a continuum of need to best meet their needs. This is called the Care Continuum.

### **The care continuum includes intervention for:**

- All students – creating a safe and respectful learning environment.
- Some students – providing early intervention and targeted support for students at risk of developing negative behaviours.
- A few students – supporting students with complex and challenging behaviour needs through intense, individual interventions.



### **The care continuum is a whole-school system that can assist schools to adopt a prevention focused approach and help to address the full spectrum of student needs including:**

- Prevention
- Early Intervention
- Targeted intervention
- Individual Intervention

## WHOLE SCHOOL APPROACH

Below is a summary of the programs and strategies Valentine Public School uses that support student behaviour at each stage of the care continuum (prevention, early intervention, targeted intervention and individual intervention).

Care Continuum	Strategy or program	Details	Target Audience
<b>Prevention Strategies</b>	Classroom Management	Strong teacher/student relationships & highly visible classroom rules.	Students & Teachers
	Communication with parents/carers	Open 2 way communication	Parents/Carers & Staff
	SLSO's	Support the wellbeing and learning outcomes of students	Students and staff
	Movement Breaks	Support the wellbeing and learning outcomes of students	Students & Staff
	Social & Emotional learning	EPULSE (3-6) VPS Zones of regulation (K-2)	Students & Staff
	PDHPE Programs (Embedded PBL lessons)	Support the wellbeing and learning outcomes of students	Students & Staff
<b>Early Intervention</b>	Classroom Management	Explicit teaching & modelling of specific skills	Students & Staff
	School Counsellor	Provide psychological counselling, assessments, reports & intervention service	Students, School Counsellor, Parent / carers
	Learning Support Team	Review student information & provide recommendations for teachers of students who need adjustments	LST, School Counsellor, Principal, Assistant Principals, Teachers & Parents/Carers.

<b>Targeted Intervention</b>	Modified individual expectations and goals	Focusing on positive behaviour with targeted support / ILP's / PLP's.	Students & Staff
	Transition Strategies	Supporting positive behaviour choices in the classroom and/or	Students & Students & Staff
	Behaviour playground cards	Supporting positive behaviour choices in the classroom and/or playground	Students, Teachers & Assistant Principals / Deputy Principal
	School Counsellor	Provide psychological counselling, assessments, reports & intervention service.	Students, School Counsellor, Parent / carers
	SLSO's	Support the wellbeing and learning outcomes of students	Students & Staff
<b>Individual Intervention</b>	Learning Support Team	Review student information & provide recommendations for teachers of students who need adjustments.	LST, School Counsellor, Principal, Assistant Principals, Teachers & Parents/Carers
	LaST & Intervention staff	Supporting positive behaviour choices in the classroom and/or playground / ILP's	LST, School Counsellor, Principal, Assistant Principals, Teachers & Parents/Carers / Deputy principal / Intervention teacher / LaST Teacher
	SLSO's	Support the wellbeing and learning outcomes of students	Students & Staff
	Specialist Allied Health Services	Support from outside agencies	Specialists, Parents /carers / staff
	Wellbeing Team (APLAS)	Support from other stakeholders	DoE Services

# EXAMPLES OF PREVENTION FOCUSED APPROACHES

## PLAYGROUND & CLASSROOM MONITORING CARDS

**CONNECT RESPECT INSPIRE**

**PLAYGROUND CHECK IN CARD**

NAME: \_\_\_\_\_ CLASS: \_\_\_\_\_ WEEK: \_\_\_\_\_

**WEEKLY GOAL:** Safe and respectful play

SESSION	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>Before School</b>	😊 😞 Sig: _____	😊 😞 Sig: _____	😊 😞 Sig: _____	😊 😞 Sig: _____	😊 😞 Sig: _____
<b>Lunch</b>	😊 😞 Sig: _____	😊 😞 Sig: _____	😊 😞 Sig: _____	😊 😞 Sig: _____	😊 😞 Sig: _____
<b>Recess</b>	😊 😞 Sig: _____	😊 😞 Sig: _____	😊 😞 Sig: _____	😊 😞 Sig: _____	😊 😞 Sig: _____
<b>Weekly Teacher Comment</b>	_____				

## ANCHOR ROOM LETTER / ANCHOR ROOM REFLECTION SHEET

XXXXXXXXXXXXXXXXXXXX  
XXXXXXXXXXXXXXXXXXXX

Wednesday, 16th March 2023

**NOTIFICATION TO PARENT OF UNSATISFACTORY BEHAVIOUR**

Dear \_\_\_\_\_

Your child of class 1AJ was sent to the Anchor Room at lunchtime, in order to plan to improve their behaviour after the following incident:

Andre refused to participate in history lesson about families. Climbed onto students' desks disrupting their learning by moving worksheets and taking belongings. Swore at students, kicked out and hit some students while on the floor watching sign, shouted out and stood in front of uninvolved teaching corridor. Refused numerous requests to stop, running around room shouting "no I won't" when asked to comply.

- Refusal to work
- swearing
- physically aggressive

If you would like to discuss this further please do not hesitate to contact the school.

Stage Assistant Principal \_\_\_\_\_

PLEASE SIGN THIS LETTER AND RETURN IT TO SCHOOL, TOMORROW, THANK YOU.

### Behavior Reflection Sheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_

You have been making poor choices in class. Please take a moment and think about those choices as you answer the questions below.

1. What poor choices were you making?  
\_\_\_\_\_
2. Why were you making those choices?  
\_\_\_\_\_
3. How are you going to change and make better choices?  
\_\_\_\_\_
4. What would a fair consequence be if you continue to make poor choices?  
\_\_\_\_\_

Please have a parent/guardian sign this sheet and then return it to class tomorrow.

Parent Signature: \_\_\_\_\_

## BEHAVIOUR MANAGEMENT PLAN

Student: #####  
Date Created: 07.02.2022  
Updated: 23.09.22

DOB: #### Year: 6 Class: 5/6C Teacher: Maddie Childs

Settled	Agitated	Escalation	Acting Out	Low Point	Recovery
<p><b>Behaviour/Triggers</b></p> <ul style="list-style-type: none"> <li>Smiling.</li> <li>Talkative.</li> <li>Tries to please teacher.</li> <li>Diligent.</li> <li>Hardworking, will apply himself to all tasks and finish before others.</li> <li>Completing work to a high standard.</li> </ul> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Positive praise.</li> <li>Class rewards.</li> <li>Reassurance.</li> <li>Listening to his side of the story when he is ready to share. Say, "Yes I would like to listen to you #####". "Thank you for sharing that with me, I can see that you care".</li> </ul>	<p><b>Behaviour/Triggers</b></p> <ul style="list-style-type: none"> <li>Strong sense of justice - wants to be heard</li> <li>When he doesn't feel listened to.</li> <li>Mentions harming himself.</li> <li>Being sent to buddy class.</li> </ul> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Inform ##### that you are listening to him and acknowledge his feelings.</li> <li>Let him calm. When he is using his self-regulation strategies give praise (not in front of other students though).</li> <li>Delayed. Eg. jobs as likes being a helper.</li> <li>Call out time. Give choice instead of direction.</li> <li>Classroom - Calm down space.</li> <li>Playground - office with Mrs Rich.</li> <li>Unhooking - Let's try an unhook that negative thought and throw it away. "I wonder" if you were feeling _____ when _____".</li> </ul>	<p><b>Behaviour/Triggers</b></p> <ul style="list-style-type: none"> <li>Difficulty calming down after confrontation with another student.</li> <li>Frustrated with rules or team sports.</li> <li>Leaves the classroom or goes out of bounds.</li> <li>Frustration towards staff.</li> </ul> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Call for additional support if he leaves the classroom or out of bounds in playground and cannot be observed.</li> <li>Class can leave and go to if needed and call for additional support.</li> <li>Give him space.</li> <li>Send to the office to calm down.</li> <li>Offer for him to go into the Chill Out Room.</li> <li>Ensure that he knows the teacher cares.</li> <li>Call out time.</li> <li>Do not engage in arguments. Can make comments like "I respect you too much to argue #####, we will talk later, I want to listen to you".</li> <li>heightened state (such as nodding of the head).</li> </ul>	<p><b>Behaviour/Triggers</b></p> <ul style="list-style-type: none"> <li>Physically hurting other students on the playground that get him out or don't play by the rules.</li> </ul> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Call mum.</li> <li>Ask other students or ##### to walk away.</li> <li>Walk and talk with ##### if he would like to.</li> </ul>	<p><b>Behaviour/Triggers</b></p> <ul style="list-style-type: none"> <li>Drooping.</li> <li>Sad.</li> </ul> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Call Amy.</li> <li>Acknowledge his feelings.</li> <li>If ##### needs to discuss an issue, do this away from other students and when calm.</li> </ul>	<p><b>Behaviour/Triggers</b></p> <ul style="list-style-type: none"> <li>Will talk about the situation.</li> </ul> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Praise ##### for talking about the situation.</li> <li>incident recorded on Sentral and ##### notified if needed.</li> </ul>

Created by: \_\_\_\_\_  
Principal Signature: \_\_\_\_\_

Parent/Carer Signature: \_\_\_\_\_

## RISK ASSESSMENT

**Student Behaviour Support Plan Proforma**  
Health and Safety Directorate

Name of student: ##### Year: 4 School: Valentine PS Date: #####

Behaviour Identification	Context	Assess Behaviour	Elimination or Control Measures	Who	When
<p><b>What is the purpose of the behaviour?</b></p> <p><b>What can trigger the behaviour?</b></p> <p><b>When and where is the behaviour likely to occur?</b></p> <p><b>Other contributing factors?</b></p>	<p>What is the purpose of the behaviour?</p> <p>Has difficulty calming down after confrontation.</p> <p>What can trigger the behaviour?</p> <p>Frustration with rules and team sports.</p> <p><b>When and where is the behaviour likely to occur?</b></p> <p>On the playground during handball, tips or any other competitive game.</p> <p><b>Other contributing factors?</b></p>	<p>Identify strategies for the environment, work practices and the student to:</p> <ul style="list-style-type: none"> <li>Eliminate or minimise triggers</li> <li>Manage the behaviour safely</li> <li>Respond safely if behaviour escalates</li> </ul> <p><b>School environmental preventative strategies:</b></p> <p><b>Premises</b></p> <ul style="list-style-type: none"> <li>Calm time out place</li> <li>Distact (use walk to chickens)</li> </ul> <p><b>Systems of work</b></p> <ul style="list-style-type: none"> <li>Participate in drumming group to have a break from the playground.</li> <li>Acknowledge his feelings and give him time and space to calm down.</li> </ul>	<p>CT DP AP</p>	<p>Ongoing</p>	



# VALENTINE PUBLIC SCHOOL

## Anti-Bullying Plan

Updated Jan 2024



## VPS ANTI-BULLYING PLAN

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. The NSW Department of Education requires all NSW public schools to have an Anti-Bullying Plan which details the strategies implemented to reduce student bullying behaviours.

Our school rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing safe, inclusive and respectful learning community that promotes student wellbeing. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

This plan outlines the processes for preventing and responding to student bullying in our school and reflects the ***Bullying of Students: Prevention and Response in the Policy Library*** of the New South Wales Department of Education. The policy sets out the department's position on student bullying and the requirements for preventing and responding to student bullying, including online bullying, in NSW public schools and preschools.

## STATEMENT OF PURPOSE

At Valentine Public School our vision is for safe, values focused learning environment where bullying is not acceptable. School is a place where the whole school community works collaboratively to provide explicit teaching and modelling of the school's Core Values; ***Connect, Respect & Inspire***.

When parents/carers enrol their child or children at Valentine Public School they enter into a partnership with the school that is based on mutual respect, shared responsibility and striving for excellence. This enables all members of our school community to interact in ways which teach and model the values of Valentine Public School.

### Outcomes

#### **As a result of implementing an Anti-Bullying Plan, we expect:**

- An increase in the number of students who report bullying behaviour.
- The incidence of bullying behaviours to be reduced.
- Better attendance at school.
- Better performance in school work.
- Valentine Public School staff to utilise the plan and procedures as set out in the Anti-bullying Plan.
- Valentine Public School students to use strategies and procedures as set out in the plan and as taught by staff in the classroom.
- Parents/carers to support the school's Anti-bullying Plan and work collaboratively with the school to resolve bullying incidents when they occur.

## KEEPING SAFE

Bullying is repeated verbal, physical, social, or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards or more persons. Cyber-bullying refers to bullying through information and communication technologies.

Bullying can involve humiliation, domination, intimidation, victimisation, and all forms of harassment including that based on sex, race, disability, homosexuality or transgender. Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.

Bullying can happen anywhere: at school, travelling to and from school, in sporting teams, online, between neighbours or in the workplace.

### **Bullying behaviour can be:**

- 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 and email messages, inappropriate use of the camera on mobile phones.

### **Bullying behaviour is not:**

- Conflict or fights between equals and single incidents.
- Children not getting along well.
- A situation of mutual conflict.
- Single episodes of nastiness or random acts of aggression or intimidation.

## RESPONSIBILITIES

### **All staff have a responsibility to:**

- Model appropriate behaviours at all times.
- Teach students skills and strategies to deal with bullying.
- Deal with all reported and observed incidences of bullying as set out in this plan and the School Behaviour Support and Management Plan.
- Ensure that students are supervised at all times.
- Report incidences of bullying to the Assistant Principals, Deputy Principal or Principal consistent with school wellbeing reporting procedures; and
- Record incidences of bullying on Sentral Wellbeing database; and
- Create a culture where it is acceptable and encouraged to report incidents.

### **All non-teaching staff have a responsibility to:**

- Refer any report of bullying to a teacher or school executive staff.

### **All parents/carers have a responsibility to:**

- Watch for signs their child may be being bullied.
- Speak with someone on the staff at Valentine Public School if they suspect their child is being bullied; and
- Instruct their children to 'tell' if they are being bullied.

### **All students have a responsibility to:**

- Be assertive by telling the 'bully' that they don't like the behaviour and how it makes them feel by using 'I' statements.
- See a teacher or ask to see the Principal if the perpetrator/s continue.
- 'Tell' if they are being bullied or if they see someone else being bullied – both at school or on the way to and from school, this can be done face to face.
- Report any cyber-bullying to their teacher or Principal (make note of any websites and/or keep copies of emails or texts).
- Ask to see the Principal or Deputy Principal directly to report incidences of bullying if the teacher is busy with other playground issues, or if they would prefer to do so.
- Help someone who is being bullied.
- Not bully others.

To maintain a positive climate of respectful positive relationships where bullying is less likely to occur, our Core Values will be taught explicitly to ensure the following messages underpin all aspects of school life;

**Connect** to your learning

**Respect** yourself, others, property and the environment.

**Inspire** for Excellence and growth

## **PREVENTION STRATEGIES**

### **In an effort to prevent bullying at Valentine Public School we will:**


- Revise and clarify the school Anti-bullying Plan with staff and students at the start of each school year.
- Explicitly teach the Core Values: *Connect, Respect & Inspire*
- Promote community awareness of the school Anti-bullying Plan.
- Educate students on ways they can protect themselves and others from bullying behaviours.
- Professional development for staff relating to bullying, harassment and proven counter measures.
- Implement programs that promote Restorative Practices, including Social & Emotional learning, social skills, assertiveness, conflict resolution and problem solving.
- Provide wellbeing activities (lunchtime clubs) and equipment available to students at lunchtime to promote cooperation, turn-taking and respect.
- Educate students in the wider school community through newsletter articles and information sessions about cyber-bullying and protective strategies.
- Encourage intrinsic rewards and motivation and also recognise positive student behaviour through commendations including; verbal or written praise and formal awards which can occur in newsletters, at school assemblies and on Presentation Day.
- Provide a *Buddy Bench* to reduce loneliness and foster friendships on the playground.
- Students participate in High 5 to Anti Bullying lessons through PDHPE (PBL & SEL Framework).
- 'It's cool to be kind at VPS' Student peer choice voting. Students receive a special award and 'It's Cool to be kind at VPS' wrist band.



- Parent Brochure - 'It's cool to be kind at VPS' flyer to new families and information nights (see below)

### Take control of the situation!

You can control what happens by following the action plan:  
If you are being bullied or harassed in the playground;



Any further incidents of bullying or threatening behaviour by the same person may result in him/her;

- Sitting on the jetty area in the classroom or playground
- Being in Anchor room to consider more appropriate behaviour
- Being referred to the Principal or Deputy Principal
- Having parents contacted by the school and informed of the bullying

**If you witness bullying behaviour always report it**

*Connect Respect Inspire*

### Working together

When students, parents and staff work together we create a safe and caring environment.

Students: You can control what happens by:

- Following the action plan
- Not retaliating with physical or verbal bullying
- Telling an adult or teacher

Parents: You can control what happens:


- Watching for signs of distress in your child
- Listening to your child
- Giving assurance and support
- Discussing the action plan with your child
- Advising your child to tell a staff member
- Informing your child's teacher of suspected bullying
- Attending interviews at school

Staff: You can:

- Be role models in words and actions
  - Ensure students feel safe and valued in the classroom
  - Are listened to
- Be observant of signs of distress or suspected incidents of bullying
- Report to the Students wellbeing team



*Connect Respect Inspire*




**Our school community is dedicated to providing a safe learning environment where students feel safe, known, valued and cared for.**

**BULLYING & HARRASSMENT**

Bullying is the repeated oppressions, psychological or physical, of a group less powerful person or group of persons. (Rigby, 1995:15)

**YOU CAN CONTROL WHAT HAPPENS!**

*Connect Respect Inspire*

### Bullying occurs when a person...

- Is called names
- Is threatened
- Is put down
- Is teased in an unkind way
- Is ridiculed
- Has property hidden, damaged, stolen or destroyed
- Is physically hurt
- Has graffiti written about him or her
- Is left out
- Is sent hurtful notes
- Is singled out for unfair treatment
- Is picked on
- Has rumours spread about him or her; and/or
- Is stalked or given condescending looks

**If someone is bullied he/she...**

- May be confused and not know what to do about it
- May feel sad, frightened, unsafe, sick, embarrassed, angry, unfairly treated. It can affect school work and family and friends

*Connect Respect Inspire*

*Remember, it's up to you!*

*Take control of the situation.*

### Bullying occurs when a person...

There is no particular pattern. A victim may...

- Have unexplained cuts and bruises
- Have equipment or personal items hidden, damaged, stolen or destroyed
- Complain of headaches, stomach aches or feeling sick 'wet the bed, bite nails, have poor sleep patterns and bad dreams
- Exhibit unusual emotional outbursts or mood swings
- Withdraw from friends and family
- Appear anxious, insecure, sad, teary, depressed, secretive
- Have low self esteem
- Display an unwillingness to go to school
- Sits alone in class or the playground
- Change friendship groups frequently
- Come home hungry (because lunch or money has been taken)
- Want extra money without giving a reason and/or
- Show deterioration in school work and avoid participation

*Connect Respect Inspire*

### At Valentine Public School we support students through...

- Zero tolerance to bullying behaviours
- Encouraging students to employ strategies taught during our anti bullying awareness programs
- Creating positive classroom environments
- Consistently rewarding positive behaviour and effort through PBL
- Student voice
- Development and Health programs
- Child Protection programs
- Life Education programs
- Drug Education programs
- K-6 Buddy system
- Class meetings and discussions
- Parliament
- Active Learning support team
- Social & Emotional learning



*Connect Respect Inspire*

## SCHOOL APPROACHES

Bullying is not tolerated at Valentine Public School on any level. This includes between students, staff, parents/carers or in any combination of the above. The school must follow NSW Department of Education procedures for reporting incidents involving assaults, threats, intimidation or harassment to the police.

The school will use Sentral Wellbeing software to monitor bullying within the school. This data will be used to evaluate and adapt school procedures. The school executive will use the information to identify patterns of bullying behaviour and strategies to respond to such patterns.

Feedback within the bounds of privacy legislation, regarding bullying, data will be given to staff through whole staff communication meetings, executive meetings and the Learning Support Team meetings.

### **If bullying occurs:**

#### **Students:**

1. Tell a teacher immediately. This may be the class teacher, the teacher on playground duty, the Assistant Principals or the Principal. Your concern will always be taken seriously.
2. Allow the teacher time to investigate the complaint by interviewing the student/s accused of the bullying behaviour and by interviewing the alleged victim/s. Witnesses will be sort where possible.
3. Be part of the immediate and ongoing resolution and prevention strategies.

#### **Staff:**

If a student report bullying, or you witness bullying incident yourself, it is suggested that:

- You listen and acknowledge the seriousness of the report, no matter how trivial it may appear at first.
- You investigate the incident by interviewing the alleged victim/s; the accused bully/bullies; and any available witnesses.
- If clearly substantiated, you will impose consequences as outlined in the School Behaviour Support and Management Plan.
- You will record the incident on the Sentral Wellbeing database.
- Depending on the nature of the incident, the student/s responsible for bullying will participate in self-reflection with a letter going home to parents/carers informing them of the incident. The student is warned of the consequences of any further incidences, as per the School Behaviour Support and Management Plan.
- In the case of cyber-bullying initiated through school accounts, the student may have their DoE account blocked for a period determined by the Principal and subsequent consequences for the behaviour determined in line with the School Behaviour Support and Management Plan.
- Inform the classroom teacher and the Stage Assistant Principal who will, in conjunction with the Deputy Principal & Principal, provide ongoing support to the victim.
- Inform all staff of the bullying so that staff can monitor the interactions of students involved in the playground or in class.
- If the child continues to bully, the Principal will make an appointment to speak to the parent/carer. Remind them of the policy and ask for their cooperation in stopping the child from bullying other students.
- If it is noted that a student is repeatedly bullying, a referral to the Learning Support Team will be made and a behaviour management plan will be developed for the student in consultation with the parents/carers to support behaviour modification and reduce the risk to other students.

- If bullying behaviour does not stop, the student may be suspended as per the school's School Behaviour Support and Management Plan and all relevant NSW Department of Education policies and procedures.
- Victims of bullying will have access to school counsellor support if the need exists or of the student or parent/carer request it.
- In the event of a very serious incident, the Principal may determine that a student should be suspended. This will occur if the student: is in possession of a suspected illegal drug or the substance is being represented by the student as an illegal drug, is violent OR threatens serious physical violence against another student or teacher, is in possession of a prohibited weapon, or using, or threatening to use, any item or instrument as a weapon.
- Teachers are required to inform the Principal of serious incidents where there are reasonable grounds to suspect that a student under 18 years of age is, or has been, subject to sexual assault, physical abuse, emotional abuse and neglect. The Principal is required by law to notify the appropriate authorities, including the Child Wellbeing Unit or the Department of Family and Community Services, in the case of such incidents.

### **Parents/Carers:**

- It is suggested that you discuss with your child what bullying is and what bullying is not. A thorough reading of this plan with your child is highly recommended.
- If your child reports that they are being bullied at school, encourage them to follow the procedures above.
- If you feel the nature report bullying on behalf of your child, please contact the front office so that you can make an appointment to speak to the classroom teacher. If not satisfied with their response, please address your concern with the Assistant Principal that supervises your child's grade. If still not satisfied with the response, please notify the Principal.
- While most complaints should be resolved informally at the school level, if after all this you feel that you are still dissatisfied with the handling of your complaint and would to make a formal complaint against an employee of the NSW Department of Education, it would need to be in writing. It is important that you include specific details of the situation and include what you would like to happen as a result of your complaint. This process is outlined in the [Department of Education Complaints Handling policy](#).
- You are encouraged to become familiar with the School Behaviour Support and Management Plan and this Anti-bullying Plan so that you can work in partnership with the school in a manner based on mutual respect, shared responsibility and striving for excellence, to best support your child should bullying ever occur that involves them.

### **Whole School:**

- The Anti-bullying plan and the School Behaviour Support and Management Plan are discussed at least annually in each class by students and teachers.
- School assemblies are used to discuss the school's policies and to reinforce good and acceptable behaviours.
- Resources and programs relevant to happy and safe schools are integrated into teaching and wellbeing programs in the school.
- Data is collected to inform the school on the success of the policy.
- Time and resources are allocated to strategies that assist the identification, the remediation and elimination of issues of bullying.

## VPS ANTI-BULLYING PLEDGE

*On the 18<sup>th</sup> March, 2022, the students of Valentine Public School agree to take a collective stand against bullying.*

*We agree that bullying is purposeful, targeted and involves repeated verbal or physical actions against each other. We know that bullying is about power.*

*We agree that words can hurt, so we know to think before we speak. We know that Racism is a form of bullying and so is excluding people.*

*Together we can stand up to bullying by recognising it and calling it out. We agree to not do it at school, online or anywhere.*

*We will have empathy for one another, we will stand up for one another and we will encourage each other to be kind. We will treat each other the way we like to be treated and we won't stand by and allow another to be hurt.*

*Together, we are a combined force that will protect each other against bullying and spread the act of kindness at Valentine Public School.*

### We will now say the pledge to stamp out bullying at VPS.



Do we all agree to stand by this statement?

On the 18<sup>th</sup> March, 2022, the students of Valentine Public School agree to take a collective stand against bullying.

We agree that bullying is purposeful, targeted and involves repeated verbal or physical actions against each other. We know that bullying is about power.

We agree that words can hurt, so we know to think before we speak. We know that Racism is a form of bullying and so is excluding people.

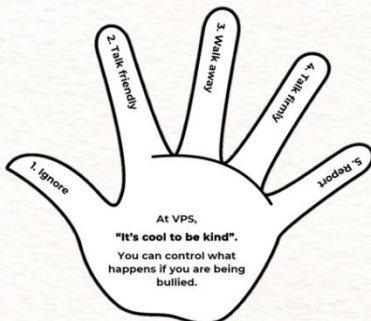
Together we can stand up to bullying by recognising it and calling it out. We agree to not do it at school, online or anywhere.

We will have empathy for one another, we will stand up for one another and we will encourage each other to be kind. We will treat each other the way we like to be treated and we won't stand by and allow another to be hurt.

Together, we are a combined force that will protect each other against bullying and spread the act of kindness at Valentine Public School.

Do we all agree to say no to bullying?

### At vPS, we do the High 5 to Anti Bullying!



We explicitly teach High 5 to Anti-Bullying at VPS on Anti-Bullying Day. These lessons are embedded in the PDHPE programming.



# ANTI-BULLYING PLAN 2024

## VALENTINE PUBLIC SCHOOL

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. The NSW Department of Education requires all NSW public schools to have an Anti-bullying Plan which details the strategies implemented to reduce student bullying behaviours.

### Resources

The NSW anti-bullying website (see: <https://antibullying.nsw.gov.au/>) provides evidence-based resources and information for schools, parents and carers, and students. Schools are encouraged to visit the website to support whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour.

#### Valentine Public School's commitment

Our school rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

## 1 School culture and inclusion

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff will actively respond to student bullying behaviour.

Our school engages in the following practices to promote a positive school culture.

### 1.1 Student assemblies

Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.

Dates	Communication topics
T1	Behaviour code for students
Week 5 & 10 Assembly	Revisit school wide expectations
Monday morning	School wide expectations are revisited

## 1.2 Staff communication and professional learning

Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.

Dates	Communication topics and Professional learning
T1 2024	Staff Development Day School Behaviour Support and Management Plan Document
2024	PBL Updates and lessons
T2 & T3 2024	Trauma Informed Practice PL - Module 3 & 4

## 1.3 New and casual staff

New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways.

The following approaches and strategies will be put into place to prevent and respond to student bullying behaviour, when it does occur.

- \* Induction folder for all new casuals and new staff when they enter on duty at the school
- \* Deputy Principal / Assistant Principal speaks to new and casual staff when they enter on duty at the school
- \* Principal speaks to new executive staff when they enter on duty at the school, as part of the induction process.
- \* All casual staff are given an induction folder with roles / responsibilities including PBL strategies.

## 2 Partnerships with families and community

Effective schools have high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance and behaviour. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

### 2.1 Website

Our school website has information to support families help their children to regulate their emotions and behaviour and develop socially. Information is provided to assist if children have been involved in bullying behaviour (as the person engaging in bullying behaviour, as the person being bullied or as the person witnessing the bullying behaviour).

The following are published on our school's website. Check the boxes that apply.

- School Anti-bullying Plan     NSW Anti-bullying website     Behaviour Code for Students

## 2.2 Communication with parents

Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour.

Dates	Communication methods and topic
T1	Parent information meeting Defining student bullying and school supports
T1- T4	School website school Facebook and/or school newsletter
T3	Anti-Bullying Day - promote prevention strategies

## 3 Support for wellbeing and positive behaviours

Our school's practices support student wellbeing and positive behaviour approaches that align with our school community's needs.

Social and emotional skills related to personal safety, resilience, help-seeking and protective behaviours are explicitly taught across the curriculum in Personal Development, Health and Physical Education (PDHPE).

Examples of other ways our school will embed student wellbeing and positive behaviour approaches and strategies in practices include the following.

- \* Explicit PBL school-wide expectations taught through PDHPE programs
- \* High Expectations Student Pledge - students are ready to learn and ready to play.
- \* In class reinforcement through Coco Caught You slips, Coco postcards, parent wellbeing phonecalls, Coco caught you raffles
- \* Anti bullying strategies - high 5 to anti bullying embedded.
- \* SEL Lessons embedded into PDHPE Programming.

Completed by: Leigh Rich

Position: Deputy Principal

Signature: \_\_\_\_\_ Date: 15/01/24

Principal name: Lee Saurins

Signature: \_\_\_\_\_ Date: 15/01/24