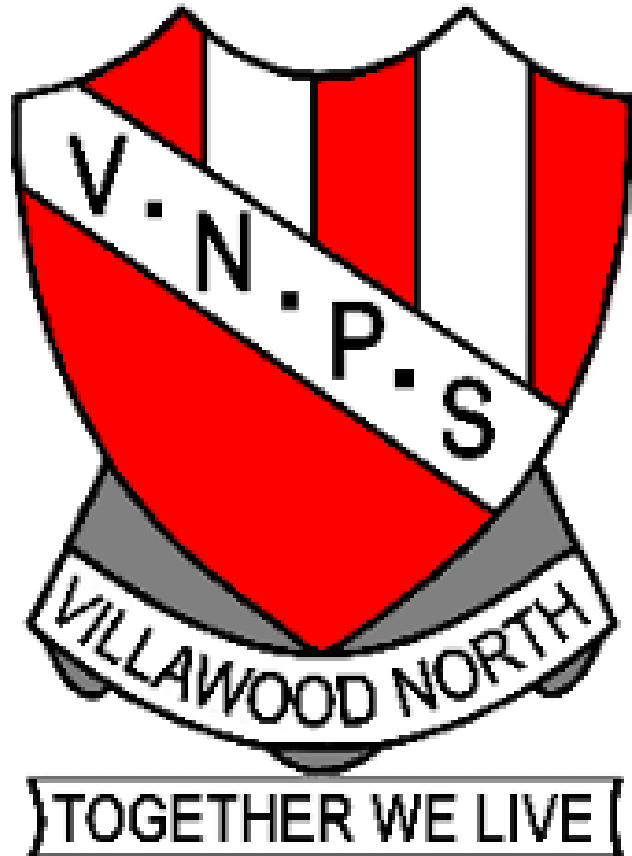


BEHAVIOUR MANAGEMENT AND SUPPORT PLAN

Villawood North Public School



Overview

Villawood North Public School provides an inclusive and supportive environment for students, families, staff and community. The school currently implements both school-wide **Restorative Practices** and **Positive behaviour for Learning (PBL)** practices which focuses on the core values of *Safe, Respectful, Responsible Learners*. As part of this approach to wellbeing, the school has a designated Wellbeing team which is made up on classrooms teachers, school leaders, SLSOs and the Principal. The school uses PBL to reinforce positive expectations using a school-wide matrix, free and frequent rewards (called Villawards), all-inclusive rewards days, assemblies of recognition and management flowcharts for all staff. PBL is evaluated annually by the Principal, PBL team leader and the **self-assessment survey (SAS)**; which is completed by staff). This drives an annual update of the school's PBL plan. In conjunction with PBL, the school is committed to sharing consistent and regular communication of positive expectations.

Reviewing wellbeing data, the school analysed a number of evidence-based programs to help drive improvement in student wellbeing and whole-school relationships. As a result, the school has incorporated a restorative practice framework in partnership with REAL Schools, and is also engaged with Lifeskills GO, Woodville Alliance, Variety Australia and STARTTS Refugee Support Services to support families. These programs focus on providing students with opportunities to reflect on their own behaviour and build strategies to deal with challenging situations and provide wellbeing services to families.

The school also recognises the need to support targeted individuals with their wellbeing. A number of initiatives are implemented each year through the Learning & Support team, Counselling team and external providers. These include Lifeskills Go and the Drumming Program.

This plan is updated annually by students, staff and community. Parent surveys inform the plan and students also complete a survey to add student-voice to our plan, so that strategies can be adjusted to the everchanging needs of our students. The staff complete their **Self Assessment Survey (SAS)**, and the Wellbeing team update the school's **Action Plan** to help evaluate the effectiveness of our approach to wellbeing.

Partnership with parents and carers

Villawood North Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies that strive for:

- your child to 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 you about their behaviour and the behaviour of others.
- you to have better access to information, tools and resources through the NSW Department of education's Parents and Carers website (<https://education.nsw.gov.au/schooling/parents-and-carers>) and strengthened communication with the school.
- you to participate in a safe and respectful school community.
- you to be increasingly clear about how they can help your child improve based on a strengthened partnership with Villawood North Public School as part of the public education system.

Villawood North Public School will communicate these expectations to parents/carers by providing information via the school newsletter and school website, ensuring community and student involvement proactively builds collaborative relationships to create a shared understanding of how to support student learning, safety and wellbeing.

School-wide Expectations – how we reinforce positive behaviour

PBL EXPECTATION MATRIX

Villawood North Public School

Be Respectful	Be Safe	Be a Learner
<ul style="list-style-type: none"> I listen and follow instructions. I follow the rules when playing. I report problems to teachers. I ask for help when needed. I stay in bounds. 	<ul style="list-style-type: none"> I am considerate of others. I look after school property. I use my manners. I arrive to school, to class and lines on time. 	<ul style="list-style-type: none"> I am an active participant in learning. I take responsibility for my actions. I always do my best. I am prepared and organised to learn. I am honest. I am co-operative.

Behaviour Support Matrix

	All settings	Canteen	Playground (Grass)	Playground (Asphalt)	Assemblies	Toilets	Off School Grounds	The Office
I Am Safe	Keep hands & feet to ourselves. Ask permission before you leave. Report problems to teachers. Move about the school safely.	Walk near the canteen. Line up the canteen. Leave the area when you finish buying. Keep your money safe.	Wood chips, sticks & stones stay on the ground. Stay and play in-bounds. Seats are for sitting. Use equipment safely. Wear a hat or play under the COLA. Keep hands and feet to ourselves.	Walk on the asphalt and concrete. Stay and play in-bounds. Seats are for sitting. Wear a hat or play under the COLA. Line up sensibly to wait for your teacher.	Enter & leave sensibly and quietly. Keep your hands and feet to yourself. Walk safely.	Wash hands before you leave. Be safe and sensible with the water. One child per cubicle. Enter and exit in an orderly manner. Go with a partner.	Stay where the teacher can see you. Walk and stay on the footpath. Stay with your group. Stay seated in the bus.	Take a partner with you. Go straight to and from the office. Ask permission before you leave.
I am Respectful	Listen to others. Wait your turn to speak. Use a calm voice. Ask permission before taking equipment. Knock, enter & wait for eye contact then speak. Be on time. Tell the truth.	Keep the area clean. Wait your turn quietly and calmly. Use polite language: please and thank you. Stand and wait in the canteen line. Only spend your money.	Look after the environment. Line up when the bell goes. Move about safely. Cooperate and be fair. Share school equipment. Use polite language. Play by the rules of all games.	Look after the environment. Line up when the bell goes. Move about safely. Use polite language. Play by the rules of all games.	Be an active listener. Applaud appropriately to show appreciation. Listen with your lips closed. Look at the person speaking.	Allow for and respect the privacy of others. Look after school property in the toilets. Use the water safely. Return to class properly and promptly.	Be a team player. Care for property. Listen to and follow teacher instructions.	Wait your turn. Use polite manners. Walk quietly back to class.
I am a Learner	Be an active participant. Always give your best effort. Be responsible for your actions. Cooperative with others.	Know how much money you have. Ask how much an item costs.	Be a problem solver. Learn new games and their rules. Follow school rules. Play to have fun. Know the playground expectations. Listen to and follow instructions.	Be a problem solver. Learn new games and their rules. Follow school rules. Play to have fun. Know the expectations of the playground. Listen to and follow instructions.	Listen for instructions. Follow the teacher's instructions when assembly has finished.	Return to class promptly. Use the toilet at break times. Turn off the taps.	Return to class promptly. Follow all instructions. Follow game rules.	Know why you are at the office. Have permission to be at the office. Deliver the teacher's message politely.

BEHAVIOUR MANAGEMENT PROCESS

Whole School Approach across the Care Continuum

Care Continuum	Strategy or Program	Details	Audience
Prevention	PBL	School-wide expectations, Matrix, PIPs.	All students
	Routines and Procedures	Establishing predictable routines and procedures that are communicated clearly to students	All students
	Explicit Teaching	Variety Australia to present student learning sessions on inclusion, provision of explicit teaching of positive behaviour	All students
	Priming Conversations	Whole school and class conversations sharing expectations and language.	All students
	Circles	To build an environment of inclusivity while providing opportunities to develop and practise emotional skills.	All students
	Classroom Adjustments	Differentiated, Supplementary, Substantial or Extensive (NCCD)	Students with needs
	PLaSP or PLP	Plans with specific goals for students which are created with the classroom teacher.	Students with additional needs Aboriginal students
Early Intervention	Communication with Parents/Carers	Phone calls, emails, texts or Sentral Parent Portal contact.	Parents/Carers
	Learning & Support Referral/Caseload	Referral made by classroom teacher for additional support and advice.	Students with needs
	Transition Program/s	Includes high school, Kindergarten, new enrolments and support class.	
	Staff Communication Meetings	Principal informing staff of students to monitor.	Staff
	Learning & Support Teachers	Providing intervention groups focusing on Literacy and numeracy.	Targeted students
	Behaviour Management Plan	Formal plan for proactive behaviour management.	Students with complex behaviour
	Risk Management Plan	Formal plan when a student is presenting WHS risks in the school.	
Health Care Plan	Formal plan to administer medication or to keep staff aware of health needs.	Students with health needs	
Targeted Intervention	Buddy Class	For students who reach red behaviour level (up to 10 minutes).	All students
	Restorative Conversations	For students who are not following repeated instructions by the teacher.	
	Calm Corners	Self-referred areas for students to assist with de-escalation of potential behaviour.	
	Counsellor Referral	Parent/carer permission for child to access school counsellor.	Students and families
	Tier-2 Programs	Drumming,	Targeted students
	Learning & Support	Leads the Learning & Support referrals and manages Access Requests.	
	Functional Behaviour Assessment	Conducted by the Learning & Support AP to assist with antecedent triggers.	Students with at-risk behaviour
Individual Intervention	Communication Book	Written communication between classroom teacher and parent/carer.	Students with at-risk or problematic behaviour
	Allied Health Support	In-school support such as OTs and speech (organised by parents or carers).	Students with health needs (inc. NDIS) or a disability
	Disability Confirmation	A disability Confirmation to assist with recognised diagnosis completed by counsellor.	
	Access Request	Completed by the school for either Support Class placement or Integrated Funding Support.	
	Learning & Wellbeing Officer	Provides advice and support to access non-school based resources.	Students with complex behaviour
	Part Day Exemption	A formal plan to assist students with transition back to school.	
	Warning of Suspension	Issued for concerning or repeated behaviours which meet a certain threshold.	
	Suspension	Issued for behaviour which endangers others or at risk or repeated major behaviours.	
	Crisis Management Plan	Developed by the Principal for students and families who're struggling to maintain behaviour.	
	Behaviour Specialist	Accessed through the LWO to assist with strategies for dealing with behaviour.	
	Complex Caseload	Referred to by the Principal for students exhibiting ongoing, problematic behaviours.	

Planned Responses to positive behaviours

Free and Frequent	Intermittents				Long and Strong
Villawards	Bronze Award	Silver Award	Gold Award	Merit Awards and Golden Tickets	Presentation
Students receive Villawards when demonstrating behaviour expectations. Students to collect Villawards to spend at the Villaward shop. Students can save and spend as they wish.	Students are receive awards for effort, diligence and achievement. <ul style="list-style-type: none"> • X Bronze Award = Silver Awards • Silver Awards = Gold Award Merit Awards and Principal Awards: Awarded at assemblies every 3 weeks Golden ticket are awarded at every assembly.				Students receive PBL awards every term. Presentation awards are presented annually.

Responding to Behaviours of Concern

Response to **ALL** student undesired behaviour is calm, consistent, brief, immediate, respectful and private.

Behaviour Steps

Step 0	Step 1	Step 2	Step 3	Step 4
Priming	Positive Strategies	Buddy Class	Restorative Conversation with leader	Behaviour Planning
<p>Preventative - occurs prior to the behaviour response taking place.</p> <p>Understandable - the student must understand the prompt .</p> <p>Observable - it must be obvious to the student that the prompt is present.</p> <p>Specific and explicit - describe the expected behaviour (ensuring it is linked to the appropriate expectation)</p>	<p>Proximity - Non verbal, move closer and/ or maintain eye contact</p> <p>Ignore minor negative behaviour attend to and praise desired behaviour</p> <p>Prompt student with a reminder of appropriate behaviour</p> <p>Redirect to desired behaviour</p> <p>If behaviour continues reteach the expected behaviour and/or provide a choice.</p> <p>If behaviour continues teacher engages in restorative conversation and give student the choice to remain and follow expectations or they can have x minutes in calm corner or buddy class.</p> <p>If behaviour continues move to step 2.</p>	<p>Student to move to Buddy class.</p> <p>Record minor incident on Sentral, parent notified.</p> <p>Restorative conversations with class teacher.</p> <p>When student returns to class and if the behaviour continues, move to step 3.</p>	<p>Leader managed behaviours and repeated minor behaviours in class or playground.</p> <p>Student will meet with a member of the leadership team to engage in restorative conversations with restorative actions to be taken.</p> <p>Teacher to record as major incident on Sentral and select reflection room.</p> <p>Teacher that recorded the incident to contact parent and inform them.</p>	<p>Learning Support Team referral made.</p> <p>Teacher, student and parent meet to plan a behaviour response plan.</p>

Identify, Prevent and Respond to

	Identify	Prevent	Respond to
Disruption	Behaviour disrupts learning in classrooms and other learning environments. Behaviour disrupts the safe play of others.	Class expectations are clearly displayed in rooms. Classroom routines are well established. Learning Intentions are clearly communicated. Positive behaviour is acknowledged with affective language.	Teacher checks learning is at the level of the student. Teacher acknowledges and redirects behaviour. Brain breaks are utilised. Calm corners are available.
Bullying and cyberbullying	Explicit teaching to identify bullying behaviours through PBL and PD/H/PE programs. Notification by students to parents and teachers.	Student and parent workshops on cyber safety.	Teachers facilitate the resolution of students' personal conflict using restorative practices. Student and parent conferences.

Promoting Positive Student Behaviour

Initiative	Location	Description
Free and Frequent (Villawards)	All-settings	Small tickets given to students who are following school-wide expectations.
Restorative Conversations	Various	Restorative conversations allow the teacher to demonstrate empathy, teach children how to resolve conflict, and most importantly, allow students to take responsibility for improving behaviour and have a voice in resolving conflict.
Villawards Shop	Kiosk	Students save Villawards to buy rewards in the Villawards Shop. Rewards include a range of toys, 15 minutes of time, personal mufti days or sitting at the teacher's desk.
Classroom Rewards	Classrooms	Each teacher utilises their own whole-class rewards system each week which may result in extra play etc.
Golden Tickets	Assemblies	Students are recognised for their outstanding efforts in fortnightly assemblies aligned with PBL focus.
Assembly Merit Award	Assemblies	Students are recognised for their outstanding efforts in fortnightly assemblies.
End of Term (Week 10)	Thursday afternoon	A three-tiered approach based on major behaviour and planning rooms. All students get a different tiered reward.

Restorative Practices

At Villawood North Public School, our restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.

Whole School Restorative Practices

Affective Language

At Villawood North Public School, affective language is explicitly taught to students in calm moments to enable them to express their emotions effectively, particularly when the student is in a heightened emotional state. Teachers can use affective language proactively to validate students' feelings with statements like, "I can see you are feeling frustrated" or "I can see this has really upset you". Student can respond with language to help them self regulate emotionally.

Restorative Questions

Teachers guide restorative conversations with the use of questions that can be used in one-to-one conversations, small groups or more formal restorative mediation conferences. Restorative questions value the student's voice and allow for different perspectives without judgment. The response can help to establish the student's need, help develop empathy and to consider next steps.

- What happened?
- What did you want? Is it okay to want _____?
- Did what you do work for you? What could you try next time that would work for you?
- Do you think that might work?
- Who has been affected by what happened?
- In what way have they been affected?
- What do you think you need to do to make things right?

Classroom Restorative Practices

Circle Time

Circle time is where classes or groups of students form a circle to interact. This promotes inclusiveness and provides opportunities for every student to speak and listen to one another in a safe environment. Circles can be used for:

- checking in to identify students who are ready to learn and those who may require some support to be a successful learner at a given point of time
- celebrating student successes
- beginning and ending the day
- discussing difficult issues.

By going around the circle in order, every student has an opportunity to be heard.

Key elements of talking piece etiquette include:

- ensuring circle members talk in turn
- encouraging circle members to speak honestly and with respect for others
- ensuring circle members only talk about relevant issues
- allowing circle members to pass if they don't want to speak

Circles can be used to teach pro-social skills and build relationships by playing getting to know you type games and activities.

Behaviour Code for Students

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

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01>. This document translated into multiple languages is available here: [Behaviour code for students](#).

In NSW public schools students are expected to:

- Respect 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
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

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

Behaviour Code for Students in practice

Actions promoting the 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 to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respectful	Safe	Engaged
<ul style="list-style-type: none"> • Treat one another with dignity • Speak and behave courteously • Cooperate with others • Develop positive and respectful relationships and think about the effect on relationships before acting • Value the interests, ability and culture of others • Dress appropriately by complying with the school uniform or dress code • Take care with property 	<ul style="list-style-type: none"> • Model and follow departmental, school and/or class codes of behaviour and conduct • Negotiate and resolve conflict with empathy, care and compassion • Take personal responsibility for behaviour and actions • Care for self and others • Avoid dangerous behaviour and encourage others to avoid dangerous behaviour 	<ul style="list-style-type: none"> • Attend school every day (unless legally excused) • 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

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides 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 Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

Together we live.

Resources

Behaviour Code for Students

[file:///Users/cathywilton/Desktop/pd-2006-0316-01-behaviourcodestudents%20\(1\).pdf](file:///Users/cathywilton/Desktop/pd-2006-0316-01-behaviourcodestudents%20(1).pdf)

Behaviour Code for Students – easy read version

<file:///Users/cathywilton/Desktop/pd-2006-0316-01-easyreadbehaviourcode.pdf>

Restorative Practice:

https://education.nsw.gov.au/content/dam/main-education/student-wellbeing/attendance-behaviour-and-engagement/media/documents/Restorative_practice_fact_sheet.pdf

Copoperative Learning

https://education.nsw.gov.au/content/dam/main-education/student-wellbeing/attendance-behaviour-and-engagement/media/documents/Cooperative_Learning_fact_sheet.pdf

Circles

<https://education.nsw.gov.au/content/dam/main-education/student-wellbeing/attendance-behaviour-and-engagement/media/documents/Circles.pdf>

Affective Questioning

https://education.nsw.gov.au/content/dam/main-education/student-wellbeing/attendance-behaviour-and-engagement/media/documents/Affective_questioning.pdf

Restorative Practice Conversation Starters

https://education.nsw.gov.au/content/dam/main-education/student-wellbeing/attendance-behaviour-and-engagement/media/documents/Restorative_practice_conversation_starter.pdf

Restorative Practice Apology Skills

https://education.nsw.gov.au/content/dam/main-education/student-wellbeing/attendance-behaviour-and-engagement/media/documents/Restorative_practice_apology_skills.pdf

Restorative Practice Along the Care Continuum

https://education.nsw.gov.au/content/dam/main-education/student-wellbeing/attendance-behaviour-and-engagement/media/documents/Restorative_practice_along_the_care_continuum.pdf

Anti Bullying Resources

<https://education.nsw.gov.au/schooling/schooling-initiatives/anti-bullying>

Anti Racism Strategy

<https://education.nsw.gov.au/about-us/strategies-and-reports/anti-racism-strategy>

Reviewed by C.Wilton and staff 11. 2. 25

Reviewed by parents and carers at Meet the Teacher session: 20.2.25

Date of next review: 6.2.25