



# Narellan Vale Public School

## School Behaviour Support and Management Plan

### Overview

At Narellan Vale Public School, we are proud that every student is known, heard and valued. There is a collective responsibility for our culture of high expectations and inclusivity, focused on the achievement of personal best.

Principles of positive behaviour support, trauma-informed practice, inclusive practice, and social emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

Positive, respectful relationships are evident and widespread among students, staff and the wider community to promote student well-being to ensure optimum conditions for student learning.

Key programs prioritised and valued by the school community are:

- Positive Behaviour for learning (PBL): Safe, respectful learners
- Aspects of the Anxiety Project

Narellan Vale Public 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. Staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur (See Appendix 1).

All members of the school community are active participants in building a welcoming school culture which 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 actively respond to student bullying behaviour.

### Partnership with parents and carers

Narellan Vale Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, by:

- Parent behaviour forums to discuss the NVPS Care Continuum and current Wellbeing data
- Parent feedback through system and school surveys
- Parent consultation through an active P&C committee and local AECG
- Using concerns raised through complaints procedures to review school systems, data and practices.
- Parents are aware of expectations as outlined in the [School Community Charter](#).

Narellan Vale Public School expectations are communicated through the school newsletter, Audiri platform, Seesaw, school website and Facebook. Our school proactively builds collaborative

relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

## School-wide expectations and rules

Safe	Respectful	Learners
Model and follow school/ class expectations	Be kind and fair	Learn all you can
Care for self and others	Value others	Let others learn
Make safe choice	Be cooperative	Ask for help
Help others make safe choices	Respect the learning needs of others	Overcome challenges
Wear a school hat	Wear uniform with pride	Attend school everyday

## Behaviour Code for Students

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

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

## Whole school approach across the care continuum

Our school embeds student wellbeing and positive behaviour approaches and strategies across the care continuum to promote positive behaviour and respond to behaviours of concern, including bullying and cyber-bullying behaviour.

These approaches and strategies are built on a foundation of evidence-based effective classroom practices which set the tone for engagement with learning and respectful relationships. These practices include:

- stating and explicitly teaching classroom expectations
- establishing predictable routines and procedures (Narellan Vale Ways) that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement (PBL system)
- discouraging inappropriate behaviour
- providing active supervision of students
- maximising opportunities for active engagement with learning
- providing carefully sequenced, engaging lessons that provide options for student choice
- differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention	<u>Positive Behaviour for Learning</u>	Positive Behaviour for Learning (PBL) is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture.	All
Prevention	<u>Child protection</u>	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention	<u>National Week of Action (NWA)</u>	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) each year.	All
Prevention	Learner Qualities	The Learner Qualities enhance the Narellan Vale Public School's commitment to help all members of the school community learn to respect themselves, others and the world around them.	All
Prevention	Narellan Vale Ways	Whole school routines and procedures that promote engagement in learning and appropriate social skills.	All
Prevention/ Early intervention/ Targeted intervention	Narellan Vale Public School Care Continuum	Whole school approach to Behaviour Management, focusing on positive relationships and explicit teaching of skills through a case management approach.	All
Early Intervention	<u>Anxiety Project</u>	A whole-school community approach to managing anxiety and building resilience across Narellan Vale Public School.	All
Prevention/ Early intervention/ Targeted intervention	Australian eSafety Commissioner <u>Toolkit for Schools</u> to prevent and respond to cyberbullying	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	All
Early Intervention	Lorikeet Garden Project/ Games group	Small group intervention to support and increase students actively engaging in social situations during lunch and recess breaks.	Individual students K-6
Early Intervention	NVPS Emotional	Small group intervention focusing on resilience and mindfulness strategies.	Individual students K-6

Care Continuum	Strategy or Program	Details	Audience
	Regulation program	Regulation is explicitly taught, and students successes are tracked and built upon.	
<b>Targeted/ individual intervention</b>	<u>Learning and Support</u>	The LST works with teachers, students and families to support students who require personalised learning and support.	All
<b>Targeted/ individual intervention</b>	<u>Attendance support</u>	The LST refer students to the attendance co-ordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, attendance co-ordinator
<b>Individual intervention</b>	<u>Community WHIN Nurse Program</u>	The Community WHIN nurse works closely with the school's learning and support team to identify health and social needs of students and families	Individual students and their families
<b>Individual intervention</b>	<u>Individual behaviour support planning</u>	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, LAST, AP
<b>Individual intervention</b>	School counsellor intervention	The school counsellor works closely with students and their families to provide additional support across various domains.	K-6

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

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour. The behaviour code for students can be located on the following link and is written in a various community languages.

<https://education.nsw.gov.au/content/dam/main-education/going-to-a-public-school/media/documents/translated-documents-/behaviour-code-for-students/english-student-behaviour-code.pdf>

Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour which can cause harm (See Appendix 1- Bullying response chart).

Narellan Vale Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- directly observing a student's behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
- a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
- concerns raised by a parent, community member or agency.

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support, for example through the school counselling service.

Responses to all behaviours of concern apply to student behaviour that occurs:

- at school
- on the way to and from school
- on school-endorsed activities that are off-site
- outside school hours and off school premises where there is a clear and close connection between the school and students’ conduct
- when using social media, mobile devices and/or other technology involving another student or staff member.

**Preventing and responding to behaviours of concern**

Planned responses to behaviour that does not meet school expectations are either teacher or leadership managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or leadership managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

**Teacher managed** – low level inappropriate behaviour is managed by teachers in the classroom and the playground.

**Leadership managed** – behaviour of concern is managed by the school leadership team.

Behaviours are recorded on Sentral.

Corrective Responses of Behaviour at Narellan Vale Public School	
Classroom	Non-classroom setting
Rule reminder (refer to PBL and Narellan Vale Ways)	Rule reminder (refer to PBL and Narellan Vale Ways)
Verbal warning	Verbal warning
Redirection activity	Redirection activity
Offer choice/ regulation activity	Verbal prompts
Prompts (verbal, visual cards)	Play or playground re-direction
Planned explicit teaching of behaviour	Time with teacher
Change of position in classroom space	Reflection time with a restorative conversation
Offer of classroom calm space	Communication with parent/carer
Student conference (teacher and/or leadership team member)	Communication with staff (LST team, School counsellor)
Reflection time with a restorative conversation	
Communication with parent/carer	
Communication with staff (LST team, School counsellor)	

Narellan Vale Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Positive Behaviour for Learning and Anxiety Project skills consists of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

When learning new skills, students need immediate and frequent reinforcement and as they develop mastery they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts.

The use of verbal and non-verbal specific positive feedback is the most powerful way to:

- help adults and learners to focus on positive social behaviour
- increase the likelihood that students will use the expected behaviours and skills in the future
- decrease unexpected behaviour and reduce the need for corrective responses
- enhance self-esteem and build an internal focus of control.

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour	Targeted/Individualised Responses to behaviours of concern
<p>1. Behaviour expectations are explicitly taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.</p>	<p>1. Refer to school-wide PBL expectations, Narellan Vale Ways and NVPS Behaviour Management Continuum.</p>	<p>1. Contact the leadership team to seek help if there is a safety risk. Otherwise notify student's stage supervisor or senior leaders ASAP and before the end of the school day.</p>
<p>2. Proactive school wide measures such as:</p> <ul style="list-style-type: none"> <li>• Explicitly model, teach and practice Narellan Vale Ways</li> <li>• High expectations and consistency across the school</li> <li>• Active supervision</li> <li>• Monitoring attendance and engagement</li> <li>• Embed Anxiety Project lessons and skills including Serve and Return conversations</li> <li>• Teach and embrace the Learner Qualities</li> <li>• Follow all Child Protection expectations</li> <li>• Code of Conduct procedures</li> </ul>	<p>2. Early Intervention responses may include:</p> <ul style="list-style-type: none"> <li>• Serve and return conversations</li> <li>• Use direct responses such as rule reminder, walk with the teacher, time to reflect on behaviour, written reflections, scripted interventions.</li> <li>• Explicitly explain, teach and model the corrective behaviour</li> <li>• Record on wellbeing system</li> <li>• Team leader notified</li> <li>• Parent communication (phone call/ Seesaw/ or letter)</li> </ul>	<p>2. Targeted intervention responses may include:</p> <ul style="list-style-type: none"> <li>• Individualised behaviour planning (Behaviour support plans, risk assessments)</li> <li>• Learning and Support Team referral and School Counselling service</li> <li>• Record on wellbeing system</li> <li>• Case management meeting with parents and relevant stakeholders</li> <li>• Restorative conversation time</li> <li>• Explicitly explain, teach and model the correction</li> </ul>

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| <ul style="list-style-type: none"> <li>• Teacher monitor and recognise appropriate behaviour through PBL reward system. Students recognised and celebrated through reward days.</li> <li>• Regular whole school behaviour data analysis and review.</li> <li>• Active student voice and input from the School Parliament, Leadership and focus groups.</li> <li>• Align all practice and teaching according to the <u>Behaviour Code for Students</u></li> </ul> | <ul style="list-style-type: none"> <li>• Restore relationship and check that student understands the correction</li> <li>• PBL rewards</li> <li>• Positive reinforcement</li> </ul> | <ul style="list-style-type: none"> <li>• Referral to DoE Team Around a School</li> <li>• Restore relationship with student</li> <li>• Engagement with external services</li> </ul> |
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### Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on the school's wellbeing system. These may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- reflection and restorative practices (listed below)
- liaise with Team Around a School for additional support or advice
- liaise with any external service providers supporting the student
- communication and collaboration with parents/carers (phone, Seesaw, case management meetings, written correspondence)
- formal caution to suspend, suspension or expulsion.

The NSW Department of Education Student Behaviour policy and Suspension and Expulsion procedures apply to all NSW public schools.

Responses to all behaviours of concern apply to student behaviour that occurs:

- at school
- on the way to and from school
- on school-endorsed activities that are off-site
- outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
- when using social media, mobile devices and/or other technology involving another student or staff member.

### Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

Incident Notification and Response PolicyIncident Notification and Response ProceduresStudent Behaviour policy and Suspension and Expulsion procedures.**Detention, reflection and restorative practices**

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

Strategy	When and how long?	Who coordinates?	How are these recorded?
<p><b>Reflection room-</b> a structured time for students to take part in restorative conversations and Serve and Return conversations.</p>	<p>Next session break (where possible) in the reflection space.</p> <p>First half of lunch and/or first half of recess</p>	Leadership team	Documented on the school's wellbeing system
<p><b>Alternate play plan and spaces –</b> Students may need individualised support to engage in play based/ social skill activities. Students may have:</p> <ul style="list-style-type: none"> <li>- access to a calm garden area where social skills and teamwork are explicitly taught</li> <li>- small group games activities</li> <li>- small group activities in the library</li> <li>- withdrawal from free choice play to take part in restorative conversations in reflection room and/or administration block</li> <li>- adjusted play spaces/ times to build success and reinforce positive behaviours</li> <li>- additional supervision whilst on the playground according to risk assessments and behaviour support plans</li> <li>- access to Sunshine Garden for a small group intervention space</li> <li>- variation of play spaces (musical garden. Area E, Rainbow climbing area, play graphics throughout the school, library)</li> </ul>	<p>Next session break (where possible) in the reflection space.</p> <p>First half of lunch and/or first half of recess.</p>	Leadership team	<p>Documented on the school's wellbeing system</p> <p>Correspondence with parents according to the Narellan Vale Behaviour Management Continuum.</p>

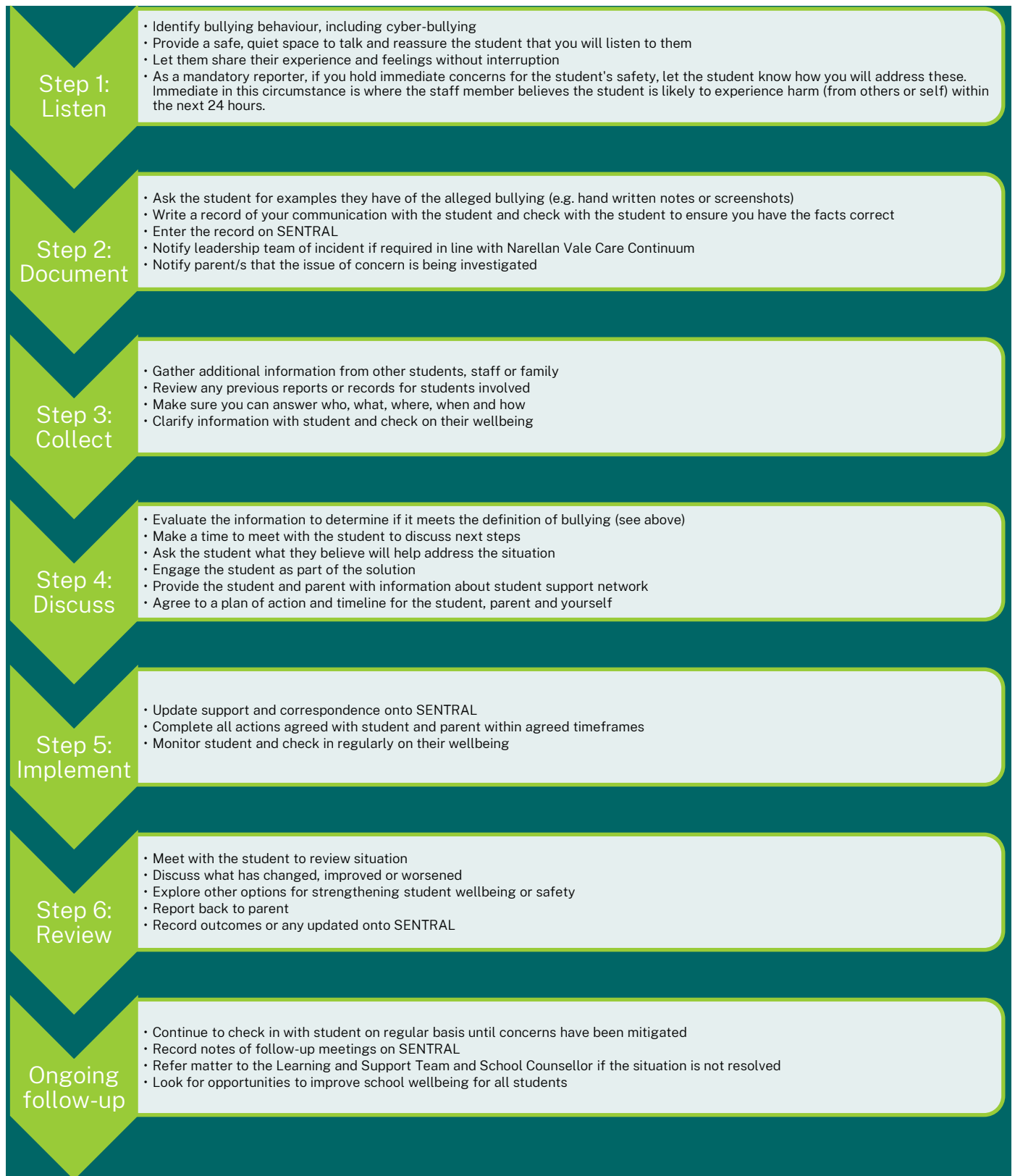


## Review dates

Last review date: 31 January: Day 1, Term 1, 2025

Next review date: 27 January: Day 1, Term 1, 2026

## Appendix 1: Bullying Response Flowchart- Narellan Vale Public School



# BEHAVIOUR MANAGEMENT CONTINUUM

SAFE RESPECTFUL LEARNERS



NARELLAN VALE PUBLIC SCHOOL






Reviewed:

Term 1 2025

## REMINDERS:

- Relationships are crucial

- All behaviours of ALL students are the responsibility of every teacher in the school.

BEHAVIOUR CONTINUUM					
	Low Level Behaviours		Challenging Behaviours	Complex Behaviours	Multidisciplinary/ External Intervention
	Behaviours requiring teacher support (class, RFF, Library, EALD, L&ST) 	Behaviours requiring parents and teacher support 	Behaviours requiring parents, teacher and team leader support 	Behaviours requiring parents, teacher, team leader support, Senior Leaders support, LST Team 	Behaviours requiring a multidisciplinary team support 
<b>Proactive/ Preventative Strategies</b>	<b>At all levels/ times:</b> <ul style="list-style-type: none"> <li>Explicitly model and teach school PBL rules (Safe, respectful learners)</li> <li>Explicitly model, teach and practice Narellan Vale Ways</li> <li>High expectations and consistency across the school</li> <li>Active supervision</li> <li>Monitoring attendance and engagement</li> <li>Embed Anxiety Project lessons and Skills including Serve and Return conversations</li> <li>Teach and embrace the Learner Qualities</li> <li>Follow all Child Protection expectations</li> <li>Code of Conduct procedures</li> <li>Align all practice and teaching according to the <a href="#">Behaviour Code for Students</a></li> </ul>		<b>In addition:</b> <ul style="list-style-type: none"> <li>Identify who a primary mentor for the student is (<i>relationships are crucial</i>)</li> <li>Individualised goals and behaviour planning</li> <li>Liaise with parents regularly (<i>celebrate successes and identify areas of strength</i>)</li> <li>Learning Support Case Management/ School Counsellor/ Community WHIN nurse</li> <li>Partnerships with external professions (DoE &amp; external)</li> <li>Review additional DoE support resources (i.e. DoE resources- <a href="#">Anti bullying</a>, <a href="#">ARCO</a>, <a href="#">Cyber safety</a>, <a href="#">Child protection</a>)</li> <li>Monitor attendance and student engagement in partnership with HSLO</li> <li>Develop in consultation with families and DoE experts individualised support documents (May include: Crisis management plan, Risk Management Plan, Behaviour Support Plans) <a href="#">Suspension and expulsion procedures</a></li> </ul>		
<b>School based responsive strategies</b>	<b>Ensure all preventative strategies have been implemented first.</b>			<b>Ensure all preventative strategies (including those described above as 'in addition') have been implemented first.</b>	
	<b>Core strategies:</b> <ul style="list-style-type: none"> <li>Explicitly explain, teach and model the correction</li> <li>Serve and return conversation</li> <li>Praise for correct behaviour</li> <li>Class/ PBL rewards</li> <li>Positive reinforcement</li> <li>Restore relationships</li> </ul>	<b>Embed core strategies plus:</b> <ul style="list-style-type: none"> <li>Rule reminder/ short term consequence (walk with the teacher, written reflection)</li> <li>Record on Sentral.</li> <li>Team leader notified if required</li> <li>If behaviour continues- parent communication (phone call/ Seesaw/ letter of concern)</li> </ul>	<b>Embed core strategies plus:</b> <ul style="list-style-type: none"> <li>Directed time out. Reflection room: 1-3 sessions (age appropriate, team leader to determine).</li> <li>Team leader to determine adjusted playground/classroom support plans</li> </ul> <b>If behaviour continues:</b> <ul style="list-style-type: none"> <li>Develop <a href="#">Individualised behaviour plan</a></li> <li>Meeting with parents</li> <li>LST referral</li> <li>Liaise with school counsellor</li> </ul>	<b>Embed core strategies plus:</b> <ul style="list-style-type: none"> <li>Review of <a href="#">Individual behaviour support plan</a>. Develop Risk Management Plan</li> <li>Case management meeting with parents</li> <li>Directed time out. Reflection room: 4-5 sessions (age appropriate, senior leader to determine)</li> <li>Student referred to LST for addition intervention such as APL&amp;ST support, DoE support services, external services</li> <li>Continued unacceptable behaviour may result in further management according to the <a href="#">Suspension and expulsion procedures</a></li> </ul>	<b>Embed core strategies plus:</b> <ul style="list-style-type: none"> <li>Refine individual behaviour support plan, risk management plan</li> <li>Case management meeting with parents and all school-based services</li> <li>Possible emergency services support (police, ambulance, fire)</li> <li>Correspondence to DoE mandatory reporting services and incident response lines</li> <li>Director Educational Leadership (DEL) involvement</li> </ul>