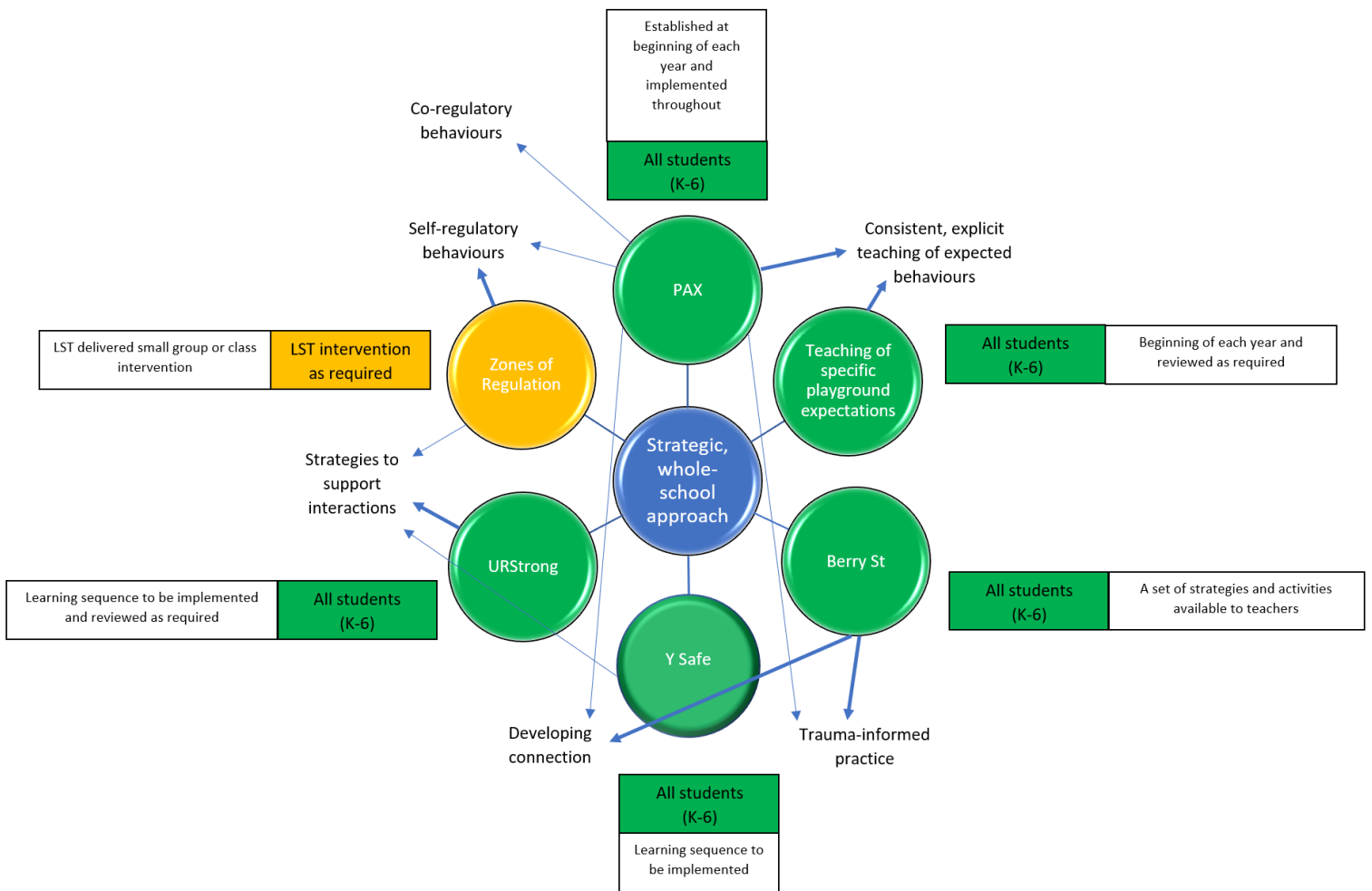


# Ben Venue Public School Behaviour Support and Management Plan

This document should be read in conjunction with the Department of Education [Student Behaviour Policy](#), [Behaviour Code for Students](#), [Suspension and Expulsion Procedures](#) and the [School and Community Charter](#).

## Overview

Ben Venue Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are illustrated in the infographic below:



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

Ben Venue has the following school-wide rules and expectations:

Students are expected to;

- positively engage in learning,
- demonstrate respectful behaviours towards peers, staff and the community,
- behave in a manner that ensures the safety of themselves and others, and
- interact positively with others, in a manner that ensures everyone can enjoy a safe, welcoming, inclusive and learning focused school environment.

Staff are expected to;

- engage respectfully with students and the community, and
- actively support and implement school wellbeing and behavioural support programs and processes.

Parents, carers and families are expected to;

- support the school, working together with staff to achieve positive wellbeing outcomes for their children and other children at Ben Venue Public School, and
- engage respectfully with students and staff, as outlined in the [School and Community Charter](#).

## Behaviour Code for Students

The [Behaviour Code for Students](#) outlines high expectations for student behaviour. These expectations are established and maintained through effective role modelling, explicit teaching and planned responses.

Ben Venue Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

### Whole School Approach

| Care Continuum                                    | Strategy or Program                                      | Details   | Audience  |
|---|--|---|---|
| Prevention  | Berry Street Education Model                             | Trauma-informed strategies that establish a stronger connection between students and between students and teachers.   | Whole school  |
| Prevention  | PAX  | Trauma-informed strategies that build self-regulation in children, strengthen peer networks, reduce impulsivity and teach prosocial decision making in children.                                      | Whole school  |
| Prevention  | Explicit teaching of playground behavioural expectations | Clearly established and communicated expectations of safe and prosocial behaviours in the playground.   | Whole school  |
| Prevention  | Anti-racism and anti-bullying education                  | Anti-racism and anti-bullying lessons built into the PDHPE scope and sequence for all year stages   | Whole school  |
| Prevention  | Y Safe   | Lesson sequences that equip students with the knowledge and skills to engage safely and positively online.  | Whole school  |
| Prevention / Early intervention                   | URStrong   | Concepts, skills and language supporting students to build and maintain healthy friendships, including the prevention of bullying.  | Whole school  |
| Early intervention                                | Learning Support   | Class teacher engages with AP, LaST and parent/carer to support adjustments to classroom and playground approaches to prevent escalation or deterioration of positive learning and social behaviours. | Class groups/<br>small groups/<br>individual students |
| Targeted intervention/<br>Individual intervention | Zones of Regulation                                      | LaST and School Counsellor delivered intervention to support emotional regulation.  | Class groups/<br>small groups/<br>individual students |
| Individual intervention                           | Intensive Learning Support                               | Intensive LaST intervention involving adjustments to support individual students to meet behavioural expectations.  | Identified individual students                        |

## Detention, reflection and restorative practices

Where students do not respond positively to the standards and expectations of the school, it may be necessary to apply a fair, reasonable and proportionate action.

| Action   | When and how long?   | Who coordinates?                               | How are these recorded?                            |
|--|--|--|--|
| <b>Student-directed time out</b><br>Student-initiated withdrawal of a student from the main learning environment, with the prior permission of the teacher, as a circuit-breaking or de-escalating strategy.   | Up to 10 min in an agreed, supervised space                                    | Class teacher                                  | School Bytes or Teacher diary, situation dependent |
| <b>Teacher-directed time out (in class)</b><br>Teacher-initiated withdrawal of a student from the main learning environment, as arranged in the student's individual plan, as a circuit-breaking or de-escalating strategy.  | Up to 10 min in an agreed, supervised space                                    | Class teacher in consultation with LaST        | School Bytes                                       |
| <b>Teacher-directed time out (outside of class)</b><br>Teacher-initiated withdrawal of a student from the classroom, as arranged in the student's individual plan, as a circuit-breaking or de-escalating strategy.  | Up to 10 min in an agreed, supervised space                                    | Class teacher in consultation with AP and LaST | School Bytes                                       |
| <b>Detention / reflection</b><br>Withdrawal from the playground to an executive classroom or office as either a circuit breaker or consequence for behaviours of concern in classrooms or the playground. Students are not prevented from eating or accessing toilet facilities. Age/developmental level and disability are considered in the application of detention/reflection. | Recess and/or lunch, up to a maximum of 5 days (in severe cases) per incident. | School executive only                          | School Bytes                                       |

*None of the above strategies should limit students' reasonable access to food, water or toilet breaks.*

## Formal caution of suspension

| Action   | When and how long?  | Who coordinates?   | How are these recorded? |
|--|---|--|-------------------------|
| <p>A formal caution of suspension may be issued when behaviours of concern continue, or are of a severe nature, and the student is at risk of suspension. The purpose of the formal caution to suspend is to provide a circuit breaker for the student and family to understand the impact of their behaviour of concern and engage the student with positive behaviour supports.</p> <p>In certain circumstances, the principal may determine that a student should be suspended without issuing a formal caution to suspend as there are immediate and significant risks to health, safety and wellbeing for students or staff that cannot be otherwise mitigated.</p> | <p>The duration of a formal caution can be up to 50 days at the discretion of the Principal and Deputy Principal.</p> <p>Formal cautions do not remain valid into the next calendar year.</p> | <p>A formal caution may be issued by the Principal.</p> <p>The Deputy Principal or the Principal's delegate may issue a formal caution in consultation with the Principal when they are not at school.</p> | <p>School Bytes</p>     |

### Roles in supporting a formal caution

#### Principal (or their delegate in the Principal's absence)

- Issue the formal caution.
- Communicate that a formal caution has been issued, and the reasons to the student, family and to the Principal/Deputy Principal, class teacher, Assistant Principal, School Counsellor and Learning Support Teacher.

#### Deputy Principal

- Contact family to arrange a phone, online or face-to-face interview.
- Determine which school staff should attend the meeting.
- Convene the interview with the family.
- Liaise with the family, Learning Support Teacher, Assistant Principal and Class Teacher to ensure relevant support plans are in place to support the student with regards to the behaviours of concern.

## Learning Support Teacher

- Lead the review/development of relevant support plans.

## Class teacher and Assistant Principal

- Contribute to the review/development of plans and actively support implementation.

## Suspension

| Action   | When and how long?  | Who coordinates?  | How are these recorded? |
|--|---|---|-------------------------|
| <p>Principals may use suspension as a behaviour management response when appropriate alternative behaviour support measures have been implemented or attempted, and they believe that a student's behaviour/s of concern causes actual harm to any person or poses an unacceptable risk to the health and safety, learning, and/or wellbeing of any person.</p> <p>In certain circumstances, the principal may determine that a student should be suspended without issuing a formal caution to suspend as there are immediate and significant risks to health, safety and wellbeing for students or staff that cannot be otherwise mitigated.</p> | <p>The maximum duration of suspension is 5 consecutive school days (K-2) and 10 consecutive school days (3-6).</p> <p>In exceptional circumstances, the DEL may approve extension to the suspension.</p> <p>The maximum number of days suspended in a calendar year is 30 (K-2) and 45 (3-6).</p> | <p>A suspension may be issued by the Principal, or the Principal's delegate when they are absent.</p> | <p>School Bytes</p>     |

## Roles in supporting a suspension – Upon and during suspension

### Principal (or their delegate in the Principal's absence)

- Issue the suspension.
- Communicate the fact that a suspension has been issued, and the reasons to the student, family and to the Principal/Deputy Principal, Class Teacher, Assistant Principal, School Counsellor and Learning Support Teacher.
- Issue formal advice to the family.
- Liaise with DEL as required.

### Deputy Principal

- Shortly following notification of suspension, contact family to arrange a phone, online or face-to-face 'return to school planning meeting'. Inform the family that the Learning Support Teacher will be in contact to support the student's engagement in learning during their suspension.
- Determine which school staff should attend the 'return to school planning meeting'.
- Convene the 'return to school planning meeting'.
- Liaise with the family, Learning Support Teacher, Assistant Principal and Class Teacher to ensure relevant support plans are in place to support the student with regards to the behaviours of concern.

### Learning and Support Teacher

- Contact the family early in the suspension period to check-in with the student and offer assistance in accessing and completing the home learning program. Provide alternative paperwork where the student is unable to access the online learning program. Check-in on the student's wellbeing.
- Ensure the home learning program is appropriate to the individual needs of the student.
- Provide avenues for the student to contact the LaST during the course of the suspension. In the case of longer suspensions (5-10 days), contact the student to offer learning support every 2-3 days.
- Liaise with the Deputy Principal to plan the student's return to school.

- Participate in the return to school planning meeting.
- Document agreed outcomes from the return to school planning meeting, creating a record of the meeting and ensuring this is attached to the student's School Bytes Record (attached to the incident).
- Ensure all relevant staff (considering RFF, casual and duty staff) are aware of updated or newly created plans for the student.

#### Class teacher and Assistant Principal

- Contribute to the review/development of plans and actively support implementation.
- Attend the resolution meeting as requested by Deputy Principal.

#### Roles in supporting a suspension – Following return from suspension

##### Class Teacher, Assistant Principal & Learning Support Teacher

- Monitor the student's reintegration and regularly review plans, ensuring that the student is known, valued and cared for.

##### Deputy Principal

- Ensure the student's reengagement remains on the agenda of the Wellbeing Review Meeting for a period of at least 10 weeks.

## **Anti-bullying & anti-racism**

Schools should be safe places for everyone – students, staff, families and members of the wider community. Schools and their communities should work together to provide quality learning environments which are friendly, inclusive, safe and supportive. Everyone has the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation and discrimination.

Bullying can take many forms, including;

- Physical – including hitting, punching, shoving, pinching, tripping, spitting, scratching, damaging, hiding or stealing belongings or throwing objects at someone.



- Verbal – name calling, making offensive remarks, taunting, teasing and put-downs.
- Indirect social/psychological - spreading rumours, gossiping about or embarrassing someone, making fun of someone, using threatening looks or gestures, excluding or threatening to exclude from groups, ignoring, ostracising or alienating.
- Cyberbullying – verbal and indirect social/psychological bullying through the use of technology such as emails, blogs, online gaming platforms, websites, mobile phones, including;
  - the sending of abusive texts or emails
  - taking or sharing unflattering or private images of others
  - posting unkind messages or inappropriate images on social networking sites
  - excluding individuals from online chats or other communication
  - assuming the identity of the victim online and representing them in a negative manner or manner that may damage their relationship with others

Importantly, bullying is distinct from interpersonal conflicts or 'rough play'. While disagreement, teasing and conflict are part of growing up, bullying is an extreme form of repeated conflict and can be harmful both physically and psychologically.

Ben Venue Public School and the Department of Education reject racism in all its forms. No student, employee, parent, caregiver or community member should experience racism within the school environment.

Eradicating expressions of racism and challenging the attitudes that allow them to emerge is the shared responsibility of all Ben Venue Public School staff, students, parents, carers and community members. Ben Venue Public School has two trained Anti-Racism Contact Officers who assist the executive to lead anti-racism education and address incidents of racism.

### Prevention strategies

Ben Venue Public School aims to establish a positive climate of respectful relationships and high expectations where bullying is less likely to occur, through;

- explicit teaching and modelling of positive behaviours that reflect school expectations and core rules

- annual [anti-bullying education](#) in all year levels
- annual anti-racism education in all year levels
- educating students on the role of the bystander
- developing social and emotional strengths of students through implementation of the PAX and URStrong programs

### Intervention

Some students are identified as being at risk of bullying or developing long-term difficulties with social relationships. Some students are also identified as using bullying behaviour. Where it is anticipated that a student may be at risk of becoming either a victim or perpetrator of bullying behaviour, the following measures will be taken:

- Referral to the Learning Support Team
- Development of informal action plans of how to cope with difficult situations

### Response

Students are expected to report unacceptable behaviour and to behave as responsible bystanders. Behaviour occurring at school and outside of school (including online) where harm has been caused to someone in connection with staff, students or families of the school may be acted upon by the school.

Incidents of bullying or racism may be reported by students, witnesses, parents/carers or staff members. In the first instance, reports are referred to the class teacher. Class teachers and/or Assistant Principals look into the allegation and make a judgment based upon substantiated facts. Students may be interviewed and asked to provide written statements during this process. If the claim of bullying or racism is substantiated, the relevant Assistant Principal works with the class teacher and Deputy Principal to monitor and respond to the situation. Consequences as outlined in this management plan may be applied. Relevant supports should be established for both victims and students engaging in bullying or racist behaviour, in consultation with families.

**It is not the policy of the school to disclose information relating to consequences applied in response to breaches of the Student Behaviour Code, to stakeholders beyond relevant school staff and the child's family.**



## Reviewing dates

Last review date: November 2023

Next review date: 21 November 2024