



Penrith Valley Learning Centre

Behaviour and Support Management Plan

Overview

Penrith Valley Learning Centre is in an specialised intervention setting that is committed to explicitly teaching and modelling positive behaviours that support all students to be engaged with their learning and plan for a successful future.

Our trauma informed knowledge informs our teaching and learning practices and our Positive Behaviour for Learning (PBL) system is prioritised and valued by the school community to clearly define expectations and foster a culture for learning.

Promoting and reinforcing positive student behaviour and school wide expectations is imperative for achieving success.

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Penrith Valley Learning Centre has the following school-wide PBL values and expectations.

Safe: PVLC is a safe place where all students have a right to feel safe and learn by demonstrating care and kindness in all their interactions to self and others.

Responsible: PVLC students are expected to be a consistently reliable and trusted person. Doing what I say I will do. Being honest and doing the right thing even when nobody is watching.

Learner: PVLC students are cooperative and ready to learn. They take care of teachers, fellow students, and our school to achieve their personal best.

Penrith Valley Learning Centre uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations.

- Whole School PBL model: Our Positive Behaviour for Learning model is a whole school approach to clearly communicate student behavioural expectations.
- Penrith Valley Learning Centre Merit awards and School House Points System.



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Behaviour codes for our students

Penrith Valley Learning Centre employs the DoE's Student Behaviour code which can be found at:

<https://schoolsequella.det.nsw.edu.au/file/ea084894-ada7-4b39-890c-21c4able9aaf/1/behaviour-code-students-english.pdf>

Through PBL, school wide behavioural expectations have been established and are maintained through effective role modelling, explicit teaching and planned responses.

All Personalised Learning and Support Plans will outline student specific adjustments and required supports in student Personalised Learning and Support Plans.

Behavioural expectations are communicated to parents/carers through Parent information Sessions, School newsletter, Facebook page, School website, update reminders made via Sentral, and through Parent-teacher conferences.

Early interventions

PVLC uses the DoE's Care Continuum which facilitates the implementation of a whole-school, prevention-focused, and positive approach to behaviour support to meet the needs of all students. Some students require early intervention to deal with emerging, low-level behaviours of concern. Early interventions provide early support for students or groups of students who are identified as being at risk of developing behaviours of concern.

<https://education.nsw.gov.au/schooling/school-community/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-teachers/the-care-continuum>





NSW DEPARTMENT OF EDUCATION

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Consultation

Consultation regarding our Behaviour Support and Management Plan takes place with our Aboriginal Education Officer, the DoE's Behavioural Support Network and external agencies.

Behavioural Support toolkit is available via the link below.

<https://education.nsw.gov.au/schooling/school-community/attendance-behaviour-and-engagement/behaviour-support-toolkit>

Our School Anti-Bullying Plan

Penrith Valley Learning Centre has Zero Tolerance of Bullying and employs the Department of Education's (DoE's) Student Behaviour code to prevent, respond and manage bullying.

<https://education.nsw.gov.au/policy-library/policies/pd-2006-0316>

Additional anti-bullying strategies can be found at:

<https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying>



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The Care Continuum- Whole School Approach

Care continuum	Strategy or program	Details	Audience
Prevention	PBL: Positive Behaviour for Learning	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. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.	Whole School
	PVLC School Merit Awards	Whole school focus on rewarding positive behaviour and achievements. Students are awarded personal merits and house points in recognition of meeting, upholding and exceeding core school values.	Whole School
	PVLC House Points System	Students are recognised for exhibiting the Penrith Valley Learning Centre's Values through their actions and deeds and are presented with awards in class and at assemblies.	Whole School
	Classroom Management	Strong classroom management is built through: <ol style="list-style-type: none"> 1. Strong teacher/student relationships 2. Teacher expectations, routines, modelling and responses to behaviour curriculum links - PDHPE, History & English 3. Turn-taking activities including board games and card games 4. High quality, differentiated teaching and learning activities. 	Whole School



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Prevention (con't)	Yearly handover and transition	Teachers engage in a thorough handover to ensure effective communication and transition. Transition also occurs between census schools and PVLC to assist students as they move from one academic goal to the next.	Whole School
	AEO	Our AEO facilitates weekly group yarning to help students make cultural meaning of their world. They are also available on hand for in class support throughout the week.	AEO
Early Interventions	PBL	PBL is used to provide students with strategies and on how to meet behavioural expectations. Explicitly taught, students learn how to succeed and achieve behavioural goals.	Whole School
	School Counsellor	Is available to help students with real time 1:1 support to discuss concerns and issues.	School Counsellor
	Rage Program Anger Management Group Program	RAGE is designed for young people who have difficulty controlling their emotions. This program helps students to identify feelings of anger, along with triggers, and explore alternate strategies to coping with frustration. RAGE is aligned with PDHPE K-10 outcomes in building resilience and respectful relationships, demonstrating self-management skills to reflect and respond positively to challenges.	SSO
Targeted Intervention	Communication sheet	Our school communication sheet system is used to track student behaviours so that appropriate adjustments can be made to support targeted learning goals.	Whole School



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Targeted Intervention	Student Mentorship	School mentoring to individual students at risk of developing negative behaviours is provided to all students to support them during challenging times.	Whole School
	Learning and Support team	All staff and our School counsellor and specialist allied health professionals work together to support students in achieving their learning goals.	Whole School
Individual Intervention	Personalised Learning and Support Plans & Behaviour Management Support Plans	<p>All staff work in conjunction with students, Parents/Carers, internal and external support agencies to:</p> <ul style="list-style-type: none"> • Develop appropriate behaviour expectations and strategies • Monitor the impact of support for individual students through continuous data collection • Provide consistent strategies and adjustments outlined within an individual student support plan • Behaviour management plans BMPs are a living document made in conjunction with students, their parents/Carers and support networks to provide appropriate individual support plans for all students 	Whole School
Specialist Student	ALL PVLC staff	Use Communication sheets track individual students' progress on identified behaviour goals both in the classroom and playground.	Whole School
	All PVLC staff	Structured playground programs assist in keeping students on track in a less routine orientated environment.	Whole School



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Support Services	School Counsellor	Our School Counsellor is available to provide a Functional Behavioural Assessments and regular counselling and reset strategies to help students regulate their emotions.	School Counsellor
	Student Support Officer (SSO)	Our Student Support Officer is available 5 days a week to support students in their day-to-day school needs.	SSO
	Aboriginal Education Officer (AEO)	Our Aboriginal Education Officer provides guidance and support to ensure our Aboriginal education is embedded and delivered authentically in our programming and planning.	AEO
	Attendance Programs	Attendance is monitored daily, with contact being made with parents should there be attendance concerns.	Head Teacher
	HSLO	Assistance from the home School Liaison Officer (HSLO) is available when requested or when deemed necessary.	HSLO
	Internal Specialist Department Support Services	Via Principal referral, PVLC engages the services of specialist department services to support the emotional and behaviour needs of students requiring additional supports.	Principal
	External Specialist Support services	PVLC supports the use of external specialist services (e.g. VIA student NDIS plans like occupational therapists) to work onsite where possible to support the emotional and behavioural needs of students,	External providers



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Reflection and Restorative Practice

Penrith Valley Learning Centre actively employs the use of the DoE's Restorative practice strategies which is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful.

It puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others because of their actions.



Please visit the DoE's link for detailed strategies on how to use restorative practices .

<https://education.nsw.gov.au/schooling/school-community/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-teachers/restorative-practices/restorative-practices>



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Suspension and Expulsion Procedures

PVLC adheres to the DoE's direction and guidance on the requirements for the suspension and expulsion of students in NSW public schools. The following link will redirect to the procedural steps regarding suspension.

https://www.google.com/search?q=det+suspension+policy&rlz=1C1GCEA_enAU1016AU1016&oq=det&gs_lcrp=EgZjaHJvbWUqBggBEEUYOzIGCAAQRRg7MgYIARBF GDsyBggCEEUYOzINCAMQABiDARixAxiABDIGCAQRRg5MgYIBRAAGAMyDQgGEAAYgwEYsQMYgAQyDQgHEAAYgwEYsQMYgAQyDQgIEAAYgwEYsQMYgAQyBwgJEAAYjwLSAQkyNTY2ajBqMTWoAgiwAgE&sourceid=chrome&ie=UTF-8

How can parents support their child's wellbeing during suspension

A good place to start when supporting your child's health and wellbeing during suspension is to gather expert information and advice. For practical advice and information to support your child's wellbeing follow this link:

<https://education.nsw.gov.au/schooling/school-community/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-parents/how-can-i-support-my-child-s-wellbeing-during-suspension->