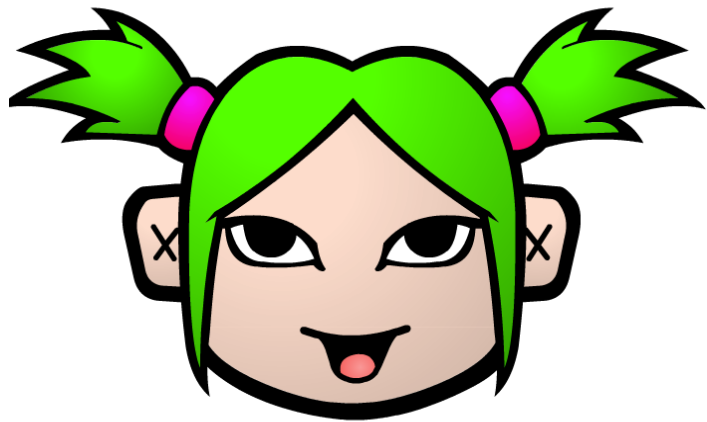
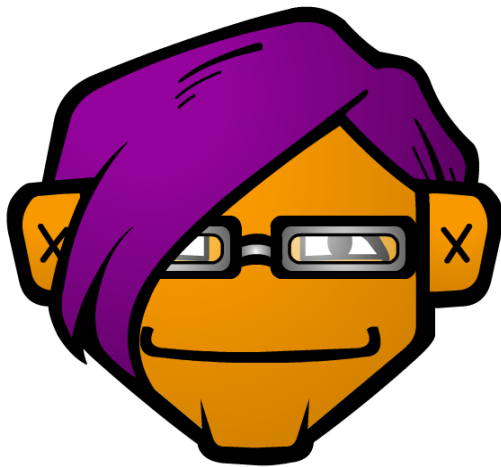


# Bellambi Public School

Respect ~ Responsibility ~ Safety ~ Personal Best



## Rewards and Fair Discipline

February 2018

Respect

Responsibility

Safety

Personal Best



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## Rationale

This document has been developed by the Bellambi Public School Positive Behaviour For Learning Team. Its purpose is to provide all staff with convenient access to the schools reward and fair discipline systems.

It recognises and supports procedural fairness in all dealings, and the critical role fair discipline has in supporting the aspirations of our students. Fair discipline depends largely upon the interpersonal relationships that exist between all members of the School community and is responsive to change.

# Core Rules

## Student discipline in NSW Government Schools

### All students in NSW Government schools are expected to:

- Attend every school day, unless they are legally excused, and be in class on time and prepared to learn.
- Maintain a neat appearance, including adhering to the requirements of the school's uniform or dress code policy.
- Behave safely, considerately and responsibly, including when travelling to and from school.
- Show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and cooperating with instructions and learning activities.
- Treat one another with dignity and respect.
- Care for property belonging to themselves, the school and others.

**Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated.**

## Rights, Responsibilities and Privileges

Rights	Responsibilities	Privileges
<p><b>Students on a Level 1 or 2 may need a Risk Assessment to ensure that they can safely attend a carnival or excursion.</b></p> <p>At school I have the right to:</p> <ul style="list-style-type: none"> <li>- be safe and happy</li> <li>- have no one threaten, hit or hurt me</li> <li>- be treated fairly and with dignity</li> <li>- expect excellence in teaching</li> <li>- expect my property to be safe</li> <li>- be respected by the community</li> </ul> <p>I have the right to attend:</p> <ul style="list-style-type: none"> <li>- Swimming carnivals</li> <li>- Cross country carnivals</li> <li>- Athletic carnivals</li> <li>- District sports carnivals</li> <li>- Curricular excursions (learning)</li> <li>- Swimming Scheme</li> </ul>	<p>It is my responsibility to:</p> <ul style="list-style-type: none"> <li>- be ready to learn</li> <li>- do my best at all times</li> <li>- cooperate with all members of our school community</li> <li>- respect others and their property</li> <li>- follow the school values</li> <li>- wear my correct full school uniform with pride</li> </ul>	<p><b>When a student is on Level 1, 2 or Suspended, their access to privileges as listed above is at discretion of the principal or delegate.</b></p> <p>It is a privilege to attend:</p> <ul style="list-style-type: none"> <li>- Choir performances</li> <li>- Southern Star Performance</li> <li>- Southern Stars Excursion</li> <li>- PSSA sports</li> <li>- Extra-curricular activities</li> </ul>

# Positive Behaviour for Learning Reward System

*Respect ♦ Responsibility ♦ Safety ♦ Personal Best*

Reward Type	Process	Achievement
<b>Whole School Reward</b>	<p>'Let it rain Gotchas'</p> <ul style="list-style-type: none"> <li>- Hand out frequently for all expected behaviours.</li> <li>- Class count total on Friday and number will be recorded in a tracking folder.</li> <li>- The total will be accumulated onto the previous weeks total and represented on whole school reward display.</li> <li>- Whole school target = Whole school reward.</li> <li>- SRC to propose suggestions to be finalised and agreed upon by PBL team.</li> </ul>	<ul style="list-style-type: none"> <li>- As many as you can in all settings ie, hall, playground, library, etc</li> <li>- Display and announce target to students at Monday morning assembly. Goal: Term 1 - 10,000</li> <li>- Update target in fortnightly newsletter.</li> <li>- All students to attend Rewards Day.</li> </ul>
<b>Individual Reward Bronze, Silver, Gold</b>	<ul style="list-style-type: none"> <li>- Student acknowledged for demonstrating the 4 school values.</li> <li>- Student receive a value sticker to be placed on class chart.</li> <li>- Teacher records achievement on Sentral.</li> <li>- Letter sent home to notify parents.</li> <li>- Office staff prints certificates and puts them in teacher's pigeon-holes.</li> <li>- Teacher signs certificate and places them and places them in the folder in the back office pigeon-hole.</li> <li>- Certificate and reward presented at assembly.</li> <li>- Students' who have achieved Gold by the end of the year will be invited to a special reward with principal. This will be announced during the year.</li> </ul>	<p>Teacher will:</p> <ul style="list-style-type: none"> <li>- Reward students' approximately 5 value stickers per day</li> </ul> <p>25 value stickers = Bronze award +25 value stickers = Silver award +25 value stickers = Gold award</p> <p>Achieving: Working towards Bronze - T1 Bronze - T2 Silver - T3 Gold - T4</p>
<b>Individual Reward Class Certificates</b>	<ul style="list-style-type: none"> <li>- Teacher writes on the award and places them in the folder in the back office pigeon-hole by the previous Wednesday of scheduled assembly.</li> <li>- Teacher records on Sentral.</li> </ul>	4 per class at each whole school assembly

## Negative Behaviour for Learning Level System

Level	Who	What
Star Level	All students start on star level at the beginning of each term	
	Students demonstrating minor behaviours	Attempt suggested strategies Record on Sentral - Warning. Marked as complete
Level 1	Students who have been recorded on Sentral for 3 Minor Behaviours in a period of 5 days will be placed on a level 1	Two days monitoring - yellow card Sad face = walk with the duty teacher first half of the following break
Return to Star Level	Students who have maintained expected behaviour during Level 1 monitoring	Two days monitoring - light green card Sad face = walk with the duty teacher first half of the following break
Level 2	Students who demonstrate: - repeated level 1 behaviours - major behaviours	Five days monitoring - red card Sad face = walk with the duty teacher first half of the following break
Return to Star Level	Students who have maintained expected behaviour during Level 2 monitoring	Five days monitoring - dark green card Sad face = walk with the duty teacher first half of the following break
Suspension Warning	Students who have - repeated level 2 behaviours - repeated major behaviour	Executive may give a formal suspension warning along with a Level 2.
Suspension	As per Department of Communities Suspension and Expulsion of School Students - 2011 procedures.	Principal/Principals delegate as per Department of Communities Suspension and Expulsion of School Students - 2011 procedures.

**Note:** Learning Level System is at the discretion of the principal.

### Minor Behaviours (Teacher Managed)

These behaviours are managed by the teacher at the time.

Students who have been recorded on Sentral for 3 Minor Behaviours in a period of 5 days will be placed on a level 1.

Behaviour	Definition/Examples	Possible Strategies for Teachers
Non compliance with teacher instructions	Refusal to follow instructions, arguing, rudeness	Non-verbal redirection Proximity Individual close talk Time out in classroom Time out in buddy class
Disruptive behaviour	Low intensity, but inappropriate disruption. Affects the teaching and learning eg calling out, back chatting	Tactical Ignoring Positive reinforcement Non-verbal redirection Proximity Individual close talk Time out in classroom Time out in buddy class
Off task	Student is not doing their work, out of seat or deliberately neglecting their school work	Individual close talk Offer individual assistance for task Modify task Offer choice
Rumours/Teasing	Sending notes, social media used inappropriately (occurring at school using school devices), deliberate ostracising of others, name calling,	Redirect and address with involved students Referral to ARCO for racist comments
Out of Uniform	Student wears clothing that does not fit within the uniform policy	Close talk Phone call home Offer items from clothing pool
Lateness	Late to any class from the playground	Verbal reminders
Rough games/Playing dangerously	Anything that involves wrestling, tackling, epic fails, not using equipment correctly	Verbal reminder Revise school rules and safety concerns
Deliberate littering	Neglecting to clean up after themselves	Tidy up the playground
Interfering with other peoples games	Taking equipment, consistently running through the games	Walk to with the teacher Redirect student by facilitating play with a group
Out of Bounds	Not staying within the designated play areas. Playing in the toilets.	Walk with the teacher
Un-sportsman like behaviour	Swearing, storming off, sledging, constant dominance of the game, not taking turns	Cease the game Verbal reminder of the rules
Indirect swearing	Swearing under your breath/ in the heat of the moment/in frustration which is not directed at another person	Tactical Ignoring Verbal reminder when calm



### Major Behaviours (Executive Managed)

These behaviours are managed by the schools executive team.  
Students demonstrating these behaviours will be placed on a Level 2.

Behaviour	Definition Examples
Fighting/Physical Aggression/Threats/Assaults	Actions involving threatening acts or serious physical contact where injury may occur eg Hitting, punching, burning, hitting with an object, kicking, hair pulling and scratching
Direct Swearing/Abusive language	Anytime a student uses language intended to cause a student or teacher to feel intimidated or humiliated
Bullying	Anytime that a student commits an act intended to cause another student or teacher to feel intimidated or to cause a violent reaction from another student
Defiance/non-compliance	Repeated failure to follow school/class rules
Disruption	Repeated or constant interruptions in a class or activity resulting in the teacher or another student having to stop what they were doing. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; or rough play; and/or sustained out-of-seat behaviour.
Theft	Student is knowingly in possession of, or been responsible for removing someone else's property.
Forgery	Falsifying parent notes, official documents, plagiarism of assessment tasks or has signed a person's name without their permission.
Harassment/Teasing/Taunting	Student delivers disrespectful messages (verbal or by gesture) to another person that includes threats and intimidation, obscene gestures, pictures, racist comments, or written notes. These include sustained negative comments or intense verbal attacks based on: <ul style="list-style-type: none"><li>- sexuality</li><li>- race</li><li>- gender</li><li>- age</li><li>- physical appearance</li><li>- ethnic origin</li><li>- religion</li><li>- disabilities</li><li>- other personal matters</li></ul>
Truancy/Partial Truancy	Student leaves class/school without permission or stays out of class/school without permission. This includes leaving school to visit other sites without permission.
Vandalism	Destruction of school or other person's property.



# Classroom Management Flow Chart

It is expected that all students will comply with the school values and classroom expectations in order to contribute to a positive learning environment



## Minor Behaviour – Teacher Managed

### 1. Praise Another Student

- explicitly praise a student who is demonstrating the expected behaviour

### 2. Non-Verbal Redirect

- Proximity to student
- Subtle gestures
- Body language

ALLOW TAKE UP TIME

### 3. Verbal Redirection

- Offer the student assistance with the task
- Make a statement or question about the task.

ALLOW TAKE UP TIME

### 4. Warnings > Timeout > Removal

- Visual warnings on the chart
  - Ready (all students start here)
  - 1<sup>st</sup>
  - 2<sup>nd</sup>
- Time out in class
  - Record on sentral
- Time out in buddy
  - Buddy teacher to determine if the student is ready to return
- Executive to remove
  - Call office using internal phone to notify that a student is being sent or to request support
  - Executive to negotiate with teacher the student's reentry to the class

### 5. Persistent Re-offending

Major Behaviour – Referred to supervisor

## Major Behaviour – Executive Managed

Executive to remove

- Call office using internal phone to notify that a student is being sent or to request support
- Executive to negotiate with teacher the student's reentry to the class

Red Level 2

- As per page 6 – Negative Behaviour Level System

### Follow Up Action for Supervisors

Conference with student

Place on Level

Letter to parent/career – Sent home via mail

Phone call at discretion of supervisor

Refer to LST at discretion of supervisor

Student may not return to class that session or day

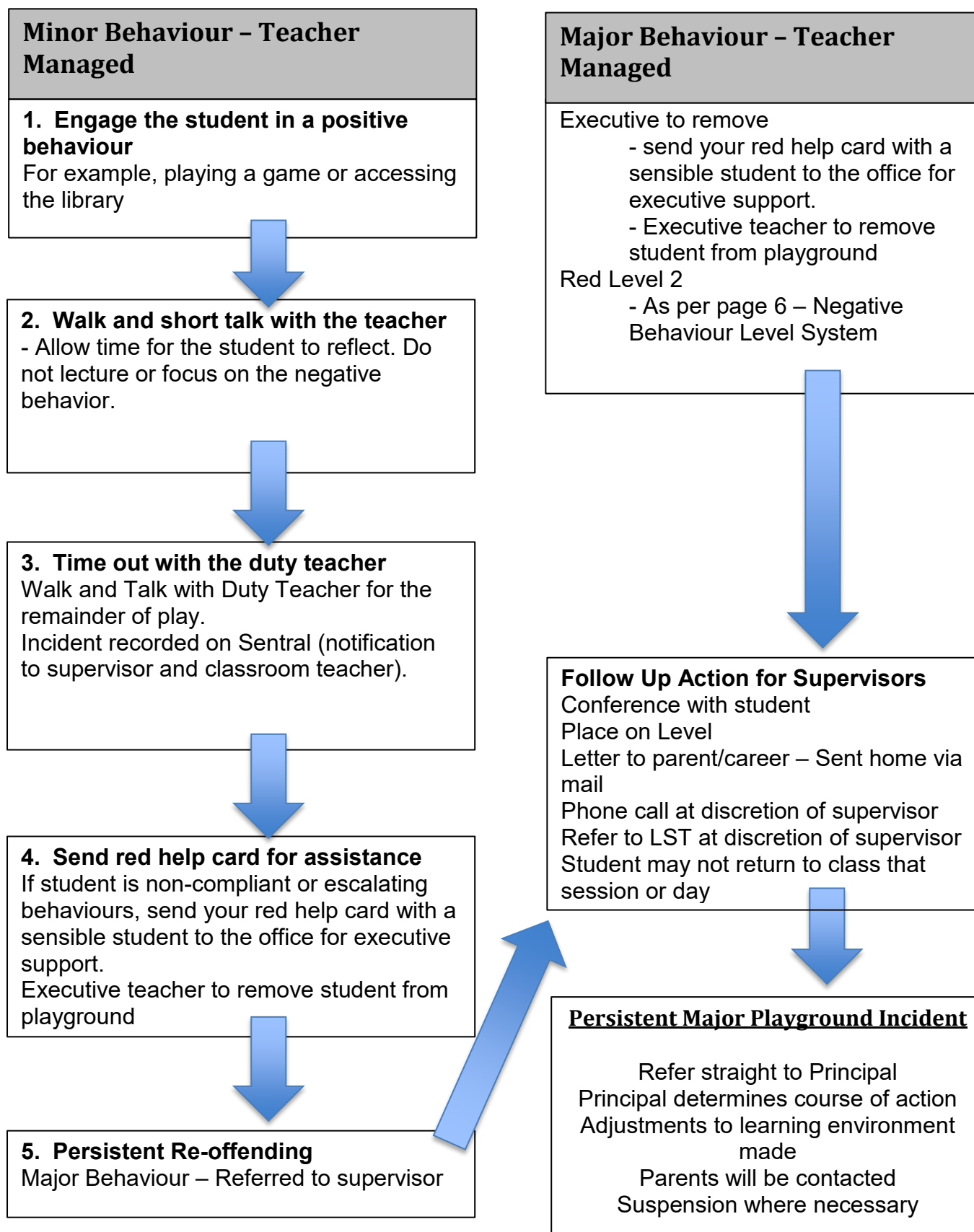
### Persistent Major Classroom Behaviour

Refer straight to Principal  
Principal determines course of action  
Adjustments to learning environment  
Parents will be kept informed  
Suspension where necessary  
Referral to LST



# Playground Management Flow Chart

It is expected that all students will comply with the school values and classroom expectations in order to contribute to a positive learning environment



# Bellambi Public School Expected Behaviour Matrix



	Classroom	Playground	Canteen	Assembly	Toilets	Pathways	Travel	Home
Respect	<ul style="list-style-type: none"> <li>• Look &amp; Listen</li> <li>• Be Polite</li> <li>• Care for others</li> <li>• Right Words, Right Time, Right Way</li> </ul>	<ul style="list-style-type: none"> <li>• Be friendly</li> <li>• Share the space</li> <li>• Use sports equipment properly</li> </ul>	<ul style="list-style-type: none"> <li>• Ask nicely</li> <li>• Say please and thank you</li> </ul>	<ul style="list-style-type: none"> <li>• Be good listeners</li> <li>• Face the speaker</li> </ul>	<ul style="list-style-type: none"> <li>• Keep them clean</li> <li>• Allow privacy</li> </ul>	<ul style="list-style-type: none"> <li>• Move quietly</li> <li>• Respect other learners</li> </ul>	<ul style="list-style-type: none"> <li>• Be quiet</li> <li>• Use manners</li> </ul>	<ul style="list-style-type: none"> <li>• Do as you are asked</li> <li>• Care for school books</li> </ul>
Responsibility	<ul style="list-style-type: none"> <li>• Follow instructions</li> <li>• Stay in task</li> <li>• Tell truth</li> <li>• Accept Responsibility</li> <li>• Help solve problems</li> </ul>	<ul style="list-style-type: none"> <li>• Play by the rules</li> <li>• Put rubbish in Bins</li> <li>• Sit to eat at all times</li> </ul>	<ul style="list-style-type: none"> <li>• Line up</li> <li>• Control your money</li> <li>• Buy for yourself only</li> </ul>	<ul style="list-style-type: none"> <li>• Applaud appropriately</li> <li>• Be on time</li> </ul>	<ul style="list-style-type: none"> <li>• Leave promptly</li> </ul>	<ul style="list-style-type: none"> <li>• Wait quietly</li> </ul>	<ul style="list-style-type: none"> <li>• Sit &amp; wait in lines for the bus teacher</li> <li>• Have money/ bus pass</li> <li>• Line up to walk to the bus</li> <li>• Bike in bike rack</li> </ul>	<ul style="list-style-type: none"> <li>• Look after your things</li> <li>• Complete your chores</li> </ul>
Safety	<ul style="list-style-type: none"> <li>• Keep hands and feet to self</li> <li>• Right place right time</li> <li>• Wear school uniform</li> <li>• Stay in class</li> <li>• Sit on chairs</li> </ul>	<ul style="list-style-type: none"> <li>• Safe play</li> <li>• Wear your hat</li> <li>• Move on the music/bell</li> <li>• Stay in bounds</li> </ul>	<ul style="list-style-type: none"> <li>• Wait your turn</li> </ul>	<ul style="list-style-type: none"> <li>• Enter and leave with care</li> </ul>	<ul style="list-style-type: none"> <li>• Use, wash hands, leave</li> <li>• Be hygienic</li> </ul>	<ul style="list-style-type: none"> <li>• Walk</li> <li>• Keep to the left</li> </ul>	<ul style="list-style-type: none"> <li>• Sit in your seat</li> <li>• Obey road rules</li> <li>• Walk</li> <li>• Wear a helmet</li> <li>• Walk your bike in school ground</li> </ul>	<ul style="list-style-type: none"> <li>• Keep your room tidy</li> <li>• Always let an adult know where you are</li> </ul>
Personal Best	<ul style="list-style-type: none"> <li>• Take pride</li> <li>• Participate</li> <li>• Persistence</li> <li>• Resilience</li> <li>• Cooperate</li> <li>• Tolerate</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy yourself</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy choices</li> </ul>	<ul style="list-style-type: none"> <li>• Participate</li> <li>• Show appreciation</li> </ul>	<ul style="list-style-type: none"> <li>• Report problems</li> </ul>	<ul style="list-style-type: none"> <li>• Walk</li> </ul>	<ul style="list-style-type: none"> <li>• Walk/ride straight home</li> </ul>	<ul style="list-style-type: none"> <li>• Complete homework</li> <li>• Read home readers</li> </ul>