



# Positive Behaviour Policy



2018 Revision

**Statement of Purpose:**

Working together in a positive school climate supports learning and wellbeing. The development of positive relationships and consistent high expectations enables all stakeholders to accept responsibility for their learning and wellbeing in a safe and supportive environment. The physical, social and emotional wellbeing of all students, staff and community members is supported in the school environment.

### **Positive Behaviour for Learning (PBL)**

Bellbird Public School is a PBL School. This philosophy helps develop our core school expectations of being Respectful, Safe Learners. The values and associated expectations have been collaboratively developed by students and staff for all areas within the school environment. These expectations are positively phrased, are taught explicitly in our classrooms and are promoted in all settings of our school, for all members of our school community.

### **School Values**

The three school values are:

Respectful	Safe	Learners
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These general school values are to be followed at all times, by all members of the school community, including students, staff and parents. More specific behaviours are taught to students in relation to specific times and areas around the school ( e.g. toilets, canteen) and are displayed in these areas.

Our school values and expectations link closely to the Core Rules for students in New South Wales government schools.



# 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.

***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: Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education and Communities.

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.

### Respect

- 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

### Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behavior and encourage others to avoid dangerous behaviour

### Engagement

- 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 and Communities will back the authority and judgment of principals and school staff at the local level.

## Links to Related DoE policies

### Implementation documents

- [Behaviour Code for Students \(PDF 65.29 KB\)](#)
- [Guidelines for the use of Time-out Strategies Including Dedicated Time-out Rooms \(PDF 194.94 KB\)](#)
- [Student Discipline in Government Schools - Support materials \(PDF 439.04 KB\)](#)
- [Suspension and Expulsion of School Students Procedures \(PDF 1495.67 KB\)](#)
- [Suspension and Expulsion of School Students Procedures - Information for Parents \(PDF 438.82 KB\)](#)
- [Wellbeing Framework for Schools](#)

### Related documents

- [Anti-Racism Policy](#)
- [Bullying: Preventing and Responding to Student Bullying in Schools Policy](#)
- [Drugs in Schools Policy](#)
- [School Attendance Policy](#)
- [Student Welfare Policy](#)
- [The School Uniform Policy](#)
- [Disability Inclusion Action Plan 2018-2020](#)

### Links to other school policies

- Attendance Policy
- [Policy-Mobile Phone/Electronics](#) (doc, 257 KB)
- [Enrolment Policy 2017](#) (pdf 308 KB)
- [Homework Policy](#) (doc, 235 KB)
- [Excursion Policy](#) (docx, 202 KB)
- [Leadership Policy](#) (doc, 312 KB)
- Uniform Policy

# Strategies and Practices to Promote Positive Student Behaviour

Bellbird Public School endeavours to provide a positive learning environment for students, parents and teachers. There is a focus on encouraging positive behaviours through explicit teaching and an extensive reward structures.

## Rationale

Consistent and explicit promotion of positive behaviours contributes to a positive school climate and enhances the wellbeing of students, staff, parents and community members. Acknowledging, promoting and rewarding positive behaviours encourages students to actively participate in positive behaviour choices.

**We continually use a range of strategies to be proactive towards encouraging positive behaviour in the school.**

These practices include:

- Developing positive, trusting and respectful relationships between staff, students and parents
- Providing clear, consistent expectations for behaviour
- Promoting personal success with with students to raise self esteem
- Empowering students with a voice through student leadership.
- Student self assessment used as an effective tool in building reflective thinking and positive behaviour and attitudes in students.
- Social and emotional education which is continually promoted, modelled and expected.
- Quality Teaching to promote student engagement in learning

## **Strategies and Practices to Recognise and Reinforce Student Achievement and Behaviour**

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|--|--|
| • Regular and explicit positive verbal and visual feedback | • Class Merit Awards                               |
| • Classroom and whole school positive rewards systems      | • Principal's Awards                               |
| • Whole School Reward Days                                 | • Presentation Days                                |
|  | • External Awards (e.g Jurds Aussie Spirit Awards) |

## **Bellbird Public School - Positive Rewards System**

## Promoting positive behaviours through explicit point in time feedback

Research has shown that most effective positive feedback is provided at the point in time when the positive behaviour is demonstrated.

The use of a Points System K-6 ensures that all students and staff are promoting and rewarding the expected positive classroom and playground behaviours consistently.

The staff at Bellbird Public School explicitly teach high expectations for student behaviour. The following positive classroom and playground behaviours are expected by all staff, and rewarded when observed in the classroom or playground.

### These include but are not limited to:

<u>Respectful</u>	<u>Safe</u>	<u>Learners</u>
Displaying sportsmanship Respecting our environment Respecting property Respecting others Playing fairly Valuing others Speaking politely Showing kindness Displaying leadership	Following school rules Acting with care Helping others Keeping hands and feet to themselves Being in the right place Playing safely	Listen Attentively Complete quality work Being on task Being organised Participating in all activities Showing resilience Demonstrating Teamwork Working Quietly Try their best

### Student Reward Levels

Points are awarded and recorded for positive behaviour shown in the classroom and playground. Students will accumulate these points throughout the year and will be rewarded by:

50 Points	Students will have their photo placed on the PBL Grapevine
150 Points	Students will receive their Bronze Medal
250 Points	Students will receive their Silver Medal
400 Points	Students will receive their Gold Medal
600 Points	Students will receive a Platinum Trophy

### Reward Days

To promote and reward positive behaviour in the classroom and playground two reward days will be organised each term in weeks 5 and 10. All students will participate in the reward days and will access the reward corresponding PBL level that they have achieved at that point in time. The value of the rewards will increase in correlation to the level of points earned.

### **Communicating with Parents**

All parents will be invited to sign up for Dojo points communication. Parents will have the opportunity to use the Dojo app to view the points that their child has earned and will be able to view the positive behaviours that their child is demonstrating. Teachers will be able to use the Dojo system to add comments and photos to inform parents about their child's successes. Parents will be advised about upcoming Reward Days and which reward level their child will be accessing on the day.

### **Diamond Award Leadership Program**

In addition to the Positive Behaviour system, the school runs a Diamond Award Program to encourage and reward student leadership. This program encourages students to go above and beyond fulfilling school expectations, by showing initiative and being self-driven in demonstrating leadership and citizenship behaviours.

To be eligible to receive the Diamond Award students are required to by Week 5, Term 4:

- Achieved at least Gold Level
- Gain at least 30 Positive Points for Homework
- Wear the school uniform consistently ( including black shoes and school hat, jumper)
- Consistently demonstrate citizenship and leadership - Each week the students must complete a checklist indicating how they have demonstrated citizenship and leadership and have the checklist signed off by their teacher.

# Dealing with Inappropriate Behaviours



Bellbird Public School deals accordingly to both discourage and deal with students who do not follow the agreed school behaviours.

Approaches to discourage inappropriate behaviours include:

### **Building Positive Relationships**

The building of positive relationships between staff and students underpins success.

### **High Expectations and clear consequences**

The setting of consistent high expectations by all staff in all settings for all students. These expectations are explicitly taught, displayed visually and referred to when promoting positive behaviour choices. (See behaviour consistency guide)

### **Proactive Intervention to Avoid or Reduce Inappropriate Behaviours**

Close monitoring of student' behaviours in all settings. This vigilance monitors interactions amongst students and potential triggers, allowing staff to intervene proactively. This may include: altering grouping, relocating in classroom or playground redirect attention.

### **Communication with Parents**

Building positive and trusting relationships with parents and caregivers supports constructive conversations. Classroom teachers will contact parents when a student's behaviour is inappropriate. Executive will contact parents or caregivers when a student has attended TAP. The Principal will contact parents or caregivers when a student has

### **Planning and Thinking room ( TAP Room)**

Students will attend Thinking and Planning Time during lunchtime if they reach orange, red or purple levels. This focuses on restorative justice, and provides a time for students to reflect, discuss and plan to ensure that the behaviour is not repeated.

**Loss of PBL points.** Students reaching orange, red or purple levels temporarily lose PBL points. They have an opportunity to earn back any lost points by demonstrating improved behaviour for a short period of time through the Check In Check Out (CICO) card system.

### **Suspension/Expulsion**

In the rare occurrence when other school strategies have not been successful, or in the instance of serious negative behaviours, the principal has the option to implement a student suspension in line with Departmental Policy. Suspensions allow the students to reset behaviours, and allow the school time to plan measures to support the student on their return.. On return to school, students will be monitored through the Check In Check Out (CICO) system under Safe Respectful Learners.



# Bellbird Public School – All Settings Behaviour Consistency Guide



Low Level – Blue (Teacher managed)	Mid Level – Orange (Executive managed)	High Level – Red (Executive managed)	Extreme – Purple (Principal Managed)
<ul style="list-style-type: none"> <li>Non-Compliance – Not following instructions.</li> <li>Inappropriate language</li> <li>Rude gestures</li> <li>Not playing fairly or by the rules</li> <li>Out of bounds</li> <li>Littering</li> <li>Disrupting learning of others (E.g. calling out, interrupting, chatting)</li> <li>Off Task</li> <li>Throwing Objects</li> <li>Eating in incorrect area</li> </ul> <p><b>CONSEQUENCES</b></p> <ul style="list-style-type: none"> <li>Verbal Warning</li> </ul> <p><b>Classroom</b></p> <ul style="list-style-type: none"> <li>Move name on behaviour chart. (in class)</li> <li>Time out in class – 5 mins (3<sup>rd</sup> warning level)</li> </ul> <p><b>Playground</b></p> <ul style="list-style-type: none"> <li>Short time off play</li> <li>Move to different area</li> </ul>	<ul style="list-style-type: none"> <li>Continuation of Blue Level behaviours</li> <li>Non-Compliance – Refusal to follow instructions.</li> <li>Work avoidance – whole lesson</li> <li>Disrespect to students (e.g. name calling / disrespectful comments)</li> <li>Rough play (not keeping hands and feet to themselves)</li> <li>Grabbing clothing/ yanking on clothing</li> <li>Reckless misuse of equipment</li> <li>Minor harassment (verbal or physical)</li> <li>Stirring others to get a negative reaction</li> <li>Disrespectful muttering under the breath / back chat</li> <li>Throwing objects in anger</li> <li>Leaving the classroom without permission</li> </ul>	<ul style="list-style-type: none"> <li>Repeated Low / Mid level behaviours</li> <li>Directed swearing (offensive language)</li> <li>Vandalism</li> <li>Physical aggression – (intended to cause harm)</li> <li>Bullying behaviour (e.g Repeated disrespectful comments or name calling)</li> <li>Harassment and intimidation – verbal or physical)</li> <li>Invading privacy in the toilets</li> <li>Inappropriate use of toilet areas</li> <li>Throwing objects with intent to endanger others</li> <li>Disrespect to teacher (e.g. arguing / back-chatting / lying / screaming / tantrum)</li> <li>Purposely activating a student meltdown, (including those with a known disability or trigger)</li> <li>Theft</li> <li>Inappropriate ICT</li> <li>Inciting violence- egging someone on</li> <li>Deliberate intimidation (pretending to punch, kick, strike, trip, spit on, slap or step on someone)</li> </ul>	<ul style="list-style-type: none"> <li>Repeated high level behaviours</li> <li>Refusing to follow instruction during lockdowns and emergencies. (drills included)</li> <li>Threatening harm to staff, community and /or students (verbally or physically)</li> <li>Destruction of property (intentional)</li> <li>Intentionally causing physical harm</li> <li>Bullying – targeted and repeated (<i>more than once</i>, as per DoE policy) incidents at any level, including social media</li> <li>Truancy</li> <li>Making false accusations of significant misconduct against others</li> <li>Inappropriate exposure of body parts</li> <li>Generalised sexual behaviour / gestures towards staff / students</li> <li>Drugs (taking or supplying)</li> <li>Animal Cruelty</li> <li>Weapons</li> <li>Violence</li> </ul>
<p><b>Repeated Low Level – Yellow</b> (Teacher Managed)</p> <p><b>CONSEQUENCES</b></p> <ul style="list-style-type: none"> <li>Move name on behaviour chart.</li> <li>Time out in buddy class (10 mins)</li> <li>Shadow teacher on duty.</li> <li>Phone call by teacher</li> </ul>	<p><b>POSSIBLE CONSEQUENCES</b></p> <ul style="list-style-type: none"> <li>Move name on behaviour chart</li> <li>Record incident on SENTRAL</li> <li>Time out in Executive class (20mins)</li> <li>Thinking and planning room(TAP) 1 day</li> <li>Parent contact by executive (phone or letter)</li> <li>Check-in card (3 Days)</li> </ul> <p><b>Loss of 3 Positive Behaviour Points</b> (Can be earned back via check in card 3 Days)</p>	<p><b>POSSIBLE CONSEQUENCES</b></p> <ul style="list-style-type: none"> <li>Record incident on SENTRAL</li> <li>Time out with Principal</li> <li>Parent contact by Principal or Executive (phone or letter)</li> <li>Thinking and planning room(TAP) 3 days</li> <li>Check-in Card (5 days)</li> </ul> <p><b>Loss of 5 Positive Behaviour Points</b></p>	<p><b>POSSIBLE CONSEQUENCES</b></p> <ul style="list-style-type: none"> <li>Possible exclusion from further excursions and or representation of the school eg carnivals, reward events, camps etc</li> <li>School leaders (eg captains, parliament etc) are required to return badges for designated time, forgoing responsibilities of those roles.</li> <li>Warning of suspension and/or suspension</li> <li>Check-in card (10 Days)</li> <li><b>Loss of 10 Positive Behaviour Points</b> (Can be earned back via check in card)</li> </ul>

**Notes:**

- Incidents occurring whilst representing the school, traveling to and from school or associated with school may be dealt with the following consequences.
- This is intended to be used as a guide for teachers, students and parents. It is no way intended to be an exhaustive or confined list. At all times behaviours need to be addressed in context, with previous history, special needs and individual student management plans taken into account.

# Classroom Strategies to Manage Inappropriate Student Behaviour

Teachers at Bellbird Public School empower students to succeed socially and emotionally. Proactive classroom strategies to manage behaviour may include:

- Redirecting attention
- Rule reminder
- Relocating within the classroom
- Praise for positive choices by other students
- Thinking/calming time

A clear flowchart of consequences is displayed in each classroom to enable students to self-monitor their behaviour. These levels link in with the behaviour consistency guide on the last page.



## BPS SUPERSTARS

★ ... are Respectful, Safe, Learners ★

Students who remain on this level for the week receive 5 PBL bonus points



I have been a Respectful, Safe Learner today.

Warning Level	Consequence
(Verbal warnings and other classroom management strategies have already been implemented)	
Warning 1	No consequence
Warning 2	No consequence
Warning 3	Time out in classroom (5 min)
Yellow Level	Timeout in buddy class (10 min) Loss of playtime (10 min) Phone call from teacher
Orange Level	Timeout with Executive (20 min) Thinking and Planning room (TAP) Phone call or letter from Executive
Red Level	Timeout with Principal Phone call or letter from Principal

# **Playground Strategies to Manage Inappropriate Student Behaviour**

Students are expected to demonstrate safe, respectful behaviours in the playground at all times.

There are a range of strategies that the school uses to ensure that playtime is a fun, safe and social time throughout the day.

Some of these strategies include:

- Clear expectations for each playground area which are explicitly taught to students and displayed for easy reference in each area.
- Constant supervision by staff to ensure help is there when needed to solve any problems before they escalate.
- Giving warnings and reminders for minor behaviours.
- Playground timeouts which can include shadowing a teacher or sitting off play for a given period.
- Withdrawal from the playground if students show repeated or high level behaviours.
- Specific monitoring plans for individual or groups needing extra support.

## **Bullying**

Bullying is not tolerated at BPS. Students have the right to expect that they will spend the school day free from fear of bullying, harassment and intimidation.

Bullying is defined as **intentional, repeated behaviour** by an individual or group of individuals that causes distress, hurt or undue pressure. Bullying involves the abuse of power in relationships. Bullying can involve all forms of harassment, humiliation, domination and intimidation of others. Bullying behaviour can be verbal, physical, social or psychological.

- **Verbal bullying** involves name calling, put downs, threats, ridicule, hurtful nicknames, belittling others' abilities and achievements and making degrading comments about another's culture, religious or social background.
- **Physical bullying** is any form of physical violence such as hitting, tripping, kicking, pushing, shoving or stealing or damaging the belongings of others.
- **Social bullying** includes being left out, ignored, spreading rumours, writing offensive notes or graffiti about others and excluding someone you're your group or game.
- **Psychological bullying** involves incidences such as when a child is stalked, given dirty looks, forcing others to act against their will or singled out for unfair treatment.
- **Cyber bullying** involves the use of technology including social media, phones or emails to harass or make fun of others.

## Identifying Bullying Behaviours

Bullying may be very hard to see. Bullying usually happens out of sight, away from teachers or other adults. The people who are most likely to know what is going on are other children. Children who are being bullied often don't like to tell anyone because they feel weak or ashamed, or are frightened that it will only make things worse. They also feel it is wrong to 'dob in' or tell tales on other children. If they tell anyone, it is most likely they will tell their parents or their friends before they will tell a teacher.

Some signs are:

- being physically injured without explanation
- loss of confidence and self-esteem
- experiencing depression and general unhappiness
- not wanting to go to school or play with friends.

## Procedures for Reporting Bullying

If bullying or harassment occurs, the following actions outlined should be taken.

**For students:**

1. Tell your teacher (preferably your class, or playground teacher) immediately. You may also tell your, School Counsellor, Assistant Principal or Principal.
2. Teachers to follow current welfare system. They will then interview bullies and victims.
3. Where the bullying involves a serious physical assault, you should immediately report the incident to the Assistant Principal or the Principal.

**For staff:**

1. You listen and acknowledge the seriousness of the report, no matter how trivial it may at first appear. Question the child to see if this or other such incidents have happened before.
2. Follow current welfare system and interview bullies and victims.
3. Time out if necessary.
4. Teacher to add entry to Sentral Wellbeing.

**For parents / caregivers:**

- Encourage your children to discuss bullying as much as possible. A thorough reading of this plan with your children is highly recommended.
- Discuss with your child strategies to help them deal with the issue.
- Encourage them to follow the procedures outlined above, if they report bullying.
- Contact your child's teacher if your child's efforts to deal with the bullying do not appear to be working.
- When the school's attempts to deal with reported bullying and victimisation do not appear to be working, your assistance may well be sought. In cases of serious physical bullying parents will automatically be involved.