

Soldiers' Settlement Public School 'strive to achieve'

Learning • Respect • Responsibility



Positive Behaviours for Learning Policy

April 2012

CONTENTS

- Statement of Purpose
- Our School Expectations
- Our School Merit System – Classrooms and Playground
- Classroom Discipline System
- Notes For Teachers “Unacceptable Behaviour Reflection Sheet” Procedure
- Inappropriate/Unacceptable Behaviour Reflection Sheet K-2
- Inappropriate/Unacceptable Behaviour Reflection Sheet 3-6
- School Playground Expectations
- Playground Discipline System
- Blue Behaviour Card
- Bullying Policy



Soldiers' Settlement Public School

Student Wellbeing Policy

Statement of Purpose

Matraville Soldiers' Settlement is a Positive Behaviour for Learning (PBL) School.

What Is It? PBL is based upon international research on best practice in the area of student welfare, behaviour management and the establishment of a positive school culture. It is a whole school approach led by a representative school team.

PBL BIG IDEAS:

- the development of 3-5 school wide values and clear behaviour expectations for all students in all areas within the school
- the collection of data to inform decision making
- the design and implementation of processes and systems using a solutions based approach
- development of teacher behaviour management skills
- positive relationships and recognition for all members of the school community
- explicit teaching and reinforcement of social skills
- 3-5 year implementation timeline for long-term sustainability

How does it support students? In our PBL School the focus is on creating a positive and safe environment in the playground and classroom. It's about noticing and acknowledging students doing the right thing.

All students respond to a consistent and fair discipline system and genuine recognition. **All students** know how they are expected to behave and where they need to be at any time within the school day.

PBL has a three tiered approach to implementation. Once the groundwork is completed (Universal Systems), strategies for managing groups of students requiring additional support are developed (Targeted Systems). The final stage of implementation (Individual Systems) deals with those students with significant and high level needs.

How does it support teachers? PBL is about influencing teacher behaviour as well as that of students. Clear and commonly understood processes and systems allow teachers to be more consistent and confident when dealing with inappropriate student behaviour resulting in more time for quality teaching. All teachers have a shared understanding of student behaviour expectations.

How does it support schools? PBL is about whole school change and a move from a punitive culture and negative student/teacher interactions to a positive and respectful learning environment. PBL enables schools to be preventative and proactive rather than reactive. The establishment of commonly understood school values form the basis for strong links and productive conversations with the community.

For more information search the web for PBL (Australia)

Our School Expectations



Our school expectations are:



Learning: to strive to achieve to the best of our ability.

Learning behaviours include:

- listening
- working quietly
- putting your hand up to speak
- completing work
- staying in your seat
- sitting still on the floor
- not disturbing others
- having a go



Respect: to respect ourselves, others and our school.

Respectful behaviours include:

- using your manners
- looking after school equipment
- looking after others
- being positive towards yourself and others
- listening to your teachers instructions and following them without argument
- using appropriate language



Responsibility and Safety: to be responsible and safe towards ourselves, others, our school and property.

Responsible behaviours include:

- learning all you can
- staying in bounds
- listening to your teachers
- following instructions
- looking after school equipment
- using initiative
- caring for others
- looking after community members

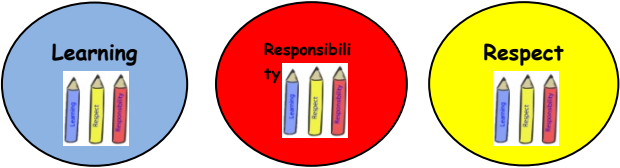


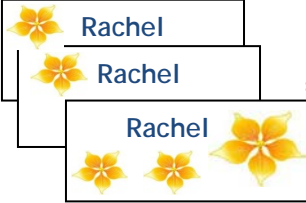


Safe behaviours include:

- keeping hands, feet and objects to yourself
- being in bounds
- walking in the classroom and library
- wearing a school hat
- going to the toilet with a buddy and getting back to class quickly
- telling a teacher or an adult if you are being bullied by another student
- reporting unsafe behaviours to a teacher

From these expectations, a set of rules has been developed for each school setting. These rules define our expectations for behaviour in our school and are taught explicitly throughout the year by all teachers.

Our School Merit System – classrooms and playground

This merit system is undertaken on a term by term basis.

<p>School Rule Merit Sticker When a child demonstrates compliant behaviours relating to a school rule they may receive a stamp. When they have 3 stamps a sticker is achieved. The School Rule Merit sticker is placed on a class chart.</p>	<p>Stickers:</p> 
<p>Certificate Award When a child achieves 3 School Rule Merit stickers for each school rule (3 for Learning, 3 for Respect, 3 for Responsibility/Safety) they receive a Certificate Award for each rule.</p>	 <p>= Learning Certificate</p>
<p>Name Plate Award When a child achieves 3 Certificate Awards (1 for each school rule) they are awarded by having their Name Plate displayed on the Positive Behaviour for Learning Honour Wall the following term (this stays up for the whole term).</p>	 <p>= Name Plate</p>
<p>Presentation Day Award When a child achieves their Name Plate Award across 3 terms, displaying and maintaining exceptional positive behaviours in all 3 school rules, they receive a PBL (Positive Behaviour for Learning) award at Presentation Day in recognition of their excellent achievement.</p>	 <p>= Presentation Award</p>
<p>Academic Award K-6 Friday Assembly (even weeks) Two academic awards are presented from teachers to two students in their class for achievements in any of the six key learning areas.</p>	
<p>Scripture Award (Thursday) Each Thursday, scripture teachers can distribute certificates to reward positive behaviours for learning</p>	

Classroom Discipline System

Level	Reason	Consequences
1	<p>The student:</p> <ul style="list-style-type: none"> breaks school or class rules disrupts class fails to follow directions 	<ul style="list-style-type: none"> Student is given a <u>warning</u> and <u>rule reminder</u>. After <u>three</u> reminders, the student is sent given a <u>blue time out sheet</u> and sent to <u>Time Out</u> area within their own classroom. Teacher to conduct <u>follow-up discussion</u> with the student outside the classroom setting.
2	<p>The student is repeatedly:</p> <ul style="list-style-type: none"> breaking rules disrupting class failing to follow directions being rude to teachers <p>OR</p> <p>After a completed time out period within their own classroom.</p>	<p>The student is sent to a <u>Time Out</u> area within a buddy class for a short time to fill out unacceptable behaviour form. The student is sent with an <u>Unacceptable Behaviour</u> form (<u>yellow</u>), indicating the rule that the student has broken and with work to complete. After completed <u>Time Out</u> in buddy class, teacher signs form and returns to classroom teacher with student.</p> <p>The classroom teacher takes a copy of the <u>Unacceptable Behaviour</u> form which is given to the AP (PBL) as soon as possible and the original is given to the student to take home for their <u>parent</u> to sign and return to school. THE CLASSROOM TEACHER MUST PHONE PARENT TO EXPLAIN WHY FORM IS COMING HOME.</p> <p>If the <u>Unacceptable Behaviour</u> form is not returned within 2 days, parents are phoned by THE CLASSROOM TEACHER.</p> <p>Incident report is entered into Momentum by the classroom teacher.</p>
3	<p>The student fails to improve behaviour</p> <p>OR</p> <p>The student is involved in major incidents of:</p> <ul style="list-style-type: none"> verbal abuse of children or teachers stealing hurting other children bullying fighting 	<p>Students are to be sent to the Principal only when other strategies have been tried and failed. The expectation is that the Principal will contact the parent to arrange an interview.</p> <p>If <u>three</u> or more <u>Unacceptable Behaviour</u> forms are completed in one term, involvement in school functions is dependent on the discretion of the Principal. The right to represent the school or leave the school grounds for a school event will normally be forfeited.</p> <p>Interview with <u>student</u>, <u>parent</u>, <u>classroom teacher</u> and <u>Assistant Principal</u> or <u>Principal</u>.</p> <p>Daily Behaviour contract may be made with Principal and monitored for a period to be determined by Principal. Follow up parent interview.</p>
4	<p>The student's behaviour deteriorates.</p>	<p>Further interview with parent.</p> <p>Student can be <u>excluded</u> from playground and/or school functions.</p> <p>Counsellor support may be suggested.</p>
5	<p>The student receives 3 unacceptable behaviour forms</p> <p>OR</p> <p>Behaviour is intolerable and/or the student is involved in an illegal activity, such as:</p> <ul style="list-style-type: none"> destruction of property violence stealing possession of a weapon or drug cruelty to animals 	<p>A 'Risk of suspension' letter will be sent home to parents from the Principal informing them of their child's on-going behaviour and the consequence there of.</p> <p>Student will be <u>suspended</u> from school by the Principal, with consultation with the relevant teacher and parent. This may also be in the form of an in-school suspension.</p>

Important:

Please note that all reported incidences of inappropriate behaviour including violence and extreme disobedience will be investigated thoroughly before consequences of a behaviour monitoring card or suspension is given.

Soldiers' Settlement Public School
Inappropriate/Unacceptable Behaviour Reflection Sheet 3 – 6



Teacher's Name: _____ Parent Contacted Entered on SW

Student's Name: _____ Class: _____ Date: _____

Unacceptable behaviour Classroom

Student was asked to complete Responsibility Reminder in classroom of _____ for a period of _____ minutes.

Buddy class teacher's signature _____

Student Responsibility Reminder

What I was doing _____

School rule not followed:

Responsibility/Safety

Respect

Learning

Reason for this rule _____

What I will do next time _____

Dear Parent/Guardian

Please sign this letter to acknowledge that you have been made aware of the incident above and return it to the classroom teacher.

Parent/Guardian signature: _____ Date: _____

Soldiers' Settlement Public School
Inappropriate/Unacceptable Behaviour Reflection Sheet K - 2



Teacher's Name: _____ Parent Contacted Entered on SW

Student's Name: _____ Class: _____ Date: _____

Unacceptable behaviour Classroom

Student was asked to complete Responsibility Reminder in classroom of _____ for a period of _____ minutes.

Buddy class teacher's signature _____

Student Responsibility Reminder

What I was doing (draw or write):

School rule not followed (circle):

Responsibility/Safety

Respect

Learning

How do you think this made
(circle):

teacher and

your classmates feel



Happy



Sad



Disappointed

What I will do next time:
(draw or write)

Dear Parent/Guardian

Please sign this letter to acknowledge that you have been made aware of the incident above and return it to the classroom teacher.

Parent/Guardian signature: _____ Date: _____



*Notes for teachers regarding 'Unacceptable Behaviour Reflection Sheet' procedure

Step 1:

- The student is sent to a **Time Out** area within a buddy class to fill out Reflection Sheet.
- The student is sent with an Unacceptable Behaviour form, indicating the rule that the student has broken and with work to complete.
- After completed Time Out in buddy class, **teacher signs form** and returns to classroom teacher with student.

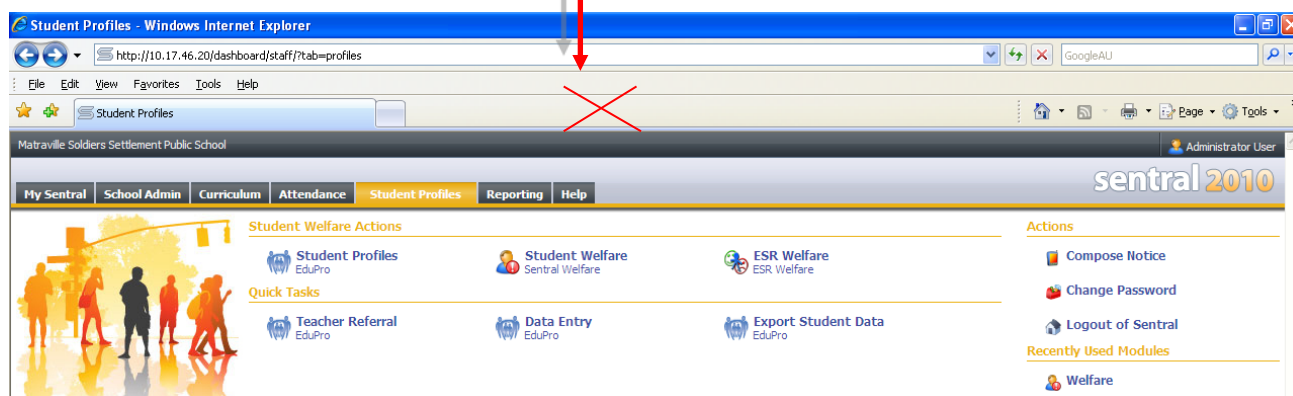
Step 2:

- It is **teachers' (classroom/RFF/library etc) responsibility** to ensure that a copy of the Unacceptable Behaviour form is forwarded to the AP (PBL) as soon as possible and the original is sent home with the student for their parent to sign and returned to school. **THE CLASSROOM TEACHER MUST PHONE THE PARENT TO EXPLAIN WHY THE FORM IS COMING HOME.**

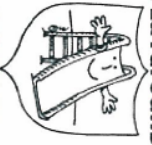
Step 3:

- If the Unacceptable Behaviour form is not returned within 2 days, parents are phoned by **THE CLASSROOM TEACHER** to follow up.

*Incident report is filed in the Momentum Welfare by classroom teacher or teacher involved in incident.



- When yellow behaviour form is returned signed, you give the form to the Principal to be filed.



Matraville Soldiers' Settlement Public School Playground Expectations



In MAIN playground area (during recess) STUDENTS CAN:

- Walk and talk
- Sit on the silver seats under the shade area
- Play handball (this is the **only** ball game allowed at this time: **no** large balls allowed i.e. footballs, soccer balls or netballs)
- Play chess (4 students per chessboard and only with teacher permission)
- Play other games safely and responsibly

In CANTEEN area STUDENTS MUST:

- Walk safely to the canteen when given permission by teacher
- Visit the canteen using lines

Canteen open ALL recess

Canteen open 1st half only at lunch

In CANTEEN area STUDENTS MUST NOT:

- Run to or from canteen lines
- Hang around canteen after purchasing food
- Go to canteen without permission from teacher

In BEFORE SCHOOL playground area STUDENTS MUST:

- Be seated on silver seats under shade area until 8:30am when teacher comes on duty
- From 8:30am students either stay under shade area or in main playground area under teacher supervision

In ALL outside playground areas STUDENTS MUST:

- Wear a school hat
- Follow school rules at all times by playing and behaving safely, respectfully and responsibility

In ALL playground areas STUDENTS MUST NOT:

- Go to nor enter any classroom (unless given permission and a pass from the duty teacher)
- Go out of bounds
- Hang off trees
- Play with sticks
- Swing/hang on hand rails
- Walk on the silver seats or tables
- Go behind classrooms out of the vision of the duty teacher
- Run on the concrete areas
- Hang around/in the toilets
- Retrieve balls from out of bounds without permission and supervision of duty teacher
- Talk to people outside the school fence
- Play in the garden areas
- Be behind/climb on the cricket nets
- Ride their bikes/scooters into or out of school grounds

In ALL playground areas TEACHERS MUST:

- Take own class out to recess/lunch and settle before leaving in not on duty
- Have a duty bag at all times
- Be mobile
- Be active
- Interact with children
- Be on time for duties
- Monitor toilets
- Ensure all students return to class at bell time safely and in a timely manner
- Monitor canteen and other out of bound areas

In MAIN playground area (during lunch) STUDENTS CAN:

- Walk and talk
- Sit on the silver seats under the shade area
- Play handball
- Play with large balls (i.e. football-touch only, netball, soccer)
- Play chess (4 students per chessboard and only with teacher permission)
- Play other games safely and responsibly

2ND HALF LUNCH K-2 GO DOWN TO LOWER PLAYGROUND

- 2ND HALF LUNCH STUDENTS CAN GO TO LIBRARY (Monday - Wednesday) - Students must line up along library wall and wait for librarian before going to library

In LOWER playground area (during lunch) K - 2 STUDENTS CAN:

- Walk and talk
- Play safely and responsibly
- Play with large balls
- K-6 can play on play equipment when their day only: K-2 on small equipment/3-6 on large equipment

Playground Discipline System



Level	Reason	Consequences
1	Being unsafe – in the sun no hat. Being disrespectful – teasing others/excluding others/throwing rubbish. Being irresponsible – not looking after the playground or playground equipment.	Time out in the playground for a short period of time. Playground teacher.
2	Being unsafe – out of bounds/in sun no hat for 2 nd time. Being disrespectful – back chatting/swearing. Being irresponsible – throwing any objects.	Name and reason recorded and time out on the playground. Playground teacher. (PG) AP informed PG teacher makes Momentum entry.
3	Being unsafe – physically hurting another child. Being disrespectful – verbally abusing another child/bullying. Being irresponsible	Send for AP . Time out off the playground for a determined period of time.
4	Name frequently in Playground Book AP places child on Daily Behaviour Monitoring Card (see page).	<u>Behaviour Monitoring Card</u> – 2 weeks Child must report to AP (PBL) at the beginning of each recess and lunch to show card.
5	Violence, extreme disobedience, swearing at a teacher.	To Principal Possible suspension as per DET Policy.

Important:

Please note that all reported incidences of inappropriate behaviour including violence and extreme disobedience will be investigated thoroughly before consequences of a behaviour monitoring card or suspension is given.



Name

Class

Term

Year

Rules to be practised: Respect and Responsibility

Week & Date	Time	Monday	Tuesday	Wednesday	Thursday	Friday
26 July to 29 July	9-11					
	Recess					
	11-1					
	Lunch					
	2-3					

Week & Date	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1 Aug to 5 Aug	9-11					
	Recess					
	11-1					
	Lunch					
	2-3					

What does bullying look like?



MILD	MODERATE	SEVERE
PHYSICAL AGGRESSION		
<ul style="list-style-type: none"> * Pushing * Shoving * Pinching * Flicking * Zapping 	<ul style="list-style-type: none"> * Tearing clothing * Threatening by chasing after * Defacing property * Stealing * Stepping on fingers, feet * Pulling chair out * Sticking legs, feet out to trip 	<ul style="list-style-type: none"> * Defacing property * Stealing * Surrounding /circling others * Forcing you into, onto something * Throwing your stuff around * Taking others' hats, possessions * Pulling Hair * Bending fingers back
SOCIAL ALIENATION		
<ul style="list-style-type: none"> * Gossiping * Embarrassing * Bossing around * Changing mind about rules * Changing mind about playing * Setting unfair rules to play * Forming clubs 	<ul style="list-style-type: none"> * Setting up to look foolish * Spreading rumours about * Excluding from space/area * Writing notes about * Setting up to take blame * Excluding from group * Social rejection 	<ul style="list-style-type: none"> * Maliciously excluding * Manipulating social order to achieve rejection * Malicious rumour mongering * Publicly humiliating eg revealing personal information * Discriminatory slurs eg racist, sexist * Threatening with total isolation by peer group
VERBAL AGGRESSION		
<ul style="list-style-type: none"> * Mocking * Name calling * Dirty looks * Taunting * Put downs * Repeating what someone has said about them * Boasting * Telling wrong rules 	<ul style="list-style-type: none"> * Teasing about clothing, possessions * Teasing about appearance, family * Swearing at others 	<ul style="list-style-type: none"> * Intimidating phone calls, text messages, emails, notes * Verbal threats of aggression against property or possessions
INTIMIDATION		
<ul style="list-style-type: none"> * Graffiti * Following around * Copying actions * Pointing * Running away from 	<ul style="list-style-type: none"> * Threatening to tell teachers, make bully reports * Playing mean tricks eg hiding possessions * Saying someone likes you eg opposite/same sex/unpopular person * Offensive gestures 	<ul style="list-style-type: none"> * Extortion * Threats of coercion against family, friends, school staff

At Matraville Soldiers' Settlement Public School it is our aim to provide an anti-bullying plan supported by restorative practices that aim to:

- Ensure that all members of the school community are treated with respect
- Foster better relationships
- Encourage staff and students to take positive steps to avoid hurting others
- Reduce/eradicate bullying at Matraville Soldiers' Settlement Public School
- Promote healthy relationships

A restorative approach to conflict or wrongdoing consists in asking **4 KEY QUESTIONS:**

1 What has happened?

2 Who has been affected?

3 How can we involve everyone who has been affected in finding a way forward?

4 How can everyone do things differently in the future?

Consequences of Bullying at Matraville Soldiers' Settlement Public School

At Soldiers' Settlement we follow the principles of restorative justice in the first instance. We focus on repairing the harm done to people and relationships. The restorative approach allows the student to make amends and shed the offender label.

However, if the student does not take responsibility for the harm caused nor attempts to change their behaviour, other measures may be implemented such as:

- **conferences** with Assistant Principal when bullying is known to be occurring.
- **parents** are notified by telephone.
- **interview** with parents and assistant principal or principal if bullying continues.
- **loss** of privileges.
- **short** suspension from school.
- **should** bullying continue, referral to school or community based counselling.
- **long** suspension from school.
- **expulsion** from school.

'Physical bullying involving violence may lead to immediate suspension' in line with the Department of Education and Communities guidelines



Matraville Soldiers' Settlement Public School Anti-Bullying Policy



This anti-bullying plan is implemented in conjunction with the Positive Behaviour for Learning Policy where we aim to educate and instill:

- Learning
- Respectful
- Responsible behaviours within all students

WHAT IS BULLYING?

Bullying is a sustained intentional behaviour by an individual or group of individuals that causes upset, distress, hurt, or an intense sense of fear.

Bullying involves intentional and wilful misuse of power in relationships.

Bullying often seems to involve direct or indirect harassment, humiliation, violent or physical domination and or intimidation of others.

Bullying may be:

physical (hitting, kicking, pinching);

verbal (name-calling, teasing);

psychological (stand over tactics, gestures);

social (exclusion and ignoring others); or

emotional (rumours, putdowns)

- o may be done directly (e.g. face to face) or indirectly (e.g. via mobiles or the internet- cyber bullying);
- o may be motivated by jealousy, distrust, fear, misunderstanding or lack of knowledge;
- o has an element of threat; and
- o can continue over time.
- o refer to the attached bullying behaviours chart to further your knowledge as to what may constitute bullying.

Let's Complete The Puzzle



Together

School staff have a responsibility to:

- respect and support students;
- model and promote appropriate behaviours;
- respond in a timely manner to incidents of bullying in the classroom and the playground according to the school's anti-bullying plan,
- recording incidents using the restorative justice system;
- through the Bounce Back program we teach social skills and anti-bullying strategies to develop an understanding of bullying and its impact on individuals and the broader community; and
- record any interventions regarding bullying and what a teacher is doing on the student welfare database.

Students have a responsibility to:

- behave appropriately, respecting individual differences and diversity;
- follow this anti-bullying plan; and
- report incidents of bullying according to their school anti-bullying plan.

Parents and caregivers

If your child is being bullied you have a responsibility to:

- listen carefully to your child;
- stay calm;
- get accurate details;
- give your child strategies to cope. Practice these strategies with your child;
- encourage your child to be proud of their and others' differences, particularly those with special needs;
- should the problem persist seek assistance from the class teacher; and
- further support should be sought from the Assistant Principals or the Principal.
- *If your child is bullying others:*
- initially you may be defensive and unbelieving;
- find out all the facts preferably from the school. Speaking to other parents rarely provides the full story and can stir up a lot of unnecessary concern;
- talk to your child but do not blame; and
- emphasise that bullying is not acceptable in your family.

Talking about a problem is NOT dobbing!

