

# Belmore North Public School



## **Student Behaviour and Suspension Policy** *Implementation Procedures*

## Overarching Principles

Good discipline is fundamental to the achievement of Government priorities for the public school system.

Belmore North Public School is committed to providing the best possible learning opportunities for all students. We are committed to providing a safe and supportive school environment in which all students can learn without distraction or interruption.

To this end our behaviour procedures are designed to promote consistently positive learning behaviours. These procedures ensure that positive behaviours are rewarded and negative behaviours are appropriately sanctioned. These discipline procedures sit beside the school's **Positive Behaviour for Learning** system which provides additional detail for staff and students through the implementation of proactive lessons and signage for consistent behaviour expectations. We understand that people make mistakes. We will support students to reflect and learn from these and to help them restore relationships.

As a school we will:

- Explain our expectations to students clearly
- Support students in making the right choices about their behaviour
- Act swiftly to eliminate disruption in lessons
- Enable students, staff and visitors to feel welcomed, respected and treated fairly through the school day.


We expect our students to behave in a way that supports learning and has a positive impact on all members of our community. Our broad behaviour expectations are:

- Be safe
- Be respectful
- Be a learner

The behaviours above sit alongside our **ready to learn** rules below, to encourage safe, respectful, learners and are displayed in every classroom

**We are Safe**

- Keep hands, feet, body and objects to yourself
- Use all equipment safely
- Be in the right place at the right time




**We are Respectful**

- Speak politely and respectfully to everyone
- Listen when others are speaking
- Be kind and considerate to others
- Be on time



**We are Learners**

- Follow teachers' instructions immediately
- Stay on task and complete learning activities to the standard required
- Allow others to learn
- Be equipped



## Aims of these Procedures

- To reflect Belmore North values
- To make clear our rules of conduct
- To provide a framework for rewarding positive and responsible behaviour
- To make explicit the procedures to be followed and sanctions to be applied, if behaviour falls below these standards.

## Commitment to Achievement

The school will communicate expectations and procedures clearly with students and parents. We want to ensure that parents are clear about their responsibilities and we will work with them so that they support the values embodied in these procedures.

### Parents

We recognise that the success of the procedures depends on the full support of parents. Parents have a clear role in supporting the school in the implementation of its discipline procedures and helping to ensure their child is well behaved at school. To this end, the **Commitment to Achievement**, Appendix 8, has been drawn up. It reflects the expectations of the school, parents and the students themselves.

### Students

When students join Belmore North, they receive a copy of the **Commitment to Achievement**. At the start of each academic year, all students are reminded of the behaviours and parents, students (Grades 3-6) and teachers sign the form.

Students are expected to follow the Department of Education Discipline Code and school rules and to comply with staff directions.

Students are expected to show respect for teachers, fellow students, other staff and school visitors and not engage in any form of harassment, victimisation or intimidation. This includes engaging in online workspaces / virtual environments.

### Staff – training, implementation and monitoring

All staff must understand their role in the administering of rewards, support and prevention strategies and sanctions as outlined in these procedures. They must apply them consistently and fairly, understanding that we seek to praise and reward whenever possible, and our main objective is to educate young people to become self-managing, skilful learners and positive members of our community. Students in the Support Unit are provided more leniency consistent with their disabilities. The assistant principal advises teachers in the Support Unit how best to manage student behaviour and makes decisions in collaboration with the principal when more serious incidents occur.

Guidelines for the management of behaviour are covered with all members of staff at induction and are refreshed during the year. Appendix 2 gives clear outlines of example responses on our *Behaviour Levels* system. Trainee teachers receive bespoke mentoring from their supervising teacher on behaviour management. Supervisors, consultants and the learning support team provide support for colleagues who need support in this area.

Additional professional learning on behaviour management is available from the Department of Education and provided at school through coaching for teachers who need additional support.

School rewards, support strategies and sanctions are recorded on the school's *Sentral* database.

The data will be monitored by members of staff to check for patterns and trends. As a result of this monitoring, interventions will be put in place to support staff, individual students and groups as necessary.

As part of the school's review of behaviour and wellbeing, data linked to behaviour incidents and responses to those incidents is evaluated. The evaluation may result in amendments to the school procedures.

## Strategies and Practices to promote positive student behaviour, including specific strategies to maintain a climate of respect

Belmore North Public School implements **Positive Behaviour for Learning** as a system for consistent recognition of positive behaviour and management of negative behaviour.

All classrooms must have the school rules and behaviour management system clearly displayed.

Every classroom must have a dedicated time-out desk (Y1- Y6) or chair (ES1).

### Strategies and practices to recognise and reinforce positive student behaviour and learning

#### Encouraging Positive Behaviour

To encourage positive behaviour proactively, teachers give a minimum of 4 positives to 1 negative or corrective feedback comment. Feedback is specific to the behaviour.

#### **Broad School Expectations**

All students are expected to:


- Be Safe
- Be Respectful
- Be a Learner

#### **Ready to Learn Rules**

The following posters are consistently displayed in all learning environments to ensure students are aware of the expected behaviour in all settings. Students engage in explicit, focused, positive behaviour lessons once a week and are reminded daily of behaviour expectations. The posters display expectations with which every student is expected to comply. Some students may need additional support to manage their behaviour. Depending on the student's needs, he/she may meet the criteria for Tier 2 or Tier 3 interventions. Additional interventions and /or management strategies are developed and implemented by relevant staff and in consultation with the student's parent.

**We are Safe**

- Keep hands, feet, body and objects to yourself
- Use all equipment safely
- Be in the right place at the right time




**We are Respectful**

- Speak politely and respectfully to everyone
- Listen when others are speaking
- Be kind and considerate to others
- Be on time



**We are Learners**

- Follow teachers' instructions immediately
- Stay on task and complete learning activities to the standard required
- Allow others to learn
- Be equipped



## Positive Behaviour for Learning - Paw Print Reward System - Classroom

The school wide positive behaviour for learning reinforcement system (PBL) is based on students collecting PBL mascot stamps throughout the day. The accumulation of stamps results in mid-term, end of term and end of year rewards. Stamps can only be collected for displaying positive behaviour throughout the school day, across all school settings and are valid only for the year in which they are received. Student academic achievement is celebrated through assembly awards which are separate to the PBL system. The table below displays the paw print stamp collection flow chart. The teacher stamps the chart at the end of each session.

The PBL paw print stamp



Paw print collection flow chart

**3 Gold Awards = Medallion**

Presentation Day

**Gold Award = Picnic**

Excellent behaviour = achievable in 8 weeks

**2 Silver awards (120) stamps = 1 Gold Award**

Excellent behaviour = achievable in 8 weeks

**2 White awards (60) Stamps = 1 Silver Award**

Excellent behaviour = achievable in 4 weeks

**30 Stamps = 1 White award**

Excellent behaviour = achievable in 2 weeks

**3 stamps a Day**

*1 per session*

Excellent behaviour = 15 stamps in 1 week

*150 stamps is possible over a 10 week term*

The PBL paw print stamp tracking sheet.

Name:		Term:		Week:		
Monday	Tuesday	Wednesday	Thursday	Friday	Totals	

The school day is organised into 3 sessions: Morning, Middle and Afternoon. For students to receive a paw stamp for the session, they are required to display positive behaviour for that whole session. This includes when being withdrawn from their class to complete a learning program, when a casual teachers is on their class and with any additional release from face to face (RFF) teachers.

Withdrawal teachers will send the students back to class with a class list to let the class teacher know that the student was displaying positive behaviour for that session. The student will need to continue to display positive behaviour for the remainder of the session to earn the stamp.

### Playground

Teachers on duty during recess and lunch give students playground tokens to reinforce positive behaviour. Teachers must write the student's name, year and duty location on the token.

Students who receive a token place it in the PBL letterbox.

Each Friday morning the teacher on microphone duty selects a PBL playground token from the letter box. The student whose name is drawn receives an ice block to eat at lunch time.

### Steps for managing equipment and uniform breaches

Years 3-6 are expected to have their basic classroom equipment with them every day. Basic equipment includes: a lead pencil, pencil sharpener, eraser, ruler, glue-stick, highlighter, whiteboard pen, coloured pencils and for Years 5-6, red and blue pen. Since COVID-19, Years K-2 have been required to have their own equipment including: lead pencil, pencil sharpener, coloured pencils and glue stick. For K-2 students, reminders may be sent home, however, they are not placed on detention for not having their equipment.

**Steps for managing equipment breaches:**

Reminders and Sanction:

The teacher writes an equipment breach slip detailing the equipment breach for the student to take home. For students in Years 3-6: if after 2 reminders, the student receives a 3<sup>rd</sup> equipment reminder slip in a 5 day period, he /she is placed on detention. If a parent has provided an explanation or an expected date for compliance, the detention can be waived for a short period only and with approval from the principal.

**Steps for managing uniform breaches:**

Positive reward:

Every day at 1:00pm the principal or delegate selects a student's name at random. The student's name is broadcast and if the student is in full correct uniform, he/she receives a canteen voucher for \$2.50. The voucher must be signed and dated by designated staff (executive staff, office staff.)

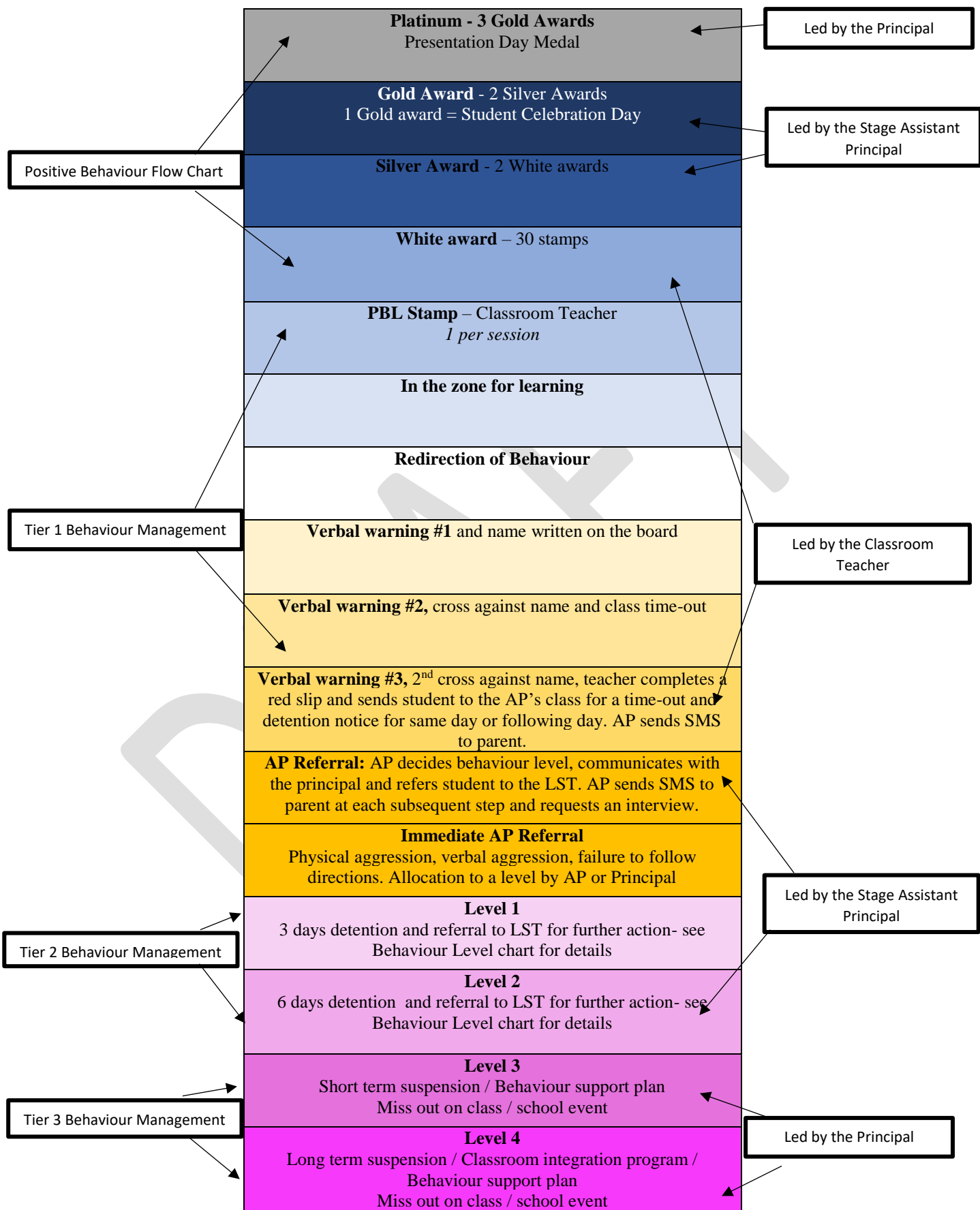
Reminders and Sanction:

The teacher writes a uniform slip detailing the uniform breach for the student to take home. If after 2 reminders, the student receives a 3<sup>rd</sup> uniform reminder slip in a 5 day period, he /she is placed on detention. If a parent has provided an explanation or an expected date for compliance, the detention can be waived for a short period only and with approval from the principal.

Details of correct school uniform are included in Appendix 10.

**Behaviour management:**

**Behaviour Flow Chart**



## **Persistent negative behaviour is managed with the following steps:**

### **Tier 1 / Universal Intervention:**

Any negative behaviour is initially corrected and redirected through the use of a verbal prompt or reminder of the expected behaviour. If the student continues to display negative behaviour after being reminded of the rule the student's name is recorded on the board or a class list. A second reminder results in a mark against the student's name and a short class \*time-out (5-10 minutes). If the student requires 3 verbal behaviour corrections within one day, he/she is sent to the Stage AP's classroom where the student completes a behaviour reflection sheet. At this point, the student incurs detention for the following day.

\*A time-out means the student sits at a designated desk or for Kindergarten students, a designated chair. Students remain inside the classroom.

### **Detention**

The Stage assistant principal notifies parents / carers by SMS via *Sentral* if the student completed a 'time out' in his/her classroom and alerts them that the student will receive a detention the following day. The detention is for half of the lunch break. The student is given time to reflect on his/her behaviour and discusses possible corrective practices moving forward. While on detention, students may also be required to complete a reflection sheet and receive counselling from the relevant executive staff member. If the student receives 3 detentions within 10 school days a formal warning of suspension letter is sent home and the student is placed on a behaviour level.

If a student fails to attend a detention without a reasonable excuse, the student will normally receive the next level sanction.

\*\*It is recommended that any member of staff not be in a room with only one student.

### **Tier 2:**

Students who incur 3 time-outs in an assistant principal's classroom within 10 school days, will be escalated through the behaviour level system. A student can be placed on any behaviour level between Level 1 and 4 at any time, depending on the seriousness of their behaviour. Each level involves increased behaviour intervention strategies to ensure the student is positively engaging with school wide behaviour expectations. Each level implies increased restrictions on extracurricular, social and/or whole school events in light of the child's behaviour and the risk or disruption to learning the behaviour may pose. Attendance at whole school events is negotiated with the classroom teacher, assistant principal, learning and support team in light of a risk assessment and supporting behaviour management plan.

### **Tier 3:**

Students who continue to break school rules while on Level 1 or Level 2 will be escalated to Level 3 or Level 4 depending on the seriousness of their behaviour. At Level 3, the student will be suspended for up to 5 days. At Level 4 a student may be suspended up to 20 days. Upon return to school, the student will be restricted from attending some extracurricular, social and/or whole school events. This will be determined by the stage AP in consultation with the principal.

Prior to the student returning to school, parents are required to attend a *return from suspension* meeting. During this meeting, the Stage AP will discuss the strategies, interventions and support for positive behaviour that will be implemented. As part of the return to school meeting a behaviour management plan will be presented to the parent/s and they will be asked to sign the document as a measure of support for the student to improve his/her behaviour. The school counsellor and learning support team may be asked to support with meeting.

During the student's suspension, the school may seek advice or further assistance from Department of Education services.

Detentions and student behaviour levels are recorded on the school wide database, *Sentral*.



### **Tier 3 and Tier 2**

Students who meet the criteria for Tier 2 or Tier 3 behaviour need intensive support for behaviour management. After consultation with parents, a referral is made to the learning and support team. Further consultation may take place with the school counsellor, learning and wellbeing officers and interagency support personnel. Strategies are developed that may include a behaviour management plan including risk management, a behaviour response plan and/or an application for a special class or special school which is known as an *access request*.

### **PSSA (Primary Schools Sporting Association) Sport**

PSSA sport involves students playing sport outside of the school grounds. Representing the school in PSSA sport is a privilege. Behaviour at sporting grounds and at school is expected to be of a high standard. Students are asked to commit to positive behaviour by signing a *Code of Conduct*. Failure to do so is a breach of the *Code of Conduct*. Students who repeatedly fail to comply with the *Code of Conduct* when playing away from school may be prevented from continuing to be a member of the PSSA team. If a student receives a detention during the week leading up to the PSSA game, he/she forfeits the privilege of participating in PSSA for that week. The coaching teacher may call upon reserves or may have to forfeit the game if numbers are not adequate. Students are made aware of this prior to trying out for the team. Any student who forfeits their privilege of playing PSSA that week will remain at school and join the school sport group.

**\*If a student behaves violently, dangerously or aggressively or absconds, the teacher sends a student with the red *Help Needed* card to the office for immediate help. Red *Help Needed* cards are posted on the wall of every classroom. *Help Needed* cards are also in every playground duty kit.**

**Alternatively, the teacher may use the class phone or a mobile phone to call the front office and request support.**

**\*Students involved in violent, dangerous or aggressive behaviour immediately receive a red slip and referral to the principal.**

## Links to other Department of Education Policies and School Procedures

The procedures should be read in conjunction with the school's Anti-bullying Plan, Positive Behaviour for Learning (PBL) Handbook, Learning Support Team Procedures and the departmental procedures and guidelines below.

- Behaviour Code for Students
- Guidelines for the use of Time-out Strategies Including Dedicated Time-out Rooms
- Student Discipline in Government Schools - Support materials
- Suspension and Expulsion of School Students Procedures
- Suspension and Expulsion of School Students Procedures - Information for Parents
- Work Health and Safety (WHS) Policy

## Compliance

The school's procedures comply with Department of Education requirements as follows:

- are consistent with legislation and reflect government and departmental policy
- incorporate the principles of procedural fairness
- be developed within a strong student welfare context
- reflect the identified needs of the community
- grow from existing policies and practices
- outline expected standards of behaviour
- define the responsibilities of teachers, students and parents.

## Audience and Applicability

NSW Government Schools including students who attend Belmore North Public School.

## Context

Belmore North and its community work together to provide a quality-learning environment that is:

- inclusive
- safe and secure
- free from bullying, harassment, intimidation and victimisation.

All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation and discrimination. To achieve this, all schools are expected to maintain high standards of discipline.

When parents enrol their children at public schools they enter into a partnership with the school. This partnership is based on a shared commitment to provide opportunities for students to take responsibility for their actions and to have a greater say in the nature and content of their learning. Collaboration between school staff, students and parent(s) or carer(s) is an important feature of discipline in government schools.

The aim of the partnership between school community members and school is to develop socially responsible young people who can make informed decisions. This is achieved through an effective social, cultural and academic curriculum, which caters for the individual needs of students.

In implementing the school discipline procedures, no student is to be discriminated against, harassed or victimised on any grounds as required by legislation.

These procedures are implemented consistent with [Work Health and Safety \(WHS\) Policy](#) obligations for ensuring a safe and healthy working and learning environment for staff, students and visitors at schools.

Belmore North Public School has developed and implemented an Anti-bullying Plan consistent with the [Bullying: Preventing and Responding to Student Bullying in Schools Policy](#)

The school discipline procedures may apply outside of school hours and off school premises where there is a clear and close connection between the school and the conduct of students.

## **Responsibilities and Delegations**

### **Principal**

The principal is accountable through his/her Director, Public Schools for ensuring a safe, secure and harmonious work environment for students and staff.

The principal is responsible for the development, implementation and monitoring of the school's discipline policy.

The principal is responsible for ensuring that the school's policy is evaluated and reviewed by the school community at least every three years.

The principal must ensure that students, staff, parents, and carers are provided with an opportunity to contribute to the development of the policy and that staff are provided with training and development opportunities in behaviour management.

The principal must provide a copy of their school discipline policy to his/her Director, Public Schools when the policy is developed or whenever it is reviewed. A copy must also be made available to the families of children enrolled at the school.

Parents and students are to be given a copy of the discipline code or school rules when the policy is developed or whenever it is reviewed.

The principal must ensure that all disciplinary actions involving suspension or expulsion from school are managed consistent with the [Suspension and Expulsion of School Students Procedures](#).

### **Related documents**

- [Anti-Racism Policy](#)
- [Bullying: Preventing and Responding to Student Bullying in Schools Policy](#)
- [Drugs in Schools Policy](#)
- [Sample Evidence of Policy Implementation](#)
- [School Attendance Policy](#)
- [Student Welfare Policy](#)
- [The School Uniform Policy](#)
- [Working With Children Check Policy](#)

### **Monitoring, Evaluation and Reporting Requirements**

The principal in collaboration with the PBL team is responsible for monitoring the implementation, evaluating and reviewing the school's procedures at least every 3 years.

Department of Education Behaviour Code for Students and Behaviour Code for Student Actions- see Appendices 3 and 4.

These wide reaching rules cover a range of specific behaviours that are detailed in the school's *Positive Behaviour for Learning* (PBL) procedures.

## **Appendices:**

- 1) Positive Behaviour For Learning Matrix
- 2) Behaviour Levels
- 3) Behaviour Code for Students
- 4) Student Behaviour Support Plan Proforma
- 5) Risk Assessment Matrix
- 6) Risk Management Proforma
- 7) Golden Rules of Behaviour Management for Teacher
- 8) Commitment to Achievement
- 9) Red Slip – Behaviour Notification Slip
- 10) Uniform requirements

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## Appendix 1- At Belmore North we are safe, respectful learners

	Be Safe	Be Respectful	Be a Learner
School-wide	<ul style="list-style-type: none"> <li>• Keep hands, feet and objects to yourself</li> <li>• Use all equipment safely</li> <li>• Seek teacher's help</li> <li>• Follow teachers' instructions immediately</li> <li>• Be in the right place at the right time</li> </ul>	<ul style="list-style-type: none"> <li>• Speak politely and respectfully to everyone</li> <li>• Listen when others are speaking</li> <li>• Follow all teachers' instructions immediately</li> <li>• Be kind and considerate to others</li> <li>• Be on time</li> <li>• Wait your turn</li> <li>• Listen to the teacher and others</li> <li>• Treat others how you would like to be treated</li> <li>• Share equipment and space</li> <li>• Treat all equipment with care</li> <li>• Say <i>please</i> and <i>thank you</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow teachers' instructions immediately</li> <li>• Stay on task and complete learning activities to the standard required</li> <li>• Allow others to learn</li> <li>• Be equipped by having your equipment at school</li> <li>• Ask for help when needed</li> <li>• Listen to others</li> </ul>
Classrooms	<ul style="list-style-type: none"> <li>• Keep hands, feet, body and objects to yourself</li> <li>• Use all equipment safely</li> <li>• Be in the right place at the right time</li> <li>• Sit correctly on the floor and seats</li> <li>• Walk carefully around the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Speak politely and respectfully to everyone</li> <li>• Listen when others are speaking</li> <li>• Follow all teachers' Instructions immediately</li> <li>• Be kind and considerate to others</li> <li>• Be on time</li> <li>• Keep the room tidy</li> </ul>	<ul style="list-style-type: none"> <li>• Follow teachers' instructions immediately</li> <li>• Stay on task and complete learning activities to the standard required</li> <li>• Allow others to learn</li> <li>• Be equipped by having your equipment at school</li> <li>• Ignore distractions</li> <li>• Stay on task</li> </ul>
Playground	<ul style="list-style-type: none"> <li>• Seek a teacher's help immediately if there is a problem</li> <li>• Play safely</li> <li>• Watch out for others</li> <li>• Wear a hat</li> <li>• Big balls only to be used on synthetic surface and on netball courts</li> <li>• Only eat <i>your</i> own food.</li> <li>• Leave sticks on the ground</li> </ul>	<ul style="list-style-type: none"> <li>• Put all rubbish in the bin</li> </ul>	<ul style="list-style-type: none"> <li>• Play by the rules of the game</li> <li>• Accept the result –win or lose</li> </ul>
Library	<ul style="list-style-type: none"> <li>• Walk in the library</li> <li>• Sit with legs crossed on the floor or sit on seats correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Put books back where they belong</li> <li>• Keep the library tidy</li> </ul>	<ul style="list-style-type: none"> <li>• Stay on task</li> <li>• Bring library bag</li> <li>• Return books on time</li> </ul>

<b>Transitions (around the school)</b>	<ul style="list-style-type: none"> <li>• Stay with the teacher and group</li> <li>• Keep left on the stairs</li> <li>• Walk one step at a time</li> <li>• Keep food and drink closed when moving through the school</li> <li>• Walk in straight lines</li> </ul>	<ul style="list-style-type: none"> <li>• Look to the front when walking</li> <li>• Be careful of others</li> </ul>	<ul style="list-style-type: none"> <li>• Move quietly around the school</li> <li>• Be on time by going straight to your destination</li> </ul>
<b>Toilets</b>	<ul style="list-style-type: none"> <li>• Walk in the toilets</li> <li>• Use toilet and wash hands only</li> <li>• Report any problems to a teacher immediately</li> <li>• Drink from the bubblers</li> <li>• Wash hands</li> </ul>	<ul style="list-style-type: none"> <li>• Keep toilets tidy</li> <li>• Flush the toilet after use</li> <li>• Use toilet and wash hands only</li> <li>• Leave door unlocked unless using</li> <li>• Wait your turn to use toilets and bubblers</li> </ul>	<ul style="list-style-type: none"> <li>• Use the toilets at break times</li> </ul>
<b>Computer Lab/ Connected Classroom</b>	<ul style="list-style-type: none"> <li>• Keep hands and feet away from electrical cables and wires</li> <li>• Be cyber safe</li> <li>• Keep food and drinks outside the room</li> <li>• Keep passwords safe</li> </ul>	<ul style="list-style-type: none"> <li>• Work quietly</li> <li>• Ask permission before printing</li> <li>• Leave the room in a neat and tidy manner</li> <li>• Log off the computer for next class</li> </ul>	<ul style="list-style-type: none"> <li>• Stay on task</li> <li>• Follow instructions when saving work</li> <li>• Offer help when needed</li> </ul>
<b>Sport</b>	<ul style="list-style-type: none"> <li>• Have proper clothing and equipment</li> <li>• Follow the rules of the game</li> <li>• Report any injuries to a teacher</li> <li>• Stay with the group</li> <li>• Slip, Slop, Slap, Shade</li> </ul>	<ul style="list-style-type: none"> <li>• Include other students and be encouraging</li> <li>• Accept the result- win or lose</li> <li>• Be a helpful teammate</li> <li>• Follow the rules of the game</li> </ul>	<ul style="list-style-type: none"> <li>• Practise new skills</li> <li>• Learn about the games and their rules</li> </ul>
<b>Canteen</b>	<ul style="list-style-type: none"> <li>• Wait in line for your turn</li> <li>• Stay in the correct line</li> <li>• Carry food carefully</li> <li>• Look out for other students</li> <li>• Walk in the canteen area</li> </ul>	<ul style="list-style-type: none"> <li>• Line up fairly in the correct line</li> <li>• Put all rubbish in the bin</li> <li>• Order your lunch before school</li> <li>• Use your money only</li> <li>• Use your money for <i>your</i> food only.</li> </ul>	<ul style="list-style-type: none"> <li>• Check your change</li> <li>• Eat food from home first</li> </ul>
<b>Hall</b>	<ul style="list-style-type: none"> <li>• Sit with legs crossed on the floor or sit on seats correctly</li> <li>• Walk carefully around the hall</li> </ul>	<ul style="list-style-type: none"> <li>• Keep the hall tidy</li> </ul>	<ul style="list-style-type: none"> <li>• Ignore distractions</li> </ul>
<b>Excursions (out of school)</b>	<ul style="list-style-type: none"> <li>• Stay with your group</li> <li>• Remain seated in moving vehicles and wear seat belts</li> <li>• Have proper clothing and equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware of other members of the community</li> </ul>	<ul style="list-style-type: none"> <li>• Ignore distractions</li> <li>• Stay on task</li> </ul>

## Appendix 2

### Behaviour Level System

The context, seriousness, frequency, function of behaviour and case management of individual students are all factors that are taken into consideration prior to a student being placed on a level. The table below offers a general overview of how each level relates to student behaviour and the consequences and actions to support students to improve.

Level	Behaviour Example	Consequence and Intervention
1	<ul style="list-style-type: none"> <li>• Accumulation of detentions within a short time</li> <li>• Consistently noncompliant throughout the day</li> <li>• Intentional physical aggression towards another student or staff member</li> <li>• Throwing small objects, including stationery around the classroom</li> <li>• Refusing to complete learning task</li> <li>• Using other students log in details / accessing other students' data or online profiles</li> <li>• Disrespecting school property and the property of others</li> <li>• Intimidation of other students</li> <li>• Swearing at teachers</li> </ul>	<ul style="list-style-type: none"> <li>• 3 consecutive days of detention</li> <li>• Warning to Suspend letter is sent home</li> <li>• Meeting with the parent or caregiver</li> <li>• Possibility of having a behaviour support or behaviour management plan implemented</li> <li>• Possibility of missing out on the next social class activity</li> <li>• Engage in targeted PBL lessons addressing appropriate behaviour</li> </ul>
2	<ul style="list-style-type: none"> <li>• Spitting</li> <li>• Throwing sharp objects</li> <li>• Vandalising school property and the property of others</li> <li>• Absconding from the classroom</li> <li>• Physical aggression</li> <li>• Consistent swearing throughout the day</li> </ul>	<ul style="list-style-type: none"> <li>• 5 consecutive days of detention</li> <li>• Referral to the Learning and Support Team</li> <li>• Miss out on the next class and whole school social event</li> <li>• Behaviour Support Plan implemented</li> <li>• Meet with the parents to discuss the Behaviour Support Plan. Parents sign the Behaviour Support Plan</li> <li>• Referral to School Counsellor</li> </ul>
3	<ul style="list-style-type: none"> <li>• Absconding from the school site</li> <li>• Ongoing / sustained bullying of others. This includes verbal / physical and intimidation.</li> <li>• Sharing private information of others. This includes telephone numbers, usernames, log on details and photos.</li> <li>• Intentional, ongoing exclusion / manipulation of other students</li> </ul>	<ul style="list-style-type: none"> <li>• Up to 5 days suspension</li> <li>• Meeting with parents / caregivers</li> <li>• Return to school intervention discussed prior the students return to school</li> <li>• Behaviour Support Plan embedded</li> <li>• Learning and Support Team referral</li> <li>• Possibility of referral to the AP Learning and Support</li> <li>• Participate in structured play during recess and lunch break</li> </ul>
4	<ul style="list-style-type: none"> <li>• Bringing a weapon to school</li> <li>• Serious compromise to own and others' safety</li> <li>• Absconding from school site</li> </ul>	<ul style="list-style-type: none"> <li>• 6 to 20 days suspension</li> <li>• Miss out on the next whole school and social class events</li> <li>• Behaviour Support Plan embedded.</li> <li>• Risk Management Plan embedded</li> <li>• Part day return to school</li> <li>• Participate in structured play during recess and lunch breaks</li> <li>• School counsellor intervention</li> <li>• Return to school intervention discussed prior the students return to school</li> </ul>

# Behaviour code for students

## NSW public schools

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 everyday (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.

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 behaviour and encourage others to avoid dangerous behaviour

### Engagement

- Attend school everyday (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 will back the authority and judgment of principals and school staff at the local level.



## Student Behaviour Support Plan Proforma

### Health and Safety Directorate

Name of student:		Year:		School:		Date:	
Behaviour Identification What behaviours cause the most concern?	Context What is the purpose of the behaviour? What can trigger the behaviour? When and where is the behaviour likely to occur? Other contributing factors?	Assess Behaviour (refer to Student behavior analysis and prompt sheet)	Elimination or Control Measures Identify strategies for the environment, work practices and the student to: <ul style="list-style-type: none"> <li>Eliminate or minimise triggers</li> <li>Manage the behaviour safely</li> <li>Respond safely if behaviour escalates</li> </ul>	Who	When	Relevant additional information reviewed and attached:	
Risk of injury to self from:						Yes	No
Risk of injury to other students from:						Position:	Date:
Risk of injury to employees from:						Monitor and Review: Monitor the effectiveness of controls and change if necessary. Review the behaviour assessment if an incident or a significant change occurs.	
Plan prepared by: _____							
Communicated to: _____							

## Appendix 5

# Risk Assessment Matrix

The below table explains how serious could the injury be and how likely is it to be that serious.

	<b>Very likely</b>	<b>Likely</b>	<b>Unlikely</b>	<b>Very unlikely</b>
<b>Death or permanent injury</b>	1	1	2	3
<b>Long term illness or injury</b>	1	2	3	4
<b>Medical attention &amp; several days off</b>	2	3	4	5
<b>First aid needed</b>	3	4	5	6

DRAFT

## Risk management plan proforma: Excursion

### Health and Safety Directorate



<b>Name of workplace:</b>		<b>Name of workplace manager:</b>				
<b>Risk assessment focus:</b>						
Hazard Identification type/ Causes	Current Controls	Risk Matrix Score	Elimination or Control Measures	Who	When	
Relevant additional information reviewed and attached:      Yes      No						
Plan prepared by: _____ Position: _____			Date: _____			
Prepared in consultation with:			Communicated to:			
<b>Monitor and Review. Monitor the effectiveness of controls and change if necessary. Review the risk assessment if an incident or a significant change occurs.</b>						

\*Note assessments of risk vary with the particular circumstances (eg. nature of the workplace, student group)

## Appendix 7

Teachers are expected to keep a copy in their teaching and learning program

### The Golden Rules of Behaviour Management for Teachers

#### Rule 1 – Plan

- Plan engaging and differentiated lessons.
- Know your students – look up individual students on Sentral, check for any special educational needs, literacy or EALD needs; talk to teachers.
- Review seating plans regularly – they are your best friend for behavior in the classroom. Sit students where they will work best – you (not the students) are in charge of seating.
- Be consistent in applying Belmore North Public School procedures.
- Remind students daily about expectations.

#### Rule 2 – Praise

- PBL recommends 4 positive comments in ratio to 1 negative comment
- Praise in language specific to the behaviour you want to promote
- Greet positively at the door.
- Praise compliance straight away (within the first 5 minutes) – focus on students doing the right things – “Well done Jamie for using the green pen there”. “Thank you Leah for underlining the title”, “excellent this table, you are ready for exercise”, etc.
- Praise every student every day, and for any student that you find challenging, try to “catch them” doing something good.

#### Rule 3 – Control

- Control your emotions - we are the adults. If you find yourself getting frustrated, take a deep breath, smile and catch someone being good, to keep the atmosphere positive.
- Issue any warning calmly and without any without any emotion. Students will feed off your emotion and if you issue a warning with anger, it can generate anger in the student.
- Accept the facts that the students will make mistakes and we are the adults. We need to model appropriate responses and calm behavior to teach students how to resolve a situation.

#### Rule 4 – Body Language

- Use non-verbal techniques as much as possible to cue desired behaviour.
- Nod your head to encourage a behavior in an individual student.
- Shake your head to stop a student on the tip of carrying out an unhelpful behavior.
- Put your finger on your lips to while looking at an individual student to remind them to be quiet.
- Gently tap on the students’ desk / book to remind them to get on with the work, but avoiding eye contact
- Move close to the individual and stand close by them. No need to talk or even look at their work – just physical presence is often enough to keep them on task.
- Tactical pausing – just stay quiet for 10 to 20 seconds than usual while you establish eye contact around the whole class, to ensure they understand your expectations.
- Don’t draw attention to one-off insignificant behaviour, otherwise you risk disrupting the flow of the lesson (then praise the student when they are doing some good work, so they know you notice).

## **Rule 5 – Instruct**

- Give instructions in the most powerful place – standing straight and strong. In the front centre of the room.
- Never have your back to the classroom when giving one to one support – turn so you only have to look up to have a view of everyone.
- Students often need a few moments to comply with instruction. Counting down, 3, 2, 1 slowly gives them time to register the instruction and respond.
- Students often feel challenged by continuous eye contact and will not (cannot?) back down. So, give time – “Rebecca, I’ll be over to check your learning in 2 minutes”; “Kyle, I’m looking forward to your explanation of what you discussed in your team in a few minutes’ time”.

## **Rule 6 – Engage**

- Focus on the behavior not the person. Describe the negative behaviour “John you are talking while I am talking which is disrupting the lesson. This is your warning”
- Never bring up comparisons to siblings
- Students may want to challenge your decision for a warning. Never engage in the argument – use the “yes, and” or “when, then” technique.
- “Yes, and” – gives students a partial agreement after a warning has been issued and often gets them back on task. “Yes, you did only speak once over me, and now I want you to focus on the work”.
- “When, then – give the student time to calm down. “When you have finished your learning, then we can talk about whether it was Darren or Kayleigh who said that”.

## **Rule 7 – Fairness**

- Teach the 95% of the class, not the 5% - never allow the learning of the many suffer at the hands of a few. Do not waste students’ learning time.
- Be calm but firm and never make it a confrontation. They have chosen this; you are merely reinforcing this.
- Reflect on your lesson, and if necessary, seek support. We all have challenging classes at times, and it is a good idea to think about different approaches to try.
- If you are always struggling with a class, be fair on yourself and look after your wellbeing – tell a colleague, ask for help. We are professionals who are always learning.

## Appendix 8

<b>Commitment to Achievement</b>		
<b>This is a joint promise that we will all work together to support each student to succeed.</b>		
As <b>staff</b> on behalf of Belmore North Public School we will:	As a <b>student</b> at Belmore North Public School I will:	As a <b>parent</b> of a child at Belmore North Public School I will:
<ol style="list-style-type: none"> <li>1. Do our best to keep your child safe at school.</li> <li>2. Implement high quality research-based effective teaching strategies.</li> <li>3. Have high expectations of your child to do well academically at school. We will record progress and reward students for their success.</li> <li>4. Do our best to avoid lessons being disrupted by poor behaviour.</li> <li>5. Treat your child fairly in line with the school behaviour procedures.</li> <li>6. Value your child for who he/she is and help the child to make good progress academically, socially and emotionally.</li> <li>7. Manage reported matters of bullying are dealt with swiftly and work with parents calmly and respectfully to resolve any concerns.</li> <li>8. Provide parents with information about the child's progress or any concerns and provide opportunities to talk to teachers.</li> <li>9. Keep parents informed about school activities through newsletters, the website, short text messages and Facebook.</li> <li>10. Work in partnership with parents and outside agencies, including health, wellbeing and safeguarding agencies to facilitate a school environment where students can thrive.</li> </ol>	<ol style="list-style-type: none"> <li>1. Attend school every day except when I am sick, on time, in full school uniform and with the right equipment.</li> <li>2. Take care of all school equipment, school buildings and the environment. This includes eating/drinking in the right places and keeping the area free of litter.</li> <li>3. Do all my class work and homework, expending the right amount of effort so I know I am working to the best of my ability.</li> <li>4. Ask for help if I am finding things difficult and know who to go to if I have any problems.</li> <li>5. Behave sensibly so we can all be happy and safe. This includes representing the school in sporting events, on school excursions, travelling to and from school each day, and moving sensibly and calmly around the school.</li> <li>6. Always report bullying and follow e-safety guidelines.</li> <li>7. Follow all school rules and treat everyone with respect, speaking calmly and politely at all times.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ensure my child is at school every day, unless he/she is sick, by 8:55am and in full school uniform.</li> <li>2. Ensure my child is suitably equipped.</li> <li>3. Phone the school on the first day to explain the reason why my child is absent and encourage them back to school at the earliest opportunity.</li> <li>4. Understand that holidays during term time should be avoided due to the detrimental effect on my child's progress and make standard medical/dental appointments outside of school time whenever possible.</li> <li>5. Inform the school if my contact details change.</li> <li>6. Attend parent/teacher events.</li> <li>7. Contact the school if I have any concerns about my child.</li> <li>8. Recognise that the school will treat my child fairly, in line with the behaviour procedures including detentions.</li> <li>9. Give my child opportunities to complete homework.</li> </ol> <p>Encourage my child to follow school rules, respect the school and wider community and always do their best.</p>
Name of staff:	Name of student:	Name of parent:
Signature:	Signature: (Not needed for students K-2)	Signature:

**Appendix 9**

**Red Slip - BNPS Behaviour Notification Slip**

Student:	Class/grade:										
Date:	Time of Incident:										
Location of Incident: (please tick) <table style="width:100%; margin-top: 5px;"> <tr> <td><input type="checkbox"/> K-2 P/g</td> <td><input type="checkbox"/> Cola</td> <td><input type="checkbox"/> Netball Court</td> <td><input type="checkbox"/> Synthetic Surface</td> <td><input type="checkbox"/> Special Event (excursion, assembly)</td> </tr> <tr> <td><input type="checkbox"/> Classroom</td> <td><input type="checkbox"/> Toilet</td> <td><input type="checkbox"/> Library</td> <td><input type="checkbox"/> Hallway</td> <td><input type="checkbox"/> Other _____</td> </tr> </table>		<input type="checkbox"/> K-2 P/g	<input type="checkbox"/> Cola	<input type="checkbox"/> Netball Court	<input type="checkbox"/> Synthetic Surface	<input type="checkbox"/> Special Event (excursion, assembly)	<input type="checkbox"/> Classroom	<input type="checkbox"/> Toilet	<input type="checkbox"/> Library	<input type="checkbox"/> Hallway	<input type="checkbox"/> Other _____
<input type="checkbox"/> K-2 P/g	<input type="checkbox"/> Cola	<input type="checkbox"/> Netball Court	<input type="checkbox"/> Synthetic Surface	<input type="checkbox"/> Special Event (excursion, assembly)							
<input type="checkbox"/> Classroom	<input type="checkbox"/> Toilet	<input type="checkbox"/> Library	<input type="checkbox"/> Hallway	<input type="checkbox"/> Other _____							
Classroom <ul style="list-style-type: none"> <li><input type="checkbox"/> Re-direct behaviour</li> <li><input type="checkbox"/> Warning #1 and name on board</li> <li><input type="checkbox"/> Warning #2, cross against name, class time-out</li> <li><input type="checkbox"/> Warning #3, AP class time-out, red-slip and detention</li> </ul>	Playground – group or individual <ul style="list-style-type: none"> <li><input type="checkbox"/> Re-direct behaviour</li> <li><input type="checkbox"/> Warning #1      Send for a drink break</li> <li><input type="checkbox"/> Warning #2      Time out</li> <li><input type="checkbox"/> Warning #3      Behaviour slip, AP notification, detention</li> <li><input type="checkbox"/> Physical aggression /assault      Behaviour slip, send to AP or principal</li> </ul>										
<b>SAFE</b> Unsatisfactory: <ul style="list-style-type: none"> <li><input type="checkbox"/> Physical contact</li> <li><input type="checkbox"/> Out of bounds</li> <li><input type="checkbox"/> Use equipment safely</li> </ul> Major: <ul style="list-style-type: none"> <li><input type="checkbox"/> Physical aggression/ assault</li> <li><input type="checkbox"/> Danger to self or others</li> <li><input type="checkbox"/> Truancy</li> <li><input type="checkbox"/> Other _____</li> </ul>	<b>RESPECTFUL</b> Unsatisfactory: <ul style="list-style-type: none"> <li><input type="checkbox"/> Speak politely and respectfully</li> <li><input type="checkbox"/> Listen when others are speaking</li> <li><input type="checkbox"/> Disruption</li> <li><input type="checkbox"/> Non-compliance</li> <li><input type="checkbox"/> Littering</li> </ul> Major: <ul style="list-style-type: none"> <li><input type="checkbox"/> Racism</li> <li><input type="checkbox"/> Disrespect to teachers</li> <li><input type="checkbox"/> Bullying</li> <li><input type="checkbox"/> Absconding</li> <li><input type="checkbox"/> Defiance</li> <li><input type="checkbox"/> Damage or destruction of property e.g. graffiti</li> <li><input type="checkbox"/> Stealing</li> <li><input type="checkbox"/> Other _____</li> </ul>	<b>LEARNER</b> Unsatisfactory: <ul style="list-style-type: none"> <li><input type="checkbox"/> Property misuse</li> <li><input type="checkbox"/> Failure to commence or complete work</li> <li><input type="checkbox"/> Late to lines</li> <li><input type="checkbox"/> Frequent toilet use during learning time</li> <li><input type="checkbox"/> Not having correct equipment</li> <li><input type="checkbox"/> Persistent uniform breach</li> <li><input type="checkbox"/> Other _____</li> </ul> Major: <ul style="list-style-type: none"> <li><input type="checkbox"/> Disruptive behaviour</li> <li><input type="checkbox"/> Other _____</li> </ul>									
<b>POSSIBLE MOTIVATION:</b> <table style="width:100%; margin-top: 5px;"> <tr> <td><input type="checkbox"/> Attention from peer(s)</td> <td><input type="checkbox"/> Avoid adult(s)</td> </tr> <tr> <td><input type="checkbox"/> Attention from adult(s)</td> <td><input type="checkbox"/> Avoid work</td> </tr> <tr> <td><input type="checkbox"/> Avoid peer(s)</td> <td><input type="checkbox"/> Don't know</td> </tr> <tr> <td><input type="checkbox"/> Obtain item</td> <td><input type="checkbox"/> Other:</td> </tr> </table>	<input type="checkbox"/> Attention from peer(s)	<input type="checkbox"/> Avoid adult(s)	<input type="checkbox"/> Attention from adult(s)	<input type="checkbox"/> Avoid work	<input type="checkbox"/> Avoid peer(s)	<input type="checkbox"/> Don't know	<input type="checkbox"/> Obtain item	<input type="checkbox"/> Other:	<b>OTHERS INVOLVED:</b>		
<input type="checkbox"/> Attention from peer(s)	<input type="checkbox"/> Avoid adult(s)										
<input type="checkbox"/> Attention from adult(s)	<input type="checkbox"/> Avoid work										
<input type="checkbox"/> Avoid peer(s)	<input type="checkbox"/> Don't know										
<input type="checkbox"/> Obtain item	<input type="checkbox"/> Other:										
<b>COMMENTS :</b> ( Please ensure the author's name is legible and explain the incident clearly. Use the back if needed.)          											
Teacher: _____      ➡ Supervisor: _____      ➡ Outcome: _____											

## Appendix 10

# Belmore North Public School Uniform

### All students

- BNPS hat.
- Navy neck scarf – optional for (Winter)
- Black shoes including black laces, white or grey socks except on Fridays for sport when students wear sport shoes.

### Girls Summer

- Terms 1 & 4 – Summer dress
- OR loose navy gabardine pants and long sleeved school polo shirt
- OR skort (culottes) or shorts with short sleeved school polo shirt
- BNPS headscarf - navy blue with school logo

### Girls Winter Terms 2 & 3 –

- Winter tunic with **navy blue stockings**.
- Navy blue pants/track pants (no colour trim).
- Navy jacket – preferably BNPS jacket, no coloured jackets or jumpers
- Skivvies worn under shirts should be **sky blue**.

### Not acceptable

- **Stockings are not to be worn under skorts (culottes). They are only to be worn under dresses.**
- **Track pants or leggings worn under a school dress (Summer or Winter) is not acceptable uniform.**

### Boys Summer

- Navy shorts, blue polo shirt, navy jacket, white or grey socks, black shoes.

### Boys Winter

- Navy track pants or navy shorts, sky-blue polo shirt,
- Navy jacket- preferably BNPS jacket
- Black shoes, white or grey socks
- Skivvies worn under shirts should be **sky blue**.

*All school branded items are available from Saouma's Uniform Shop in Punchbowl or Belfield.*

*Punchbowl: 2/200 The Boulevard T: (02) 9750 3276 Belfield: 3A Burwood Rd, Belfield T: (02) 9642 6130*