Elanora Heights Public School

Pastoral Care Framework (PBEL)
BEHAVIOUR AND DISCIPLINE POLICY

SCHOOL PURPOSE

The Elanora Heights Public School motto “Aim for the Heights” encompasses our values. The school promotes the values of RESPECT, RESPONSIBILITY and Achievement within the school and across the wider community. A strong, responsive student welfare program is in place and clear discipline policies ensure a safe, nurturing learning environment for all. The Welfare and Discipline Policy incorporates the Behavioural Expectations, Student Reward System, Discipline procedures as well as the DET Suspension and Expulsion Procedures. Positive Behaviour Engaging Learners (PBEL) is seen as a fundamental process in the promotion of positive behaviours, teaching of appropriate social skills, and management of problem behaviours.

RATIONALE

Student and Staff ‘Wellbeing’ is the responsibility of all. Elanora Heights Public School encourages a pro-active approach to discipline. Positive reinforcement and explicit teaching of expected behaviours is promoted in a consistent and effective manner. Effective teaching and learning is best achieved in a safe, secure, well managed and positive environment in which staff, students, parents and the wider community work together to improve outcomes for all.

RIGHTS FOR STUDENTS AND TEACHERS

Every student has the right to a learning environment free from bullying and intimidation and to feel safe and happy at school. They have a right to be treated fairly and with dignity. The same rights apply to teachers as the school is their workplace.

CORE RULES

NSW Department of Education and Communities

All students in NSW Government schools are expected to:

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

Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated.
CODE of CONDUCT- NSW Department of Education and Communities

Rights and responsibilities for students and teachers include:

- expected standards of behaviour in the classroom, playground and while travelling to and from school as determined by the school community
- prohibition of illegal drugs, alcohol, tobacco and safety in and around the school and at all school activities
- acceptable standards of behaviour while on excursions and participating in or attending sporting or other activities
- obedience to requests from staff and others in positions of authority
- adherence to the standards of dress
- positive and respectful relationships between all members of the school community

Student Welfare Tracking

- The Welfare computer system is a purpose-built database developed specifically for the recording of details of all individual student contact (incidents) by school staff.
- This system can be used to track individual issues of student discipline and welfare as well as commendations and merit. It provides an excellent reference tool when decisions need to be made regarding individual students. Details of meetings with students and/or parents can be recorded, logs kept, individual correspondence to a student's parents can be generated and tracked and specific issues involving police or media contact can be stored.

Elanora Heights Public School Behavioural Expectations

<table>
<thead>
<tr>
<th>Expectation</th>
<th>All Settings</th>
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| Respect     | Be polite and kind to others  
              | Show care and consideration for people, property and the environment  
              | Wear your uniform with pride  
              | Celebrate differences |
| Responsibility | Be ready to learn  
                      | Keep ourselves and others safe  
                      | Look after equipment and personal belongings  
                      | Take ownership of your actions |
| Achievement  | Do your personal best  
                      | Challenge yourself  
                      | Be resilient and persevere  
                      | Celebrate your success and the success of others  
                      | Welcome new opportunities |
Elanora Heights Public School aims to develop in students an acceptance of responsibility for their own behaviours.

In order to develop this responsibility:

• The school community will place appropriate and consistent limits on students’ chosen behaviours.
• Through PBEL, students will be taught the skills to enable them to actively participate in the development, implementation and review of their school’s behaviour codes, and will be involved in decision-making processes within the school.
• Students will be taught that behaviour is an action made by an individual within a social context.
• The school behaviour code will reflect processes for restorative and reconciliatory actions.
• Students’ responsibility for their own behaviour will be reinforced consistently in a positive manner which enhances their understanding of responsible social behaviour.
• Social Skills will be explicitly taught across the all curriculum areas and be modelled in all aspects of the school environment through PBEL.
• Staff will model and teach values of Respect, Responsibility and Achievement, and reward students appropriately.
• Where necessary, students will have access to services and agencies which can support them in developing strategies to enable them to take responsibility for their own behaviour.

STRATEGIES FOR PROMOTING POSITIVE BEHAVIOUR

CLASSROOM MANAGEMENT STRATEGIES

The strategies outlined in this section are adapted from the ‘Bill Rogers Positive Behaviour Management Program’ and the foundation pieces of ‘Positive Behaviour Engaging Learners’ (PBEL).

The strategies outlined below refer to the preferred typical actions to be used by classroom teachers when addressing minor disruptive behaviours in the classroom and playground.

Early in the year AND/OR at the beginning of each term, all teachers should clarify the ‘behavioural expectations’; RESPECT, RESPONSIBILITY and ACHIEVEMENT

The visual posters of these in each classroom will help to reinforce these expected behaviours, and give students information about what it ‘looks’ like to behave in these ways. When correcting, or pre-correcting problem behaviours, staff should refer to these ‘behavioural expectations’. For example, a student calling out repeatedly in class, and interrupting the lesson may be asked about whether his behaviour shows Respect for teacher or classmates. A visual reminder of what Respect looks like in the classroom will help to modify problem behaviours. Reinforcing good behaviour of students will increase the tone of the classroom.

Behavioural research shows that you will see more of the behaviours you reinforce.

Classroom Teacher

The classroom teacher shares the primary, fundamental responsibility for the development and management of all students in their care.

Effective class teachers:

• Provide appropriate curriculum to meet the needs of each student.
• Utilise effective student management strategies such as:
  - Giving simple instructions
  - Expecting students to comply and follow instructions
  - Regularly noticing and commending students for complying with expectations
- Avoiding the use of ridicule, embarrassment or “put-downs”
- Involving all members of the class by directing questions to the full range of students
- Encouraging on-task learning behaviour by moving about the room and supervising work
- Refocussing and redirecting attention when students become restless or inattentive
- Having a plan for managing behaviour disruptions
- Following up any behaviour disruptions

**Staff Expectations**
- Model consistent, caring and controlled behaviour
- Lead by example in appropriate dress and speech
- Actively supervise while on playground duty or at sport
- Keep their Supervisors informed of identified problems as they develop

**BEHAVIOURAL SYSTEM**

**Positive Behaviour**
Teachers are encouraged to support positive behaviour through the use of Mini Merits for **Respect, Responsibility** and **Achievement**. Mini Merits are handed out to students when they display the core expectations of the school. There is no limit to the number of Mini Merits that a student can receive in a week.

Once a student collects 20 Mini Merits they exchange them for a **Bronze Merit Card** which is presented at **K-2 or 3-6 Assembly** and published in the School Newsletter.

When a student collects 3 Bronze Merit Cards they can exchange for a **Silver Award**, which is presented at the **K-2 or 3-6 Assembly** and published in the School Newsletter.

Once a student collects 3 Silver Awards they can exchange them for a **Gold Merit Award** which is presented to the student at **K-6 assembly** and published in the School Newsletter.

Once a student collects 3 Gold Awards they can exchange them for a Diamond Merit Award and a Medal. The **Diamond Merit Award** which is presented to the student at **K-6 assembly** and published in the School Newsletter. The **Medal** is presented to students on **Presentation Day**. A child can receive multiple medallions in their school life.

**Minor Classroom Disruptions**
Preferred typical actions for minor disruptive behaviours should follow the least intrusive to most intrusive;
- **Congruence of tone and gesture** – use an encouraging, confident tone of voice and body language when correcting students, rather that aggression or pleading.
- **Pause direction** – get attention by using student(s) name(s), pause then give direction
- **Privately understood signals** – are a non-verbal, least intrusive way to get students to stop an undesirable behaviour or to continue a desirable behaviour. Additionally, rewarding students within the classroom who are behaving in the desired way, either verbally or with a tangible reward (eg certificate), will act as a model of expected behaviour for all students.
• **Tactical ignoring** - is the teacher’s conscious decision to ignore certain behaviours and keep the focus on the flow of the lesson or on acknowledging and reinforcing positive behaviour. Most suitable for use with whining, calling out, sulking etc. This strategy should not be used for aggressive behaviour, where safety is in danger, bullying tactics and blatant put-downs, or when other students are encouraging the negative behaviour.

• **Distraction and Diversion** - can be used to distract or divert potential or likely problems from getting worse by giving a job, rearranging seating, moving the student, modifying routines, having work available for early finishers, sharing a joke or story etc.

• **Partial Agreement** - refers to a teacher acknowledging what the student says, briefly or partially agreeing and then insisting that the student do what is requested. This strategy eliminates arguments, slanging matches and power struggles between teacher and student.

• ‘**When – then**’ direction – is a positive way of saying that a student may not progress to the next activity, break time etc until they have met the requirements of the previous task, or until they adopt the required positive behaviour.

• **Question and feedback** – don’t ask a student ‘why’? they are doing something. It is more productive to ask what they are doing and ‘what should they be doing’. This focuses on the desired behaviour and allows you to positively redirect the student.

• **Primary and secondary behaviour** – teachers should keep the focus of discipline on the primary behaviour, therefore avoiding escalating conflict and ‘feeding’ secondary behaviours. Staff should also avoid the use of ridicule, public ‘put downs’ and embarrassing the student.

**Some strategies for repairing, rebuilding and improving behaviour include:**

- Reward positive behaviours when you see them, and do it *often*
- Model preferred behaviour
- Practise the preferred behaviour with students
- Provide visual cues for desired behaviours
- Set achievable goals for students to promote personal best
- Apply consistent and fair consequences for negative behaviour

Use a variety of strategies to maintain ‘on-task’ behaviour

Should the above strategies fail to improve behaviour then the following process will be implemented:

- Teacher starts a warning card (this is to stay with the student as they travel from area to area). The first warning box is ticked. Each warning card remains in force for one day.
- Should the behaviour fail to improve then the second warning box is ticked.
- Should the behaviour fail to improve then the third warning box is ticked. Students then bring the reflection card to the off class executive and complete a reflection sheet.
- The off class executive will counsel the student and record the reflection sheet information on the Welfare computer system.
- Should a student complete two reflection sheets within a two week period then they will be placed on Level One by the Principal or off class executives.

**Major Classroom or Playground Disruptions**

All major behaviour disruptions or violent incidents should be reported to the Principal and off class executives. At Elanora Heights Public School we have five behaviour management levels for students displaying unacceptable behaviour.
Students are placed on levels by the Principal in consultation with the Assistant Principals. Students may be placed on any level, depending on the severity or the disruption. The following is a guide to the level system and how it operates at the school.

<table>
<thead>
<tr>
<th>Level</th>
<th>Behaviour</th>
<th>Consequences</th>
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<tbody>
<tr>
<td>Home Base</td>
<td>All students begin on this level • Students follow core expectations</td>
<td>Students receive Mini Merits and positive rewards</td>
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<tr>
<td>Warning</td>
<td>• Minor negative behaviours in classroom /playground eg -Repeatedly out of bounds -Playing with inappropriate objects such as sticks -Rough play</td>
<td>• 1 or 2 crosses, card is destroyed and student starts the next day on Home Base • 3 crosses in one day leads to a reflection sheet • Students gives reflection card to playground teacher • Playground teacher returns reflection card to students class teacher • Class teacher sends child and reflection card to the principal and/or off class executive • Counselling from Principal or off class executives about behaviour • Record on The Welfare computer system</td>
</tr>
<tr>
<td>Level 1</td>
<td>• Warning level for students with two reflection sheets in a two week period • Minor negative behaviour in classroom • No further incidents in a two week period then student receives a Letter of Congratulations and returned to Home Base</td>
<td>• Letter to parents or carers notifying them of behaviour • Counselling from Principal or off class executives about behaviour • Record on The Welfare computer system</td>
</tr>
<tr>
<td>Level 2</td>
<td>• Further two reflection sheets within a two week period while on Level 1 • Continuation of unacceptable behaviour • Disobedient\uncooperative\interfering with the rights of others • No further incidents within a two</td>
<td>• Letter sent home requesting a meeting with Principal and off class executives to discuss behaviour • Student informed of consequences if</td>
</tr>
</tbody>
</table>
| Level 4 | • Continual disregard for school rules or misbehaviour of a serious nature  
• Possession of illegal drugs or a prohibited weapon  
• Violence or threatens serious physical violence  
• Engages in criminal behaviour | • Mandatory Suspension  
• Re-entry to school negotiated  
• Referral to School Learning Support Team  
• Possible referral to Outside Agencies  
• Notification to appropriate agency |
| Level 3 | • Persistent disobedience  
• Total disregard for school and classroom rules  
• Fighting  
• Further two reflection sheets while on Level 2  
• No further incidents within a two week period then student returns to Home Base or a level determined by Principal and off class executive and receives a Letter of Congratulations | • Suspension warning letter sent home and a meeting with parents or carers.  
• Withdrawn from the playground  
• Student placed on behaviour monitoring program  
• Excluded from all extra curricula activities  
• Referral to School Learning Support Team |
| | week period then student returns to Home Base or a level determined by Principal and off class executive and receives a Letter of Congratulations | behaviour does not improve and discusses with Principal and off class executives plans to modify behaviour  
• Student removed from the playground for a minimum of two days  
• Excluded from participating in any extra curricula activities including PSSA (2 weeks)  
• Referral to School Learning Support Team and School Counsellor |
SUSPENSION AND EXPULSION

"All students and teachers have the right to be treated fairly and with dignity, in an environment free from disruption, intimidation, harassment and discrimination. To achieve this, all schools will maintain high standards of student behaviour. There will be cases of unacceptable behaviour where it will be in the best interests of the school community, and/or the student involved, for the student to be removed from the school for a period of time or completely. Suspension and expulsion are the options available to the Principal in these situations."


For serious and/or repeated breaches of the School Code and/or School Discipline Policy, the Principal may impose a short suspension or a long suspension according to the following guidelines:

SHORT SUSPENSION (up to and including 4 school days) may be imposed for:

PERSISTENT DISOBEEDIENCE
This includes continued breaches of the School Discipline Code such as:
• Repeated refusal to obey staff instructions
• Acts of defiance by students;
• Persistent disruption to the learning of other students;
• Minor criminal behaviour related to the school including graffiti and minor vandalism;
• Use of alcohol or repeated use of tobacco by students.

AGGRESSIVE BEHAVIOUR
This includes but is not limited to:
• Hostile behaviour directed towards students, members of staff or other persons including verbal abuse and abuse transmitted electronically such as by email or SMS text messages.

LONG SUSPENSION (more than four days / up to and including 20 school days) will be imposed for:

1. Physical Violence: Which results in pain or injury, or which seriously interferes with the safety and well being of other students and staff.
2. Use or possession of a prohibited weapon, firearm or knife: When the student uses or possesses a weapon, which is listed in Schedule One of the Weapons Prohibition Act, the student uses or possesses a knife (without reasonable cause); the student uses or possesses a firearm or replica of a firearm of any type.
3. Possession or use of a suspected illegal substance: Not including alcohol or tobacco, but including supplying other students with illegal drugs or restricted substances such as prescription drugs.
The Principal may also impose a long suspension for a period greater than four days and up to and including twenty days for:

4 **Persistent misbehaviour**: Including repeated refusal to follow the School Discipline Code; making serious threats against students or staff; behaviour that deliberately and persistently interferes with the rights of other students to learn or teachers to teach.

5 **Use of an implement as a weapon or threatening to use a weapon**: When any item is used as a weapon (other than in point 3 above), in a way which seriously interferes with the safety and well being of another person. This includes an offensive implement which is anything made, or adapted for use to cause injury to a person.

6 **Serious criminal behaviour related to the school**: Including malicious damage to property (school or community), or against the property or person of a fellow student or staff member on, or outside of the school premises. If the incident occurred outside the school or outside school hours, there must be a clear and close relationship between the incident and the school.

**EXPULSION**

In serious circumstances of misbehaviour, the Principal may expel a student of any age from the school.

Prior to expulsion the student will be placed on a **long suspension**. If a resolution for expulsion is not achieved within twenty school days, a further long suspension may be imposed.

If a resolution for expulsion has not been achieved after two long suspensions and the student’s **behaviour is deemed beyond resolution**, the Principal and director of schools will apply to the Director-General of Schools to have the student expelled from all government schools.

**POINTS TO NOTE ABOUT SUSPENSION:**

- **ALL** students suspended from school will be given a copy of the school’s Student Welfare and Discipline Policy, plus an appeals form and a copy of the official Departmental document, “Procedures for the Suspension and Expulsion of School Students”.

As well:
- Students who are placed on **short** suspension will be given a package of schoolwork to complete at home over the suspension period. This will be given to the student at the time of suspension. The issued work is to be completed and returned to the Principal upon resolution of the suspension.
- Students being placed on **long** suspension will be offered schoolwork to complete at home. Additional work will be provided upon request to the classroom teacher after the initial work has been returned to the school. It is the responsibility of the parent/carer to arrange for work to be collected and returned to the school during the time of the suspension.