



## BEHAVIOUR MANAGEMENT PROCEDURES

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### Introduction

Berowra Public School supports the learning, wellbeing and safety of all students. Collaboration between staff, students and parents/carers is fundamental to maintain positive behaviour and effective discipline.

An effective discipline procedure is one that seeks to lead children towards high self-esteem and self-regulation. Consequently, effective discipline arises from positive relationships and from setting high but achievable expectations for behaviour.

At Berowra Public School our Behaviour Management Procedures aim to create an environment of mutual respect in which all students can grow, learn, and feel that they are safe and valued.

The procedures set out a balanced approach recognising student achievement and dealing with inappropriate behaviour.

Parents have a vital role to play in their children's education. It is very important that they support their child's learning and cooperate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. We will inform parents throughout this process and we would appreciate it, if parents have concerns, that they make these known to the class teacher, stage supervisor or principal.

### Aims

- Students will follow the school expectations and comply with staff directions regarding discipline and appropriate behaviour.
- Parents will support the school in the implementation of the Behaviour Management Procedures.
- Teachers will treat all students fairly and apply this policy in a consistent way.
- Every member of the school community will behave in a considerate way towards others.
- The school expectations, NSW Public Schools Behaviour Code and BPS Behaviour Management Procedures are known and understood by all school community members.
- Every member of the school community feels valued and respected.
- Students will be able to learn in a harmonious environment free of inappropriate behaviour.
- Teaching and learning will promote good relationships based on mutual respect and consideration for others.
- Children will learn in a safe, happy and secure environment and become positive, responsible and independent members of the community.
- Appropriate behaviour will be recognised, rewarded and all students will be encouraged to behave in this way.

## NSW Public Schools Behaviour Code

NSW Department of Education

# 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 every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

### Behaviour Code for Students: Actions

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

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 every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

## PBL Behaviour Matrix

	RFF/Office	Eating Area/ COLA	Playground asphalt/grass/	Canteen	Toilets	Hall	PSSA/bikes/bus/o outside school
Self	<ul style="list-style-type: none"> <li>○ Be in the right place at the right time</li> <li>○ Stay focused and on task</li> </ul>	<ul style="list-style-type: none"> <li>○ Be in the right place at the right time</li> <li>○ Take care of your belongings</li> </ul>	<ul style="list-style-type: none"> <li>○ Be in the right place at the right time</li> <li>○ Take care of your belongings</li> <li>○ Choose appropriate activities</li> </ul>	<ul style="list-style-type: none"> <li>○ Be in the right place at the right time</li> <li>○ Spend your own money</li> </ul>	<ul style="list-style-type: none"> <li>○ Be in the right place at the right time</li> <li>○ Wash your hands</li> </ul>	<ul style="list-style-type: none"> <li>○ Be in the right place at the right time</li> <li>○ Take care of your belongings</li> </ul>	<ul style="list-style-type: none"> <li>○ Be in the right place at the right time</li> <li>○ Take care of your belongings</li> </ul>
Others	<ul style="list-style-type: none"> <li>○ Follow teachers' directions the first time</li> <li>○ Keep hands, feet and objects to yourself</li> <li>○ Speak politely and act kindly</li> </ul>	<ul style="list-style-type: none"> <li>○ Follow teachers' directions the first time</li> <li>○ Keep hands, feet and objects to yourself</li> <li>○ Speak politely and act kindly</li> </ul>	<ul style="list-style-type: none"> <li>○ Follow teachers' directions the first time</li> <li>○ Keep hands, feet and objects to yourself</li> <li>○ Speak politely and act kindly</li> </ul>	<ul style="list-style-type: none"> <li>○ Follow teachers' directions the first time</li> <li>○ Keep hands, feet and objects to yourself</li> <li>○ Speak politely and wait your turn</li> </ul>	<ul style="list-style-type: none"> <li>○ Follow teachers' directions the first time</li> <li>○ Keep hands, feet and objects to yourself</li> <li>○ Speak politely and act kindly</li> </ul>	<ul style="list-style-type: none"> <li>○ Follow teachers' directions the first time</li> <li>○ Keep hands, feet and objects to yourself</li> <li>○ Listen attentively to all speakers</li> </ul>	<ul style="list-style-type: none"> <li>○ Follow teachers' directions the first time</li> <li>○ Keep hands, feet and objects to yourself</li> <li>○ Speak politely and act kindly</li> </ul>
Community	<ul style="list-style-type: none"> <li>○ Give other students time and space to learn</li> <li>○ Use equipment properly/safely</li> </ul>	<ul style="list-style-type: none"> <li>○ Keep the area clean and tidy</li> <li>○ Walk on asphalt</li> </ul>	<ul style="list-style-type: none"> <li>○ Use equipment appropriately and safely</li> <li>○ Keep food away from grassed areas</li> <li>○ Walk on asphalt</li> </ul>	<ul style="list-style-type: none"> <li>○ Keep the area clean and tidy</li> <li>○ Use facilities properly</li> </ul>	<ul style="list-style-type: none"> <li>○ Keep the area clean and tidy</li> <li>○ Use facilities properly</li> </ul>	<ul style="list-style-type: none"> <li>○ Take care of facilities</li> <li>○ Applaud appropriately</li> </ul>	<ul style="list-style-type: none"> <li>○ Walk bicycles in school grounds</li> <li>○ Follow road rules</li> <li>○ Use facilities properly</li> </ul>

## Strategies and Practices to Promote Positive Student Behaviour

- The PBL Behaviour Matrix clearly defines behaviour expectations.
- Expected behaviours are explicitly taught by all staff members.
- Staff and students use common language regarding expected behaviour.
- Correct behaviours are taught and strengthened to replace inappropriate behaviours.
- A community understanding that positive and negative consequences for behaviour will be followed through with consistent, common practices.
- There is formal, informal and frequent use of positive rewards/reinforcers for appropriate student behaviour.
- Teacher student negotiation and discussion.
- A Behaviour Management Procedure which is designed to promote positive behaviour.
- All students are dealt with in a fair and equitable manner.
- Anti-Bullying Procedures are enforced and the Anti-Bullying Plan implemented each year.
- Anti-Bullying signs are displayed around the school.
- Child Protection and Drug Education lessons taught each year.

## Positive Reward System

Berowra Public School is strongly committed to encouraging and rewarding achievement in all aspects of school life. We reward positive behaviour, as we believe that this will develop an ethos of kindness and cooperation. Our positive system of rewards will include:

- certificates of merit presented in school assemblies
- progressive and integrated system of rewards based on the collection of certificates of merit
- special mention/recognition in class, assembly and/or school newsletter
- verbal praise and feedback about students' learning and behaviour
- informal referral to the executive or principal for commendation
- individual classroom rewards systems
- certificates, books, trophies and prizes awarded at the Presentation Day assembly
- positive playground behaviour is recognised and rewarded with 'Gotchas' with the winning house receiving a suitable reward each term (eg. BBQ, iceblock)

## BPS Progressive Reward System

AWARD	ACHIEVEMENT OF AWARDS	ACKNOWLEDGEMENT OF AWARDS
ACADEMIC/ CITIZENSHIP MERIT	Teacher awards Merit Certificates for academic achievement and/or good citizenship.	Each class teacher selects 2 students for awards each week. Merit Certificates are presented at the weekly assembly. Noted in school newsletter.
HONOUR BRONZE LEVEL	Student has earned <b>4</b> Merit Certificates which converts into an Honour Certificate.	Honour Certificate presented at whole school assembly. Noted in school newsletter.
PENNANT SILVER LEVEL	Student has earned <b>3</b> Honour Certificates which converts into a Pennant.	Pennant presented at the whole school assembly. Noted in school newsletter.
MEDAL GOLD LEVEL	Student has earned <b>2</b> Pennants which converts into a Medal. The Student must have a " <b>clean record</b> " of behaviour for one semester to qualify.	Medals are presented at the annual BPS Presentation Day. Noted in school newsletter.

**Please note:**

- Teachers record certificates of merit received for each student on Sentral.
- Behaviour level promotions are recorded by Office Staff on Sentral.

## Strategies and Practices to Manage Inappropriate Student Behaviour

We expect children to display positive learning behaviours and show respect for teachers, fellow students, other staff and school visitors, and not engage in any form of verbal or physical harassment or intimidation. Thus, we employ a number of sanctions to enforce the school expectations and ensure a safe and positive learning environment for all.

Students who require an individualised behaviour plan (IBP) and strategies in place, collaboratively developed by the class teacher, LaST, stage supervisor and parents. IBPs will be communicated to all relevant staff.

## Classroom Management Procedures

All classrooms have their own reward system to recognise student effort, achievement and to encourage appropriate behaviour.

### **When students display inappropriate classroom behaviour, teacher will:**

- Actively supervise, remind student of appropriate behaviour/school expectation, redirect, reteach the school expectation, conference and provide choice
- provide a second reminder and move the student to a designated timeout area within the classroom
- If inappropriate behaviour continues the student will be sent to a buddy behaviour class to reflect. The teacher will have a conference with the student to discuss their reflection sheet at the next appropriate break.
- If the behaviour continues the student will be issued a Major Incident Behaviour card and be referred to the Stage Supervisor.

## Playground Management Procedures

Students are expected to follow simple playground expectations relating to playing appropriately, respecting property and the rights of others and applying sun safety recommendations. Each teacher on playground duty is expected to actively monitor behaviour and ensure expectations and safety procedures are correctly followed.

Teachers will wear a fluoro vest for easy identification and a hat for their personal sun safety. They will carry a playground bag containing Behaviour Incident Cards, as well as band-aids for basic medical care.

### **When students display inappropriate playground behaviour, the duty teacher will:**

- Actively supervise and remind student of appropriate behaviour/school expectation, redirect and reteach the school expectation
- Conference with the student and provide choice
- Issue a Behaviour Incident Card, depending on the behaviour and if the offense continues
- Send for an executive member if the students' inappropriate behaviour is a Major Behaviour Incident.

## Reflection Room

The Reflection Room is operated at lunchtimes and is supervised by an executive/stage supervisor. Students who attend discuss negative incidents with the executive/stage supervisor, reflect on their behaviour and complete a reflection sheet (see page 14). The reflection room focuses on restorative actions rather than punitive punishment.

## Behaviour Levels Procedure –

### All behaviour levels commence at Level 0 each year

- Student expectations and appropriate behaviour guidelines are outlined on the Behaviour Incident Cards.
- Teachers have access to Behaviour Incident Cards in Behaviour Folders or playground bags.
- Staff who record a Minor Behaviour Incident are responsible for the follow up consequence with the student/s involved. The teacher will discuss behaviour expectations with a student causing particular concern using the PBL Behaviour Matrix to encourage improved behaviour, positive problem solving, setting personal behaviour goals and will determine follow up consequences.
- Teachers record the details of minor behaviours on Sentral and place the written Behaviour Incident Card in the classroom teacher's pigeon hole.
- All Major Behaviour Incidents are to be passed on to the Stage Supervisor immediately, who will enter the incident/s in Sentral.
- Students who do not meet the school's behaviour expectations are given an opportunity to reflect on and discuss their behaviour in the Reflection Room.
- The Reflection Room will be implemented on the discretion of Assistant Principals or Stage Supervisors. A student may be required to attend the Reflection Room for: a number of minor incidents, a major incident or being sent out of class to the stage supervisor.
- Executive will mark the Reflection Room attendance register in Sentral.
- If a student attends the Reflection Room, a standardised letter will be sent home to parents.
- After the **3<sup>rd</sup> Reflection Room attendance** a student will be demoted to **White Level 1**. The Assistant Principal/Stage Supervisor will speak with the parents to inform them of the recurring inappropriate behaviour and White Level 1 letter will be sent home.
- On the **4<sup>th</sup> Reflection Room attendance** a student will be demoted to **Yellow Level 2**. The Assistant Principal/Stage Supervisor will speak with the parents to inform them of the recurring inappropriate behaviour and Yellow Level 2 letter will be sent home. The student will be issued a Behaviour Card (see attached) to monitor behaviour.
- On the **5<sup>th</sup> Reflection Room attendance** a student will be demoted to **Orange Level 3**. The Assistant Principal/Stage Supervisor will speak with the parents to inform them of the recurring inappropriate behaviour and Orange Level 3 letter will be sent home. The student will remain on a Behaviour Card (see attached) to monitor behaviour. At this stage the student will be withdrawn from school privileges such as attendance on excursions, incursions, representing the school at PSSA etc.
- On the **6<sup>th</sup> Reflection Room attendance** a student will be demoted to **Red Level 4 – Suspension Warning**. The Assistant Principal/Stage Supervisor or Principal will speak with the parents to inform them of the recurring inappropriate behaviour and Red Level 4 – Suspension Warning letter will be sent home. The student will continue to be withdrawn from school privileges such as attendance on excursions, incursions, representing the school at PSSA etc.
- Further inappropriate behaviour incidents may result in **suspension** based on the DoE Suspension and Expulsion of School Students Procedures – [https://education.nsw.gov.au/policy-library/associated-documents/suspol\\_07.pdf](https://education.nsw.gov.au/policy-library/associated-documents/suspol_07.pdf)  
The Principal will speak with the parents to inform them of the recurring inappropriate behaviour and a Suspension letter will be sent home.

#### Note:

- **Behaviour demotion may be fast-tracked in exceptional circumstances, in consultation with the Stage Supervisor and Principal.**
- **If student behaviour improves for a sustained period after a level demotion, they can be reinstated to a previous level to be determined in consultation with the Stage Supervisor and Principal.**
- **Students returning from suspension are reinstated to Orange Level 3.**



## Inappropriate Behaviour Procedures for Kindergarten

Students who display inappropriate behaviour in the classroom/playground will conference with the teacher and have 'time out' during lunch time on the silver seats outside K Blue room. During Semester 1, if a student has 3 or more incidents in a week, the student's parents will be contacted. Kindergarten students will not be required to attend Reflection Room in Semester 1. During Semester 2 Kindergarten students may be required to attend Reflection Room.

## Bullying

The school does not tolerate bullying of any kind. If any form of bullying or intimidation has taken place, staff will act to prevent any further occurrences of such behaviour. Students are encouraged to inform their class teacher or a staff member of any worries or concerns immediately (refer to Anti-Bullying Procedures).

## Monitoring and Evaluating

The behaviour system will be regularly monitored and updated for expectations, rewards and consequences. Evidence about the behaviour across the school will come from a variety of sources including:

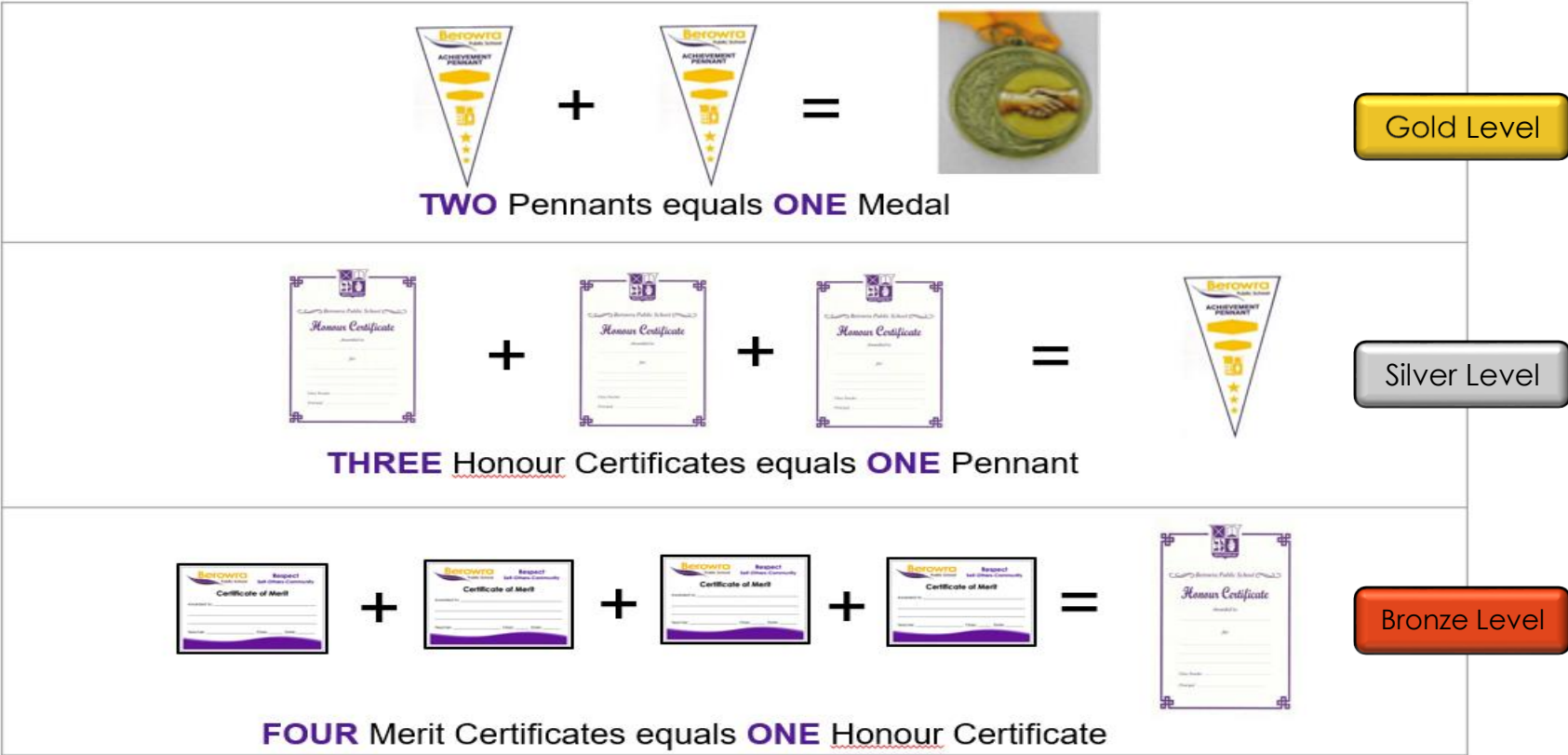
- informal reports from staff/parents/students
- feedback from classroom observations
- questionnaires for parents/staff/students
- collected data regarding number of minor and major behaviour incidents
- collection of data regarding the number of level promotions and/or demotions.

The evidence and feedback from monitoring processes will be used to evaluate the success of these strategies and to make necessary adjustments. It will also be used to identify effective practices and to provide support and professional development for all staff according to needs.

Berowra Public School Awards

Respect  
Self Others Community

Berowra Public School Award Flowchart



## Minor and Major Behaviour Incidents

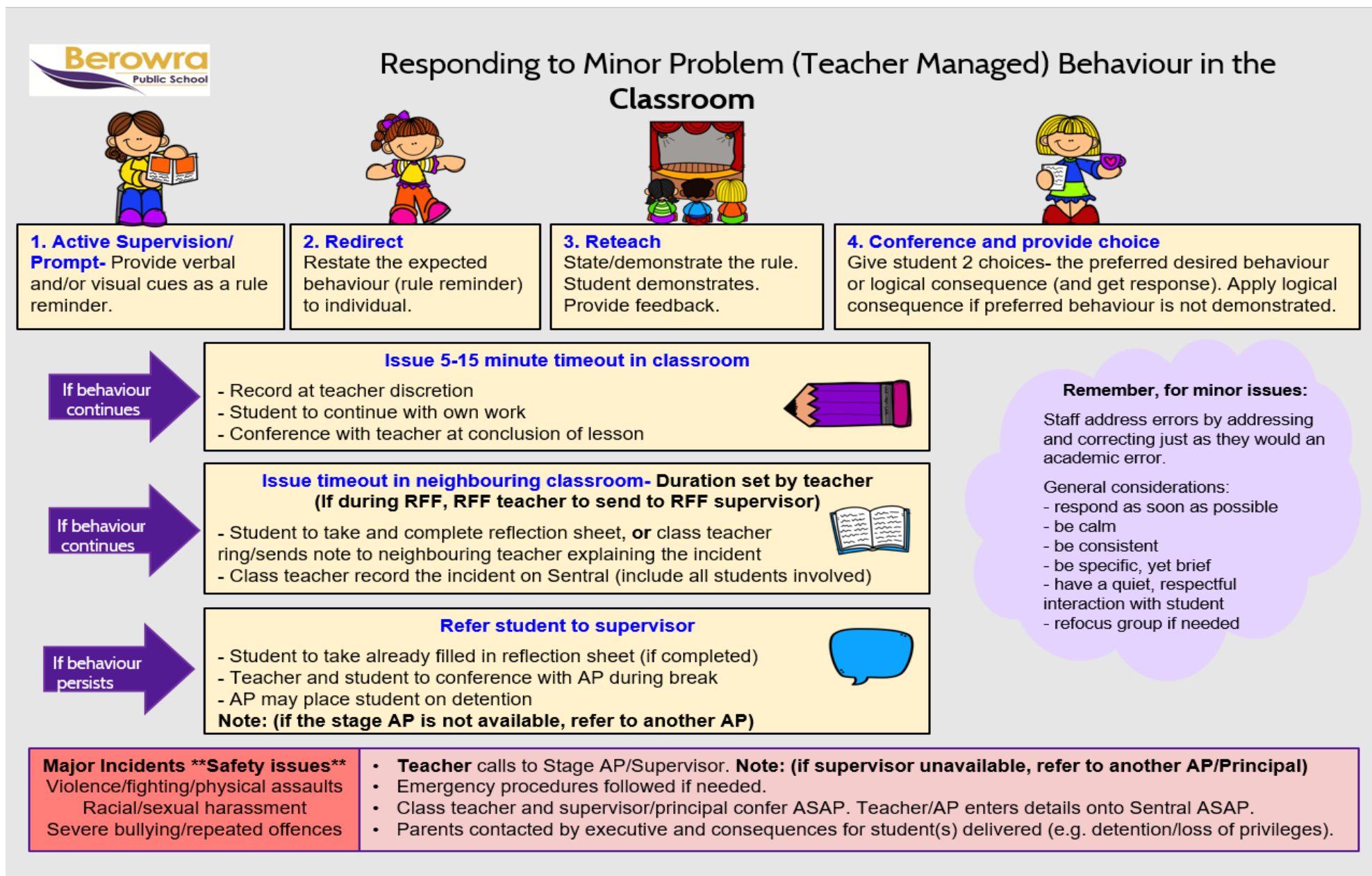
### Minor Behaviour Incidents

- Out of bounds
- Running on hard surfaces
- Playing in the toilets
- Playing after the bell
- Late to class
- Littering
- Disturbing games or harmony
- Swearing among students
- Calling others names
- Harrassing of others
- Climbing trees/fences
- Playing with sticks/stones
- Splashing water
- Without a hat in wrong area
- Standing up while eating
- Rough play
- Disobedience
- Minor classroom misbehaviour

### Major Behaviour Incidents

- Physical and dangerous play (wrestling, tackling, biting, pushing, tripping, hitting, kicking, stomping, inappropriate touching)
- Throwing sticks, rocks or objects
- Inappropriate behaviour towards others eg dacking, sexual innuendo
- Inappropriate behaviour in the toilets
- Bullying (repeated verbal, physical, psychological, social or cyber)
- Demanding possessions/money to join in
- Open/loud swearing
- Engaging in or encouraging an act of violence or inappropriate behaviour
- Leaving school grounds without permission
- Graffiti
- Racism
- Open defiance to a person in authority eg disrespect, rudeness, swearing, lying, shouting
- Spitting
- Stealing
- Interfering with/or malicious deliberate damage to personal or school property

## Classroom Management Procedures Flowchart



## Playground Management Procedures Flowchart



### Responding to Minor Problem (Teacher Managed) Behaviour in the Playground

#### 1. Active Supervision/Prompt

- Right place right time
- Actively scan environment
- Purposefully move around entire area (focus on key areas)
- Set expectations according to playground matrix (e.g. before students move prompt them with what you expect to see/hear)
- Communicate with staff on previous/next duty

See/hear negative behaviour



#### 2. Redirect

Restate the expected behaviour (rule reminder) to individual. e.g. *Remember to walk on the asphalt*



#### 3. Reteach

State/demonstrate the rule. Student demonstrates. e.g. *have students show how to walk on asphalt*. Provide feedback

If behaviour continues or the behaviour includes put-downs/bullying



#### 4. Conference with student and provide choice

- Describe the problem. Reinforce why the expected positive behaviour (e.g. speak kindly) is better. Give the student 2 choices- the preferred desired behaviour or logical consequence (and get response of the student's choice).
- Apply logical consequence (if needed).
- Include a follow-up (e.g. *I will check in 5 mins to see if you are showing respect when you are speaking with others*)
- **Record incident** on playground slip
- **Teacher on playground duty records incident into Sentral.**  
*NB: Casual teachers are to give slips to student's stage supervisor for supervisor to record onto Sentral ASAP.*
- Edge of white slip given to stage supervisor (in person/pigeon hole).

#### Remember, for minor issues:

- respond ASAP
- be calm
- be consistent
- be specific, yet brief
- have a quiet, respectful interaction with student
- refocus group if needed

#### Major Incidents \*\*Safety issues\*\*

Violence/fighting/physical assaults  
Racial/sexual harassment  
Severe bullying/repeated offences

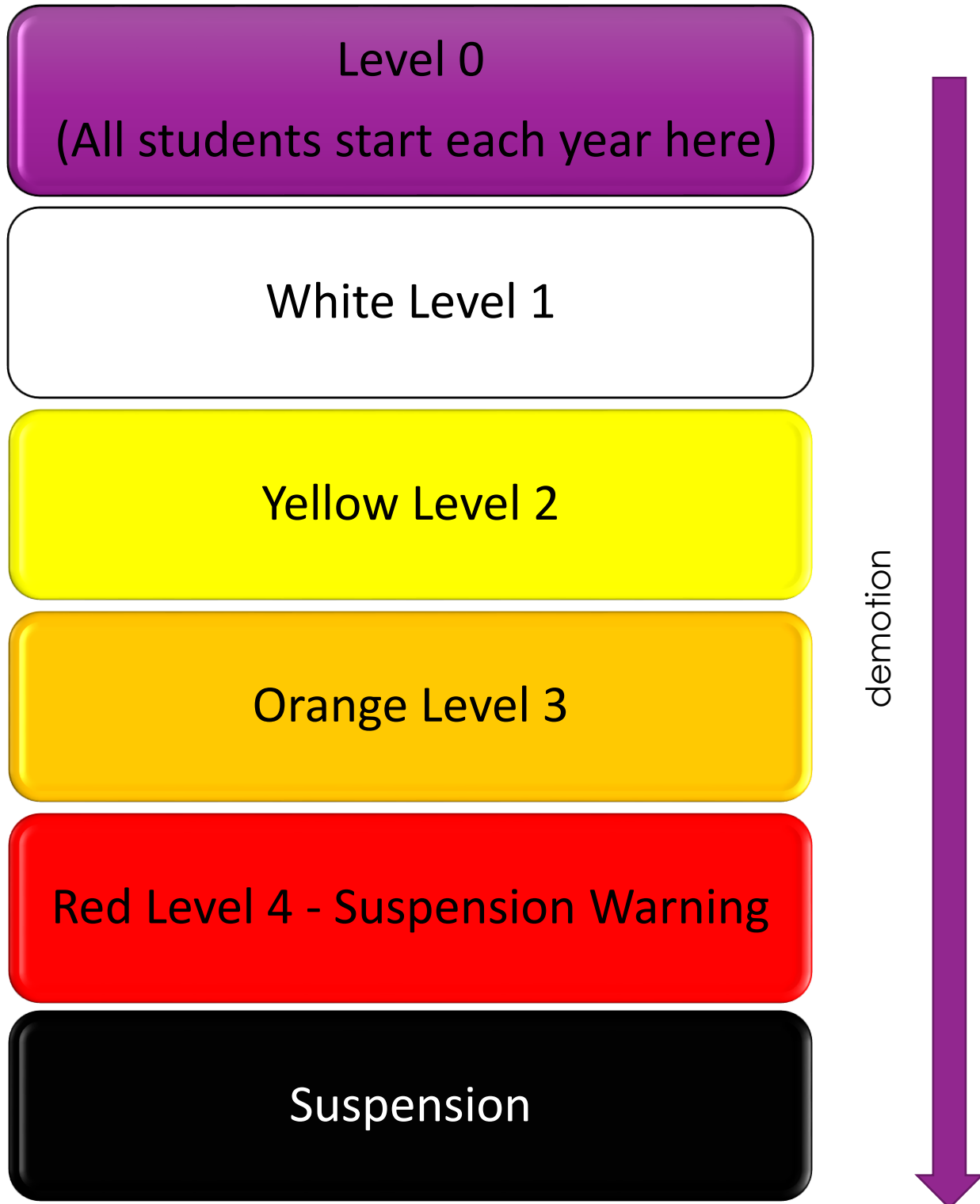
- **Teacher** calls to stage AP/supervisor. **Note: (if supervisor unavailable, refer to another AP/Principal)**

- Emergency procedures followed if needed.

- Class teacher and supervisor/principal confer ASAP. Teacher/AP enters details onto Sentral ASAP.

- Parents contacted by executive and consequences for student(s) delivered (e.g. detention/loss of privileges).

Behaviour Levels



**Please note:**

- Students are not demoted once they have achieved Award Levels (bronze, silver or gold)
- Teacher discretion used when representing certificates if student has been involved in recent negative incident/s.

## Reflection Sheet

**Name:** \_\_\_\_\_ **Class:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**What did I do?**

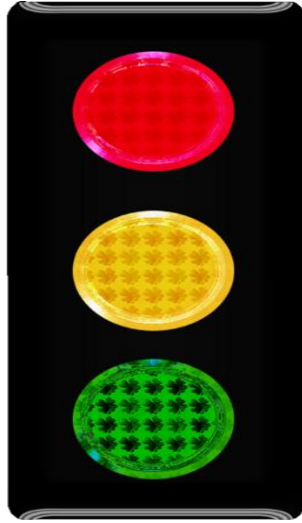
**What school expectation did I not follow?**

**How did my actions impact others?**

**How can I fix the problem?**

**What will I do next time?**

STOP



THINK

DO

What worked this week?



BEHAVIOUR CARD

NAME:

CLASS:

DATE:

My goal this week:

Area of play:



Behaviour Card

Student name: \_\_\_\_\_ Class: \_\_\_\_\_ Term: \_\_\_\_\_ Week: \_\_\_\_\_

SESSIONS	Day 1	Day 2	Day 3	Day 4	Day 5
Supervising staff member to print name	DATE:	DATE:	DATE:	DATE:	DATE:
Before school					
9:20am-10:20am					
10:20am-11:20am					
Recess					
11:45am-12:45pm					
12:45pm-1:30pm					
Lunch 1 <sup>st</sup> half					
Lunch 2 <sup>nd</sup> half					
2:20pm-3:20pm					
Parent signature					

Mark: Satisfactory ✓ Unsatisfactory ✗