NSW GOVERNMENT Education

Sylvania Heights Public School

Student Wellbeing and Discipline Plan

In accordance with Department of Education Policy

At Sylvania Heights Public School every child is known, cared for and valued. Through innovative quality teaching, our students are empowered to be successful learners who are respectful and resilient.

6th March 2018

Sylvania Heights Public School Student Wellbeing and Discipline Policy

Dear Parents and Carers,

In line with the NSW Department of Education's policies and procedures on Student Wellbeing, and in consultation with school community members we have released the revised 2018 Sylvania Heights Public School Student Wellbeing and Discipline School Policy.

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

Sylvania Heights Public school helps students to become responsible, respectful, lifelong learners who can create a positive future for themselves and for the wider community.

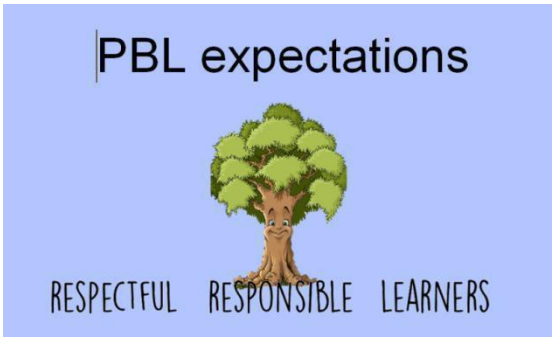
Our school is a place where every student can learn and grow with confidence. Students develop best in school where teaching and learning occur in a context of student wellbeing.

This policy has been extensively revised to assist our school to build on existing good practice and to incorporate contemporary educational perspectives.

Good discipline is fundamental to the achievement of Government priorities for the public school system. The policy contains four components. These are:

- the discipline code or school rules
- strategies and practices to promote positive student behaviour, including specific strategies to maintain a climate of respect
- strategies and practices to recognise and reinforce student achievement
- strategies and practices to manage inappropriate student behaviour

This policy is linked to the Sylvania Heights Public School Anti-Bullying Plan which clearly outlines specific strategies for identifying, reporting and dealing with bullying behaviours for students, parents and staff.



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Sylvania Heights Public School Student Wellbeing and Discipline Policy

Our commitment to our students, parents and members of the community is that our school will be a teaching and learning environment that enables the development of healthy, happy, successful and productive individuals.

Sylvania Heights Public School expects our students to contribute to their own wellbeing, the wellbeing of their peers and the collective wellbeing of the community. In this way the school is in partnership with our parents and carers who will equip children and young people to be active and positive contributors to the society in which they live.

Teachers play an important role in providing learning experiences and opportunities that develop and shape the character and wellbeing of children and young people. Experiences that develop character by promoting mindfulness (self-regulation and behaviour), curiosity, courage, resilience, ethics and leadership benefit children and young people as they grow and develop. Sylvania Heights Public School focuses on giving children and young people a voice, being active learners and developing strong character qualities that will enable them to succeed, thrive and contribute positively throughout life.

This policy was developed by a team of teachers and executives to provide information on student wellbeing and outline the processes and expectations of student discipline. It was written in conjunction with the Wellbeing Framework for Schools and Student Discipline in Government Schools Policy from the New South Wales Department of Education. The policy was reviewed by all staff, parents and members of the community at a P&C meeting and made available on the school website.

This policy includes:

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1.0 Contextual Statement

The school is located in the southern suburbs of Sydney.
Sylvania Heights Public School develops students who are happy, engaged and love learning. There is a strong emphasis on student growth in their learning and wellbeing.

Quality teaching programs cater for all students with programs for gifted and talented students as well as those students who have additional learning needs. The community strongly supports the school's focus on student wellbeing, healthy lifestyles and excellent student behaviour.

At Sylvania Heights Public School our purpose is for learning to have an impact and that improvement is consistent so that every child is a success. We are developing future leaders with a strong sense of self–worth and a moral compass. Student learning and wellbeing are hand in hand with the strong values of respect, responsibility and kindness. Student wellbeing is enriched when all members of the school community engage in the learning programs and life of the school.

Sylvania Heights Public School is a White Ribbon School that implements and engages in programs such as Breaking the Silence to encourage respectful relationships within the school community. Our school community has also developed a White Ribbon Oath that underpins the wellbeing of all students.

The students created a White Ribbon mural at Sylvania Heights Public School to support Breaking the Silence Program.

2.0 Wellbeing

The ***Wellbeing Framework by the Department of Education*** defines wellbeing as: the quality of a person's life and considers the whole person, combining feeling good and functioning well. Wellbeing needs to be considered against several domains, recognising the multidimensional nature of wellbeing. These domains include cognitive, emotional, social, physical and spiritual wellbeing.

- Cognitive wellbeing is associated with achievement and success. It includeshow information is processed and how judgements are made. It is also informed by motivation and persistence to achieve. Cognitive wellbeing is important for attaining knowledge and experiencing positive learning.
- Emotional wellbeing relates to self-awareness and emotional regulation. It includes how well we cope, and is often reflected by the level of a person's resilience. Emotional wellbeing is in part informed by our capacity forself-reflection.
- Social wellbeing includes the extent to which we experience positive relationships and connectedness to others. It is important for pro-social behaviour and our empathy towards others.
- Physical wellbeing is associated with the extent to which we feel physically safe and healthy. It includes nutrition, preventative health care, physical activity and physical safety and security. Physical wellbeing enables positive healthoutcomes.
- Spiritual wellbeing relates to our sense of meaning and purpose. It can includeour connection to culture, religion or community and includes the beliefs, values and ethics we hold.

At Sylvania Heights Public School these domains are addressed through the Bounce Back Program, Positive Behaviour for Learning, white cards, silver awards, silver assembly awards, gold awards, medallions, Drug Education, Child Protection, SRC, Scripture and Breaking the Silence. By educating our students through these programs and awards we are able to promote a positive wellbeing system.

Classroom teachers have their own reward system, as required, to suit the specific needs of their classroom and students. This system requires both verbal and written praise which aims to increase intrinsic motivation as the year progresses.

At Sylvania Heights Public School we endeavour to provide a positive, happy and safe learning environment in which all students apply themselves to learning and develop positive social behaviours and problem solving skills. Development and personal growth can lead to a student having greater satisfaction with life, more confidence and self-efficacy and greater feelings of resilience, health and wellbeing. Development contributes to social competence, self-esteem and a student's sense of meaning and purpose. In doing so, students will become active and positive contributors to the society in which they live.

2.1 Teaching and Learning

Sylvania Heights Public School plays a pivotal role in connecting character development in children and young people to individual and collective wellbeing, which in the longer term will shape the values and attitudes of the society in which they live.

Teachers play an important role in providing learning experiences and opportunities that develop and shape the character and wellbeing of children and young people. They provide experiences that develop character by promoting mindfulness (self-regulation and behaviour), curiosity, courage, resilience, ethics and leadership which benefit children and young people as they grow and develop.

Sylvania Heights Public School aims to focus on giving children and young people voice, being active learners and developing strong character qualities that will enable them to connect, succeed, thrive and contribute positively throughout life.

Sylvania Heights Public School delivers the following programs that impact meaningfully to the wellbeing of students.

Bounce Back is a preventive whole school social and emotional learning program to promote positive mental health and wellbeing in our students, in particular, to enable students to act resiliently when faced with challenges and adversity. The program predominately focuses on classroom strategies and activities that teach students those positive social and emotional skills that might be best described as 'life skills'. It also focuses on ways to develop the types of learning environments and teacher-student relationships that foster resilience and wellbeing. The Bounce Back program is a long term, multi-year, whole school program that is continued each year of a student's schooling. The program is taught by the classroom teacher who has the closet relationship with the class of students.

The **Student Representative Council** (SRC) provides all students with a voice. Ideas, suggestions and requests for changes to school practice can be made by the SRC. A major focus of the SRC is raising funds for research and animal welfare programs. Each Year 2-6 class selects two representatives to be part of the Primary SRC each semester. The SRC meets once a week to discuss issues relevant to school. Two Primary teachers are responsible for running the meetings. This 'hands-on' approach allows staff to keep in close contact with student concerns. It is the duty of the SRC representatives to seek input from their class members and to report back following meetings. Issues with which the SRC have been involved include: organising the Primary School talent show, recycling, collecting donations during charity drives, canteen lines, cleanliness of the toilets and bubblers, class sports and play equipment, safety in the playground, and developing and implementing handball rules.

Child Protection is taught by classroom teachers each year at a stage level to assist students in developing skills in recognising and responding to unsafe situations, seeking assistance effectively, establishing and maintaining relationships and strengthening attitudes and values related to equality, respect and responsibility. This benefits students overall wellbeing both inside and beyond the classroom.

Sylvania Heights Public School is a **White Ribbon** school that provides foundational knowledge, tools and strategies to implement respectful relationships and domestic violence education programs in our school. The 'Breaking the Silence' Program supports our school to bring about a commitment to stop violence against women. It builds on existing initiatives to strengthen a culture of respect and equality at all levels of the school community – through curriculum, role modelling from staff, policies and procedures, domestic violence education programs and strengthened family and community partnerships.

Teachers also create lessons and activities to promote the wellbeing of students and our community throughout the year. They support events including but not limited to Harmony Day, Clean up Australia Day, ANZAC Day (including the dawn service march at Miranda RSL) and NAIDOC week.

Further programs implemented at our school include Drug Education, Transition to School (pre-school, infants to primary and high school) and a whole school Buddy System.

2.2 Learning and Support

Sylvania Heights Public School is committed to providing personalised and differentiated learning and support for students with identified learning needs to give each student the opportunity to succeed. Adjustments to the learning environment are made and documented as required. These students are identified by staff and allowed additional support through the Learning and Support Team (LaST). Parents are consulted and are given the opportunity to contribute to the planning to support their child's individual learning.

An Individualised Learning Plan (ILP) is a working document, designed by teachers in collaboration with stakeholders, which informs the planning, delivery and evaluation of an educational program. It is required to provide additional support or an alternative or modified program, environment or curriculum. Students requiring an ILP are selected by teachers and are updated each semester and signed by the parent/carer and classroom teacher.

All Aboriginal and Torres Strait Islanders have an individualised Personalised Learning Pathway (PLP) which is updated each semester and signed by the parent/carer and classroom teacher. Through class based and small group support, students from English as an Additional Dialect (EALD) are assisted by a specialist EALD teacher. Other services and resources Sylvania Heights Public School has for learning and support include:

- School Counselling Service
- School Chaplain Service
- Learning and Support Teachers (LaST)
- English as an Additional Dialect (EALD)
- Student Learning Support Officers (SLSO)
- Anti-Racism Contact Officer (ARCO)
- Anti-Bullying Plan.

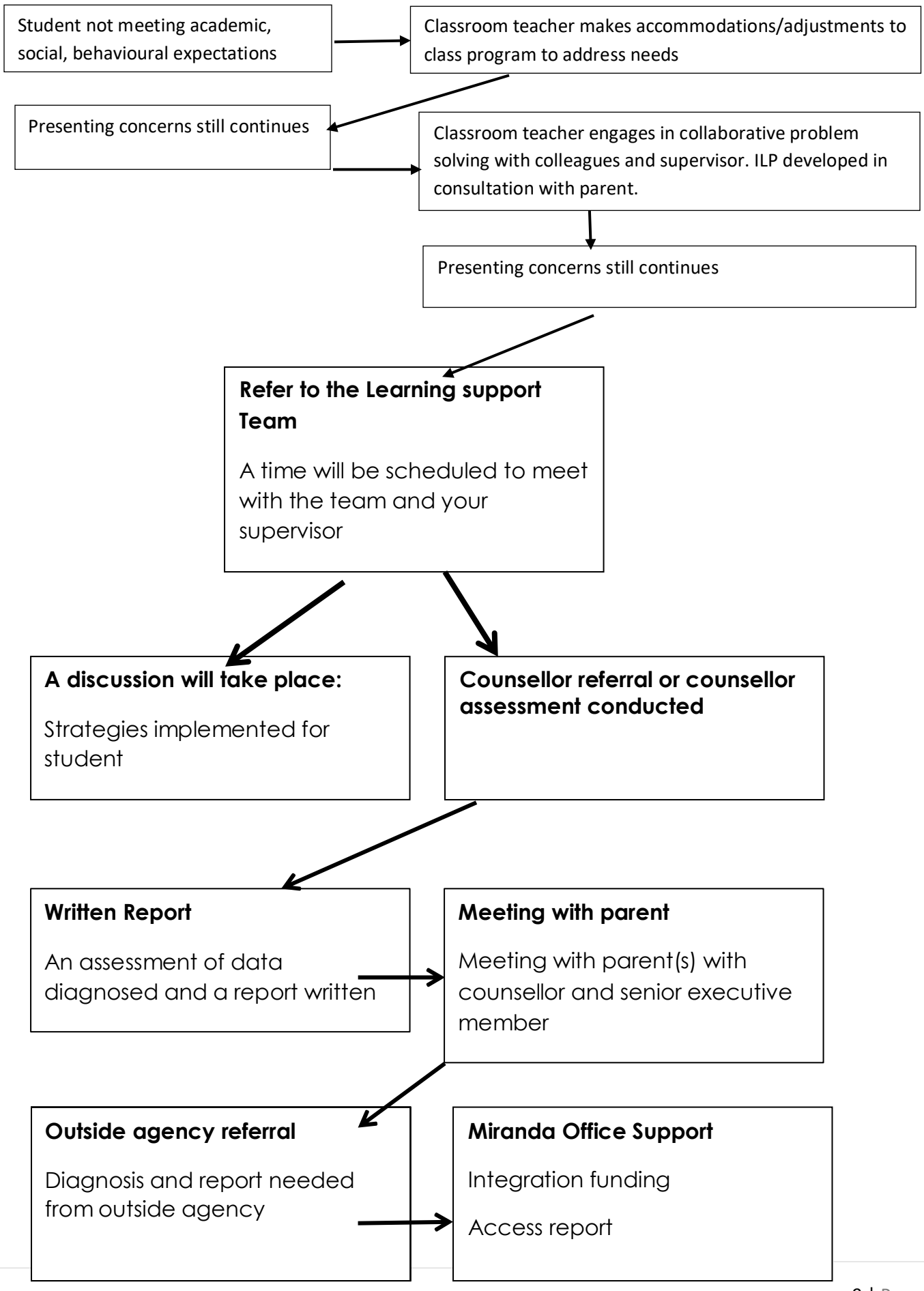
Students with identified health care needs are required to have an individualised health care plan. The individual health care plan must address the needs of the student in the context of the school and the activities the student will be involved in. Planning must take into account the student's full range of learning and support needs. This is developed in consultation with the parent, staff and student, where practical, and on the basis of information from the student's doctor, provided by the parent. This must be provided to the school by the parent/carer and updated at least annually. Health care plans are required for students:

- diagnosed with asthma, type 1 diabetes, epilepsy or anaphylaxis
- diagnosed as being at risk of an emergency
- who require the administration of health care procedures

Principals are required to:

- assist students who have health support needs at school.
- have systems in place to collect health information about students at enrolment and on a regular basis.
- collect and record the immunisation status of students at enrolment.
- have systems in place to protect the health and safety of all students when they are at school or involved in school activities.
- where requested, assist with the administration of prescribed medication for a student when a medical practitioner has prescribed medication that must be administered during the school day.
- provide temporary care when a student becomes unwell at school, which may include the provision of first aid (including emergency care).
- report cases of vaccine preventable diseases, as listed on the student health website, to the local public health unit.
- not use peanuts, tree nuts or any nut products in curriculum or extracurricular activities. This does not include food labelled as "may contain traces of nuts".

Learning and Support Team Referral Process Flowchart



2.3 Professional Practice

Sylvania Heights Public School teachers share a significant responsibility in preparing young people to lead successful and productive lives as teachers' effectiveness has a powerful impact on students. Teacher quality is the single most important in-school factor influencing student achievement. Effective teachers can be a source of inspiration and, equally importantly, provide a dependable and consistent influence on young people as they make choices about further education, work and life.

All staff are required to undertake professional development sessions throughout the year to comply with legislative and policy requirements. Professional learning is linked to the needs of the students, teachers, schools and the system. Teacher standards inform the development of professional learning goals, provide a framework by which teachers can judge the success of their learning and assist self-reflection and self-assessment. Teachers can use the Australian Professional Standards to recognise their current and developing capabilities, professional aspirations and achievements.

The strategic directions in relation to professional practice for Sylvania Heights Public School require:

- Professional collaborations across the school including feedback and observation cultures.
- Staff seeking professional learning and are passionate about student success.
- Innovative creative teaching practice that engages students with collaborative and creative outputs.
- Students who are effective users of technology to enhance learning and the production of rich task products.

2.4 Effective Leadership

In our school, the school leaders enable a self-sustaining and self-improving community to support the highest levels of learning. Strong, strategic and effective leadership is the cornerstone of school excellence. At Sylvania Heights Public School we have excellent leaders that have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. Students benefit from the school's planned and proactive engagement with parents and the broader community. The leadership team ensures that operational issues, such as resource allocation and accountability requirements, serve the overarching strategic vision of the school community.

The Principal:

- provides leadership and direction to the Welfare and Discipline Policy and work closely with the school community including staff, students, parents and caregivers, District Office personnel and the NSW Department of Education along with community agencies and other government bodies.

- encourages an atmosphere which allows students to achieve their personal best while learning together.
- provides support in programs related to student behaviour and attendance.
- takes appropriate and immediate action in situations where serious student behaviour concerns occur.
- presents special awards.
- ensures procedural fairness.
- provides and support access to ongoing professional learning for staff.

The Deputy Principal:

The role of Deputy Principal is critical in supporting the principal in **leading and managing the school** to ensure the provision of high quality educational opportunities for each and every child. The Deputy Principal is the team leader of the leaders. The focus of operation is to support the development of these leaders, who in turn will lead the development of classroom teachers.

To achieve success in the pursuit of excellence in leadership, the Deputy Principal needs to further refine their deep understandings about excellence in teaching and learning guided by the Australian Professional Standards for Teachers, but also needs to work towards developing a broad understanding of the role and responsibilities of the principal. They include the professional practices of:

- Leading teaching and learning
- Developing self and others
- Leading improvement, innovation and change
- Leading the management of the school
- Engaging and working with the community.

The Deputy Principal is responsible for:

- the day-to-day operation of the school.
- Coordinating the smooth enactment of established policies, processes and protocols.
- balancing the various aspects of the role with the need for strong accountability.
- sharing responsibility with the principal for ensuring clear and transparent accountability processes are established in the school community and implemented with fidelity.
- supporting the Principal in providing leadership and direction to the Welfare and Discipline Policy.
- enlisting the support of District Office personnel and New South Wales Department of Education personnel and community agencies to support students.
- supporting all staff in the management of student behaviour.
- encouraging a school culture that caters for the development of the whole child (physically, emotionally, educationally and psychologically).
- ensuring procedures and policies are followed by the staff.
- communicating issues of student behaviour with staff and parents.

- the welfare of all students and staff.
- overseeing the teaching and learning programs in the school.
- supporting and advises the Assistant Principals in managing difficult behaviours of students.

The Assistant Principal:

The role of the Assistant Principal is an opportunity for the teacher to continue to grow their understandings about leadership, while simultaneously continuing to develop their teaching expertise.

The Australian Professional Standards for Teachers (the Standards) have been used to underpin the teaching and leadership development offered in this step of the pathways.

The role of the Assistant Principal is to balance the opportunity for professional growth while maintaining clear accountability processes for themselves and their staff.

The Assistant Principal is responsible for:

- providing leadership and direction within their stages and across the school.
- encouraging a school climate conducive to providing the ultimate in a student's physical, psychological, emotional and educational welfare.
- Providing support in Student Wellbeing matters involving students and/ or parents and caregivers.
- providing support for teachers in managing difficult student behaviour.
- determining and implementing appropriate logical consequences with the classroom teacher for inappropriate student behaviour and ensuring procedural fairness.
- overseeing the teaching and learning programs in the school.
- providing staff support and the opportunities for professional development in the domain of Student Wellbeing.
- assisting students to reflect on their own behaviour and the consequences for their actions.
- communicating issues of student behaviour to staff.
- liaising with parents and the community in regard to student behaviour.

The Classroom Teacher:

Beyond that, teachers serve many other roles in the classroom. Teachers set the tone of their classrooms, build a warm environment, **mentor** and nurture students and become role models.

The Classroom Teacher:

- demonstrates professionalism and commitment to teaching.
- develops and maintains effective classroom management practices.
- models and explicitly teaches desired student behaviours.
- encourages students to attend school every day.
- promotes the wearing of school uniform.

- respects students' rights to courtesy, fairness andrespect.
- utilises appropriate practices when conflictarises.
- prepares and implements individual plans for students needing additional support.
- implements the school's Student and Wellbeing Policy.

The Student:

Their learning is paramount to being meaningfully involved throughout schools. Learning through meaningful student involvement should include: stated learning goals, meaningful action, and sustained, deep reflection.

The Student:

- strives for the highest personal achievement.
- should be dependable, do the right thing.
- deserves the trust of others, is truthful and honest.
- understands that it is not all about them, bounces back and has another go.
- shows understanding and respect to others.
- works cooperatively with other people in a team or at play.
- honours rules, regulations and the rights of others.
- stands up for what they believe in and stands up for others.
- treats everyone fairly.
- displays resilience.

2.5 School Planning

School Excellence Framework

NSW public schools are committed to the pursuit of excellence and the provision of high quality educational opportunities for each and every child. We prepare young people for rewarding lives in an increasingly complex world. Our vision is improved performance in every school, for every student, every teacher, every leader, every year.

The School Excellence Framework supports all NSW public schools in their pursuit of excellence by providing a clear description of the key elements of high quality practice across the three domains of learning, teaching and leading.

The Framework describes 14 elements across these three domains which define the core business of excellent schools in three stages. Each year, the school assesses our practices against the Framework to inform the school plan and annual report. The description of excellence in the Framework supports our school engage the community in the development of a shared vision, the identification of strategic priorities, and the ongoing tracking of progress towards them.

The School Excellence Framework aligns with Sylvania Heights Public School's philosophy of every child, every opportunity. The framework is about focusing on individual students' capabilities and needs by engaging them in rich learning experiences. This, in turn, facilitates the consistent improvement of student outcomes and the narrowing of achievement gaps between students.

Schools are encouraged to use assessment and data to show growth and improvement in teaching and learning. This includes using assessment and data to determine whole school, class and individual teaching directions, performance levels and effectiveness.

At Sylvania Heights Public School the Framework means using the Learning Progressions as a teaching and learning resource. They describe common pathways of literacy and numeracy development from Kindergarten to Year 10. The learning progressions map to the NSW syllabuses and the Australian curriculum in English and maths, demonstrating the development needed to meet stage outcomes.

The framework also guides quality leading. It expects all staff to have purposeful leadership roles based on their expertise. It calls teachers to drive whole school improvement and excellence by sharing with the school community innovative teaching practices and understanding of highly effective pedagogy. Our school is committed to the influence the School Excellence Framework has on whole school planning and the milestones that indicate the achievements and successes.

Excellence in learning

Every child brings a different set of experiences, knowledge and skills to school with them, and understanding these is essential to planning their individual learning paths. Teachers use information about individual students' capabilities and needs to plan for students' learning so as to engage them in rich learning experiences, developing the vital skills for flourishing – now and in future years. By sharing information about learning development, teachers work in partnership with parents/carers as active participants in their children's education. Teachers and the school, support students to make successful transitions to future learning, with the skills to make informed contributions as citizens and leaders.

Excellence in teaching
In our school, teachers demonstrate personal responsibility for improving their teaching practice in order to improve student learning. Lessons and learning opportunities are engaging and teaching strategies are evidence-based. Individually and collaboratively, teachers evaluate the effectiveness of their teaching practices, including sophisticated analysis of student engagement, learning growth and outcomes, to plan for the ongoing learning of each student in their care. Teachers take shared responsibility for student improvement and contribute to a transparent learning culture, including strategies such as the observation of each other's practices.

Excellence in leading
In our school, the leaders have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. Students benefit from the school's planned and proactive engagement with parents and the broader community. Sylvania Heights Public School Leaders ensure that operational issues, and accountability requirements, serve the overarching strategic vision of the school community.

2.6 Acknowledging and Rewarding Student Achievement

Sylvania Heights Public School supports a positive environment where students are known, valued and cared for and rewarded for their behaviour, work habits and achievements. Varied forms of positive reinforcement are used for acceptable behaviour across the whole school in accordance with the Behaviour Code for Students and School Positive Behaviour for Learning values.

Each classroom clearly displays the class rules and expectations for students to follow. The School displays the Positive Behaviour for Learning values in the class and around the playground. This reinforces expected behaviour and allows students to recognise their achievements.

Class teachers employ a variety of strategies in the classroom to reward student and team effort and achievement. This includes, but is not limited to: Class Dojos, Peg Charts, Raffle Systems, classroom cash and Smiley Faces on the board. Positive work habits are also acknowledged in the classroom through the use of verbal and non-verbal methods. This includes praise, stamps, stickers and display of work in the classroom.

Positive Behaviour for Learning

Whole School Positive Behaviour for Learning tokens are issued daily by teachers to recognise positive behaviour in the classroom, at assemblies and in the playground. These tokens are categorised as Respectful, Responsible, Learners.

Assemblies

K-2 and 3-6 School Assembly (fortnightly) takes place to acknowledge students who have received a Silver Assembly Award or Gold Award. Other awards including sporting awards and other external academic awards are also distributed throughout the year during this assembly.

K-2 Assembly

K-2 Assembly Infant classes (K-2) hold an assembly to recognise achievements in the classroom. Each Year 2 class is rostered to chair the assembly and every class K-2 is asked to showcase an item during an assembly. Students who have been acknowledged for positive achievement are awarded with a Silver Assembly Award (2 per class). Four students' names are drawn from the Positive Behaviour for Learning token box and rewarded with a small appreciation for their behaviour.

3-6 Assembly

3-6 Assembly Primary classes (3-6) hold an assembly to recognise achievements in the classroom. Students who have been acknowledged for positive achievement are awarded with a Silver Assembly Award (3 per class). Four students' names are drawn from the Positive Behaviour for Learnng token box and rewarded with a small appreciation for their behaviour.

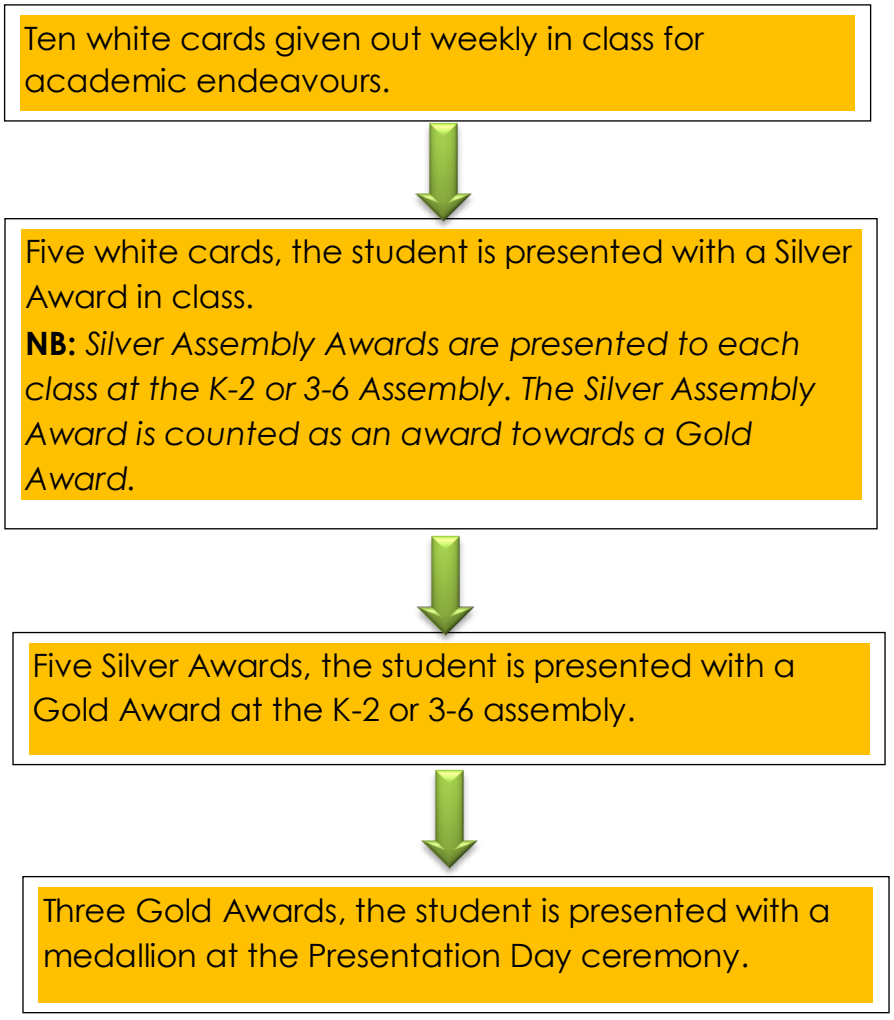
Presentation Day Ceremony

Presentation Ceremonies are held in Term 4 to award students who have been recognised by the classroom teacher or extra-curricular organisers for their positive efforts throughout the year. Students' maybe presented with a trophy, certificate or medallion for achievements made throughout the year.

2.7 Sylvania Heights Public School Award System

To assist teachers in achieving a positive learning environment, Sylvania Heights Public School has a school award system. Ten white cards are distributed each week in class and can be accumulated throughout the year. Each classroom teacher is allocated one hundred white cards per term. It is the responsibility of students to keep their white cards and awards in a safe place.

Whole School Award System Flowchart



3.0 Student Behaviour and Discipline

Sylvania Heights Public School incorporates a discipline levelling system to incorporate consequences for students whose behaviour is unacceptable and inappropriate. Each student must follow the Behaviour Code for Students (DoE), Sylvania Heights Public School's Positive Behaviour for Learning Expectations and Class Expectations. Department of Education Behaviour and Expectation Code and Expectations for Students in NSW public schools students are expected to:

- 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 and the environment.
- 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.

3.1 Positive Behaviour for Learning Expectations

Area A

- We keep this area food free
- We keep the sand in the sandpit
- We wear our hats
- We ask for help if the equipment goes under the building
- We wait for teachers to walk us up
- We share and play fairly
- We look after and use equipment safely
- We leave sticks and stones on the ground

Area B

- We look after the gardens
- We wear our hats
- We place rubbish in the bins
- We ask for help if equipment goes under the buildings
- We look after and use equipment safely
- We sit to eat our food
- We share and play fairly

Area C

- We place rubbish in the bins
- We wear our hats
- We use balls on the multipurpose court and asphalt
- We look after the gardens
- We look after and use the equipment safely
- We share and play fairly

Area D

- We place rubbish in the bins
- We wear our hats
- We look after and use the equipment safely
- We ask for help if equipment goes under the buildings
- We share and play fairly
- We sit to eat our food
- We look after the gardens

Area E

- We keep this area food free
- We wear our hats
- We stay off the veranda's and out of the classrooms
- We look after and use the equipment safely
- We ask for help if equipment goes under the buildings
- We share and play fairly

Area F

- We wear our hats
- We keep this area food free
- We look after and use the equipment safely
- We ask for help if equipment goes under the buildings
- We share and play fairly

Canteen

- We use please and thank you
- We place our rubbish in the bins
- We buy for ourselves and use our own money
- We return to our play area after buying food
- We join our line sensibly and wait our turn

Toilets

- We flush the toilet
- We enter and exit the toilets safely
- We respect the privacy of others
- We keep the toilets clean
- We wash our hands and leave and keep this area food free

Bubblers

- We wait our turn
- We make sensible choices when at the bubbler
- We make sure the bubbler is off when we leave
- We drink from the bubblers
- We return to the playground once we have had a drink

Library

- We keep this area food free
- We listen to library monitors
- We walk inside buildings
- We pack away and return books before leaving
- We are quiet and make sensible choices
- We make smart cyber choices
- We take our hats off as we enter

Class Code of Behaviour

At the commencement of the year classes use the Positive Behaviour for Learning expectations, classroom expectations and the DoE School Code of Behaviour to develop the students' understanding of the school expectations.
These are used as a basis for counselling students when they misbehave. Teachers have strategies to deal with minor misbehaviour in the classroom as part of their classroom management practices.

Parents and Caregivers

The critical role of parents and caregivers is recognised as the primary influence on each child's character and behaviour and as essential partners in supporting the core expectations and the successful education of their children. Parents/caregivers have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged.

3.2 Strategies for Dealing with Unacceptable Behaviour in theClassroom

- Work through the 5 step Continuum of Reponses
  - Prompt
  - Redirect
  - Re-teach
  - Provide Choice
  - Consequence

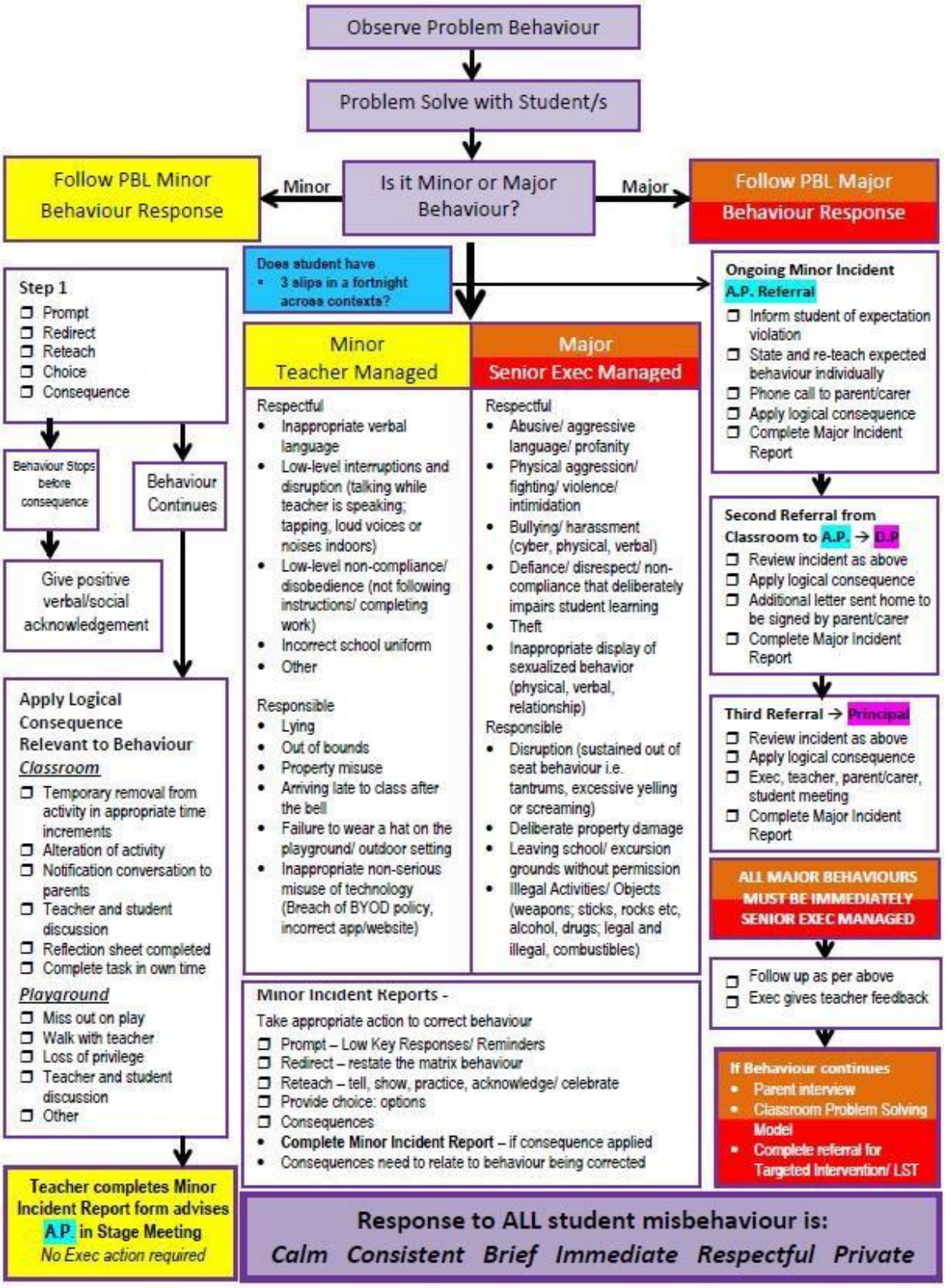
Minor Behaviours (Teacher Managed)

Respectful	
Inappropriate Verbal Language	Student engages in low intensity instance of inappropriate language with no real intent.
Low-level disruptions and interruptions	Student engages in brief and/or low-intensity disruptive behaviour. E.g. talking while teacher or peer is talking, tapping, loud noises/ voices.
Low-level non-compliance/ disobedience	Student engages in brief or low-intensity failure to respond to requests. E.g. doesn't follow teach instruction, back-chatting, not completing work etc.
Incorrect school uniform	Student does not wear the correct school uniform. E.g. school jackets, black shoes, school hat, etc.
Inappropriate Use Of Technology	Student engages in non-serious but inappropriate use of technological devices and/or breaches BYOD contract. E.g. incorrect website/app, taking photos/videos
Responsible	
Lying	Student delivers a message that is untrue.
Out of Bounds	Student is in an area that is outside of school boundaries.
Property misuse	Student engages in low-intensity misuse of property. E.g. breaking rulers, pencils, etc.
Arriving late to class after the bell	Student arrives late to class, after the bell.
Failure to wear hat	Student does not wear hat (once or repeatedly) and/or refuses to wear hat after being asked.

Major Behaviours (Senior Exec Managed)

Respectful	
Abusive or aggressive language/profanity	Verbal messages that include swearing, name calling or use of words in an inappropriate way. Directed at someone or with intent.
Physical aggression/fighting/violence/intimidation	Actions involving serious physical contact where injury may occur. E.g. hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.
Bullying/ harassment	Student delivers disrespectful messages (verbal or gestural) to another person – messages include threats and intimidation, obscene gestures, pictures, or written notes.
Defiance/disrespect/ non-compliance	Refusal to follow directions, talking back, socially rude interactions, and/or actions that deliberately impair student learning.
Inappropriate display of sexualised behaviour	Student engages in inappropriate verbal or physical gestures/contact of a sexual nature to another student/adult, either consensual or non-consensual.
Theft	Student is in possession of, having passed on, or being responsible for removing someone else's property.
Responsible	
Disruption	Student engages in sustained disruptive behaviour. E.g. constantly out of seat, tantrums, excessive yelling/screaming, constantly speaking over teacher/peers
Deliberate property damage	Student deliberately impairs the usefulness of property.
Leaving grounds without permission	Student deliberately leaves school grounds or excursion grounds entirely and without permission.
Illegal activities/objects	Student engages in or with illegal activities and/or objects. E.g. weapons (sticks, rocks etc), alcohol, legal and illegal drugs, combustibles.

SHPS Student Behaviour Management Flow Chart



** The Disability Standards for Education are considered in this process.

Sylvania Heights Public School Discipline Levelling System				
	Anticipated behaviour	Potential consequences	Time consequence applied for	Length of time on the level
Yellow (minor)	3x entered in the PBL book (within 3-5 weeks-AP discretion) Teasing Out of bounds Disrupting others Telling tales to get others in trouble Arguments Exclusion of others from group games Environmental damage Use of mobile phone in school time	Intervention interview Statements Apology to victim both verbal and written Community service (off the playground/cleaning of environment Red slip if needed (Documented on Sentral data management system) Level documented on Sentral Statements attached to level Victim/Perpetrator parent notification	1-3 days Assistant Principal	5 consecutive days
Orange (major)	3x consistent yellow level repeated misdemeanours (AP discretion) Inciting younger children to be inappropriate Disrespect to other students Swearing or being abusive to others Stealing from others Out of bounds-entering classrooms without permission Physical aggression towards others (pushing, shoving, hitting, kicking, biting) Rudeness towards adults Unhygienic actions Misuse of toilets Misuse of technology Cyber bullying Deliberate destruction to property Racism	Intervention interview Statements Apology to victim both verbal and written Community service (off the playground) Red slip if needed (Documented on Sentral data management system) Counselling/School chaplain Loss of privileges Level documented on Sentral Statements attached to level Victim /Perpetrator parent notification	3-5 days Assistant Principal/ Deputy Principal	10 consecutive days
Red (major/serious)	Fighting-serious acts of violence towards student/adult Serious disrespect to an adult Leaving the school grounds Use of an object to threaten others Refusal to follow a teacher/adult instruction Possession of an illegal drug Misuse of a legal drug Harassment Misuse of technology Cyber bullying Racism Bringing and/or using weapons	Intervention interview Statements Apology to victim both verbal and written Community service (off the playground) Red slip if needed (Documented on Sentral data management system) Counselling/School Chaplain Loss of privileges Level documented on Sentral Statements attached to level Victim /Perpetrator parent notification Police notification Warning of suspension/suspension/expulsion Notification to DoE Injury Notification Hotline	5 days Deputy Principal/ Principal	15 consecutive days

NB: A student will be placed on the appropriate level depending on individual circumstances. The student does not necessarily need to go through the hierarchy of the discipline levelling system.

These behaviours are a guide only and are not finite. Behaviours that are not listed are levelled at an executive decision.

3.3 Playground Expectations

- Always walk on the asphalt.
- No hat, no play – sit under K-2 or 3-6 shelter.
- Always walk bikes and scooters in the school grounds and across the crossing.
- Always be supervised inside all rooms.
- Small, inexpensive, non-electronic toys only- no responsibility taken by school.
- Consistently follow school rules.
- No students allowed in classrooms during break time.
- Stay in between the yellow lines.

Before School

- Students remain seated under the K-2 or 3-6 shelter prior to 8:55am.
- Bags are taken to outside of classrooms when the bell rings and students return immediately to the playground.
- Tennis balls only can be used to play handball on area B and D.
- Area A,C, E and F are out of bounds.

Lunch

- Students are to remain seated while eating.
- Students to sit at designated area during eating time.
- Students must wait to be dismissed after eating time to ensure area is clean.
- Shooting basketballs only (no games) on the MPC court.
- Footballs and soccer balls can only be used on the grassed playgrounds.
- Prefects to line near basketball court to escort students to the canteen.
- No contact sport.
- Students are to play in designated areas only.
- Only play in areas that are supervised.

Recess

- Shooting basketballs only (no games) on the MPC court.
- Footballs and soccer balls can only be used on the grassed playgrounds.
- No contact sport.
- Students are to play in designated areas only.

After School

- Parents to supervise and exit school grounds in a timely manner.

4 0 References

- The Wellbeing Framework for Schools. Retrieved from: https://www.det.nsw.edu.au/wellbeing/about/16531_Wellbeing-Framework-for-schools_Acessible.pdf
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