LEURA PUBLIC SCHOOL

DISCIPLINE POLICY 2019

We grow respectful, responsible, resilient learners.

Statement of Purpose

At Leura Public School, our aim is to provide a safe, supportive and responsive learning environment for everyone.

We believe all students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination. We also believe environments that provide for safety, and support good health, optimise learning experiences. Our school will maintain high standards of discipline, support the development of skills needed by students and work together with families to allow our students to connect, succeed and thrive.

This policy incorporates information from various Department of Education resources, including *Student Discipline in Government Schools – Support Materials*, *The Wellbeing Framework for Schools*, *Behaviour Code for Students,* and *Suspension and Expulsion of School Students Procedures.*

Areas of Responsibility

Principal Responsibilities:
- ensuring a safe, secure and harmonious work environment for students and staff;
- development, implementation and monitoring of the school's discipline policy;
- ensuring the school's discipline policy is evaluated and reviewed at least every three years;
- providing opportunities for students, staff and parents/carers to contribute to the development of the discipline policy;
- providing a copy of the policy to the Director, Educational Leadership and making copies available to families of students enrolled at the school;
- providing professional learning opportunities for staff in behaviour management;
- abiding by principles of procedural fairness (right to be heard and right to an impartial decision);
- ensuring all disciplinary actions involving suspension and expulsion from school are managed consistent with NSW Department of Education procedures;
- supporting all students and staff to resolve behaviour issues;
- abiding by the NSW Department of Education *Code of Conduct;*
- demonstrating the values of fairness, respect, integrity and responsibility, which underpin our work;
- modelling responsible, respectful, resilient learner behaviours;
- explicitly teaching expected behaviours;
- providing feedback to relevant staff, students and parents/carers in relation to how behaviour issues have been managed;
- ensuring systems for tracking and monitoring student behaviour are available and utilised by staff; and
- using behaviour data records to inform decision-making about relevant whole school discipline issues.

Teacher Responsibilities:
- participating in the development of the school discipline policy and supporting its effective implementation;
- nurturing professional relationships with students across the school which are safe, respectful and supportive;
- enabling student success by contributing to a positive, supportive and encouraging learning environment;
- enabling student success by personalising learning, including social/emotional learning;
- consistently implementing agreed strategies to create a positive teaching and learning environment;
- participating in professional learning opportunities for staff in behaviour management;

- maintaining current knowledge of NSW Department of Education wellbeing and discipline policies, procedures and resources;
- abiding by principles of procedural fairness;
- supporting students who need help to resolve behaviour issues;
- modelling responsible, respectful, resilient learner behaviours;
- abiding by the NSW Department of Education *Code of Conduct;*
- demonstrating the values of fairness, respect, integrity and responsibility, which underpin our work;
- explicitly teaching expected behaviours;
- developing and maintaining effective classroom behaviour management practices;
- implementing strategies to prevent and respond to problem behaviours in the classroom and playground;
- providing feedback to relevant staff, students and parents/carers in relation to ongoing behaviour concerns and how behaviour issues have been managed;
- seeking support for students demonstrating special needs with learning and/or behaviour; and
- ensuring school systems for tracking and monitoring student behaviour are utilised.

Student Responsibilities:
- following the school discipline policy, by demonstrating the expected behaviours;
- practising respectful, responsible and resilient learner behaviours;
- complying with staff directions regarding appropriate behaviour;
- showing respect for teachers, other students, staff and school visitors;
- avoiding engagement in any form of harassment, intimidation or discrimination;
- developing and maintaining positive and respectful relationships with staff and other students;
- being self-aware and regulating their own emotions and behaviours;
- using social and emotional skills to enable positive relationships with others and engage in pro-social behaviour; and
- exercising self-regulation appropriate to their age and level of understanding.

Parents/Carer Responsibilities:
- being familiar with the school discipline policy;
- providing feedback about the discipline policy during its development and during times of review;
- supporting the school in the implementation of, and their child's adherence to, the school discipline policy;
- actively supporting their children to develop positive relationships at school;
- ensuring their children attend school every day and on time unless legally excused (sick, family death, religious ceremony, suspension);
- ensuring their children wear school uniform every day;
- modelling responsible, respectful, resilient behaviours;
- communicating any concerns to staff in a calm, respectful manner and at an appropriate time;
- assisting school staff in accessing and providing support for their children; and
- working together with staff to resolve behaviour issues, maintaining clear and ongoing communication.

Matrix of Expected Behaviours:

PBL Universal Prevention: Expectations Teaching Matrix

Expectation	All Settings	Playground	Classrooms	Toilets	Transitions	Assemblies	Bridge/Bus	Cyber Space
As a responsible learner I will	•be in the right place •come equipped for the school day •follow all staff directions •co-operate with others •act safely •move around and line up sensibly •keep my hands and feet to myself •take care of my own and others property	•play fairly •wear a hat •pick up my belongings	•complete tasks in the given time	•enter, go, flush, wash and leave	•walk quietly with the teacher •walk on the left	•enter and leave the hall silently •sit without talking •walk sensibly and quietly to the stage	•walk to the lining up area •remain on the footpath	•use computers for educational purposes only •identify and report anything that is rude, scary or unkind
As a respectful learner I will	•listen and speak politely •consider personal space •wear school uniform with pride •keep the school environment free of litter	•share equipment •include others in games	•let others learn without interruption	•consider the privacy of others	•consider other classes	•listen to presenters without interrupting •sing and respond with pride	•wait quietly for the duty teacher	•only engage in friendly, positive conversations •access appropriate sites
As a resilient learner I will	•adapt to change and environmental factors •use 'no, go, tell' immediately •seek assistance when necessary •help others and allow others to help me •do my best •wait patiently •celebrate achievements	•take turns in activities & the playground	•make realistic goals and work to achieve them •seek to produce quality work			•sit sensibly for the length of the assembly	•report problems to school staff	

Last updated 20/12/18

Promoting Positive Student Behaviour

Our school uses a Positive Behaviour for Learning (PBL) approach to school discipline, which provides a framework for the school and its community to collectively support the wellbeing of every student. When implemented well, students respond positively as they have been taught what is expected of them, staff deliver consistent responses to student learning and behaviour, and unproductive and challenging behaviour can be significantly reduced for most students.

Each week, the school has a focus behaviour, identified from our matrix of expected behaviours. This behaviour is used as the focus for teaching, practising and rewarding the expected behaviour. Teachers are provided with lesson plans to ensure we address the focus behaviours consistently across the school.

Teachers utilise a range of proactive strategies to ensure students are given the best opportunity to participate successfully in their classroom learning. These strategies are tabled below.

Environment:	Verbal:
organised learning space informed seating plan visible lesson schedule planned transitions accessible equipment follow routines teacher punctuality to duty/class reward systems (individual & group) time out space calm space student work on display only relevant visuals congestion free traffic areas adequate ventilation & lighting access to water	concise directions redirection rephrasing individual direction/meeting acknowledge others more positives than negatives regular praise & feedback descriptive encouragement rule reminder ask a question give choices clear command calm tone/pitch controlled volume non-emotive response direct movement of students acknowledge feelings diversion sample staff script – responding to problem behaviours in the playground
Expectations: display PBL rules display reward systems display positively stated class rules refer to PBL matrix regularly conduct regular PBL lessons develop routines of practise acknowledge expected behaviours use clear process for accessing time out/calm space	Non Verbal: calm manner eye contact same eye level proximity personal space body posture hand gesture facial expression tactical ignoring direct movement of students give 'take up time'

The school provides access to specific interventions, which support students in managing their behaviour. Such interventions may include anti-bullying incursions, buddy support, Play Pals, mindfulness and resilience programs, non-government agency support, cultural programs and community projects. The school is a recognised 'KidsMatter' school, where we strive to support the mental health and wellbeing needs of our students and where we believe '*every face has a place'*.

Recognising and Reinforcing Student Achievement

Frequent Rewards:	Short Term Rewards:	Long Term Rewards:
class points	assembly class award	Creative Arts award
Dojo points	assembly class shield	House Champions
free reading time	class prize box	Level 3 Award
House points	free time/choice activity	Level 3 special activity
Level 1 Award	goal oriented chart	Premier's Reading Challenge
marble jar collection	Level 2 Award	certificate
supportive/encouraging	People's Choice Award	Premier's Sporting Challenge
gestures	prize for accumulated points	medallion
table group points	Reading Award	Presentation Day class award
token – sticker/stamp	show/display work	Principal's afternoon tea
verbal praise	special privilege/role	Sport Champions
	Student of the Week	Student Leader position
	term end auction	school representative honour
	Values Award	Year 6 Citizenship award
	whole class prize	Year 6 Dux award

Single instances of demonstrating the expected behaviours may result in a teacher allocating a 'frequent' reward. Demonstrating the expected behaviours over time may result in a teacher allocating a short or long term reward.

Level System: Students who earn a Level 3 Award are invited to attend a Principal's afternoon tea with their parents. At the end of each year, all the students who have received a Level 3 Award will be invited to join in a special activity, with ideas nominated by and voted on by those students.

10 x Level 1 Awards = Level 2 Award

5 Level 2 Awards/Values Awards = Level 3 Award

People's Choice Awards: Students in each class nominate and vote for award recipients who have consistently demonstrated respectful, responsible or resilient learner behaviours. Teachers support this process by facilitating the discussion and tracking the various recipients throughout the year.

Presentation Day Awards: Teachers select six students to receive class awards in any of the following categories –
- Academic Excellence (for outstanding achievement in all learning areas)
- Academic Achievement (for outstanding achievement in a particular learning area)
- Citizenship (for ongoing school service and commitment to upholding the school values throughout the year)
- Consistent Effort (for ongoing hard work and learning ethic throughout the year)
- Outstanding Improvement (for outstanding learning progress in a particular learning area)

Other awards presented on this day include:
- Citizenship award (for ongoing high level school service and commitment to upholding the school values over several years – Year 6 student)
- Creative Arts award (for outstanding achievement in classroom and extra-curricular programs for dance, drama, music or visual arts – K-2 & 3-6 student)
- Dux award (for achieving the highest academic results – Year 6 student)
- Premier's Sporting Challenge medallion (for outstanding commitment to fair play, effort and improved performance in a sporting context and contribution to the school's regular sport and physical activity programs – Year 6 student)
- School Values award (for ongoing high level commitment to upholding the school values – K-2 student)

Leadership Positions: Every year, students are nominated and elected into the following leadership positions – School Captain, School Vice-Captain, Prefect, Student Representative Councillor, House Captain and House Vice-Captain.

Managing Inappropriate Student Behaviour

Minor Problem Behaviours: If a student demonstrates these problem behaviours repeatedly, they will be considered a moderate problem behaviour and the response will escalate.

arguing with peers	not sharing
back chatting	not taking turns
calling out	not wearing a hat
defacing self or others	not wearing school uniform
disobedience following procedures (phone, computer)	off task conversations
	out of bounds
disrupting others	property interference
eating while walking	rough play
exclusion of others (intentional)	running in COLA, hallway, room
game interference	slow clapping (intentional)
ignoring teacher	swearing (indirect)
incomplete work	teasing
interrupting others speaking	unwanted touching
leaving mess	work avoidance
littering	

The above behaviours will be responded to by the supervising teacher.

Possible Consequences:

Proactive (supports)	Reactive (penalties)
- adjust seating plan - buddy/mentor support - Circle Time activities - express encouragement - model expected behaviours - non-verbal cues - Play Pals support - pre-correction - redirection - reminder of expected behaviours - reward others for showing expected behaviours - small group lesson - structured play - teach/reteach relevant PBL lesson - time to practise expected behaviour - visual cues/prompts - warning	- clean up mess - express disappointment - finish work during class free time or play time - incomplete class work set as homework - make up of wasted time - miss part of play break - restitution (giving back) exercise - separate relevant students - time off playground to complete work - time out - verbal apology - walk or sit with teacher

Moderate Problem Behaviours: If a student demonstrates these problem behaviours repeatedly, they will then be considered a major problem behaviour and the response will escalate.

arguing with teacher	racism (unintentional/indirect)
cyber teasing	refusing to follow teacher instructions
destruction of property	rude drawing or writing
hiding out of bounds	rude gesture
property destruction (unintentional)	stealing (minor items)
pushing (intentional)	swearing (direct)

The above behaviours will be referred by the supervising teacher to an Assistant Principal for a response.

Possible Consequences:

Proactive (supports)	Reactive (penalties)
- additional teaching of expected behaviour - behaviour goal setting - behaviour profile assessment - Behaviour Support Plan - buddy/mentor support - check in/check out system - Circle Time activities - communication book/card - incursions - post-incident conference for individual or group - referral to ARCO (anti-racism contact officer) - referral to Learning Support Team - referral to School Counsellor - reteach relevant PBL lesson - school-wide behaviour target for teaching - school-wide events promoting target behaviours - staff scripts - structured play - three-way meeting (parent, teacher, student) - visual cues/prompts	- apology (verbal or written) - cleaning duty - exclusion from special activity - loss of privilege - parent contact – letter or phone call - pay repair/replacement costs - reflection room - replacement of property - restitution (giving back) exercise - restricted play (time, area, activity) - school service project - time out with Executive - withdrawal from playground

Major Problem Behaviours:

absconding from school	sexually explicit behaviour
aggressive behaviour	sexually explicit language
continued disobedience (over extended time period)	sexual harassment
	stealing (major items)
bullying – direct, indirect or online	threats to student or teacher
discrimination	using or possessing illegal substance
physical fighting	using or possessing alcohol or cigarettes
physical violence (causing injury or safety risk)	using object as weapon
possession of weapon or knife/blade	vandalism of property
racism (intentional)	verbal abuse
self-harm	

The above behaviours will be referred by the supervising teacher or an Assistant Principal to the Principal for a response.

Possible Consequences:

Proactive (supports)	Reactive (penalties)
- additional teaching of expected behaviour - behaviour profile assessment - Behaviour Support Plan - booster PBL lessons - case meetings - external agency intervention - external organisation program - Learning and Support Teacher intervention - mandatory reporter guide - mediation meeting - NSW Police Youth Liaison Officer support - Pikas method chat (anti-bullying) - post-incident conference for individual - referral to Learning Support Team - referral to School Counsellor - research task - School Counsellor intervention or support program - School Learning Support Officer allocation - staff scripts - suspension resolution meeting - three-way meeting (parent, teacher, student) - visual cues/prompts	- apology (verbal or written) - behaviour monitoring system - exclusion from special activity - expulsion from school - Formal Caution warning of suspension - long suspension (up to 20 days) - loss of privileges - loss of technology access - parent contact – letter & phone call - pay repair/replacement costs - reflection room - replacement of property - report to NSW Police - restitution (giving back) exercise - restricted play (time, area, activity) - school service project - short suspension (1-4 days) - time out/class work with Executive - withdrawal from playground

Referral Systems:
The school has clear procedures in place for referral to timeout, an Executive, the reflection room and the Learning Support Team, as well as for returning to the classroom after an incident and for suspension from school.

Referral to Time Out in a Buddy Class
- student is sent with an orange card to a buddy class;
- student is seated in a time out area;
- student is directed to sit quietly and reflect on why they have been sent;
- buddy class teacher avoids discussion about problem behaviour;
- maximum time limit is 10 minutes;
- student is sent back to own class;
- class teacher holds individual post incident discussion with student, identifying the problem behaviour, the preferred expected behaviour and any restorative action options; and
- teacher supports student to re-engage with class work.
- If a student refuses to follow directions above, they are then referred to an Assistant Principal.

Referral to Executive (Assistant Principal & Principal)
- from playground - playground duty teacher requests Executive support by sending a student to the office with the red "Executive Assistance Requested" card, found in their playground bag
- from classroom - teachers in classrooms will request Executive support using the internal phone system
- moderate problem behaviours will be referred to an Assistant Principal for response
- major problem behaviours will be referred to the Principal for response
- Executive will:
  - respond immediately;
  - remove the referred student/s to an alternative location, have another teacher evacuate the other students from the location or assist with student supervision;
  - give the student/s time to calm down;
  - ask the student/s to complete/contribute to a reflection sheet;
  - allow the student/s to explain what has happened;
  - be a listener;
  - conduct investigations as needed with staff and student witnesses;
  - explain to the student/s what action will be taken next and why;
  - discuss with the student what restorative action needs to be taken;
  - provide a copy of the reflection sheet to the class teacher;
  - notify parent of referred student (via letter) and of any victims (by phone); and
  - ensure any consequences or restorative actions are completed.

Return to Class
A student will be returned to their class after time out with an Executive, once the post-incident process is initiated and only if the student is demonstrating expected responsible, respectful and resilient learner behaviours again. Upon returning to class, the Executive needs to provide a copy of the completed reflection sheet. The class teacher needs to support the student to re-engage with class work. Further investigation of the incident may still need to occur.

Referral to Reflection Room
- Executive on duty notifies all students needing to attend
- all students complete/contribute to a reflection sheet
- Executive on duty holds individual post incident discussions with each student, identifying the problem behaviour, the preferred expected behaviour and restorative action options
- Executive on duty reteaches expected behaviours if student shows repeated problems with same behaviour

- If a student refuses to attend:
  - ➢ Executive on duty tries to locate student during break (in person or via message);
  - ➢ Executive follows up with student during class time, ensuring make up time is set and possible further consequences understood;
  - ➢ Executive follow up with further consequences as needed; and
  - ➢ alternative locations for reflection are negotiated at times to cater for needs of individual students.

Referral to Learning Support Team (LST)
- Class teacher, after consultation with the student's parent/s and their Assistant Principal, completes an LST referral form.
- LST considers a variety of support options and decides on the appropriate level of intervention.
- When interventions have no or little success, LST conducts a set of behaviour profile assessments over time.
- For low risk students, the assessment information is used to develop a Management Plan.
- For high risk students, the assessment information is used to develop a Student Behaviour Support Plan.
- A meeting is held with the Principal, class teacher, student and their parent/s to discuss the plans.
- The student's behaviour is supported by staff following the plans and is monitored during every session and communicated regularly to the parent/s.
- Students experiencing difficulty managing their behaviour have the opportunity to work with the School Counsellor.
- Where appropriate, the LST applies for integration funds to enable employment of a School Learning Support Officer to assist in the student's behaviour management.
- Where appropriate, the LST seeks advice and support from additional NSW Department of Education personnel, such as Learning and Wellbeing Officer, Assistant Principal Learning and Support or Senior Psychologist.
- Regular case meetings are held each term to discuss progress and to revise the behaviour supports in place.
- For students who require an alternative educational placement, the LST and Principal engage with the parent/s to identify and seek placement in the most appropriate setting.

Suspension Procedures:
Suspension allows students time to reflect on their behaviour, to acknowledge and accept responsibility for the behaviours which led to the suspension, and to accept responsibility for changing their behaviour to meet the school's expectations in the future. It also allows time for school personnel to plan appropriate support for the student to assist with successful re-entry. In accordance with NSW Department of Education '*Suspension and Expulsion of School Students Procedures*', the school must suspend immediately any student who:
- is physically violent, resulting in pain or injury, or who seriously interferes with the safety and wellbeing of other students, staff or other persons. The matter may be reported to NSW Police.
- is in possession of a firearm, prohibited weapon or knife (without reasonable cause). The matter must also be reported to NSW Police.
- uses, or is in possession of, a suspected illegal substance or supplies a restricted substance (including prescription drugs). The matter must also be reported to NSW Police.

Short Suspension
The Principal may impose a short suspension of up to 4 school days for the following behaviours:
- continued disobedience – repeated breaches of the school Discipline Policy; or
- aggressive behaviour – hostile behaviour directed towards students, members of staff or other persons, including verbal abuse and abuse transmitted electronically.

Long Suspension
The Principal will impose a long suspension of up to 20 school days for the following behaviours:
- continued misbehaviour following short suspensions;
- physical violence which results in pain or injury or which seriously interferes with the safety and wellbeing of other students and staff;
- use or possession of a prohibited weapon, firearm or knife;
- use of an implement as a weapon or threatening to use a weapon;
- possession, use or supply of a suspected illegal or restricted substance; or
- serious criminal behaviour related to the school including malicious damage.

Appendices

A – Glossary
B – Behaviour Code for Students
C – My Reflection Sheet
D – PBL Lesson Format
E – Sample Staff Script – Responding to Problem Behaviours in the Playground
F – Management Plan
G – Student Behaviour Support Plan

All enquiries in reference to student behaviour or the implementation of this Discipline Policy should be directed to the Assistant Principal or Principal. Any issues arising will be addressed following the NSW Department of Education's School Community and Consumer Complaint Procedure.

This policy will be reviewed at least every three years in order to refine processes and procedures and to address any suggestions and issues which have arisen.

Glossary

abscond – to depart in a sudden manner (Macquarie Dictionary, revised 3rd edition, 2001)

bullying – an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. (National Safe Schools Framework, Australian Government Department of Education and Training, 2016)

consequence – what happens after a behaviour (PBL Universal Prevention – Classroom Systems of Support, 2008); the effect, result or outcome of something occurring earlier (Dictionary.com, 2018)

disrupt – interrupt by causing a disturbance or problem (Dictionary.com, 2018)

expulsion – the permanent removal of a student from a school for reasons of misbehaviour; may relate to one particular school, with the student requiring approval of the Executive Director to re-enrol in another public school; the Minister may refuse the admission of a student to any or all government schools if the student has been expelled (NSW Department of Education, 2011)

intimidation – an act of inspiring or inducing fear (Macquarie Dictionary, revised 3rd edition, 2001); the action of frightening or threatening someone, usually in order to persuade them to do something (Cambridge Dictionary Online, 2018)

racism – takes many forms, such as jokes or comments that cause offence or hurt, sometimes unintentionally; name-calling or verbal abuse; harassment or intimidation, or commentary in the media or online that inflames hostility towards certain groups; can result in acts of physical abuse and violence; can directly or indirectly exclude people from accessing services or participating in employment, education, sport and social activities; often manifests through unconscious bias or prejudice; serves to perpetuate inequalities in access to power, resources and opportunities across racial and ethnic groups; the belief that a particular race or ethnicity is inferior or superior to others is sometimes used to justify such inequalities (Australian Human Rights Commission, National Anti-Racism Strategy, July 2012)

reinforcement – the rewarding of acceptable responses (Macquarie Dictionary, revised 3rd edition, 2001)

reflection – serious and careful thought (Cambridge Dictionary Online, 2018)

reprimand – an act or expression of criticism (Webster's Online Dictionary, 2009); strong official criticism of a person or their behavior (Cambridge Dictionary Online, 2018)

restitution – compensating or giving an equivalent for loss, damage or injury caused (Macquarie Dictionary, revised 3rd edition, 2001)

restorative action – an act seeking to repair relationships that have been damaged (Department of Education and Training, Victoria, 2013)

reward – something given or received in return for service, merit or achievement (Macquarie Dictionary, revised 3rd edition, 2001)

sexual harassment - any form of sexually related behaviour that is unwanted or unwelcome, which makes a person feel offended, humiliated or intimidated (Australian Human Rights Commission, 2018)

suspension – the removal of a student from a school for a period of time determined by the Principal; imposed in cases of unacceptable behaviour in the interest of the student and/or the school community (NSW Department of Education, 2011)

vandalism – wilful or ignorant destruction or damage of property (Macquarie Dictionary, revised 3rd edition, 2001)

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.

NSW
GOVERNMENT

My Reflection Sheet

Name:	Date:

What was the problem? What was your role in this problem?

When?	Where?

Who else was involved? What was their role in the problem?

What positive choices could you have made instead?

How are you going to repair any damage? Consider feelings, relationships, belongings.

Teacher Signature:	Date:

Appendix D

PBL Lesson Plan
Leura PS

Matrix Expectations	Responsible ☐		Respectful ☐		Resilient ☐			
Matrix Rule and Steps								

Context	All ☐	Classroom ☐	Playground ☐	Transitions ☐	Assemblies ☐	Toilets ☐	Cyber space ☐	Bridge/Bus ☐

Tell *Introduce the rule and why it is important.*	
Show *Demonstrate or model the rule.* **Teacher models non-examples.**	Examples: Non-Examples:
Practise *Give students opportunities to role-play the rule across all relevant settings.*	

Monitor	**Precorrect/Remind** *Anticipate and give students a reminder to perform behaviour*	
	Supervise *Move, scan and interact with students*	
	Feedback/Reward *Observe student performance. Give positive, specific feedback to students.*	

Re-teach *Practise throughout the day*	

Responding to Problem Behaviours in the Playground

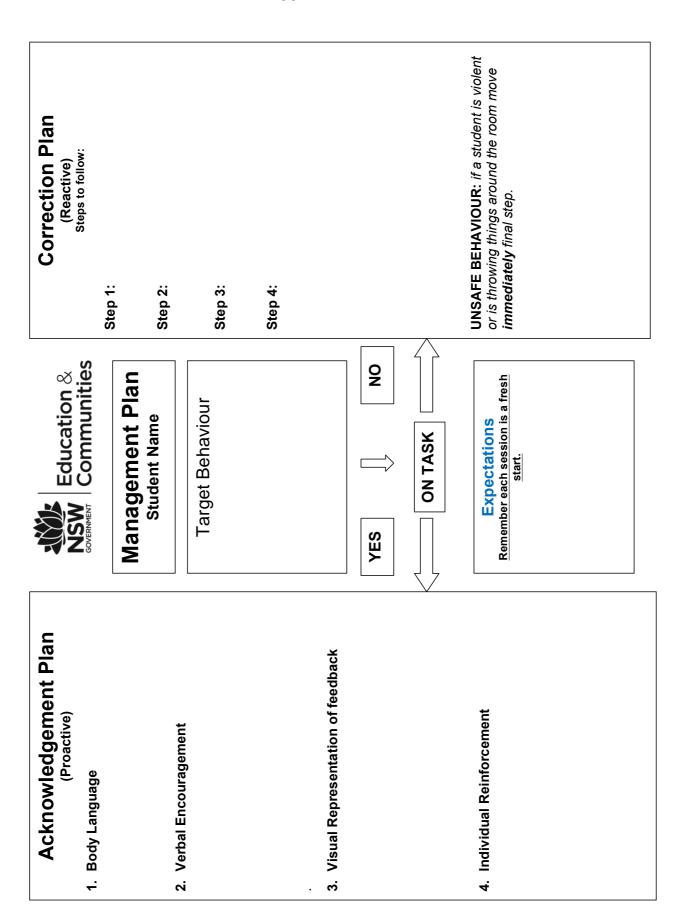# Sample Staff Script

When a student reports a complaint:

1. "What is it you need my help with?"
2. "What have you done to try to stop this happening?"
3. "Sounds like you need my help."

When you approach a student about their problem behavior:
(These points are suggestions from the least intrusive option to more intrusive options. You will need to determine your entry point based on the seriousness of the problem behaviour.)

- *"What are you doing?"* Then followed by *"What should you be doing?"* Followed by (if necessary), *"You should be..."*

- *"I can see you are frustrated/upset/angry. Try to relax and tell me what is going on."*

- If the student is too upset to talk, give them time to cool off before resuming a conversation. *"I can see you are not ready to talk about it yet. Please walk with me/go and get a drink/sit there in the shade and I will come back shortly to see how you are."*

- Give a simple choice. *"I will give you a choice. Either...(expected behaviour) or continue...(negative consequence)."* eg; *"Either get down from standing on the seat and sit on it, or you will have to spend some time cleaning them in your next break."*

- If a problem behaviour is potentially dangerous to themselves or others, give a clear, direct command to stop that behaviour and replace it with an appropriate behaviour. *"Stop...It is not OK. You need to..."* eg; *"Stop playing your game in that rough way. It is not OK. You need to keep your hands to yourself."* Follow up with appropriate consequences as necessary.

- If a student does not respond appropriately to directions to stop the problem behavior, send for Executive support.

NSW GOVERNMENT | Education & Communities

Management Plan
Student Name

Target Behaviour

Acknowledgement Plan
(Proactive)

1. **Body Language**

2. **Verbal Encouragement**

3. **Visual Representation of feedback**

.

4. **Individual Reinforcement**

Correction Plan
(Reactive)
Steps to follow:

Step 1:

Step 2:

Step 3:

Step 4:

UNSAFE BEHAVIOUR: *if a student is violent or is throwing things around the room move immediately final step.*

YES → NO

ON TASK

Expectations
Remember each session is a fresh start.

PROFORMA

NSW | Education
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Student Behaviour Support Plan Proforma
Health and Safety Directorate

Name of student: | **Year:** | **School:** | **Date:**

Behaviour Identification What behaviours cause the most concern?	Context What is the purpose of the behaviour? What can trigger the behaviour? When and where is the behaviour likely to occur? Other contributing factors?	Assess Behaviour	Elimination or Control Measures Identify strategies for the environment, work practices and the student to: • Eliminate or minimise triggers • Manage the behaviour safely • Respond safely if behaviour escalates	Who	When
Risk of injury to self from:					
Risk of injury to other students from:					
Risk of injury to employees from:					