Encouraging Positive Behaviour Policy
Updated 18 August, 2011

Endorsed by:
Kyogle Public School Parents & Citizens Association (18/8/11)
School Education Director (19/8/11)
School staff (12/8/11)
## VISION STATEMENT

Kyogle Public School is a place for students to enjoy learning. Kyogle Public School offers its community a small school service. This means:

| Children | - pursue quality  
|          | - work cooperatively  
|          | - want to come to school |
| Teachers | - are dedicated to their profession  
|          | - provide a stimulating, supportive environment |
| Parents  | - are welcome into the school  
|          | are encouraged to be involved in the education process |

**We believe in working together for excellence for all.**
**At Kyogle Public School we follow a set of values.**

## Our Values

**Integrity** – Being honest and reliable.

**Respect** – Valuing yourself others and property.

**Responsibility** – Taking ownership for your actions.

**Cooperation** – Working together.

**Participation** – Taking an active role in school.

**Care** – Showing compassion and kindness to self and others.

**Fairness** – Treating everyone as an equal.

**Belonging** – Supporting the rights and responsibilities of our school and community.

**Pride** – Accepting your responsibility to make our school a safe and workable place.
Our School Rules

| We Respect Each Other | • Listen to each other.  
|                       | • Speak politely to children, teachers and visitors.  
|                       | • Consider other people’s feelings and avoid embarrassing others [no ‘put downs’].  
|                       | • Be courteous to each other.  
|                       | • Be honest and truthful.  
|                       | • Respect other people’s property.  
| “We keep it by choosing to....” |  

| We Work & Play Safely | • Protect yourself from the sun.  
|                       | • Learn safety rules for the equipment.  
|                       | • NOT:  
|                       | * fight, push or bully.  
|                       | * throw dangerous objects  
|                       | * damage property.  
|                       | * use inappropriate language  
|                       | * be out of bounds  
|                       | * frighten [intimidate] or threaten others.  
|                       | * leave the room or the school without permission.  
| “We keep it by choosing to....” |  

| We Co-operate | • “Do our job”.  
|               | • Join in class and group activities.  
|               | • Help each other.  
|               | • Help new or lonely children.  
|               | • Play games fairly.  
|               | • Try to work out problems by talking.  
| “We keep it by choosing to....” |  

| We Take Pride In Ourselves & Our Work | • Be clean and tidy.  
|                                       | • Try to wear our uniform.  
|                                       | • Behave well on excursions or when representing our School.  
|                                       | • Keep books and classrooms tidy.  
|                                       | • Always do our best work.  
|                                       | • Care for the school environment.  
| “We keep it by choosing to....” |  

| We Learn Without Disrupting Others. | • “Do our job”.  
|                                     | • Keep School and class rules.  
|                                     | • Come to School on time.  
|                                     | • Come to School regularly.  
|                                     | • Listen to your teachers.  
|                                     | • Be involved in class activities.  
|                                     | • Move into Lines and class as quickly as possible.  
|                                     | • Move quietly around the School during lesson time.  
| “We keep it by choosing to....” |  

Children have the right to learn and teachers have the right to teach.
1. Kyogle Public School will make every effort to ensure that education is a rewarding and relevant experience for all students.

2. Kyogle Public School will promote consistent discipline in order to ensure effective learning.

3. Suspension, exclusion and expulsion will be seen as strategies within the Encouraging Positive Behaviour Policy and Discipline Code of Kyogle Public School. These strategies will be used in serious cases of misbehaviour in accordance with these procedures.

4. The Principal will use his available authority immediately if he believes that the safety of the staff or students is at risk.

5. It is the responsibility of the Principal to ensure that students, parents and staff are aware of these procedures within the context of the school’s welfare policy and discipline code.

6. The Principal will seek early, positive support from parents or caregivers in resolving discipline and behaviour problems. Suspension provides a period when all parties can seek a positive resolution to the problem.

7. A student who is extremely insolent, persistently disobedient, disruptive or continually harasses other students or staff may be suspended from school. Students of any age may be suspended, excluded or expelled.

8. The Principal has the authority to ban weapons being brought on to school premises. The Principal may exercise discretion in deciding whether to ban potential weapons completely or whether to allow their presence when they are used solely in a benign manner.

9. Violent behaviour must be dealt with swiftly and will result in immediate suspension.

10. Parents will be formally notified, in writing, of serious breaches of the school rules or discipline code, informed of the penalty being applied and of the consequences of any further breaches. They will be informed of the availability of counselling to students and parents. They should also be invited to negotiate an effective process to improve the situation.

11. Detailed records must be created and maintained in relation to any serious misbehaviour particularly where misbehaviour may lead to suspension, exclusion or expulsion.

12. The Principal has the authority to assess the behaviour of a student leading up to extra curricula activities (eg. Excursions, sporting events, socials) If the level of an individual student is deemed to be one that could place the health and safety of themselves or others at risk he/she will not be included in the activity.
13. When considering strategies, the Principal must ensure that no student is discriminated against on any of the following grounds - race (including colour, nationality, descent and ethnic, ethno-religious or national origin) sex, marital status, disability (including HIV/AIDS), homosexuality or age.

14. Verbal advice must be confirmed in writing within a week and translated, if necessary, into languages other than English. Principals must offer the services of an interpreter at any point where it is clear that one is needed or requested.

15. The Principal may refuse enrolment of a student on the grounds of previous documented violent behaviour if there is evidence that the student has not learned the appropriate skills to manage this behaviour.

16. A student should not be sent home before the end of a school day unless accompanied by parent or carer.

17. Students who attend school premises without permission of the Principal during periods of suspension or exclusion, or if they have been expelled, can be asked to leave the premises by the Principal or person in charge of the site. If they refuse to leave, police should be called.

18. Any action by a student that could constitute a criminal offence must be reported to the police.

19. Kyogle Public School is to maintain a suspension and exclusion register. At the end of each semester, the School Education Director will be supplied with a summary in the form of a term return.

20. Students, parents or caregivers may appeal to the School Education Director about the imposition of a long suspension, exclusion or recommendation for expulsion. The School Education Director will:

* Review all relevant material

* Discuss the issues with the person making the appeal and any other relevant parties as appropriate

* Advise all parties of the decision and the reason for it.

* Deal with the appeal within ten [10] working days.
Promoting Positive Behaviour

Students are rewarded for displaying positive behaviour through the classroom award system. When they complete each classroom award they are able to take home their individual award.

There are 3 levels within the system. When a student achieves 4 class awards, they receive a Bronze Award, a further 5 class awards and they receive a Silver Award, with another 6 class awards they will receive a Gold Award. During Term 4 any student who has achieved a Gold Award will have the opportunity to participate in a special event organised by the Principal.

Students are able to work towards earning additional class awards by participating in extra school events eg: Being a member of the school choir or band throughout the year, marching in the Anzac Day Parade, wearing school uniform daily, regular home reading etc.

As students achieve a Bronze, Silver or Gold Award their names will be printed in the weekly school newsletter. All awards are presented at our school assembly each fortnight.

<table>
<thead>
<tr>
<th>Merit 1</th>
<th>10 (Points, stars stickers)</th>
<th>1 Class Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Merit 2</td>
<td>10 (Points, stars stickers)</td>
<td>1 Class Award</td>
</tr>
<tr>
<td>Merit 3</td>
<td>10 (Points, stars stickers)</td>
<td>1 Class Award</td>
</tr>
<tr>
<td>Merit 4</td>
<td>10 (Points, stars stickers)</td>
<td>1 Class Award</td>
</tr>
</tbody>
</table>

**BRONZE AWARD**

<table>
<thead>
<tr>
<th>Merit 5</th>
<th>10 (Points, stars stickers)</th>
<th>1 Class Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Merit 6</td>
<td>10 (Points, stars stickers)</td>
<td>1 Class Award</td>
</tr>
<tr>
<td>Merit 7</td>
<td>10 (Points, stars stickers)</td>
<td>1 Class Award</td>
</tr>
<tr>
<td>Merit 8</td>
<td>10 (Points, stars stickers)</td>
<td>1 Class Award</td>
</tr>
<tr>
<td>Merit 9</td>
<td>10 (Points, stars stickers)</td>
<td>1 Class Award</td>
</tr>
</tbody>
</table>

**SILVER AWARD**

<table>
<thead>
<tr>
<th>Merit 10</th>
<th>10 (Points, stars stickers)</th>
<th>1 Class Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Merit 11</td>
<td>10 (Points, stars stickers)</td>
<td>1 Class Award</td>
</tr>
<tr>
<td>Merit 12</td>
<td>10 (Points, stars stickers)</td>
<td>1 Class Award</td>
</tr>
<tr>
<td>Merit 13</td>
<td>10 (Points, stars stickers)</td>
<td>1 Class Award</td>
</tr>
<tr>
<td>Merit 14</td>
<td>10 (Points, stars stickers)</td>
<td>1 Class Award</td>
</tr>
<tr>
<td>Merit 15</td>
<td>10 (Points, stars stickers)</td>
<td>1 Class Award</td>
</tr>
</tbody>
</table>

**GOLD AWARD**
“Positive Behaviour For Success” - Behaviour Management

Kyogle Public School respects the basic values of the home and promotes socially acceptable behaviour based on the fundamental principles of: the right to learn without disruption, care and consideration for each other, care of property and environment, and the right to feel safe and happy at all times. Appropriate strategies are employed to recognise each child as an individual, reinforce positive behaviour and employ effective management of inappropriate conduct.

### Desired Appropriate Behaviour

- Obeying classroom and playground rules.
- Following teacher instructions.
- Participating cooperatively in work and play.
- Attend school regularly.
- Resolve conflicts sensibly.
- Use equipment safely and appropriately.
- Show consideration for others and their property.
- Be aware of the consequences for their own actions.

### Results of Appropriate Behaviour

- Classroom rewards chart
- Participation in extra curricula activities such as social, excursions, end of term stage rewards, sporting representations, dance etc.
- Children who have not been on level 5 or higher for 4 weeks prior to the school social may attend the school social.
- Feel a trusted and valued school community member.
- Be eligible for merit awards presented at the school assembly.
- Be eligible for a Principal’s award.
- The school is a happy and safe place.
- There is a positive learning environment.
- Recognition of achievements.
- The school develops a positive image in the community.

### Strategies to promote behaviour and effective learning

- Curriculum to meet the needs of the students.
- Support children in achieving success in learning school rules.
- Discuss with parents their role in promoting appropriate behaviour.
- Promote support programs and counselling services.
- Promote programs to develop self-discipline, self evaluation, communicating and conflict resolution skills
- Positive rewards
- End of term stage/class rewards afternoon – Reward for all children completing the term with one level 1 plan or less throughout the term. The school recognises that all children can have the occasional slip and that the effort to maintain positive behaviour the majority of time needs to be rewarded.
## Inappropriate Behaviour

### Minor Breach
- Not obeying class rules
- Not obeying instructions
- Interrupting others
- Being uncooperative

### Serious Breach
- Damaging property
- Abusive language directed at teacher or other students
- Threatening another student/teacher
- Ongoing disruptive behaviour
- Physical Violence
- Stealing

## Consequences for Inappropriate Behaviour

### Minor Breach
- Three warnings
- "Stop Think Work On" to do
- Time Out in a buddy class or supervisor’s class
- Recorded on appropriate level of the discipline system
- Time in planning room
- Stage coordinator and teacher interview parents
- Exclusion from extra curricula activities eg; excursions, socials, sporting events
- Referral to welfare committee
- Individual Behaviour Management Plan
- Parents invited to visit classroom
- Isolation within school

## Inappropriate Behaviour

### Minor Breach
- Spitting
- Low level physical contact
- Repeated lateness to class
- Out of bounds
- Climbing trees

### Repeat Offenders
- Stage coordinator interview with parents
- Exclusion from playground
- Formal Risk Assessment
- Exclusion from extra curricula activities eg; excursions, socials, sporting events
- Referral to welfare committee
- Individual Behaviour Management Plan
- Interview with Principal
- Suspension [short/long]
- Pupil to make restitution to person or property
- Expulsion
The Warning System explained

There are times in every classroom when children disrupt others. The school procedure begins when a child has been given a chance to correct their behaviour and has chosen not to do so.

**Warning**

As soon as the child stops the teacher from teaching and other children from learning they are given a warning to correct their behaviour. 
*Examples of things to say or do include: Telling the child quietly/politely that the procedure has begun. Write the child’s name on the board.*

**Warning 2**

The child is told “*this behaviour is unacceptable*” and reminded of what he/she should be doing. The child is moved to an “in – class” time out desk.

**Warning 3**

The child is told “*this behaviour is unacceptable*” and given a “Stop Think Work On” sheet. The child is sent to their bubbly class or stage supervisor and if necessary, accompanied by another child or an adult. The child remains out of class for one lesson. If the “Stop Think Work On” is not completed the supervisor ensures that the work is done in planning room. The incident is recorded on “Risk” by the supervisor and given a Level 1.
The Level System Explained

Level 0 – responsible behaviour awards – class system

Level 1 – ‘Stop, Think, Work-on,’ planning room

Level 2 – Classroom – teacher to communicate to parents and planning room

Playground – planning room

Level 3 Classroom – Playground – letter generated and sent home

Level 4 Classroom – Playground – letter generated

Level 5 Classroom – Playground – planning room for 2 days

Meeting with parents/carer

Class teacher to attend Welfare meetings, IBMP developed

Warnings about representations and privileges being taken away.

Level 6 Classroom – Playground – planning room for 2 days – letter generated

Student interview teacher and stage manager

Welfare team involved

Loss of privileges

Level 7 Classroom – Playground – planning room for 3 days – letter generated

BMP / ILP to be generated with consultation with parents/carers

Loss of privileges

Case management with the Welfare Team.

Level 8 Classroom – Playground – planning room for 3 days

Letter generated re warning of suspension

Principal contact to home

Loss of privileges

Learning Support Team and school counsellor must be included if not already.

Suspension Re-entry meeting to be done with the principal and class teacher where possible

Student misses first ‘beyond the classroom’ activity.

For a more comprehensive explanation see Appendix 1 – Supporting Responsible Behaviour
<table>
<thead>
<tr>
<th>Name of student:</th>
<th>Year:</th>
<th>School:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Student Background
- **Previous incidents**
  - Behaviours displayed on ____________________________

### Behaviour Identification
- **What behaviours cause the most concern?**

### Hazard Identification
- **Location, frequency and duration of the conduct**
- **Other contributing factors?**

### Assessment of the level of risk
- **Risk of Injury**
- **Elimination or Control Measures**
  - Identify strategies to:
    - Eliminate or minimise triggers
    - Manage the behaviour safe
    - Respond safely if behaviour escalates

### To self:

### To other students:

### To staff: