

# Connells Point Public School

## Positive Behaviour System

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### Behaviour Management and Discipline Procedures

At Connells Point Public School, we are committed to providing a safe, caring and nurturing learning and play environment which promotes the development of independence, self-control, effective social skills, wise decision-making and concern and respect for self and others. We are developing our young students into the citizens of tomorrow, reflecting the values of our public education system and equipping them to contribute capably and confidently to the community.

We explicitly focus on the **Learning Disposition Wheel** as a tool to develop in students the human qualities to support them to be the best possible student they can be.

#### COGNITION- the ability to think and reason

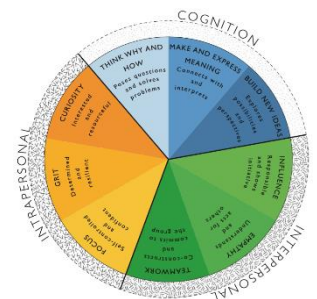
Think why and How, Make and Express Meaning, Build New Ideas

#### INTRAPERSONAL- the capacity to manage emotions and achieve goals

Curiosity, Grit, Focus

#### INTERPERSONAL- the capacity to express, interpret and respond to messaging from others

Empathy, Teamwork & Influence



We have policies and procedures to help guide, support and encourage the behaviours that will best prepare students for life. Consistency is vital – in the modelling and reinforcement of positive behaviours; in providing clear and explicit expectations; in ensuring fair and relevant consequences; and in acknowledging and rewarding effort, improvement and desired behaviours and attitudes.

We endeavour to ensure our student welfare and discipline procedures and programs serve the best interests of our students. Teachers exercise professional judgement to ensure that individual circumstances of students, such as age, stage of development and special needs, are taken into account.

### Managing Behaviour - The Overall Approach

Through the procedures outlined here we aim to involve students in the process of thinking about their behaviour and making choices through ‘Prompting, Reteaching and Redirecting.’

The processes through which we work to achieve these aims are:

- ✚ reinforcing and explaining our core values and school and class rules, highlighting student responsibilities;
- ✚ recognising and rewarding positive behaviour;
- ✚ ensuring that students understand that the behaviour they demonstrate is a choice that they make;
- ✚ responding to students’ behaviour with clear and logical processes;
- ✚ developing support structures for teachers to manage unacceptable behaviour; and
- ✚ communicating with parents to keep them informed of student behaviour.

## Award System for Positive Behaviour in the Classroom







Our school believes strongly in the value of acknowledging and rewarding positive student behaviour and work habits. We consistently stress our Core Values. Teachers use a variety of ways to reinforce and encourage these attitudes and values. These include praise, stamps, stickers and displaying work in the classroom and at assembly.

In addition, the school has a system of cumulative awards used in all classes from Kindergarten to Year 6. Values awards are given by teachers for behaviour, work, citizenship and attitude that exemplify our Core Values. These nine Core Values are grouped into three, colour-coded awards for personal, social and community values.

### VALUES AWARDS

<b>PERSONAL</b>	<b>SOCIAL</b>	<b>COMMUNITY</b>
Excellence	Respect	Democracy
Responsibility	Care	Cooperation
Integrity	Fairness	Participation

### CPPS VALUE AWARD PROCESS

<b>10 Value Awards</b>	<b>5 Merit Awards</b>	<b>5 Principal Awards</b>
		
Merit certificate	Principal's Award	Values in Action Trophy
		
At least 1 award from each group Presented at assembly	Presented at assembly Acknowledged in Newsletter	Presented at assembly Acknowledged in Newsletter

## Inappropriate Behaviour in the Classroom and Playground

Central to positive behaviour management at Connells Point Public School is the clear understanding by students of what behaviours are appropriate and inappropriate. Unacceptable behaviours have been categorised into three different levels: Minor, Major and Severe. Clear communication and a shared partnership between home and school will ensure the most effective outcomes for students.

MINOR BEHAVIOUR	MAJOR BEHAVIOUR	SEVERE BEHAVIOUR
<ul style="list-style-type: none"> <li>• Disruptive</li> <li>• Out of bounds</li> <li>• Inappropriate language</li> <li>• Misusing property (including technology)</li> <li>• Disrespectful</li> </ul>	<ul style="list-style-type: none"> <li>• Theft</li> <li>• Racism</li> <li>• Verbal abuse</li> <li>• Defiance</li> <li>• Leaving school grounds</li> <li>• Vandalism/ Graffiti</li> <li>• Threatening</li> <li>• Aggressive physical contact</li> <li>• Major misuse of property (including technology)</li> </ul>	<ul style="list-style-type: none"> <li>• Severe vandalism</li> <li>• Physical violence with intent</li> <li>• Bringing an illegal substance to school</li> </ul>

### Processes for Managing Inappropriate Behaviour

Minor Behaviour- Playground and Classroom		
At all times Prompt, Reteach, Redirect- Time Frame- One Term		
<b>STEP 1</b>	Teacher Managed Prompt- Redirect- Reteach- Provide Choice	<ul style="list-style-type: none"> <li>• Recorded in <b>Behaviour Book</b> by classroom teacher</li> </ul>
<b>STEP 2</b>	Three recordings in <b>Behaviour Book</b>	<ul style="list-style-type: none"> <li>• Student sent to supervisor with <b>Behaviour Book</b></li> <li>• Supervisor enters details onto Sentral</li> <li>• Reflection Room</li> </ul>
<b>STEP 3</b>	3 visits to Reflection Room	<ul style="list-style-type: none"> <li>• Supervisor sends first 'Letter of Concern'</li> <li>• Phone call to parents</li> </ul>
<b>STEP 4</b>	Behaviour continues	<ul style="list-style-type: none"> <li>• Reflection Room</li> <li>• Supervisor sends second 'Letter of Concern'</li> <li>• Phone call to parents</li> </ul>
<b>STEP 5</b>	Behaviour continues	<ul style="list-style-type: none"> <li>• Supervisor send a 'Suspension Warning' letter</li> <li>• Parent meeting</li> </ul>
<b>STEP 6</b>		<ul style="list-style-type: none"> <li>• Suspension</li> </ul>
Major- Playground and Classroom		
	1 Major	<ul style="list-style-type: none"> <li>• Student sent to supervisor</li> <li>• Supervisor enters details onto Sentral</li> <li>• Student to attend Reflection Room</li> <li>• Parents Contacted</li> </ul>
Severe Playground and Classroom		
	<ul style="list-style-type: none"> <li>• Physical violence</li> <li>• Persistent and serious behaviour</li> <li>• Possession of prohibited items</li> </ul>	<ul style="list-style-type: none"> <li>• Student sent to the Principal immediately</li> <li>• Principal enters details onto Sentral</li> <li>• Suspension and parent interview</li> </ul>