



Positive Behaviour Policy Connells Point Public School



Rationale

At Connells Point Public School, we are committed to providing safe, caring and nurturing learning and playing environments which promote 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.

Our school rules, **'Be Safe, Be Respectful and Be an Active Learner'** underpin our core school expectations. These expectations are positively phrased, taught explicitly in our classrooms and are promoted in all settings of our school and for all members of our school 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 that they can be.

COGNITION - the ability to think and reason

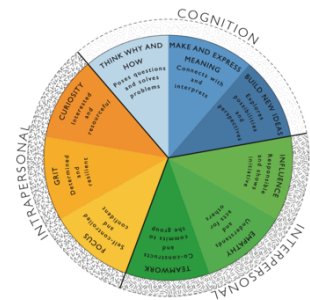
Think Why and How, Make and Express Meaning, Build New Ideas

INTRAPERSONAL - the capacity to manage emotions and achieve goals

Curiosity, Grit, Focus

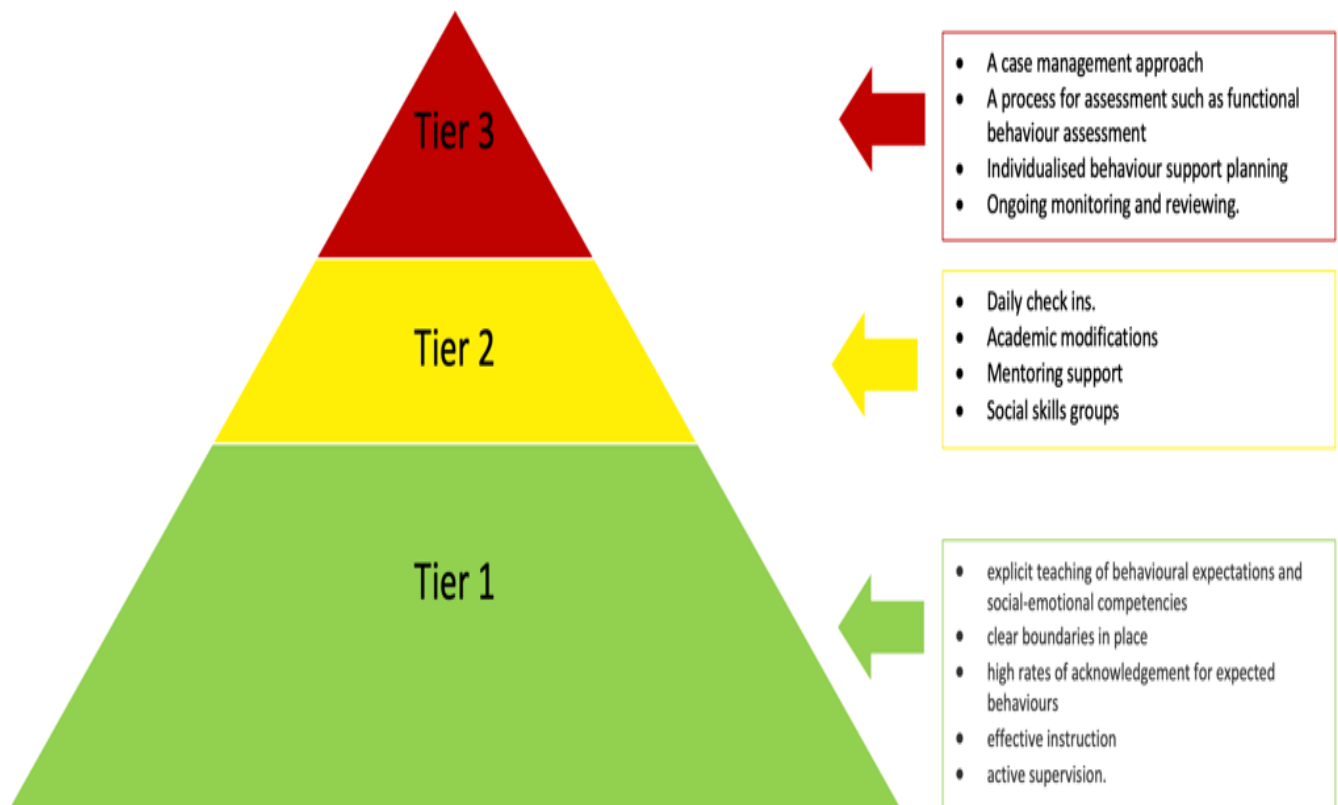
INTERPERSONAL - the capacity to express, interpret and respond to messaging from others

Empathy, Teamwork & Influence



Aim

The aim of this policy is to communicate Connells Point Public School's commitment and procedures to ensure the wellbeing of all students. Our school believes in a strategic, integrated whole-school approach through the creation of positive and safe learning environments which best enable students to learn and engage at school. This positive approach to student wellbeing provides a model of support for all students, consisting of three tiers of intervention.



Based on the *School Excellence Framework*, to support student safety and wellbeing, and effectively address negative behaviour, our school is committed to:

- providing a happy and safe environment in which students can learn effectively and strive towards their full potential;
- defining and establishing clear school expectations which are known and understood by all community members;
- reinforcing and explaining our core values and school rules, highlighting student responsibilities;
- recognising and rewarding positive behaviour;
- ensuring students take responsibility of the behaviour they demonstrate;
- 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 at CPPS







Our school strongly believes in the value of acknowledging and rewarding positive student behaviour and work habits. We consistently reinforce our core values. Teachers use a variety of ways to reinforce and encourage these attitudes and values.

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 and citizenship that exemplify our core values. These nine core values are grouped into three, colour-coded awards for personal, social and community values.





VALUES AWARDS

PERSONAL	SOCIAL	COMMUNITY
Excellence	Respect	Democracy
Responsibility	Care	Cooperation
Integrity	Fairness	Participation

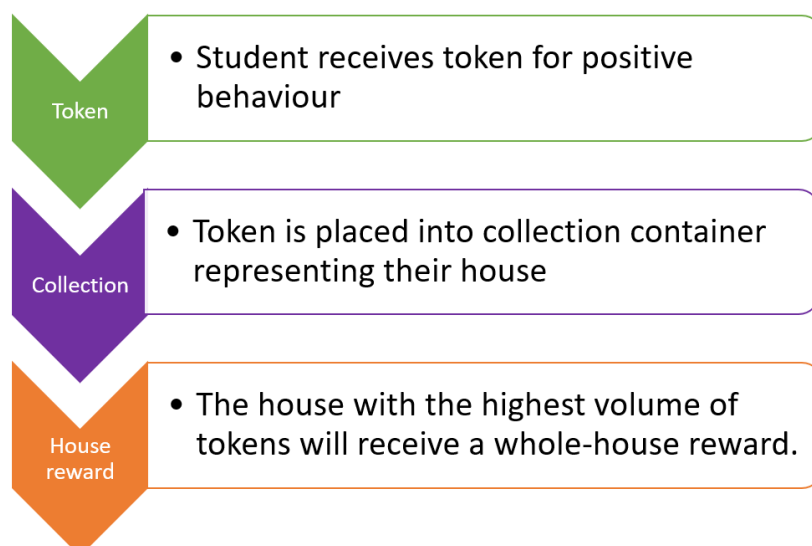
CPPS VALUE AWARD PROCESS

10 Values Awards	5 Merit Awards	5 Principal Awards
		
Merit certificate	Principal's Award	Values in Action Trophy
		
Presented at assembly	Presented at assembly Acknowledged in Newsletter	Presented at assembly Acknowledged in Newsletter

Award System for Positive Behaviour at CPPS

RULE	CLASSROOM	CANTEEN	ASSEMBLY	TOILETS	PLAYGROUND
AT CONNELLS POINT PUBLIC SCHOOL WE..					
BE SAFE 	move sensibly remain in the right place at the right time keep our hands to ourselves	show patience and wait our turn return to the playground quickly	walk in and out of the hall sensibly keep our hands and our feet to ourselves are always with a teacher	move sensibly to and from the toilets use the toilet correctly wash our hands when we are finished	keep our hands and our feet to ourselves always wear a school hat move sensibly on the asphalt use all play equipment at the right time
BE RESPECTFUL 	use kind words and actions use equipment appropriately value honesty	say please and thank you care for the environment and put our rubbish in the bin only pay for our own items	listen attentively to what is being presented remove our hats in the hall sing and stand still during the National Anthem applaud appropriately	use toilet paper and soap appropriately look after the toilet facilities are waterwise	care for the environment and put our rubbish in the bin speak and play kindly are honest are responsible for our actions
BE AN ACTIVE LEARNER 	listen attentively to what is being presented engage in learning have a positive mindset	listen and follow instructions	participate and listen to what is being said wait silently between presentations	go to the toilet at recess and lunch return to class promptly	play fairly agree on and play by the rules allow others to join our game 

Students embodying the schools' values and following our three school rules: 'Be safe, Be Respectful, Be an Active Learner' in the areas outlined above, (excluding the classroom) will be rewarded as follows:



*House containers will be emptied twice a term and the winning house will receive a reward. This process will then start again. A student may receive a values award as well as a token if deemed appropriate by a staff member.

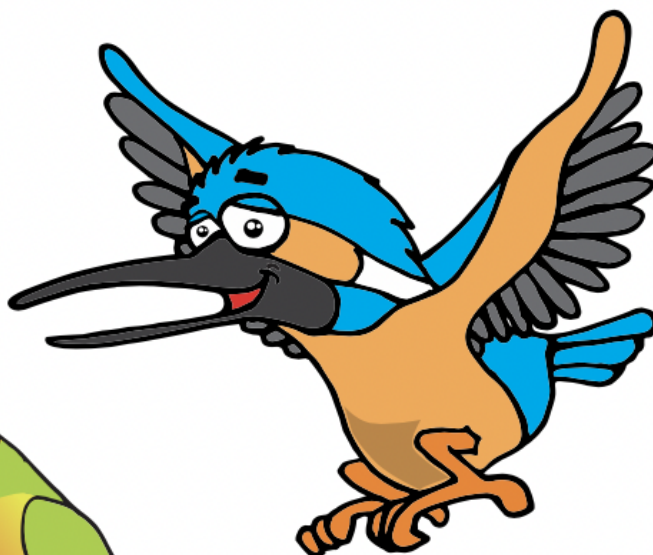
House Names and Colours

Students are grouped into one of four houses when enrolled at Connells Point Public School. The houses are represented by native birds and a colour.

Lorikeet- Green



Kingfisher- Blue



Currawong- Yellow



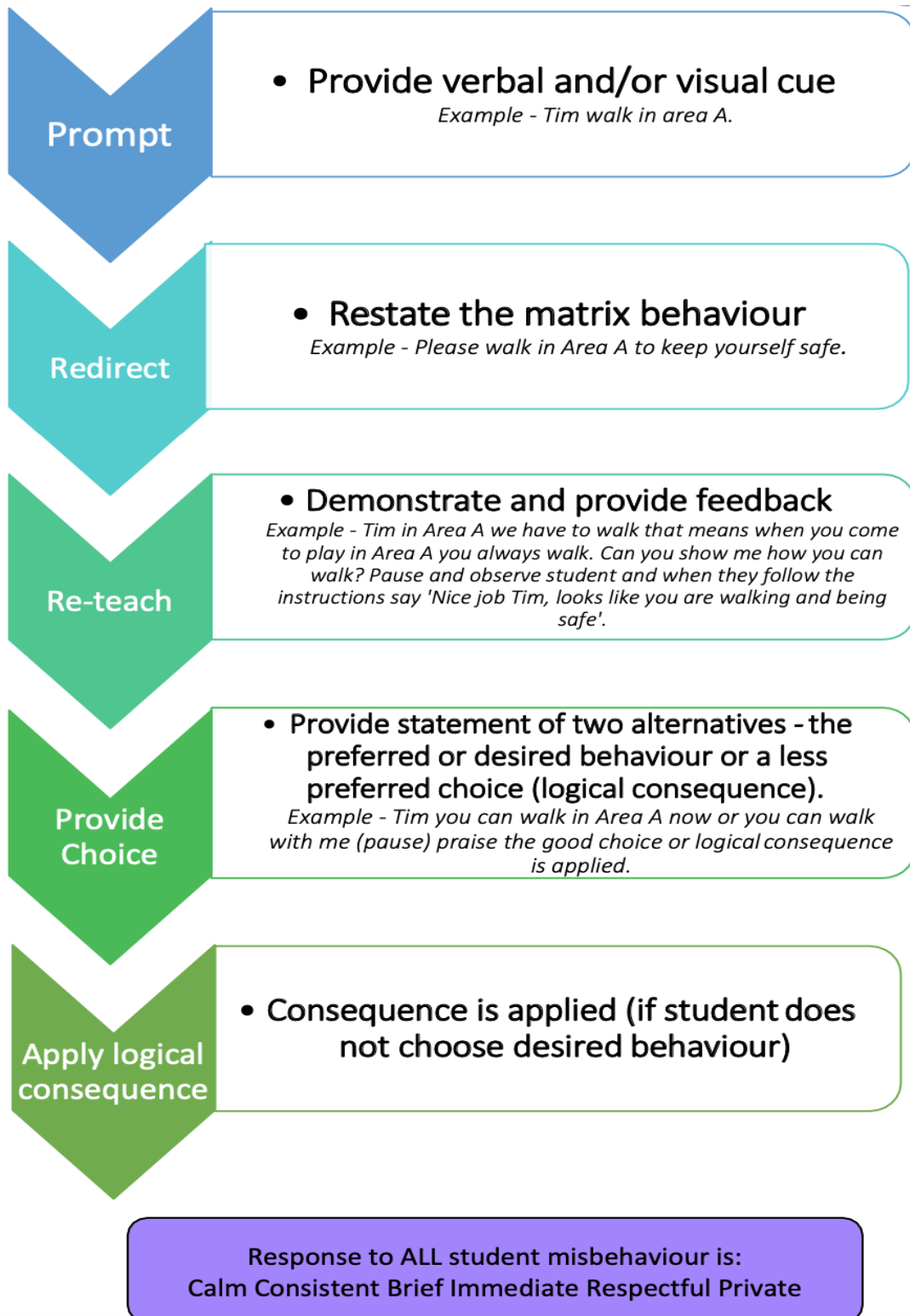
Rosella- Red



Managing 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 or Severe. Clear communication and a shared partnership between home and school will ensure the most effective outcomes for students.

Continuum of Response to Inappropriate Behaviour



Examples of Behaviour




MINOR BEHAVIOUR Teacher Managed	MAJOR BEHAVIOUR Supervisor managed	SEVERE BEHAVIOUR Senior Executive
<ul style="list-style-type: none"> ● Disruptive ● Off task ● Out of bounds ● Inappropriate language ● Minor misuse of property (including technology) ● Disrespectful 	<ul style="list-style-type: none"> ● Repeated minor behaviours ● Theft ● Racism ● Verbal abuse ● Defiance ● Leaving school grounds ● Vandalism/Graffiti ● Threatening ● Aggressive/inappropriate physical contact ● Major misuse of property (including technology) 	<ul style="list-style-type: none"> ● Repeated major behaviours ● Severe vandalism ● Physical violence with intent ● Bringing an illegal substance to school ● Bringing a dangerous/illegal object to school

Some students may require individualised behaviour intervention which could include a Behaviour Monitoring Card.

CPPS

Behaviour Flow System



 <p style="text-align: center;">Minor Behaviour</p> <p style="text-align: center;">Always prompt – redirect – reteach – provide choice first</p>	<p>Classroom:</p> <ul style="list-style-type: none"> Recorded in Behaviour Book by classroom teacher <p>Playground:</p> <ul style="list-style-type: none"> Recorded on Sentral by teacher on duty. Classroom teacher and stage supervisor notified. <p>Behaviour Continues:</p> <ul style="list-style-type: none"> Parents contacted by classroom teacher after 2 minor incidents. 3 minor behaviour book entries, 3 minor playground entries, or a combination of both in 1 term = Major Behaviour.
 <p style="text-align: center;">Major Behaviour</p> <p style="text-align: center;">1 Major Behaviour 3 Minor Behaviours (1 Term)</p>	<p>Classroom:</p> <ul style="list-style-type: none"> Student sent to supervisor with Behaviour Book Supervisor enters details on Sentral and schedules Reflection Room Student to attend Reflection Room Parents contacted by classroom teacher <p>Playground:</p> <ul style="list-style-type: none"> Recorded on Sentral by teacher on duty. Classroom teacher and stage supervisor notified. Stage Supervisor schedules Reflection Room Parents contacted by classroom teacher <p>Behaviour Continues:</p> <ul style="list-style-type: none"> 2 visits to reflection room – Parents contacted by Stage Supervisor 3 visits to Reflection Room – Supervisor sends first 'Letter of Concern' and contacts parents. Second 'Letter of Concern' issued by stage supervisor. Parents contacted. 'Suspension Warning Letter' issued by Senior Executive. Parents contacted. <p>If behaviour still continues, escalated to severe behaviour.</p>
 <p style="text-align: center;">Severe Behaviour</p> <p style="text-align: center;">Repeated major behaviours Physical violence with intent Severe vandalism Bringing an illegal substance to school</p>	<p>Classroom/Playground:</p> <ul style="list-style-type: none"> Student sent to the principal immediately Principal enters details on Sentral Suspension and parent interview.

Time Frame - One term (Principal's discretion)

Roles and Responsibilities within the Positive Behaviour Implementation

<p>Principal:</p> <ul style="list-style-type: none"> • Provide leadership and direction • Disseminate DoE policy information to all staff • Ensure all procedures are in line with DoE policies and procedures • Oversee all suspensions and complex wellbeing and discipline issues • Liaise with staff, students, caregivers and relevant DoE personnel • Issue & resolve suspensions • Present Principal Awards 	<p>Deputy Principal:</p> <ul style="list-style-type: none"> • Provide leadership and direction • Facilitate training and professional learning for staff in all aspects of the Positive Behaviour and Discipline Policy • Overall responsibility for the implementation of school policy/procedures • Liaise closely with Assistant Principals and Diverse Learning Team • Present possible suspensions to the Principal • Conduct resolutions with the Principal
<p>Diverse Learning Coordinator/Team Leader</p> <ul style="list-style-type: none"> • Lead the implementation and maintenance of Positive Behaviour strategies and coordinate a whole school Positive Behaviour Team • Oversee behaviour data collection and analysis • Oversee positive behaviour lessons • Clear, consistent, timely information dissemination to staff about students • Oversee complex wellbeing and discipline issues • Liaise with staff, students, caregivers, community groups and DoE personnel • Lead the Student Wellbeing and Behaviour Team • Provide leadership and direction • Facilitate training and development opportunities for positive behaviour strategies • Ensure staff are implementing school policy and procedures • Support staff in using Sentral to record information • Work with students to improve behaviour • Celebrate success of students 	<p>Stage Assistant Principal</p> <ul style="list-style-type: none"> • Oversee all wellbeing concerns within the stage • Monitor and follow up Sentral notifications • Be a positive role model for students • Be a mentor to those in need • Disseminate information about students • Liaise with staff, executive and the Diverse Learning and Support Team re students • Use the language and structure of positive behaviour as a role model for staff and students • Assist caregivers, staff and students with wellbeing issues as they arise • Help students resolve issues and “fix” problems • Issue, supervise and monitor Merit Awards
<p>Teachers:</p> <ul style="list-style-type: none"> • Establish classrooms that have positive, productive learning environments • Liaise with stage supervisor re student issues • Document on Sentral • Use the language and structure of positive behaviour as a role model for staff and students • Make contact with caregivers, where appropriate and necessary • Ensure positive student achievement is acknowledged and rewarded • Issue, supervise and monitor values awards 	<p>Students:</p> <ul style="list-style-type: none"> • Follow the school rules; Be Safe, Be Respectful, Be an Active Learner • Use the SRC to raise issues of concern • Participate in Positive Behaviour and wellbeing activities • Collect all awards • Complete Student Reflection Sheets, if issued • Complete Monitoring Cards where applicable • Fulfill consequences issued • Make a serious attempt to resolve behaviour issues
<p>Parents:</p> <ul style="list-style-type: none"> • Provide student with full uniform, sports uniform and correct equipment • Provide relevant documentation to the school, where necessary • Encourage child to follow all school rules • Support the school in the implementation of the Positive Behaviour Policy • Contact school, where necessary, if any issues needs resolving • Assist child to save awards and support the CPPS award process • Attend meetings with staff, where required 	