

## **PARRAMATTA EAST PUBLIC SCHOOL** *Student Behaviour Procedure*

## 1. Rationale

Parramatta East Public School (PEPS) is committed to a positive approach to student behaviour and wellbeing. Practices at our school foster student engagement in learning, set clear boundaries, recognise appropriate behaviour and manage inappropriate behaviour fairly. We maintain positive, safe, learning environments that promote wellbeing and encourage cooperation by implementing strategies that foster social behaviour, positive relationships and a climate of respect. By ensuring that our students have their needs supported, they are given the opportunity to thrive.

The Student Behaviour Procedure outlines how behaviour is managed at Parramatta East Public School. It informs and guides students, staff and parents/carers about the aims, underlying philosophy, expectations, strategies and responsibilities for students.

## Responsibilities

#### The Principal at Parramatta East Public School is responsible for:

- ensuring a safe, secure and harmonious work environment for students, staff and visitors, consistent with NSW Department of Education Work Health and Safety (WHS) Policy obligations
- facilitating the development, implementation and monitoring of the Student Behaviour Procedure, consistent with the NSW Department of Education <u>Student Behaviour Strategy</u>, <u>Student Discipline in Government Schools Policy</u> and the <u>Bullying of Students - Prevention and</u> <u>Response Policy</u>
- evaluating and reviewing the Student Behaviour Procedure at least every three years
- providing students, staff, parents and carers with opportunities to contribute to the development of the procedure and that staff are provided with training and development opportunities in behaviour management
- communicating amendments to parents and students whenever the implementation plan or procedure is reviewed, and
- ensuring that all disciplinary actions involving suspension or expulsion from school are managed and consistent with the NSW Department of Education <u>Suspension and Expulsion of School</u> <u>Students Procedures</u>.

#### The Teachers at Parramatta East Public School are responsible for:

- participating in the development of the Student Behaviour Procedure and supporting its implementation
- maintaining a safe, respectful and positive environment for all students across all settings
- offering quality teaching programs that meet the individual needs of all students in their class or teaching role
- providing opportunities for students to take responsibility for their own learning and behaviour
- communicating appropriately with parents about the individual progress and behaviour of students, and
- respecting the rights of individuals when responding to and managing negative behaviours.

#### The Students at Parramatta East Public School are responsible for:

- following the school expectations of being a safe, respectful learner across all settings
- being a co-operative class member who is prepared to learn
- showing respect for the school, other people and their belongings
- wearing the school uniform correctly
- being responsible for their own behaviour, and
- representing the school with pride.

#### The Parents at Parramatta East Public School are responsible for:

- supporting the implementation of the Student Behaviour Procedure
- promoting positive attitudes to school behaviour and respect for the school, staff and students
- notifying the school promptly regarding changes in details or circumstances
- making an appointment to discuss any issues with the Class Teacher or Assistant Principal
- ensuring student's punctuality and attendance; and explaining all student absences, and
- encouraging students to take responsibility for their actions.

# POSITIVE BEHAVIOUR for LEARNING

## **STATEMENT OF PURPOSE**

Our aim is to create a positive culture of learning interactions through promoting and teaching school-wide behavioural expectations. We will use structures to model and teach expectations, with consistent responses to problem behaviour through the use of data. We want students and teachers to be proactive in their learning so that they enhance their wellbeing and academic achievement in all school settings.

## 2. School Rules and Expectations (Behaviour Code)

Parramatta East Public School is committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students, as outlined in the NSW Department of Education Behaviour Code for Students.

All students in NSW government schools are expected to:

- Attend every school day, unless they are legally excused, and be in class on time and prepared to learn
- Behave safely, considerately and responsibly, including when travelling to and from school
- Show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and co-operating with instructions and learning activities
- Treat one another with dignity and respect
- Maintain a neat appearance, including adhering to the requirements of the school's uniform or dress code policy
- Care for property belonging to themselves, the school and others

• Behaviour that infringes on the safety of others, such as harassment, bullying, illegal or antisocial behaviour of any kind, will not be tolerated

At Parramatta East Public School, the school rules are to be safe, respectful learners in all settings.



## 3. Promoting Positive Behaviour

At Parramatta East Public School, many strategies are implemented to foster positive behaviour and learning. These strategies include:

Programs to develop social-emotional intelligence and leadership skills such as:

- Positive Behaviour for Learning (PBL) Program
- Student Leaders elected by peers
- Appointment of Ministers
- Interest groups, including choir, dance and green team
- Sporting opportunities
- Learning Support

Appropriate curriculum to meet the learning needs of each student, including:

- Specialist Learning and Support programs
- English as a Second Language or Dialect programs
- Individual Education Plans (IEPs) for identified students
- Explicit teacher feedback and the deliberate nurturing of positive relationships
- Referral to the Learning Support Team for identified students
- Referral to School Counsellor for identified students
- Explicitly taught behaviour expectations for the playground and classroom
- Data based decision making
- Ongoing professional learning for Teachers

#### **Positive Behaviour For Learning**

The aim of <u>Positive Behaviour for Learning</u> (PBL) at Parramatta East Public School is to create a positive culture of learning interactions through a systematic approach to promoting and teaching school-wide behavioural expectations. We use evidence based practices to model and teach expectations, and consistent responses to problem behaviour through the use of behavioural data analysis. We want students and teachers to be proactive in their learning so that they enhance their wellbeing and academic achievement in all school settings.

Our core PBL School Values are:

BE SAFE BE RESPECTFUL BE A LEARNER



#### **Teaching Positive Behaviour For Learning**

Implementing PBL creates and sustains a strong school culture based upon positive wellbeing and high expectations, enabling our students to connect, succeed and thrive as citizens now and in the future. Our passionate and committed teachers demonstrate a personal responsibility towards improving their professional practice to support the implementation of PBL and improved student outcomes. The result is a continuum of positive behaviour support for all students, where:

- Behavioural expectations are defined
- Behavioural expectations are taught
- Appropriate behaviours are acknowledged
- Behavioural errors are corrected proactively

In order to support positive behaviour at Parramatta East Public School, students engage in PBL lessons. Each week there is a specific weekly reminder and focus. The reminders come from the PEPS Expected Behaviour Matrix, with teachers following a termly scope and sequence. The weekly focus is data driven and based on areas of need. These areas of need are determined by analysing trend reporting of negative behaviours in line with the PEPS Student Behaviour Management Flowchart.

During these lessons, the school's core values are explicitly taught. Students are then given the opportunity to practice the skills taught and apply them in all areas of school life. Throughout the school year, teachers and student leaders model and reinforce positive behaviour in various aspects of school life. With this knowledge, students are expected to assume increasing responsibility for their own behaviours and to take ownership of their daily decisions.

POSITIVE BEHAVIOUR for LEARNING	WEEKLY REMINDERS
WEEK 1	WE FOLLOW DIRECTIONS
WEEK 2	WE WEAR OUR HATS OUTSIDE
WEEK 3	WE KEEP HANDS AND FEET TO OURSELVES
WEEK 4	WE DO OUR BEST
WEEK 5	WE SPEAK POLITELY AND USE MANNERS
WEEK 6	WE WEAR THE CORRECT UNIFORM
WEEK 7	WE PUT OUR RUBBISH IN THE BIN
WEEK 8	WE ARE IN THE RIGHT PLACE AT THE RIGHT TIME
WEEK 9	WE ALLOW OTHERS TO LEARN
WEEK 10	WE WALK ON HARD SURFACES
WEEK 11	WE RESOLVE PROBLEMS BY TALKING AND LISTENING
BE SAFE BE RESPECTFUL BE A LEARNER	

## 4. Recognising and Reinforcing Student Achievement

At Parramatta East Public School, concurrent positive recognition systems are implemented to reinforce desired behaviour and learning.

These systems include:

- Merit system
- Class award system
- Safe, Respectful Learner Afternoon Tea
- Positive Behaviour for Learning (PBL) tokens

#### Merit System

Level One awards (Recognition awards, Principal, Deputy Principal and Assistant Principal stickers) are a key feature of the PEPS merit system. Students receive these awards and stickers from their teacher, an Assistant Principal, the Deputy Principal or the Principal. They are awarded for achieving classroom and personal goals and for displaying safe, respectful learning behaviours to an exemplary standard.

Students are responsible for collecting these awards and trading them in to their class teacher to receive higher awards. Awards are exchanged for higher awards as per the Merit System Chart, with the penultimate achievement of receiving the School Medal. Merit awards are presented in class, with Principal's awards or higher presented at School Assemblies.



#### **Class Award System**

To further support the positive systems, teachers coordinate their own award system where students are rewarded for behaviours that support and promote a positive school tone.

All teachers expect and praise the following behaviours:

- Commitment to learning
- Supporting fellow students
- Respecting learning environments and keeping them tidy
- Positive behaviour in assemblies, scripture and sport
- Keeping the playground clean
- Lining up before entering class or orderly movement around the school

#### Safe Respectful Learner Afternoon Tea

Once per term, class teachers nominate students from their class to attend a special Safe, Respectful Learner Afternoon Tea. These students are nominated for consistently demonstrating the school values and expectations to a high standard throughout the term. Each student receives a personalised invitation to attend an afternoon tea, hosted by the School's PBL team in the school hall during a lunch time. The Principal, Deputy Principal and Assistant Principals attend to congratulate and reinforce the positive behaviours demonstrated by these students.



#### Positive Behaviour For Learning Tokens

Positive behaviours are also be rewarded through the PBL token program. All PEPS staff present students with a PBL token to acknowledge and reinforce the demonstration of safe, respectful learner behaviours. Students that receive a PBL token write their name, class and the name of the teacher who presented the token on the back, then place it into the stage appropriate box, located outside the office.

Each Friday, during the lunch break eating time, PBL tokens are drawn from each stage appropriate box. Student names are presented over the school speaker system and each student whose name has been drawn from the box chooses a prize from the PBL prize box. These names are also published in our school newsletter.

## 5. Managing Inappropriate Student Behaviour

Parramatta East Public School's Student Behaviour Procedure and practices are based on restorative principles and are respectful of the dignity, rights and fundamental freedom of individual students, and at the same time are focused on the safe and effective running of the school for the benefit of all.

Inappropriate behaviour is defined as any behaviour which:

- prevents students from enjoying their right to learn, feel respected and secure
- prevents teachers from performing their right to teach or maintain effective supervision of other students
- places either students or staff in unsafe and/or threatening situations
- causes wilful damage to property

At Parramatta East Public School strategies are implemented which are designed to:

- educate students in modifying their behaviour to a socially acceptable standard
- assist students in accepting responsibility for their behaviour and actions and work towards making better decisions
- guide students in developing strategies to use in similar situations and circumstances
- provide other students and staff respite from disruptions to their learning environment

When responding to inappropriate student behaviours, members of staff remember and consider the dignity of the student(s) involved. When discouraging or correcting student behaviours, staff use the least intrusive methods with the aim of preventing reoccurrence of inappropriate behaviours and encouraging the student to return to more appropriate behaviours. Consideration is given to the age and stage of development of students and the capacity of students to understand what is required of them.

## **Recording on Sentral**

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Incidents are recorded on Sentral including: students involved (instigator, witness or victim), location, time and a detailed account of the activities that were being conducted during the incident. A Sentral report is a formal record of unacceptable and inappropriate behaviour. Regular monitoring of behaviour is conducted by teachers, stage supervisors and the school PBL team. The PBL team monitor behaviour concerns and develop specific lesson material to target negative behavioural trends.

#### **Student Behaviour Management Flowchart**

All staff use the Student Behaviour Management Flowchart to respond to and define negative behaviours as Minor, Moderate or Major. The aim of Student Behaviour Procedure and the Student Behaviour Management Flowchart is to constructively, consistently and positively address individual student behaviour in ways that emphasises both support and repair through a restorative approach.

Support is offered through the various structures within the school (which include the learning support team, school counsellor and the executive) to assist students take responsibility for their own behaviour.



#### Student Time Off Playground (STOP) room

Date:

Students who are placed in Student Time Off Playground (STOP) room for Major behaviours are directly supervised in a classroom by an Assistant Principal. The STOP room follows the NSW Department of Education <u>Guidelines for the Use of Time-out Strategies Including Dedicated Time-out</u> <u>Rooms</u>. STOP room is held for the first half of a lunch break on the next scheduled STOP room day following the incident. The student's class teacher or the stage supervisor will contact parents/carers by phone to inform them of the incident.

In the STOP room, restorative practice places individual responsibility for inappropriate behaviour in the immediate context of relationships within the school community. When a student attends a STOP room, a reflection form must be filled in. The reflection forms centre on 'working with' students, making them accountable in an active way, rather than simply 'doing to' students by handing out punishment. The impact of inappropriate behaviour on others is used as an opportunity for learning. Students must also help to repair the relationship and to take responsibility for the consequences of their actions. The reflection form is then be signed by the student and uploaded to the Sentral incident for record keeping.



Name







Parramatta East Public School 3-6 STOP restorative reflection form

### **Suspension from School**

Suspension is only one strategy within Parramatta East Public School's Student Behaviour Procedure. It is most effective when it highlights the parents/carers responsibility for taking an active role, in partnership with the school, to modify the inappropriate behaviour of their child. The school and the government school system will work with parent/carer with a view to assisting a suspended student to re-join the school community as quickly as possible.

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 of being a safe, respectful learner. It also allows time for the school to plan appropriate support for the student to restore them back into the community.

In determining whether a student's misbehaviour is serious enough to warrant a suspension, the Principal will consider the safety, care and welfare of the student, staff and other students in the school. In most cases a range of appropriate student welfare and discipline strategies will have been implemented and documented before a suspension is imposed. In some circumstances the principal may determine that a student should be suspended immediately. This will usually be due, but not limited to, reasons such as the safety of students or staff.

In circumstances where the range of appropriate student welfare and discipline options have been unsuccessful in resolving the inappropriate behaviour, the Principal may choose to impose suspension in line with the NSW Department of Education Suspension and Expulsion of Students Procedures.