DET NSW

2015

Bargo Public School

Student Welfare, School Rules, Positive Behaviour for Learning (PBL) & Discipline Policy

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Student Welfare, School Rules, Positive Behaviour for Learning and Discipline Policy

Mission Statement:

**Through a clear and consistent application our commitment will promote support and reward positive behaviour*.***

Student Welfare

Bargo Public School seeks to provide quality education for all students, taking account of their age, background, ability & interests our school helps students to become self-directed, life-long learners who can create a positive future for themselves & for the wider community.

For this to occur, Bargo Public School needs to be a place where every student can learn & grow with confidence. Students develop best in schools where teaching & learning occurs in a context of student welfare.

Bargo Public School needs to be a safe & happy place for students & their teachers. Student welfare is enhanced when all members of the school community participate in the learning programmes & life of the school.

Student Welfare in Bargo Public School:

* encompasses everything the school community does to meet the personal, social & learning needs of students
* creates a safe, caring school environment in which students are nurtured as they learn
* is achieved through total school curriculum & the way it is delivered
* incorporates effective discipline
* incorporates preventative health & social skills programmes
* stresses the value of collaborative early intervention when problems are identified
* provides ongoing educational services to support students
* recognises the diversity within the school community & provides programmes & support, which acknowledge difference & promote harmony
* recognises the role that the school plays as a resource to link families with community support services
* provides opportunities for students to:

 - enjoy success & recognition

 - make a useful contribution to the life of the school

 - derive enjoyment from their learning

Bargo Public School will provide effective learning & teaching within secure, well-managed environments, in partnership with parents, caregivers and the wider school community.

Positive Behaviour for Learning (PBL) (formerly PBS):

Positive Behaviour for Learning, known as PBL, is an evidence-based whole school systems approach that: adopted the The emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviours to create positive school environments.

PBL Problem Solving Process:

The process involves a school leadership team implementing four critical and connected features across

each tier of the PBL continuum:

**Outcomes** are locally determined, contextually and culturally relevant and measurable.  These include academic, social-emotional and behavioural achievements for all students.

**Systems** are staff focused. They include policies and procedures that support all staff to enable the accurate and durable implementation of the practices that support students.

**Data:** The information that is used to identify the current status, the need for change and the effects of interventions. Data on student behaviour, academic performance, attendance and other key indicators is considered by the team. Data on how well the practices are being implemented is essential. By reviewing data frequently school teams can make decisions to select, differentiate or discontinue practices based on need.

**Practices** arestudent focused. They are the evidence-based interventions and strategies that support students. Practices are selected and adjusted to ensure they are culturally and contextually relevant.

The leadership team:

* uses data to inform decision making
* establishes systems, policies and procedures that enable staff to meet the needs of all students
* implements evidenced based practices to support students

Top of Form

Bottom of Form

Reinforcement of Positive Behaviour

At Bargo Public School teachers use a variety of strategies to recognise positive behaviours in students. As a school we have a tiered approach. Students collect awards throughout their school career. The awards are collected and submitted to the coordinating staff members at regular intervals.

Practices that recognise and reinforce student achievement are an essential part of good discipline and effective learning. Practices can be formal and informal and adapted by the teacher according to the situation and to what is appropriate for the individual student.

School Rules:

At Bargo Public School, every student is expected to be a SAFE, RESPECTFUL, LEARNER. We expect our students to behave in a manner that brings credit to themselves, to our school and to the wider school community.

* **Be Safe –** Keep yourself and others safe.
* **Be Respectful –** Care for the property of the school, others and the environment.
* **Be a Learner –** Learn all that you can in the best way possible.

At the beginning of each year, class teachers will teach, discuss and review school rules and expectations. The executive will also revisit PBL expectations at the Monday K-6 Assembly under the COLA. The School PBL Scope and Sequence, together with Stage Lesson Plans can be found on the school server.

PBL Expectations Across the School:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Classroom** | **Office** | **Out of bounds** | **Walkways** |
| **Safe** | * Walk everywhere
* Enter room with a teacher
* Use equipment correctly
* Hands, feet and comments to self
* Chairs under tables
 | * Walk slowly
* Carry your pass
* Travel in pairs
 | * Right place, right time
 | * Walk everywhere
* Share the space
* Travel up and down stairs carefully
* Bags on hangers
 |
| **Respectful** | * Speak politely
* Use manners
* Raise your hand and wait
* Be considerate of others
* Knock and enter
 | * Speak politely
* Calm quiet voice
* Use manners
* Knock and wait
 | * Listen to teachers
* Ask before you go
* Respect the decision
 | * Keep to the left
* Aware of other people’s space
 |
| **Learner** | * Use five Ls
* Always do your best
* Know what is expected
* Persevere with the task
 | * See a teacher first
* Know the office areas
* Know the purpose of your visit
* Remember the message
 | * Help others to stay in the correct place
* Know where the boundaries are
 | * Know the direct route
* Line up in two lines
* Know how to move quietly
 |
|  | **Hall** | **Library** | **Computer Lab** | **Bubblers** |
| **Safe** | * Walk everywhere
* Follow teacher’s instructions
* Right place, right time
 | * Wait for the teacher
* Enter room with the teacher/librarian
* Walk everywhere
* Chairs under tables
 | * Wait for the teacher
* Walk everywhere
* Chairs under tables
 | * One person, one bubbler
* Drink water from the flow
* Wait your turn
* Hands, feet and comments to yourself
 |
| **Respectful** | * Use quiet voices
* Listen to information
* Use your manners
* Take turns
* Food and drink stay outside
 | * Inside voices and manners
* Raise your hands and wait
* Be considerate of others
* Clean hands only
* Food and drink stay outside
* Use equipment correctly
 | * inside voices and manners
* Raise your hands and wait
* Be considerate of others
* Food and drink stay outside
* Use equipment correctly
 | * Be water wise
* Use bubblers correctly
 |
| **Learner** | * Know the purpose of your visit
 | * Use 5Ls
* Always do your best
* Know what is expected
* Persevere with the task
* Know how to use a shelf marker
 | * Use 5Ls
* Always do your best
* Know what is expected
* Persevere with the task
* Know your user name and password
* Remember to log off
 | * Know the purpose of your visit
* Help others to use the bubblers correctly
 |

Positive Reward System

* Provides students with positive feedback
* Students respond to positive reinforcement best
* Helps reinforce positive behaviors and expectations
* Provides incentive
* Increases motivation, buy-in, and effort
* Produces a challenge with a pay-off
* Creates incentive
* Improves behavior and academics
* Increases on task and attending behaviors
* Produces immediate and quick results
* Provides a visual concrete reason for students to work toward behavioural and academic goals

Different rewards

There are two separate systems of rewards given out:

* PBL ‘Tickets’ (*1/8 x A4 page*)

Handed out frequently by all members of staff to acknowledge positive behaviour in the following areas:

**Safety, Respect, Learning, MAD Reading, Friendship Group and Environment Group**.

Students record their name and class on the ticket and it then goes into the draw for PBL King and Queen of each area and these are drawn at the K-6 Assembly. Each King and Queen also receives a voucher to spend at the canteen.

* Tiered Merit System

A cumulative system where students strive to obtain awards of increasing value in multiples of 5.

Handed out frequently by all members of staff to acknowledge positive behaviour and learning. Starting with awards of lowest value and working up:

1. **Class Award** (*1/4 x A4 page*) Handed out in class
2. **Bargo Achiever and Stage Assembly Award** (*1/2 x A4 page*) Handed out at Stage Assembly

Recorded on Sentral by Class Teacher

1. **Bargo Gold and K-6 Assembly Award** (*1 x A4 page*) Handed out at K-6 Assembly

 Recorded on Sentral by Principal

1. **Bargo Blue** (*Fabric Pennant*) Handed out at K-6 Assembly

Recorded on Sentral by Principal

1. **Principal’s Medallion** (*Medal and Ribbon*) Handed out at K-6 Assembly

Recorded on Sentral by Principal

*Note:*

*5 x Class Awards = Bargo Achiever*

*5 x Bargo Achiever/Stage Assembly Award = Bargo Gold*

*5 x Bargo Gold/K-6 Assembly Award = Bargo Blue*

*5 x Bargo Blue = Principal’s Medallion*

There is an expectation that every student will receive a minimum of 1 Bargo Achiever per term plus 1 Stage Assembly Award in a year, hence every student should receive a minimum of 1 Bargo Gold per year.

There is a further expectation that 20% of students starting at Bargo Public in Kindergarten and progressing through to Year 6 will achieve a Principal Medallion.

Dealing with Negative Behaviour:

The diagram below shows how the PBL continuum applies to all students. PBL establishes strong school-wide universal systems that promote early intervention, and the teaching and acknowledging of social-emotional skills. PBL helps schools to develop consistent systems to discourage unproductive behaviour.

Tier 2 targeted support is a team driven process.  It strengthens and builds upon what has been taught to students at the universal level. Some students, approximately 10-15 per cent, will respond to Tier 1 supports but will continue to exhibit some difficulties. These students may be need additional academic and/or social-emotional support.

A smaller group of students, approximately 1-5 per cent, may need individualised and intensive Tier 3 supports as well as universal and targeted support. Schools will build upon the foundations of the school-wide system to support these students. Interventions focus on creating and implementing individualised behaviour support plans that are linked to the universal system.

PBL continuum:



How the PBL Continuum Works at Bargo Public School:

PBL Tier 1 (Primary Prevention – Universal to all Students)

* + **BPS Level One**

All students start the beginning of the year on Level One

PBL Tier 2 (Secondary Prevention – Identified At Risk Students)

* + **BPS Level Two**

Students will be placed on Level 2 if they receive five (5) days of detention within a five week period. The Executive will inform the staff when a student has reached Level 2 and parents will be informed and required to attend a joint interview with a member of the executive and the class teacher.

**Sanctions at Level Two:**

**Week 1**

No school representation during this week.

Children on level 2 have **mandatory** friendship group at lunch and detention at recess.

**Week 2**

Children on level 2 have **mandatory** friendship group at lunch & carry behaviour monitoring card at recess.

**Week 3**

Carry behaviour monitoring card at lunch and recess. During this week if the student has received 2’s each break they return to level 1 and receive a respectful award.

**See Appendix C - Behaviour Card**

PBL Tier 3 (Tertiary Prevention – Identified High Risk Students)

* + **BPS Level Three:**

Students will be placed on Level 3 if they are on Level Two & receive five (5) days of detention within a five week period. The Executive will inform the staff when a student has reached Level 3 & parents will be informed & required to attend a joint interview with a member of the executive & the class teacher.

School Counsellor intervention will commence at this point and an **Individual** **Behaviour Plan** and differentiated learning program will be initiated for the student, if one is not already in place.

**Sanctions at Level Three**

**Week 1** Children on level 3 have **mandatory** friendship group at lunch and detention at recess.

**Week 2** Children on level 3 have **mandatory** friendship group at lunch and detention at recess.

**Week 3**  Children on level 3 have **mandatory** friendship group at lunch & carry behaviour monitoring card at recess.

 **Week 4** Carry behaviour monitoring card at lunch and recess. During this week if the student has received 2’s each break they return to level 1 and receive a respectful award.

 **Week 5** The student is on probation. If no red slips are received the student returns to level 1. A letter will be sent home to inform parents.

**Appendix D - Letter to Parents**

Repeat Offences

When the school has tried a number of strategies to improve the behaviour of students and progress is not being made, teacher(s) may refer to, or seek advice (re future strategies/action/support) from, the:

* Principal
* School Counsellor (via referral form)
* Learning Support Team (via a referral form)
* Student Welfare Committee
* Regional support
* Parents

Record Keeping

Each negative incident should be entered on the School’s database of Student Monitoring (Sentral, ERN etc) However, in line with DET requirements, more formal records may be required from time to time. In these instances, an individual record will be established and behavioural strategies will be tailored to meet the specific needs of students. These strategies are mandatory and will be implemented by all staff.

Classroom Disciplinary Protocol:

**See Appendix A - Class Discipline**

The teacher of the class is responsible for classroom behaviour & discipline. A good rapport between the teacher and the students will contribute to the positive class atmosphere and reduce class discipline problems.

**Class detention is the responsibility of the class teacher and all students MUST be allowed 5 minutes before bell for toilet break.**

Consequences for Negative Behaviour in the Classroom:

These consequences should be on display in each room. This is not a ‘step’ process as offences may require steps to be left out.

* Rule reminder
* Warning
* Time-out in class
* Time-out in buddy class
* Time-out with supervisor with Green Exclusion from class form and is recorded on Sentral.
* Time-out with principal

**The Classroom teacher cannot issue red slips for classroom behaviour. Only the executive or principal can make that decision.**

Playground Disciplinary Protocol:

All teachers are responsible for their assigned playground duty as per the playground roster. Teachers on duty are responsible for maintaining order and ensuring safety in the playground.

Playground folder is to be carried at every duty so negative behaviour can be recorded and monitored over the week. If negative behaviour persists over the week, the duty teacher records this on Sentral and flags the executive for follow up.

**Teachers cannot issue red slips for playground behaviours. Only the executive or principal can make that decision.**

**See Appendix B - Playground Sheet**

Disciplinary Protocol for Extreme Behaviour:

If the behaviour of any child is so extreme that it places the safety of the child or other children in jeopardy or causes damage to property, the child should be removed from the playground as soon as possible.

Playground Disciplinary Protocol:

|  |  |  |
| --- | --- | --- |
|  | PREVENTATIVE MANAGEMENT |  |
|  |  |  |
|  | Observe Problem Behaviour |  |
|  |  |  |
| **MINOR****TEACHER MANAGED** | Is the Behaviour MAJOR or MINOR? | **MAJOR** **EXECUTIVE MANAGED** |
|  | Being Disrespectful to Others | Aggression |  |
| Dress Code Violation | Aggressive or Abusive Language Discrimination |
| Warning and Rule Reminder | Inappropriate Language | Bringing School into Disrepute | Referred to Executive |
| Inappropriate Physical Conduct | Criminal Behaviour |
|  | Mild Disruption  | Defiance  |  |
| Misuse of Property | Harassment and Bullying  |
| Immediate Teacher Determined Consequences | Non Compliance | Persistent Disruptive or Anti-social Behaviour | Executive Determined Consequences |
|  | Sexual Behaviour |
|  |  | Theft or Forgery |  |
|  | Truancy |
| Teacher Records on Sentral |  | Vandalism | Executive Records on Sentral |
|  |  |

APPENDIX A Classroom Discipline - Linda

APPENDIX B Playground Sheet - Trace

APPENDIX C Behaviour Card - Linda

APPENDIX D Letter to Parents - Linda