



# **WOONONA EAST PUBLIC SCHOOL**

## **POSITIVE BEHAVIOUR FOR LEARNING TEACHERS' HANDBOOK**



# RATIONALE

Positive Behaviour for Learning delivers a positive and consistent approach to student behaviour across the school community. Students learn most effectively in a safe and consistent environment where they are supported and rewarded for positive behaviours. Good discipline involves the development of appropriate, responsible attitudes and behaviour in students. The development of self-discipline and the ability to distinguish right from wrong is fundamental. This is most effective when there is mutual support between home and school. This document has been developed by the Woonona East P.S. Positive Behaviour for Learning Team. Its purpose is to provide all staff with convenient access to the school's welfare, discipline and rewards systems, and provide teachers with lessons for teaching positive and explicit behaviours related to the school's core values.

*Teachers/parents and carers should refer to this handbook when unsure of any of the school's welfare, discipline or rewards systems.*

**A Statement of Beliefs for  
Woonona East Public School**

**Children**

Our children learn in a **secure, happy environment** that encourages them to become **confident lifelong learners**. They access an **integrated curriculum** that meets **individual needs and talents** while promoting **independence, inquiry, problem solving, information and creative thinking skills**.

**Teachers**

Our teachers **model lifelong learning practices** through their participation in **ongoing programs** to **develop professional skills and their active acquisition of new knowledge**. They foster **positive, caring relationships** with their students.

**School**

Our school is a **safe, inclusive environment**. Our behaviour policies are **consistent, positive and fair**. Children are encouraged to take **responsibility for their behaviour** while developing **skills to be resilient**.

**Community**

Our community are **valued partners** in the education of our children. **Open communication channels** support **mutually respectful partnerships** between the students, staff, parents and community.

**Mission Statement**

**OUR VISION**

*At Woonona East Public School, every child is known, valued and cared for. We believe that the responsibility of a school is to help every child exceed the potential they see in themselves. They should emerge from school as critical, reflective life-long learners.*

Teaching & Learning  
Assessment & Reporting  
Curriculum  
Student Welfare  
Programming  
Resource Management  
Planning  
Decision Making  
School Leadership  
Parent & Community Participation  
Teacher Professional Learning  
Student Leadership





## **Staff Responsibilities: Positive Behaviour for Learning**

- Teach behaviour expectations and social skills with integrity
- Encourage and provide incentives for positive behaviour
- Complete Playground Duty Report where necessary and enter incidents into SENTRAL
- Follow Behaviour Consequence Flowchart
- Use student, classroom and school-wide data to make classroom and stage decisions
- Model expected behaviour for students and provide incentives
- Work within Stage teams to problem-solve behaviour issues.
- Keep executive informed of students with frequent or perpetual behaviour issues.



## **Student Responsibilities: Positive Behaviour for Learning**

- Follow classroom and school rules
- Treat others with understanding, respect, courtesy, honesty and trust
- Respect the property of others and report any acts of damage to property or theft
- Help in making sure that the school is a safe place to be, acting against bullying
- Interact in a positive manner with parents and the community
- Uphold the school values of Respect, Responsibility and Resilience





## Matrix - Expected Behaviours

The School's Behaviour Matrix is the central framework for the teaching of expected behaviours in universal areas. These behaviours need to be taught explicitly and repeatedly. The core values are the cornerstone of the PBL Program and teachers need to refer to the values and their definitions at all times.

### Definitions:

# RESPECT

*Treat others as you would like to be treated*

# RESPONSIBILITY

*Doing what you know is right*

# RESILIENCE

*Bounce back and act positively*





# WOONONA EAST PUBLIC SCHOOL 'WELLBEING - PBL BEHAVIOUR MATRIX'

WELLBEING Positive Behaviour for Learning	All Settings	Assembly Hall	Eating Areas	Hard Surfaces and Grass	Oval	Quiet Garden	Toilets	Canteen
<b>RESPECT</b> <i>Treat others as you would like to be treated</i> 	Be honest  Use good manners  Care for others and for property	Look and listen  Applaud sensibly	Rubbish in the bin	Take turns  Play safely  Care for the environment	Be a friend  Play safely  Play by the rules	Care for the environment  Stay on the paths	Allow privacy  Keep the area clean	Wait quietly in line  Use good manners  Buy only for yourself
<b>RESPONSIBILITY</b> <i>Do what you know is right</i> 	Follow directions  Wear your school uniform with pride  Right place, right time	Be ready  Enter and leave quietly	Sit to eat  Make healthy choices  Care for your own things	Hats on  Walk on hard surfaces  Move sensibly on the bell	Hats on  No food on the oval  Stay in bounds	Hats on  Walk  Quiet play only	Wash your hands and leave  Report problems  Walk	Keep your money safe  Make healthy choices
<b>RESILIENCE</b> <i>Bounce back and act positively</i> 	Join in and do your best  Accept change and advice  Keep on trying	Celebrate the efforts of others  Congratulate success	Share the area  Eat only your own food	Share the equipment and area  Be a problem solver	Share the equipment and area  Be a problem solver	Share the area	Use break time	Wait your turn

## Reward System

At Woonona East Public School our school values are Respect, Responsibility and Resilience. Students are expected to act according to the school's values as outlined in the positive behaviour matrix. Self-discipline in playground behaviour will be rewarded with Free and Frequent Boardies. Classroom behaviour and work habits will continue to be rewarded through the use of WEPSIs and school assembly awards.

### Aim

To implement an awards system which:

- Emphasises appropriate student behaviour and actions;
- Recognises achievement and improvement in academic, social and behavioural areas;
- Promotes the development of self-esteem of students within a nurturing school environment.
- Uses a consistent approach that utilises a standard language related to the school's core values



### Effort and Achievement

Effort and achievement will be rewarded through recognition and encouragement:

- From class teachers, the principal, parents and peers
- With the use of stickers, stamps and rewards
- In reports and school newsletters
- Display of student work
- At assembly
- Notes to parents
- Meetings with parents





## Whole School Class Award System

Each classroom teacher will maintain an in-class system involving the presentation of approximately 10 WEPSIs per week.

These will be awarded in recognition of:

- Appropriate classroom behaviour
- Work practice
- Effort and improvement



Students will be informed orally or in writing as to why they have received a WEPSI. Five WEPSIs will lead to the presentation of a merit certificate by the office. Five merit certificates will lead to the presentation of a Principal's Awards at assembly and acknowledgement in the school newsletter. The accumulation of these awards is ongoing and does not finish at the end of a term or calendar year. It is the student's responsibility to collect and save awards and to present them at the office for validation.

## Assembly Awards

At whole school assemblies, three awards per class will be presented in recognition of achievement.

An assembly award will count as one merit certificate towards the earning of a Principal's Award.



Upon presentation of a Principal's Award, students will be invited to attend the Principal's Morning Tea at the end of each term.

## Free and Frequent



Students who consistently demonstrate the school values of Respect, Responsibility and Resilience outside the classroom are awarded Boardies. These Boardies accumulate each week and tally towards a whole school reward when specific targets are reached:



# Boardies



1. Teachers will hand out a minimum of 4 Boardies each break time to students for displaying expected behaviours and particularly, the behaviour/FOCUS of the week. Students write their name on the Boardie and place it in the class collection box.
2. Each Friday, helpers collect the Boardies from each classroom and they are added to the whole school tally bin. As the bin fills up, and certain levels are reached, the entire school receives a reward.
3. Every Tuesday, (as no Wellness Hut on a Monday), at morning assembly two students are drawn from the school collection box to receive a Wellness Hut voucher.
4. A whole tally is kept to accumulate towards a school reward. The goal will be 500 Boardies. This will earn the school a reward based on student/stage / whole school choices.



## Playground Behaviour—Consequences

All incidents are to be recorded and entered into SENTRAL by Duty Teacher.  
Please let relevant Class Teacher/Supervisor/Principal know where deemed necessary.

Woonona East Public school

**PLAYGROUND BEHAVIOUR CONSEQUENCES**



**Description of consequences:**

1. Verbal warning given to students involved by the teacher on duty.
2. Time out- offending students are sat in designated areas for 10 minutes:  
Areas are as follows: COLA- silver benches along the side; FIELD – along fence in shade; BASKETBALL COURT – on seats outside classrooms.
3. Referral to executive – verbal report or written playground duty report given to executive outlining incident.
4. Incidents requiring documentation to be entered into **SENTRAL** by reporting duty teacher.  
Detention will be determined by executive and/or Principal and/or class teacher based on severity of incident and recurrences of behaviour as noted in **SENTRAL**.

**Teacher Managed**

MINOR	DEFINITION
Running on cement/hard surfaces	Students to walk on all hard surfaces
Out of bounds	Areas where students are not permitted to play
Misuse of property	Misusing/abusing any property (including hardware & software)
Not sharing the space	Using exclusion practices
Inappropriate action in area	Behaving inappropriately in that area - eg. Playing in toilets; running in Quiet Garden etc

**Executive Managed**

MAJOR	DEFINITION
Abusive language/inappropriate language/swearing	Any time that a student uses language intended to cause student or teacher to feel humiliated, intimidated or threatened
Bullying	A repeated act intended to cause another student or teacher to feel intimidated or to cause a violent reaction from another student
Disrespect /non-compliance	Defiance - Refusal to follow directions, answering back and/or rude interactions
Defiance	Repeated failure to follow school rules
Disruption	Behaviour causing an interruption to activity. Disruption includes sustained loud talk, yelling, or screaming
Physical Aggression/Fighting/Threats/Assaults/Throwing items	Actions involving threatening acts or serious physical contact where injury may occur or (e.g., hitting, punching, burning, hitting with an object, kicking, hair pulling, scratching, etc.)
Theft	Student is in possession of, or been responsible for, removing someone else's property or has signed a person's name without that person's permission
Forgery	Falsifying parent notes, official documents, plagiarism of assignments and assessment tasks
Harassment/teasing/taunting	Student delivers disrespectful messages (verbal or by gesture) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes. These include negative comments sustained or intense verbal attacks based on: <i>Race; religion and/or national origin; gender; age; physical appearance; ethnic origin; disabilities; other personal matters</i>
Lying/Cheating	Student delivers a message that is untrue. A student in any way uses someone else's work as their own or lets another student use their work or appropriates answers in an unacceptable manner for any kind of assignment or assessment.



## **Behaviour Consequence Flowchart**

### **STEP 1 Classroom**

- Teachers manage MINOR behaviour issues and enter in to SENTRAL Wellbeing ASAP.
- Incidents requiring Wellbeing Coordinators attention to be entered into SENTRAL Wellbeing ASAP and may progress to Step 2.

### **STEP 1 Playground**

- Teachers manager MINOR behaviour issues and enter in to SENTRAL Wellbeing ASAP.  
(See attached Playground Behaviour Chart)
- Incidents requiring Wellbeing Coordinators attention to be entered into SENTRAL Wellbeing at the conclusion of duty and may progress to Step 2.

### **STEP 2**

- Classroom/Playground Behaviour Card for 3 days (if first offence)
- 'Reflection Letter' to be sent home.
- 'Reflection Room' with Principal.
- If the incident involves serious physical aggression, a Letter of Concern will be issued immediately
- Further breaches of school rules may lead to Step 4 or higher



### STEP 3

- 'Reflection Letter' to be sent home.
- 'Reflection Room' with the Principal.
- Classroom/Playground Behaviour Card for 5 days (if second offence in 5 week period).
- If the incident involves serious physical aggression, a Letter of Concern will be issued immediately.
- Further breaches of the school rules may lead to Step 4 or higher.



### STEP 4

- Removal of student from class and/or playground for supervision with Principal.
- Interview between student, classroom teacher (if incidents are occurring in the classroom), Principal and parents.
- Letter of Concern (pre-suspension warning).
- Classroom/Playground Behaviour Card for 10 Days (if third offence in 5 week period).
- Further breaches of the school rules may lead to Step 5 or higher.



### STEP 5

- Short suspension (1-4 days) as per DET Policy Guidelines.
- Suspension Resolution meeting between student, Principal and parents.
- Suspension Resolution plan developed.
- Classroom and Playground Behaviour Monitoring Card for 10 days to be used, following return from suspension.
- Further breaches of the Discipline Code may lead to Step 6.





### **Step 6**

- Further short suspensions or long suspensions of up to 21 days, as per the DET Policy Guidelines.
- Suspension Resolution meeting between student, Principal and parents upon return to school.
- Suspension Resolution Plan to be developed.
- Classroom and Playground Behaviour Monitoring Card for 10 Days following return from suspension.