



St Georges Basin Public School **Positive Behaviour and Discipline Policy**



Students at St Georges Basin Public School will be consistently recognised for their positive behaviours, achievements and performance.

The Positive Behaviour and Discipline Policy encompasses all that happens within the school to reward positive behaviours and consequences for negative behaviours. The policy is designed to encourage and provide individual students with positive recognition of achievement in their school life. The intent of the system is to encourage each of the students to do his or her personal best with the ultimate aim for each child to seek intrinsic rewards for their own behaviours. It includes:

Promoting Positive Student Behaviour

Individual Class Systems

Teachers develop and use reinforcement systems suited to the needs of the individual students and designed to maximise the unique qualities of each class. Teachers use a large variety of reinforcements, including:

- Verbal praise
- Stickers
- Individual and Champion Chart
- Sharing achievements with other teachers, students and the Principal

SGBPS Dragon Awards

The attainment of 10 champion points leads to the presentation of an SGBPS Dragon Award, presented in the classroom.

Students can move up the Champion Chart for being:

- Responsible
- On Task
- Active Learners
- Respectful
- Safe

A bonus champion point will be awarded at the end of each week if a student has had 100% attendance and no recorded behaviour entries in the week.

A student who is away representing the school and behaves positively will be awarded a champion point for that day.

SGBPS Class Merit Awards

Class Merit Awards are awarded in recognition of an achievement or appropriate behaviour in the classroom or in the playground. Class Merit Awards are presented at the school assembly each fortnight. Class Merit Awards equate to a Dragon Award and can be used to attain a SGBPS Bronze, Silver or Gold Award. (Sport carnival certificates and end of year Class Presentation Day certificates are not included in the merit system)

(The students receiving a Merit Award at an assembly are recognised in the School Newsletter)

Assembly Merit Awards – fortnightly as the term calendar allows

3 class teacher awards – K-2

4 class teacher awards – Yrs 3-6

2 RFF awards per teacher K-2 & Yrs 3-6

Merit Awards can be awarded for but not limited to:

Achievement

Improvement in academic work
High achievement in academic work
Effort in academic work
Improvement in specific behaviours

Active participation in an activity
Completing a test to the best of the student's ability
Cooperation in group work

Appropriate Behaviour

Positive ROARS behaviours
Good communication with members of the school community
Good citizenship

Helping within and around the school
Displaying tidiness
Care of personal/school property

SGBPS Bronze Dragon Award

The attainment of five SGBPS Dragon Awards and /or Merit Awards leads to the presentation of a SGBPS Bronze Dragon Award by the Principal at an assembly. Dragon Awards may be withheld until the following Stage assembly if a student has had negative behaviour entries recorded or is currently on a Behavior Monitoring Card. (The students receiving this award are recognised in the School Newsletter.)

SGBPS Silver Dragon Award

The attainment of five SGBPS Dragon awards and /or Merit Awards after receiving a SGBPS Bronze Dragon Award leads to the presentation of a SGBPS Silver Dragon Award by the Principal at an assembly. Dragon Awards may be withheld until the following Stage assembly if a student has had negative behaviour entries recorded or is currently on a Behavior Monitoring Card. (The students receiving this award are recognised in the School Newsletter)

SGBPS Gold Dragon Award

The attainment of five SGBPS Dragon awards and /or Merit Awards after receiving a SGBPS Silver Dragon Award leads to the presentation of a SGBPS Gold Dragon Award by the Principal at an assembly. Dragon Awards may be withheld until the following Stage assembly if a student has had negative behaviour entries recorded or is currently on a Behavior Monitoring Card. (The students receiving this award are recognised in the School Newsletter)

SGBPS Diamond Dragon Award – Year 6 ONLY

Year 6 nominations are to go to the SGBPS Executive team for the attainment of a SGBPS Diamond Dragon Award and will be awarded to Yr 6 students who have achieved a SGBPS GOLD Dragon Award and have performed at an outstanding level in all areas inside and outside the classroom, over the years at our school. This award is presented by the Principal at assemblies in Term 4. (The students receiving this award are recognised in the School Newsletter)

SGBPS Principal's Award and Principal's Special Event

The attainment of five SGBPS Dragon Awards and/or Merit Awards after receiving a SGBPS Gold Dragon Award leads to the presentation of a SGBPS Principal's Award at the last Dragon Award Assembly of the year and an invitation to attend a Principal's Special Event hosted by the Principal and the Executive during Term 4. The SGBPS Principal's Award and/or an invitation to attend the special event may be withheld if a student has had negative behaviour entries recorded or is currently on a Behaviour Monitoring Card.

Implementation Guidelines for the Award System

1. Staff consistency is essential in implementing this policy. Staff are to ensure that:
 - They are fully aware of the system
 - They are consistent in the implementation of the agreed criteria
 - They maintain accurate records of Merit Awards presented
 - Regular discussion between teachers to maximise consistency across the school
 - Each term supervisors will audit their Stage's recording sheets.
2. Students who receive a house point will automatically move up one spot on their class Champion Chart.
3. Students may achieve champion a maximum of up to 3 times in one day.
4. Designated House Captains will complete the tallying of house points.
5. Teachers will record when a student has achieved five Dragon/Merit Awards and progressed to a Bronze, Silver or Gold Award. Bronze, Silver and Gold Dragon Awards will be presented to the student at the appropriate assembly.
6. Teachers are responsible for checking that their students have had no negative recorded entries or are currently on a Behaviour Monitoring Card prior to notifying the office of student's progression.
7. A record of SGBPS Bronze, Silver, Gold and Diamond Awards issued from the office will be maintained.
8. Students must be on Bronze level to attend end of Year Merit Celebrations and on Silver level to participate in Dragon Sports outside of the school.
9. LaST and Scripture award house points only.
10. SGBPS Merit Program begins on Term 1 Day 1 and concludes on the Tuesday before the last specified assembly for that year.

House Points – ROARS (Free and Frequent)

Through the implementation of the house points system the school acknowledges students for demonstrating positive behaviour and achievement reflecting the school ROARS values and rules, both in and out of the classroom.

How the system will work:

- All members of school staff - teaching and non-teaching – will have a supply of house point cards, each worth one house point – printed in the 4 house colours, containing the respective house logo and the ROARS logo.
- Students who receive a house point will automatically move up one spot on their class Champion Chart.
- These can be awarded for good work, good behaviour, sporting, musical achievement, helpfulness, etc. as staff see fit, but complying with the agreed principles outlined below.
- Children will post their house point card/s into the class box.
- Each week (Friday morning) designated House Captains will collect the house point tallies from each class and record class totals for each house on the weekly record sheets.
- The winning house, i.e. the one whose members have received the most house points during the week, will be announced at the Monday morning assembly. The house that has had the most weekly wins for the term will receive a reward at the end of each term.
- At the end of the year, the house with the most points (inclusive of all sports carnivals) – will be deemed the champion house for that year and the SGBPS Champion House Shield will be awarded to the House Captains at the Yr3-6 Presentation Day Assembly.

What can house points be awarded for?

Academic achievement - 1, 2 or 3 house points

Behavioural achievement- 1, 2 or 3 house points

Sporting achievement - 1, 2 or 3 house points

Musical / Dramatic achievement - 1, 2 or 3 house points

Extra-curricular achievement - 1, 2 or 3 house points

Meeting personal targets - 1, 2 or 3 house points

Special achievements - 4 house points or, in exceptional circumstances, 5 house points

QUICK REFERENCE AWARD GUIDE

A bonus champion point each week = 100% attendance and no recorded behaviour entries in the week.

A champion point = student who is away representing the school and behaves positively for that day.

10 champion points = SGBPS Dragon Award

5 SGBPS Dragon Awards and /or Merit Awards = SGBPS Bronze Dragon Award

5 SGBPS Dragon Awards and /or Merit Awards, and a SGBPS Bronze Dragon Award = SGBPS Silver Dragon Award

5 SGBPS Dragon Awards and /or Merit Awards, and a SGBPS Silver Dragon Award = SGBPS Gold Dragon Award

5 or more SGBPS Dragon Awards and /or Merit Awards, and a SGBPS Gold Dragon Award = SGBPS Principal's Award and an invitation to a Principal's Special Event

Yr 6 can be nominated for a SGBPS Diamond Dragon Award and Badge by Yr 6 class teachers

Positive Postcards

KidsMatter positive postcards celebrate students' positive behaviours that support and promote the well-being of others with parents and carers. All teachers will use the reverse side of the postcard to write a special note to parents and carers to recognise these positive well-being behaviours of students. These positive postcards will be a surprise to parents as they will be mailed home throughout the year. Not all children may receive a positive postcard mailed home as each class has a limited number of postcards and these do not replace the school merit award system they are special addition celebrating students supporting each other.

Negative Student Behaviour

All inappropriate behaviour is dealt with according to the Strategies and Practices to manage inappropriate student behaviours.

Cave to Castle Behaviour Monitoring Card

Students can be placed on a Cave to Castle Behaviour Monitoring Card due to behaviour misdemeanours in line with the SGBPS Positive Behaviour and Discipline Policy.

Students who may be eligible for a Cave to Castle Monitoring Card have displayed/been involved in:

- Continual poor behaviour choices—behaviour notifications to Assistant Principals. Each student will be looked at on an individual basis.
- Major behaviour incident
- Return from suspension.

Whilst a student is on a monitoring card they will be excluded from:

- Receiving Dragon Awards—awards will be withheld until the next appropriate assembly
- Extra-curricular activities such as Gala Days and Merit Reward Days

Students who are on a monitoring card may be excluded from:

- Educational School Excursions - A risk assessment for an individual will need to be completed for each excursion.

If Bullying behaviour has been determined students who are found to be bullying will receive a suspension warning on the first offence and may then be suspended for any further incidence of bullying in the year. Students will be placed on a Cave to Castle Behaviour Monitoring Card until there is evidence that behaviour has improved and there is no longer any risk to students, staff or community members. (see SGBPS Anti-Bullying Plan for further details)

Strategies and Practices to Manage Inappropriate Student Behaviours

Classroom Management

Rules: It is vital that the teacher and the class negotiate the class rules at the beginning of the school year. This is important because each teacher is responsible for his or her own class discipline. Class discipline must align with the school's Student Welfare/Behaviour Policy.

Role Definition: At the beginning of the school year it is extremely valuable to have a class meeting where roles are defined and clarified, with all members of the class having an opportunity for input. Staff and students need to ensure that their roles are clearly defined. These roles should be clearly displayed and referred to when necessary.

Strategies for a classroom behaviour management plan:

There are three levels of behaviour management and disciplinary measures relating to the classroom.

<p>Minor breaches of class rules Managed by classroom teacher</p> <ul style="list-style-type: none"> • disrupt the class or own learning • not co-operative in class • breaks or ignores a safety rule • breaks or ignores a class rule • Mishandling of property of class or other students e.g. damage, theft • verbal "put downs" of students • defiant language or behaviour • conflict with other students of equal power <p>Consequences:</p> <ul style="list-style-type: none"> • verbal response • visual cue • redirection of task • class based behaviour plan designed with stage leader • time out, thinking chair, quiet area • buddy class to redirect thinking and to proceed with class work • apology to student or teacher • natural consequence of misdemeanor or negotiate realistic consequence • behaviour recorded on school data base • teacher to contact parents 	
<p>Continued/serious breaches of class rules Managed by classroom teacher and referred to Assistant Principal</p> <ul style="list-style-type: none"> • swearing • physical abuse of student • verbal abuse of student or staff • slanderous intolerance of others • leaving classroom unsupervised • bullying • inappropriate use of Internet or email services • 3 repeated recorded class incidents in a term • Escalating defiant language or behaviour <p>Consequences:</p> <ul style="list-style-type: none"> • parents' contacted by phone and/or letter and recorded electronically. • school suspension • restricted playground area • placed on a behaviour monitoring card • removed to buddy class for longer time away from class and make up for missed class work in lunch break • exclusion from excursions, camps, representing the school • behaviour recorded by stage leader on school data base, referral to Learning Support Team and a positive behaviour program planned and implemented as required • direct referral to principal if required by AP 	<p>Extreme or dangerous behaviour Referred to principal</p> <ul style="list-style-type: none"> • 3 referrals to Assistant Principals • physically hurts student or staff • severe verbal abuse or bullying • vandalism of school property <p>Consequences:</p> <ul style="list-style-type: none"> • parents' contacted by phone and/or letter and recorded electronically • partial attendance at school • short term or long term suspension • exclusion from representing the school, excursions, camps, extra-curricular activities and loss of play privileges • parents contacted to take student home • counselling for student and parents with principal and school counsellor • positive behaviour management program planned and implemented • placed on a Behaviour Monitoring Card • restitution and or replacement of property



ST GEORGES BASIN PUBLIC SCHOOL

CLASSROOM BEHAVIOUR DEFINITIONS



Breaches in the Classroom

Problem Behaviour	Minor Teacher Managed	Executive Managed (3 minor incidents or a major incident)
Disrupt the class or own learning	Low level but inappropriate non-compliance that interrupts activities and affects others e.g. calling out, talking at inappropriate times, disrupting games	Sustained and consistent interruptions to others' learning
Uncooperative in class	Low level, minor intent e.g. Refusal to follow directions	Uncooperative with anger or of a continuous nature
Breaks or ignores a safety/class rule	Low level, minor intent	Sustained and consistent breaking of rules
Mishandling of property of class or other students e.g. damage, theft	Student participates in an activity that results in the destruction or disfigurement of their property	Student participates in an activity that results in the destruction or disfigurement of other's property
Verbal "put downs" of students	Low level, impolite and rude comments and/or actions	Continuous and sustained socially rude interactions
Defiant language or behaviour	Unplanned verbal response not directed to an individual Refusal to follow directions	Planned verbal response directed to another individual Refusal to follow directions with anger or of a continuous nature
Conflict	Unplanned, physical contact and/or unplanned inappropriate general comments	Student delivers disrespectful messages to another student that includes threats and/or intimidation and/or physical aggression
Bullying/ Harassment		Student delivers sustained, repeated disrespectful messages to another student that includes threats and/or intimidation and/or physical aggression

Strategies and Practices to Manage Inappropriate Student Behaviours

Playground Management:

The teacher on duty handles minor behaviour misdemeanours. This may involve a discussion, correction of behaviour, mediation between students, walking with a teacher, or spending thinking time on a “time out” seat. There are four levels of behaviour management and disciplinary measures relating to the playground.

<p>Breaches of playground rules</p> <p>Managed by playground duty teacher</p> <ul style="list-style-type: none"> • out of bounds • interference in other’s games • temper rising • jostling • teasing • playing with sticks or stones • walking on gardens <p>Consequences:</p> <ul style="list-style-type: none"> • sit on time out seat for a short period of time • shadow the teacher • apologise to the other person • natural consequence of misdemeanor or negotiate realistic consequence 	<p>Minor breaches of playground rules</p> <p>Managed by playground duty teacher</p> <ul style="list-style-type: none"> • back chatting • refusing teacher’s directions • rough play • throwing objects • repetition of undesirable behaviour • bullying – exclusion, teasing etc. <p>Consequences:</p> <ul style="list-style-type: none"> • restitution • removed from playground • shadow teacher for longer period • restricted access to playground by limiting activity or play area • negotiate realistic consequences • complete incident sheet and give to class teacher
<p>Major breaches of playground rules warranting parental advice</p> <p>Referred to Assistant Principal</p> <ul style="list-style-type: none"> • escalating defiant language or behaviour • violence – including retaliation • abusive language • slanderous intolerance of others • damaging school or other people’s property • leaving playground unsupervised • 3 minor recorded incidences <p>Consequences:</p> <ul style="list-style-type: none"> • parents’ contacted by phone and/or letter and recorded electronically. • a period of restitution • apology letter by student and signed by parent • school suspension • placed on a Behaviour Monitoring Card • withdrawal from extra-curricular activities including visiting performances, sport, representation and school excursions may result • withdrawal of special privileges may result • behaviour recorded by AP on school data base, referral to Learning Support Team and a positive behaviour program planned and implemented as required • direct referral to principal if required by AP 	<p>Extreme or dangerous behaviour</p> <p>Referred to principal</p> <ul style="list-style-type: none"> • 3 referrals to AP of major incidents in a semester • extreme violence • stealing • escalating defiant language or behaviour to teachers or visitors • unruly behaviour • deliberate acts of vandalism/graffiti <p>Consequences:</p> <ul style="list-style-type: none"> • parents’ contacted by phone and/or letter and recorded electronically • partial attendance at school • short term or long term suspension • parents contacted to take student home • interview with parent • school counsellor involvement • exclusion from representing the school, excursions, camps, extra-curricular activities and loss of play privileges may occur • placed on a positive behaviour management program including a restitution plan and a Behaviour Monitoring Card until there is evidence that behaviour has improved and there is no longer any risk to students, staff or community members



ST GEORGES BASIN PUBLIC SCHOOL

PLAYGROUND BEHAVIOUR DEFINITIONS



General Breaches of Playground Rules

Problem Behaviour	Teacher	Executive Managed
Out of bounds	Low level - in the incorrect area	Continuous refusal to follow directions and could result in physical harm e.g. leaving the school grounds
Interference in other's games	Low level, minor intent	Sustained and consistent malicious intent
Temper rising	Low level	High level – storming off, verbal abuse, inconsolable
Jostling	Low level	
Teasing	Low level – one off	
Playing with sticks or stones	Low level	
Walking on gardens	Low level	

Breaches of Playground Rules

Problem Behaviour	Minor Teacher	Executive Managed (3 minor incidents or a major incident)
Back chatting	<ul style="list-style-type: none"> Low level, impolite and rude comments and/or actions Unplanned verbal response not directed to an individual 	<ul style="list-style-type: none"> Continuous and sustained socially rude interactions Planned verbal response directed to another individual
Refusing teacher's direction	Brief or low level failure to respond to adult requests	Refusal to follow directions with anger or of a continuous nature
Rough play	Non serious but inappropriate play e.g. play wrestling, tackle football	Aggressive and possibly repetitive physical play where injury may occur
Throwing objects	Low level, minor intent	Malicious intent/ premeditated
Repetition of undesirable behaviour	Low level, minor intent	Malicious intent/repeated offence/premeditated
Conflict	Unplanned, general rough play and/or unplanned and inappropriate general comments	Physical aggression or verbal abuse
Bullying/ Harassment		Student delivers sustained, repeated disrespectful messages to another student that includes threats and/or intimidation and/or physical aggression
Physical Aggression	Non serious, but inappropriate physical contact	Serious physical contact where injury may occur/or is threatened