



# Positive Behaviour for Learning Policy

Revised - September, 2017

## Our Mission

At Ferncourt Public School we focus on the academic, emotional and physical welfare of each of our students. Staff and community work together to provide a caring, well-managed environment within which, our children prepare for the future.

Students, parents and teachers will work together sharing the responsibility for learning and behaviour in a nurturing environment where excellence, high achievement and creativity are fostered and students are inspired to achieve their best.

## Student Welfare and Management

Ferncourt Public School seeks to meet the individual needs of all students by establishing and maintaining a positive school climate that, in turn, allows all students to access quality educational programs. We aim to be a safe, positive and happy place for all students and staff where learning and success is paramount.

Ferncourt Public School adheres to the framework as required by the NSW Department and Communities (DEC), Wellbeing for Schools Framework and implements the Positive Behaviour for Learning (PBL) initiative.

The Good Discipline and Effective Learning Policy is embedded in the Ferncourt Public School plan whereby student wellbeing is maintained through equitable processes that promote positive learning and facilitate the improvement of student outcomes and the narrowing of achievement gaps between students.

## Shared Responsibilities

Student wellbeing is a shared responsibility which enables and fosters a school environment where learning is valued, all members of the community are respected and included, and safety is important.

### **Staff Will:**

- build and maintain positive relationships with children, parents and colleagues throughout the school,
- act according to the DEC Code of Conduct,
- contribute to the provision of a caring, well-managed, safe and fair quality learning environment for all students, fellow staff and parents,
- use effective, consistent and appropriate processes and procedures for addressing behavior issues and conflict,
- make adjustments to school wellbeing processes to best engage and nurture individual students.

### **Students will be encouraged and supported to:**

- act appropriately as safe, responsible and respectful learners and friends,
- contribute to the provision of a caring, safe learning environment or fellow students, staff and parents.



**Parent will be encouraged to:**

- actively participate in the school community and support the learning of their children,
- share responsibility for shaping their children's understanding about acceptable behavior and ensuring their wellbeing,
- work with teachers to maintain a caring, well-managed, safe and fair quality learning environment for all students, fellow staff and parents.

**1. The School Expectations:**

**At Ferncourt we are:**

***Responsible  
Respectful and  
Safe***

**Learners**

**2. Strategies to promote "Positive Behaviour for Learning"**

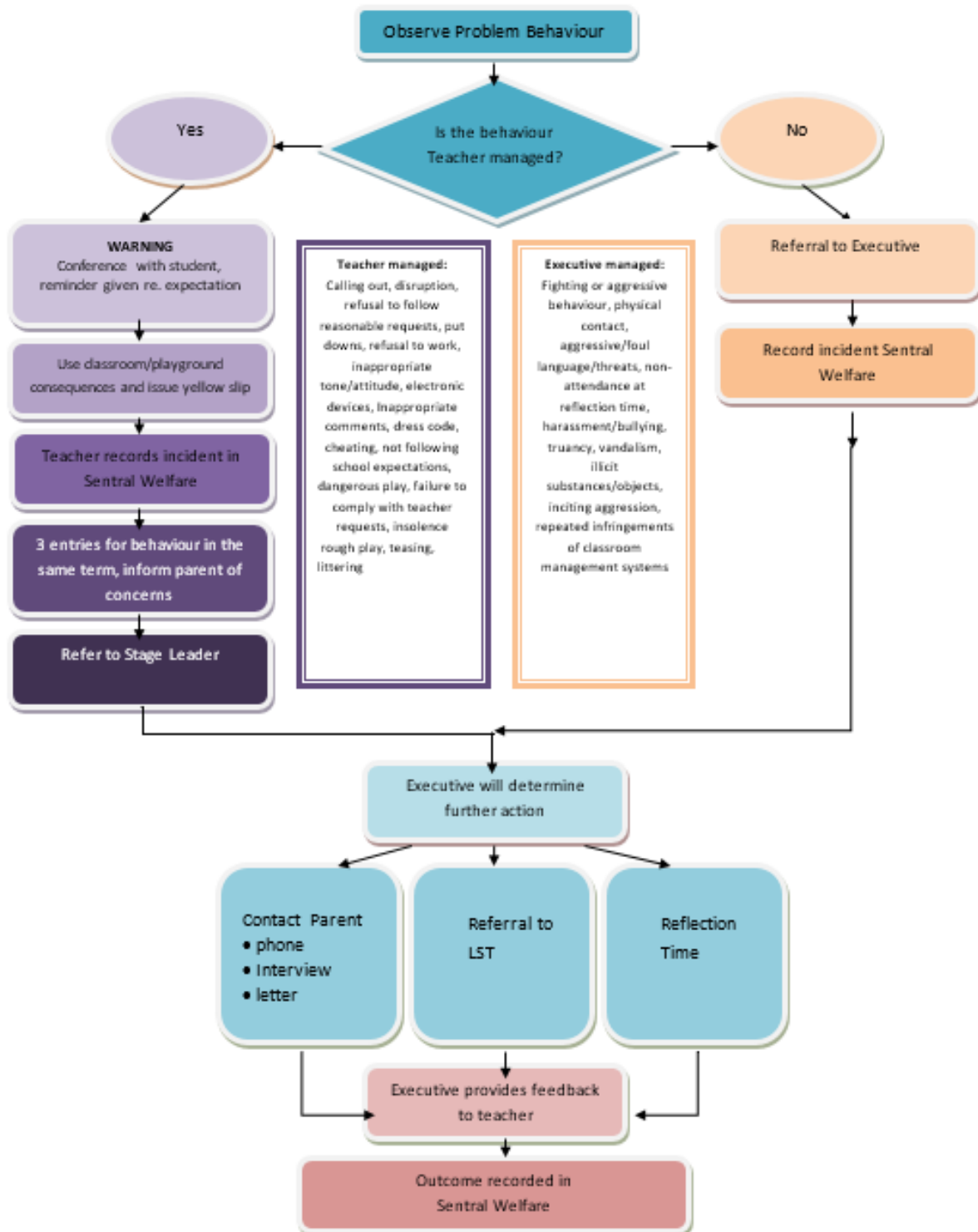
- ✓ Clear and consistent school expectations which are explicitly taught
- ✓ Clear and consistent classroom expectations which are explicitly taught
- ✓ Fostering wellbeing through the KidsMatter framework
- ✓ Focus on positive behaviours
- ✓ Appropriate (relevant and engaging) curriculum
- ✓ Development of positive teacher / student relationships
- ✓ Co-operative learning experiences
- ✓ Social skills programs
- ✓ Peer Support/Buddy programs
- ✓ Personal Development programs such as Bounce Back
- ✓ Remediation and counselling
- ✓ Student Representative Council
- ✓ Regular (informal and formal) parental contact
- ✓ Fernies, Ferncourt Awards, Gold Awards, Principal's Awards, Silver Stars, Gold Stars and School Medals.

3. Practices to recognise and reinforce student achievement



4. Decision Making Flowchart

# Decision Making Flowchart



## Clarifying Behaviour Problems and Adult Responses



	Definition	Examples	Adult Response
<i>Non-problem</i>	Common behaviours that are brief in duration and do not interfere with instruction or learning. Typically self-correcting.	<ul style="list-style-type: none"> <li>• brief off-task behaviour</li> <li>• quiet talk during a transition</li> <li>• short pause while working</li> </ul>	<ul style="list-style-type: none"> <li>• nonverbal cue</li> <li>• ignore/ attend/ praise</li> <li>• reminder regarding expectations</li> </ul>
<i>Minor Problem</i>	Infrequent behaviours that disrupt an activity or interfere with learning and that run counter to the expectations of Ferncourt Public Schools' "Positive Behaviour for Learning". Minor behavioural problems are teacher managed.	<ul style="list-style-type: none"> <li>• calling out without raising hand</li> <li>• leaving seat</li> <li>• off task/ doing unrelated activity</li> <li>• passing notes</li> <li>• excessive social talking</li> <li>• littering</li> <li>• rough play</li> <li>• not wearing correct school uniform</li> <li>• in out of bounds areas</li> <li>• use of mobile phones without permission</li> <li>• disrespectful behaviour towards other students and their property</li> <li>• incorrect lining up</li> </ul>	<ul style="list-style-type: none"> <li>• proximity</li> <li>• nonverbal cue</li> <li>• ignore/ attend/ praise</li> <li>• re-direct</li> <li>• re-teach</li> <li>• provide choice</li> <li>• student conference</li> <li>• change activity</li> <li>• home contact if increase in frequency</li> <li>• teacher managed</li> </ul> <p>*follow guidelines as per the "Positive Behaviour for Learning".</p>
<i>Major Problem</i>	Behaviour that is deliberate, offensive or dangerous to the physical or emotional well-being of others, that disrupts an activity or interferes with learning and that runs counter to the expectations of Ferncourt Public Schools' "Positive Behaviour for Learning". The consistent and repeated occurrence of minor behaviours may also be considered as major behaviours. Major behavioural problems are referred to and managed by executive staff.	<ul style="list-style-type: none"> <li>• not following instructions</li> <li>• physical aggression</li> <li>• bullying</li> <li>• disrespectful behaviour towards teachers and visitors</li> <li>• theft</li> <li>• cyber bullying</li> <li>• school property damage</li> <li>• off school grounds</li> <li>• leaving the classroom without permission</li> <li>• threats</li> <li>• racism</li> <li>• repeated minor behaviours</li> </ul>	<ul style="list-style-type: none"> <li>• re-direct</li> <li>• re-teach</li> <li>• provide choice</li> <li>• student conference</li> <li>• increase group/ individual teaching</li> <li>• home contact</li> <li>• arrange for role play/ practise</li> <li>• restrict privileges</li> <li>• behaviour planning, contract</li> </ul> <p>*follow guidelines as per the "Positive Behaviour for Learning".</p>
<i>Serious Incident</i>	Behaviours that present a threat to the learning environment.	<ul style="list-style-type: none"> <li>• illegal behaviour</li> <li>• major breach of school rules or departmental policy</li> <li>• Student is out of instructional control and is unable to be responsive to adult teaching.</li> <li>• refusal to follow instructions or accept criticism</li> <li>• Major behaviours have not responded to interventions</li> </ul>	<ul style="list-style-type: none"> <li>• referral to office/ executive</li> <li>• home contact</li> <li>• referral to Learning Support Team</li> <li>• Referral to counsellor</li> <li>• follow guidelines as per the "Positive Behaviour for Learning"</li> <li>• follow departmental policy</li> </ul>



## 5. Behaviour Levels

### Green Level

All students are placed on green level. Students on **green level** maintain all the privileges. Students remain on green level by demonstrating school behaviour expectations in all areas of the school including excursions and extra-curricular activities.

Responses to Minor Incidents may include:

- Behaviour pre-correction
- Following classroom behaviour management system
- Time out in the classroom setting
- Time out with stage supervising teacher
- Attendance at the reflection room for one session

### Yellow Level

Students are placed on yellow level in the following circumstances:

- *Three minor incident referrals in one term*
- *One major incident (see Appendix 3)*

Students on yellow level lose privileges associated with green level, and attend the reflection room for three consecutive days following the return of the parent notification letter to the child's class teacher.

### Red Level

Students are placed on red level if there is a further incident while on yellow level or if there is a serious incident at school. This results in the loss of all privileges. Students on red level return to yellow level after one week if there are no further incidents and then to green level one week after that. Students on red level may be excluded from attending events, some of which may be held off-site.

### Informing Parents/Carers

Parents and carers are informed by letter when their child is on yellow level or red level. An interview with parents and carers about their child's behaviour can be requested if a student reaches yellow or red level.

If a student's behaviour does not improve Department of Education procedures are then followed which may include suspension and expulsion.

### End of Term Reward

Teachers and students will plan together an end of term reward. It may be an excursion/sports day/special lunch. Students may participate if:

- a) They have maintained green level all term.
- b) They have been on yellow level once only. All students deserve a second chance.
- c) They are on green level at the time.

This reward will be a fun event to provide incentive for continued good behaviour.



### Stage 3

#### **Three Warnings = Time Out**

After three warnings students are given time out for ten minutes at a time out table within the classroom or at a buddy class. If a student is given time out on three occasions during a term they are to be sent to their Stage Supervisor with work for a period of time as determined by the class teacher and supervisor (for example until the end of the day). If the Stage Supervisor is unavailable a student should be sent to the nearest Stage Supervisor.

In RFF, support groups or Scripture there is no provision for a time out table and any student issued with three warnings is to be sent directly to their Stage Supervisor.

A student receiving three warnings at sport or while on an excursion (day or overnight), will be referred to the Stage Supervisor at the earliest possible time upon arrival back at the school.

If a student becomes argumentative, aggressive or behaves in a dangerous manner he/she should be removed by the Principal, or Executive, to the Principal's Office.

#### **Reflection Time**

When a Stage 3 student moves to yellow level, red level or suspension they are required to complete a period of off-playground lunchtime reflection time (see below):

- **Yellow Level** - when a Stage 3 student is on Yellow level they are required to undertake lunchtime reflection time in the designated area for one half of lunch for a period of three consecutive days.
- **Red Level** - when a Stage 3 student is on Red level they are required to undertake lunchtime reflection time in the designated area for one half of lunch for a period of five consecutive days.
- **Suspension** – when a Stage 3 student has completed a period of Suspension from the school they are required to undertake lunchtime reflection time in the designated area for one half of lunch. The number of consecutive days is dependent upon the length of suspension (e.g. two days suspension plus three days reflection time).

#### **Behaviour Management Plans**

Behaviour Management Plans are part of Level 3 interventions at Ferncourt Public School. They are developed by the Learning Support Team and Classroom Teachers and outline specific strategies for individual behaviours, triggers, prevention and management strategies.



## **Strategies for Stage 2 Students**

It is considered that by Stage 2 students are fully aware of what constitutes appropriate School behaviour and as such are fully accountable for their actions.

Stage 2 students work to a green, yellow and red level system.

### **Stage 2**

#### **Three Warnings = Time Out = Yellow**

After three warnings students are given time out for ten minutes at a time out table within the classroom or at a buddy class. If a student is given time out on three occasions during a term they are to be sent to their Stage Supervisor with work for a period of time as determined by the class teacher and supervisor (for example until the end of the day).

In RFF, support groups or Scripture there is no provision for a time out table and any student issued with three warnings is to be sent directly to their Stage Supervisor.

A student receiving three warnings at sport or while on an excursion (day or overnight), will be referred to the Stage Supervisor at the earliest possible time upon arrival back at the school.

If a student becomes argumentative, aggressive or behaves in a dangerous manner he/she should be removed by the Principal, or Executive, to the Principal's Office.

#### **Reflection Time**

When a Stage 2 student's parent has received a letter concerning the behaviour of their child, the student is required to complete a period of off-playground lunchtime reflection time (see below):

- **One letter home** - when a Stage 2 student has had one letter sent home during a term he/she is required to undertake lunchtime reflection time in the designated area for one half of lunch for a period of three consecutive days.
- **Two letters home** - when a Stage 2 student has had two letters sent home during a term he/she is required to undertake lunchtime reflection time in the designated area for one half of lunch for a period of five consecutive days.
- **Suspension** – when a Stage 2 student has completed a period of Suspension from the school they are required to undertake lunchtime reflection time in the designated area for one half of lunch. The number of consecutive days is dependent upon the length of suspension (e.g. two days suspension plus three days reflection time).

#### **Behaviour Management Plans**

Behaviour Management Plans are part of Level 3 interventions at Ferncourt Public School. They are developed by the Learning Support Team and Classroom Teachers and outline specific strategies for individual behaviours, triggers, prevention and management strategies.

#### **End of Term reward**

An End of Term reward may constitute watching a DVD at school, a special lunch et al provided a student has maintained Green level for the term, been on Yellow level once during a term, or is on Green level at the time of the reward. A student who has been on Red level or who has been suspended during a term will not participate in the End of Term reward.





## **Strategies for Stage 1 Students**

### **Stage 1**

Stage 1 students have a classroom traffic light system of green light, yellow light and red light levels of behaviour as follows:

- Green light (everyone starts on Green light and returns to green light at the beginning of each day)
- Yellow light (Yellow light is the level reached when two in class warnings have been issued.)
- Red light is the level reached when three in class warnings have been issued. Students reaching red light undertake a short period of time out.

### **Time Out**

After one yellow light, the student receives an in-class time-out. After rejoining class activities, the student remains on yellow light. After a short period of on task behaviour, the student will return to green light.

After one red light, the student is sent to the Stage Supervising teacher. If the Stage Supervisor is unavailable a student should be sent to the next Stage Supervisor (for example Stage 1 student to ES1 Supervisor). After returning to their class, the student returns to yellow light. After a short period of on task behaviour, the student will return to green light.

If a student receives two red lights in one day, the incident is recorded on a yellow slip and then entered into Sentral. Following this, a letter is sent home to the student's parents or carer outlining the child's behaviour.

Time outs will be recorded by the class teacher and yellow slips monitored by the Stage Supervisor.

### **While on Time Out**

Stage 1 students attending Time Out with their stage supervisor will be given a reflection sheet as well as the work they are doing in class at the time. If they are in RFF, Library or a support class, students will be given a reflection sheet to complete by the Supervisor. Under no circumstances are students to participate in play or games while in Time Out.

If a student becomes argumentative, aggressive, or behaves in a dangerous manner he/she should be removed by the Principal, or Executive, to the Principal's Office.

### **Behaviour Management Plans**

Behaviour Management Plans are part of Level 3 interventions at Ferncourt Public School. They are developed by the Learning Support Team and Classroom Teachers and outline specific strategies for individual behaviours, triggers, prevention and management strategies.

### **Rewards**

Every five weeks (twice per term) students will receive a whole stage reward.

If students have had three or more in class time outs they will miss out on this reward. They will be supervised and provided with class work.

Every five weeks a new reward system will begin again and all students will have the opportunity to work towards staying on a green light.



## Strategies for Early Stage 1 Students

### *Behaviour – Classroom – Three warnings*

#### **Three warnings**

After three warnings students are given Time Out. If a student is given Time Out on two (one minute) occasions they are to be sent to their Stage Supervisor for 10 minutes. If the Stage Supervisor is unavailable the student should be sent to the next Stage Supervisor.

#### **While on Three Warnings**

Supervisors will provide work to complete. Under no circumstances are students to participate in play or games while in Time Out.

If a student becomes argumentative, aggressive, or behaves in a dangerous manner he/she should be removed by the Principal, or Executive, to the Principal's Office.

When a student is sent to a Supervisor on three or more occasions during a term the parents or carer will be advised in writing on each occasion. A yellow slip will be used to record the incident and Stage supervisors will enter and monitor the incident into Sentral.

## **Level 3**

**Principal Management Strategies / Action Strategies** - If unacceptable behaviour continues:

- Principal conference / Parent Contact.
- Individual Behaviour Program e.g. Passport System.
- Counselor / ISTBD / DOCS referral if appropriate
- Short Term Suspension from School
- Long Term Suspension from School
- Expulsion

## **Behaviour Management Plans**

Behaviour Management Plans are part of Level 3 interventions at Ferncourt Public School. They are developed by the Learning Support Team and Classroom Teachers and outline specific strategies for individual behaviours, triggers, prevention and management strategies.



**Strategies for dealing with unacceptable playground behaviour**

Teachers will use their professional judgment when dealing with difficult situations and students.

Students who use unacceptable behaviour in the playground will be dealt with in accordance with the steps outlined in the Good Discipline and Effective Learning Policy.

The Executive team will review incidents recorded in Sentral on a regular basis and track the students and locations, following the steps outlined below where needed.

Where appropriate students will be supported by:

- Counsellor referral
- Regional Support (following referral)
- Family and Community Services (FACS) or Child Wellbeing Unit (CWU) referral
- And / or applying for flexible funding

<u>Student Behaviour</u>	<u>The Principal and Executive team will:</u>
2 x name in Sentral	<ul style="list-style-type: none"> <li>• interview the student.</li> </ul>
3 x name in Sentral	<ul style="list-style-type: none"> <li>• Interview the student</li> </ul> <p><b>Early Stage 1 / Stage 1</b></p> <ul style="list-style-type: none"> <li>• Contact parents/carers and send a letter detailing student behaviour. Parents/carers are required to sign and return the letter to verify they have received it.</li> </ul> <p><b>Stage 2 / Stage 3</b></p> <ul style="list-style-type: none"> <li>• Student is moved to yellow level</li> <li>• Send a 'Yellow Level' letter detailing student behaviour to parents or carers who are required to sign and return the letter to verify they have received it.</li> <li>• Follow the steps outlined for 'Yellow Level' in <i>'Strategies for dealing with unacceptable classroom behaviour'</i></li> </ul>
5 x name in the Sentral	<ul style="list-style-type: none"> <li>• interview the student.</li> </ul>
6 x name in the Sentral	<ul style="list-style-type: none"> <li>• Interview the student</li> </ul> <p><b>Early Stage 1 / Stage 1</b></p> <ul style="list-style-type: none"> <li>• Contact parents/carers and send a letter detailing student behaviour. Parents/carers are required to sign and return the letter to verify they have received it.</li> </ul> <p><b>Stage 2 / Stage 3</b></p> <ul style="list-style-type: none"> <li>• Student is moved to red level</li> <li>• Send a Red Level' letter detailing student behaviour to parents or carers who are required to sign and return the letter to verify they have received it and come in for an interview.</li> </ul>



	<p>Follow the steps outlined for 'Red Level' in '<i>Strategies for dealing with unacceptable classroom behaviour</i>'</p>
<p>Continued presence in Sentral</p>	<ul style="list-style-type: none"> <li>• continue to monitor the student's behaviour</li> <li>• interview the student</li> <li>• contact the student's parents or carers/parent interview</li> <li>• place the student on in-school suspension</li> <li>• negotiate the student's return to school and the playground</li> <li>• suspend the student from school</li> </ul>

**N.B.** In cases of extreme behaviour or critical incident, some of the steps may be omitted at the Principal's or Executive Team member's discretion.