



Positive Behaviour Policy

Updated January, 2019

Millfield Public School endeavours to provide a positive learning environment for students, parents and teachers. There is a focus on encouraging positive behaviours through explicit teaching and an extensive reward structures.

Statement of Purpose

To develop a culture at the school with the following outcomes:

- ☺ students feel safe and secure within the school and at all school activities
- ☺ students demonstrate positive school expectations in all environments
- ☺ acceptance by students, parents and caregivers of the shared responsibility for student behaviour.
- ☺ peaceful and timely resolution of conflict in a mutually respectful climate

Positive Behaviour for Learning (PBL)

Millfield Public School is a PBL School. This program helps develop our core school expectations of Being Responsible, Respectful and Safe Learners. From this, we have collaboratively discussed what these expectations look like in all the areas of our school, with staff and students. These behaviours are taught explicitly in our classrooms and are promoted in all settings of our school, for all members of our school community.

School Expectations

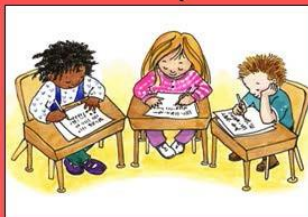
The three school expectations are as follows:

Be Responsible



- *In the right place.*
- *Own your actions.*
- *Being organised.*

Be Respectful



- *Being polite.*
- *Caring for others.*
- *Taking pride.*

Be Safe



- *Move sensibly.*
- *Follow instructions.*
- *Keep hands and feet to yourself.*

These general school expectations are to be followed at all times, by all members of the school community, including students, staff and parents. More specific behaviours are taught to students in relation to specific times and areas around the school (e.g. toilets, canteen) and displayed in these areas.

The school expectations encompass the **Core Rules for students in New South Wales government schools**.

NSW Public Schools – Core Rules

All students are expected to:

- attend every school day, unless they are legally excused, and be in class on time and prepared to learn;
- maintain a neat appearance, including adhering to the requirements of the school's uniform or dress code policy;
- 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; and
- Care for property belonging to themselves, the school and others.

Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated.

Strategies and Practices to Promote Positive Student Behaviour

Millfield Public School uses a range of strategies on a daily basis to promote positive behaviours to establish and maintain a climate of respect. These strategies include:

- **POSITIVE AND SUSTAINED RELATIONSHIPS** – the highest priority is building positive, collaborative relationships among all members of the school community.
- **CONSISTENT EXPECTATIONS** of acceptable standards of behaviour
- **FOCUS ON PERSONAL SUCCESS** and continually emphasise high expectations.
- **EMPOWER STUDENTS** with a voice through student leadership.
- **SELF ASSESSMENT** used as an effective tool in building reflective thinking and positive behaviour and attitudes in students.
- **SOCIAL AND EMOTIONAL EDUCATION** continually promoted, modelled and expected.
- **QUALITY TEACHING** – this ensures student engagement in their learning, reducing negative behaviours

Strategies and Practices to Recognise and Reinforce Student Achievement

Millfield Positive Reward System

Millfield Public School acknowledges quality work, pleasing behaviour and citizenship through a variety of methods.

- ☺ **In Class Rewards –**
 - ☺ Students earn Millfield Points in the classroom and playground for demonstrating positive behaviours. Points are recorded in a central whole school system called Class Dojo. Each classroom has the flexibility to design and run age appropriate in class reward programs based off of these points in addition to the whole school recognition programs.
- ☺ **Whole School - Gold, Silver and Bronze Awards-**
 - ☺ As students accrue points there are three major milestones along their yearly journey. Bronze awards are given to students after reaching 100points, Silver awards are given when reaching 200 points and gold awards are given when reaching 300 points over the course of the year.
 - ☺ Diamonds awards are given in addition to these milestones at the end of year presentation are reflective of student points tallies as well as a whole school teacher discussion to ensure consistency between learning spaces.



☺ Weekly Awards

- ☺ **Principal Awards** are given out at weekly assemblies. One is given per week by the Principal for behaviours demonstrating school expectations.
- ☺ **Class Merit Awards** are given out at weekly assemblies. Two Class Achievement Awards are handed out by each teacher as well as a PBL award each week. These weekly awards are published in the school newsletter.



- ☺ **Student of the Month Awards** decided and presented by the SRC to a Junior and a Senior student once a month with a special recognition in whole school newsletter and at assembly.
- ☺ **Reward Days** - Every term, all students who have received a red or more than one blue face, will not attend 'Reward Day', which may consist of extra playtime, or a movie and edible treat in colder months, or something similar.
- ☺ **Presentation Day** - End of year Presentation Day recognises academic, sporting, citizenship and leadership achievements.

Anti-Bullying Plan

Bullying is not tolerated at MPS. Students have the right to expect that they will spend the school day free from fear of bullying, harassment and intimidation.

Bullying is defined as **intentional, repeated behaviour** by an individual or group of individuals that causes distress, hurt or undue pressure. Bullying involves the abuse of power in relationships. Bullying can involve all forms of harassment, humiliation, domination and intimidation of others. Bullying behaviour can be verbal, physical, social or psychological.

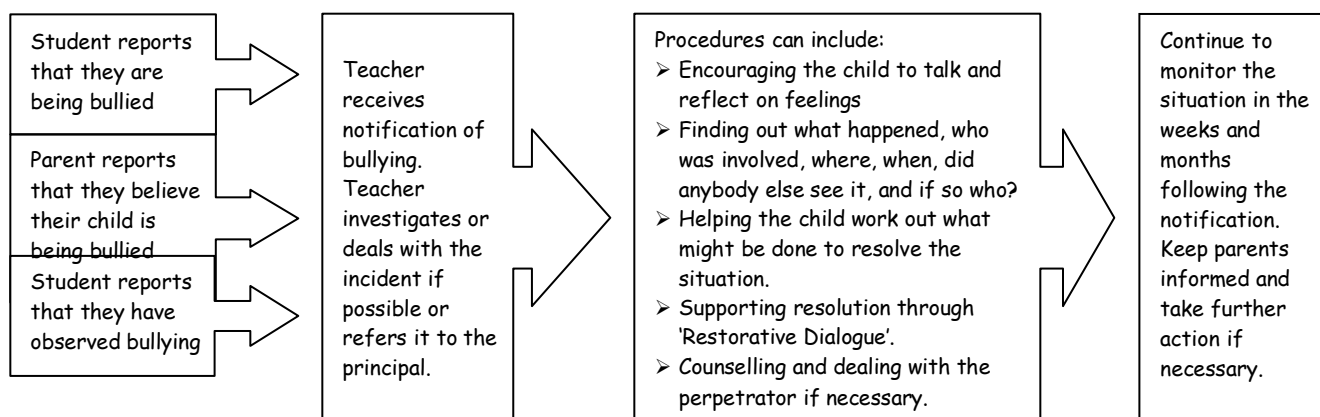
- ☺ *Verbal bullying* involves name calling, put downs, threats, ridicule, hurtful nicknames, belittling others' abilities and achievements and making degrading comments about another's culture, religious or social background.
- ☺ *Physical bullying* is any form of physical violence such as hitting, tripping, kicking, pushing, shoving or stealing or damaging the belongings of others.
- ☺ *Social bullying* includes being left out, ignored, spreading rumours, writing offensive notes or graffiti about others and excluding someone you're your group or game.
- ☺ *Psychological bullying* involves incidences such as when a child is stalked, given dirty looks, forcing others to act against their will or singled out for unfair treatment.

Identifying Bullying Behaviours

Bullying may be very hard to see. Bullying usually happens out of sight, away from teachers or other adults. The people who are most likely to know what is going on are other children. Children who are being bullied often don't like to tell anyone because they feel weak or ashamed, or are frightened that it will only make things worse. They also feel it is wrong to 'dob in' or tell tales on other children. If they tell anyone, it is most likely they will tell their parents or their friends before they will tell a teacher. Some signs are:

- ☺ being physically injured without explanation
- ☺ loss of confidence and self-esteem
- ☺ experiencing depression and general unhappiness
- ☺ not wanting to go to school or play with friends.

Procedures for Reporting Bullying



Classroom Strategies to Manage Inappropriate Student Behaviour

The great majority of students at Millfield Public School respect the rights of others and take responsibility for their own actions.

In cases of minor classroom misbehaviour, teachers will continue to offer verbal reminders or counselling of students.



In rare cases of extreme misbehaviour, a teacher may send another student to the principal to seek assistance. Examples of these misbehaviours include any form of violence, vandalism, insolence to a teacher or deliberate disobedience. The Principal may immediately suspend a student who is misbehaving. The following sequence is a guide for actions, and at any time teachers have the discretion to move quickly to any higher level.

Hierarchy of Consequences for dealing with unacceptable behaviour: -

1. **Class rules** - negotiated at the beginning of the school year, form the basis of expectations for behaviour. These often fall in line with whole school expectations around our core values of Responsible, Safe and Respectful Learners
2. **Verbal reminders**- In the first instance of misbehaviour, the teacher reminds the student by asking “What is the expectation here?”, or “What is your job now?”
3. **Visual Warnings** - When misbehaviour continues, the child is given further warnings specifically related to the misbehaviour. This is a warning that if the behaviour is left uncorrected, there will be a consequence for the action. Each classroom has a visual chart, and students are moved down the chart if behaviours continue.

Visual reminder levels.

Level	Reminder given	Consequence
Green	I have made our classroom a wonderful place to learn by being a safe, respectful and responsible learner.	
Yellow	I made the wrong choice but I have fixed it	Visual reminder only No consequence
Orange	I made another wrong choice and needed another reminder	In-class timeout to settle behaviour
Red	I continued to make the wrong choice and needed some time to fix it.	Time out in another room. Buddy Class. Possible Blue Face if one this level occurs more than once in two day period.

NB: Serious negative behaviours will involve students moving straight to red level or the Principal for a red face.

4. **Planning Room**- If a student reaches red level, the incident/incidents will the student will be sent to the lunch-time Planning Room, where there is a requirement of the student to complete an incident report, a list of alternative reactions which might have been pursued, and a plan to avoid future problems. Parents are notified.
5. **Loss of Privileges** – If a student incurs two blue faces during of a school term, parents will be notified (by Principal) that students will be withdrawn from upcoming reward day and could be removed from extra-curricular activities at the Principal’s discretion. Student counter will reset as a clean slate after consequence has been taken.
6. **Suspension from School**- The Principal can impose a suspension from school for any period up to twenty days. In cases of violence, or persistent disobedience, such suspensions are mandatory, but the Principal has the right to suspend any student, at any time, for any serious breach of the school’s discipline policy. Any suspension must be “resolved” at a meeting between parents and staff, before a student can re-join classes.
7. **Exclusion or Expulsion** from school.

MPS Playground Strategies to Manage Inappropriate Student Behaviour

Playground expectations are published and displayed in the playground.
 Teachers need to be prompt and mobile when on playground duty.
 Teachers are encouraged to be pro-active in solving problems before they escalate.

Hierarchy of Consequences for dealing with unacceptable behaviour:

1. **Undesirable Behaviours (Resolved by duty teacher)**

Consequences could include...

- ☉ Non-verbal gesture
- ☉ Sit under the COLA
- ☉ Separate or move from problem
- ☉ Stand or walk with teacher
- ☉ Direct to correct area / Discussion

Undesirable Behaviours
Eg. running on hard surfaces not wearing hat, sharing food, not sitting when eating, verbal disputes interfering in others' games

2. **Minor Incident**

- ☉ Student sent to Principal at teachers discretion.
- ☉ Student discusses strategies that could lead to more positive choices in the future.
- ☉ Recorded as Blue face (1 day off play)
- ☉ Parents may be contacted
- ☉ If a student receives 3 minor incidents within each term, a red face (three days off play) is given.

Minor Incident
Minor - Eg. Throwing objects Physical or verbal abuse, Defiance, Out of bounds.

3. **Major Incident**

- ☉ Student sent immediately to Principal.
- ☉ Principal and teacher determine the number of days student spends in Planning Room.
- ☉ Parents are notified
- ☉ **Loss of Privileges**

If a student received more than one behaviour notification in one term, parents will be notified that students will be withdrawn from reward day and could be removed from extra-curricular activities at the principal's discretion.

Major Incident
Major Eg. - Stealing, Minor Violence, Bullying, Insolence,

4. **Suspension from School- Extreme Misbehaviour**

The Principal can impose a suspension from school for any period up to twenty days. In cases of violence, or persistent disobedience, such suspensions are mandatory, but the Principal has the right to suspend any student, at any time, for any serious breach of the school's discipline policy. Any suspension must be "resolved" at a meeting between parents and staff, before a student can re-join classes.

EXTREME MISBEHAVIOUR
Fighting Premeditated or malicious violence Possession of weapon Major vandalism or stealing

5. **Exclusion or Expulsion** from school.

Classroom Incident

Verbal warning

Student is given visual reminder on class chart

Classroom Timeout
If misbehaviour continues, child sent to a supervised part of the classroom.

Buddy Timeout
Student spends time out in another teacher's room to correct behavior
If buddy class occurs more than once in a two day period this is a Blue Face
Recorded in Welfare System as minor incident

Playground Incident

Extreme Incident
Malicious violence, weapon, etc

Undesirable Behaviours
e.g Interfering in others' games, running on concrete

Verbal reprimand, Sit under the cola/ walk with the teacher. Sat on Stop sign.

Minor Incident
Verbal abuse, Throwing objects, Defiance

Major Incident
Stealing, Violence, Bullying, Insolence, Fighting

Blue Face
Sent to office to correct behaviour
1 day off play
Recorded in Welfare system as minor incident

3 times in one term

Red Face - 3 Days off play
Child's name is recorded into Welfare system as Major Incident (Red Face) by teacher.
Number of days is decided by Principal and teacher.
Student is counselled, Parents notified by staff.
Loss of priviledges
Possible Suspension or Warning of Suspension from school

Suspension from school
Imposed at the Principal's discretion. Suspension resolution meeting required before a child can return to school.
Expulsion

General Expectations while on school grounds

Concrete Areas

- ☺ Walk only on hard surfaces.

Out of bounds

- ☺ Students are not to be in classrooms without the staff present.
- ☺ No students to be behind or under buildings.
- ☺ If a ball goes into the garden or under a building, tell a teacher.

Before and After School

- ☺ If a student is unaccompanied in the playground before 8:30am or after 3:00pm, they are asked to notify staff and sit and wait in the foyer of the office.
- ☺ Walk your bike, scooter or skateboard in school grounds.

No Hat. No Play

Enforced all year at lunch and recess. Students without hats are asked to play under the COLA.

ALL students will participate in Fruit Break exercise, including if they do not have their hat.

Planning Room

The Planning Room operates in the office at lunchtimes for students demonstrating blue or red level behaviours. For consistency, the principal has the final decision on whether a student receives a blue or red face.

Students are counselled while in the room. They make a 'plan' for what choices they will make in the future.

Students are reminded to turn up to Planning Room just before lunch. Parents are notified that their child has attended planning room.

Travelling To and From School

The Core School Rules state to "behave safely, considerately and responsibly, including when travelling to and from school".

If misbehaviour occurs while travelling to or from school, consequences will fall in line with those for in-school behaviours.

Excursions, Sporting Fixtures and Cultural Events

When students are representing the school in a venue outside the school grounds, exemplary behaviour is expected.

The school rules are enforceable on these occasions, and disciplinary procedures will remain in place. Students displaying inappropriate behaviour may be removed from the venue and returned to school/home by staff or parents.

Loss of Privileges

If a student receives demonstrates red level behaviours in a term, they are no longer allowed to participate in whole school reward days. They may also lose any other upcoming privileges, which is at the discretion of the principal. Parents are notified of this loss of privilege. Examples of privileges that may be revoked include the participation in a sports team, an excursion, a disco or the attendance at a cultural activity.

Suspension

Students who continually misbehave or are violent may be suspended for up to 4 school days. Students who bring a weapon to school, or are involved in an extreme violent incident may be suspended for up to 20 school days (i.e. a long suspension).

See DEC 'Suspension' policy.

Expulsion

A student can be expelled from school. See DEC 'Expulsion' policy.

Parent Feedback and Reporting

Staff proactively contact parents whenever the need arises. At the end of Semesters 1 and 2, written reports are sent home to parents and/or caregivers to update the academic, social and extra-curricula achievements of their students. Parents are invited to approach their child's teacher to discuss progress or concerns at any time by making an appointment. MPS holds Learning support meetings throughout year to discuss curriculum and social progress.

Please find the following related policies from the DET's website.

- Core Rules

https://www.det.nsw.edu.au/policies/student_serv/discipline/stu_discip_gov/core_rules.pdf

- Student Discipline in Government Schools

https://www.det.nsw.edu.au/policies/student_serv/discipline/stu_discip_gov/PD20060316.shtml?level=Schools&query=discipline

- Anti-bullying Plan for Schools

https://www.det.nsw.edu.au/policies/student_serv/discipline/stu_discip_gov/anti_bul07.pdf

- Suspension and Expulsion of School Students - Procedures

https://www.det.nsw.edu.au/policies/student_serv/discipline/stu_discip_gov/suspol_07.pdf

- Occupational Health and Safety Policy

https://www.det.nsw.edu.au/policies/staff/oh_s/ohs_pol/PD20040007.shtml

Policy dated January, 2019

To be reviewed January, 2020