

Guise Public School

"Educating and caring for the whole child"

Eucalyptus Dr, Macquarie Fields

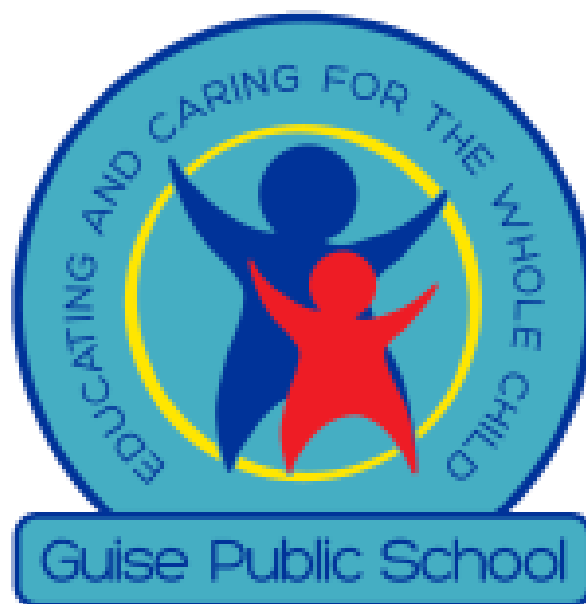
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School Behaviour Code

February 2016



All students have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation and discrimination. To achieve this, the Guise Public School Behaviour Code incorporates comprehensive and inclusive strategies that create an environment with clearly defined behavioural expectations.

When parents enrol their children at Guise Public School they enter into a partnership with the school. This partnership is based on a shared commitment to provide opportunities for students to take responsibility for their actions and to have a greater say in the nature and content of their learning. Collaboration between school, students and parent(s) or carer(s) is an important feature of the behaviour code.

Guise Public School is committed to providing a safe, supportive and responsive learning environment for all students. We teach and model the behaviours we value in our students.

At Guise Public School students are expected to:

- Respect other students, their teachers and school staff and community members.
- Follow school and class rules and follow the directions of their teachers.
- Strive for the highest standards in learning.
- Resolve conflict respectfully, calmly and fairly.
- Respect all property.
- Not bully, harass, intimidate or discriminate against anyone in our school.
- Respect all members of the school community and show courtesy to all students, teachers and community members.
- Comply with the school's uniform policy or dress code
- Attend school every day (except legally excused)
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our school.

Our school will take strong action in response to behavior that is detrimental to self or others or to the achievement of high quality teaching and learning.

The NSW Department of Education (DOE) is committed to creating quality learning opportunities for all students. This includes strengthening their cognitive, physical, social and emotional wellbeing.

Cognitive wellbeing is associated with achievement and success. Emotional wellbeing relates to self-awareness and emotional regulation. It includes how well we cope, and is often reflected by the level of a student's resilience. Social wellbeing includes the extent to which we experience positive relationships' and connectedness to others. Physical wellbeing is associated with the extent to which we feel physically safe and healthy.

The DOE commitment to wellbeing is for our schools to support students to **connect** - ensuring our students are actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community, **succeed** - ensuring students will be respected, valued, encouraged, supported and empowered to succeed and **thrive** - ensuring our students grow and flourish, do well and prosper.

Promoting the learning, wellbeing and safety of all students is a high priority at Guise Public School. We are committed to providing a safe, supportive and responsive learning environment for all our students. We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged learners.

Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting.
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

Safety

- Model and follow departmental, school and/or class codes of behavior and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behavior and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

Engagement

- Attend school every day (unless legally exempt)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

To strengthen the wellbeing of all our students the You Can Do It (YCDI) Program underpins our school Wellbeing Policy. The main purpose of the YCDI program is to optimise the social, emotional and academic outcomes of all students. Its unique contribution is in identifying the social and emotional capabilities that all students need to acquire in order to be successful in school, experience wellbeing and have positive relationships. It encourages prevention, promotion and intervention efforts in order to build the social and emotional strengths of all students.

The YCDI program, has at its core, 5 emotional characteristics (5 Foundations – Resilience, Persistence, Getting Along, Confidence & Organisation) supported by Positive Habits of Mind that all students need to experience achievement, positive behaviour & relationships and emotional wellbeing. Based upon these 5 foundations the YCDI School Behaviour Matrix was developed to clearly define the expected behaviours across a number of school contexts.

YOU CAN DO IT SCHOOL BEHAVIOUR MATRIX

5 Keys to Success	CLASSROOM	PLAYGROUND	ASSEMBLY	SPORT
Getting Along I will treat others respectfully.	I can accept that everyone is different. I can work with other members in my class. I can use different ways to solve my problems.	I can build positive relations with my peers. I can play by the rules. I can make good choices. I can play with different people.	I can use my 5L's. I can show respect by being a good listener.	I can follow instructions and play fairly. I can show support for my team mates. I can accept that all players are different.
Persistence I will not give up.	I can keep trying even though my work is hard. I can have a go myself before asking for help. I can experience success by showing grit & determination.	I can keep playing & having fun even when the game gets tough. I can encourage my friends to not give up.	I can listen & show respect during the whole of the assembly. I can stay focused during Assembly even if others are not.	I can "stick to it" even though I might not be winning. I can work tough to help my team mates.
Resilience I will bounce back.	I can take risks with my learning even when things get tough. I can make mistakes & know that it is OK. I can feel good about myself even though I am not the best at something.	I can accept the rules. I can use other strategies to help control my emotions. I can bounce back after I have been angry or upset.	I can be happy when other people are successful. I can stay calm even when others around me are not.	I can accept that it's OK not to win the game. I can stay in the game even when I am feeling angry or upset. I can celebrate the success of other players.
Organization I will be ready to learn.	I have all of my equipment ready for learning. I can organise my own work space ready for learning. I can set my own learning goals.	I can bring my hat for play. I can be at lines on time. I can play in the right place at the right time.	I can sit in the right place. I can help get all the resources needed for my class assembly.	I can have all my sports equipment ready. I can put equipment back where it belongs. I can play by the rules.
Confidence I will be brave and have a go.	I can contribute to class discussions. I can have a go when things are difficult. I can speak in a clear, confident voice. I can accept when I make a mistake & keep trying. I can try something new even though I might not be the best at it.	I can ask to join in a game in the right way. I can try to play new games even if I am not the best. I can use STOP, MOVE, TELL when I need to. I can play with different people.	I can accept my achievements with pride. I can contribute to my class assembly with confidence. I can do the right thing even when others around me are not.	I can accept that I am not always the winner. I can build my skills in sport by taking a risk & learning something new. I can try my best. I can encourage my team mates to try their best.

Positive Behaviour System School Awards

Persistence

Resilience

Getting Along

Organisation

Confidence

Guise Public School positive behaviour support system is a whole school approach to creating a positive, safe and supportive school climate in which all students can learn. This support system assists all students to achieve academic and social success.

Our positive behaviour school award system is linked to our YCDI program with students receiving awards that highlight the Positive Habits of Mind that underpin the 5 Foundations of Persistence, Resilience, Getting Along, Organisation and Confidence.

Guise Public School—You Can Do It
Award
Organisation
Awarded to

For

Guise Public School—You Can Do It
Award
Confidence
Awarded to

For

Guise Public School—You Can Do It
Award
Persistence
Awarded to

For

Guise Public School—You Can Do
It Award
Getting Along
Awarded to

For

Guise Public School—You Can
Do It Award
Resilience
Awarded to

For

Positive Behaviour System School Award Trading System

Throughout the year YCDI school awards can be traded for Bronze, Silver and Gold awards.

Any three (3) You Can Do It school awards	trade for Bronze Award
Three (3) Bronze awards	trade for Silver Award
Three (3) Silver awards	trade for Gold Award
Three (3) Gold awards	trade for Sapphire Award

All Bronze, Silver, Gold and Sapphire Awards will be presented during school assembly in Weeks 3, 6 & 9. In addition to our Bronze, Silver, Gold and Sapphire awards, each term five (5) students from across the school will be recognized as demonstrating outstanding examples of our 5 Foundations. These students will receive our You Can Do It Certificates.

All school awards are accumulative across years. Gold and Sapphire award recipients will also be recognised with end of year celebrations.





Guise Public School
Bronze Award

Awarded to

for

Signed: _____ Date: _____



Guise Public School
Silver Award

Awarded to

for

consistent effort and achievement



Guise Public School

Gold Award

Awarded to

for

excellent effort and achievement

Signed: _____



has been awarded

Sapphire Level

for

demonstrating excellence in all areas of school



Behaviour Support and Management System

The Behaviour Support and Management system provides clear and explicit examples of behaviours that do not reflect the positive habits of mind that underpin our school wide Positive Behaviour System. Whilst this system acknowledges inappropriate behaviour choice and student misconduct and the consequences of those choices, it also moves to provide opportunities to support the learning and practice of expected behaviours. The system will be implemented in a consistent manner across all grades to help build a safe and supportive learning environment for all students.

This system is a leveled system and will be implemented in the following manner:

Level 1 – Students will be given the opportunity to reflect upon their behaviour choices and provided with support and guidance in the learning and practice of expected behaviours.

Level 2- School and parents/carers work together to determine a more positive direction for the student.

Level 3 – Warning of Suspension

Level 4 - Suspension

Level One (Warning Level)	
Reasons For Being Placed On This Level	Consequences For Being On This Level
<p>Incidents of negative behaviours may include:</p> <ul style="list-style-type: none"> • Acting or playing in a manner that is dangerous to oneself and/or others. • Being in areas that may place oneself and/or others in danger. • Bringing unsafe/ inappropriate objects to school. • Impolite manners and not considering the rights and needs of others. • Inappropriate language. • Failing to follow teacher instructions. • Disruptive behaviour. • Absconding 	<ol style="list-style-type: none"> 1. Teachers will speak to the student about the behaviour choices he/she has made and the impact of those choices. 2. Student will be supported in making more appropriate behaviour choices and practicing expected behaviours. 3. Teachers will reinforce school behaviour expectations and explain to the student what will happen if these expectations are not met. 4. Teachers will record the incident on SENTRAL. 5. Note is sent home to parent / carer informing them of their child's placement on Level One, the reasons why they have been placed on this level and how the student can work towards meeting school behaviour expectations. Teachers contact parents by phone prior to sending home a letter. 6. Student remains on Level One for five (5) school days. Students are expected to demonstrate positive behaviour choices during this time reflecting expected school behaviours. 7. A Return from Level note will be sent home to parent/carer. 8. Lack of noticeable improvement in expected school behaviours or continued student misconduct can lead to progression to Level Two.

NOTE: These are only an example of behaviours that can result in children being placed on Level One and are by no means exhaustive. Each incident will be assessed individually and the appropriate behaviour level determined.

Level Two	
Reasons For Being Placed On This Level	Consequences For Being On This Level
<p>Incidents of negative behaviours may include:</p> <ul style="list-style-type: none"> ● Repeated breaches of Level One behaviours ● Initiating, encouraging or participating in a fight. ● Intentional bullying and/or taunting of others. ● Stealing. ● Damage to school or other students' property. 	<ol style="list-style-type: none"> 1. School executive will inform student's parents of the placement of their child on Level Two and the reasons for this placement. 2. Student will be placed on three (3) days of full lunch time reflection. Students will take part in reflective practices during these sessions designed to develop a positive behaviour plan that reflects the school behaviour expectations. Explicit use of the YCDI Positive Habits of Mind framework will underpin these sessions. 3. Student may lose the opportunity to attend excursions or represent the school whilst on Level Two. 4. Student will remain on Level Two for five (5) school days. 5. A Return from Level note will be sent home to parent/carer by a member of the school executive. 6. Lack of noticeable improvement in expected school behaviours or continued student misconduct can lead to progression to Level Three.

NOTE: These are only an example of behaviours that can result in children being placed on Level Two and are by no means exhaustive. Each incident will be assessed individually and the appropriate behaviour level determined.

Level Three (Warning of Suspension)	
Reasons For Being Placed On This Level	Consequences For Being On This Level
<p>Incidents of negative behaviours may include:</p> <ul style="list-style-type: none"> ● Repeated breaches of Level Two behaviours ● Aggressive, violent and dangerous behaviour towards staff, students and community members. ● Vandalism. ● Serious threatening of another student ● Swearing at a teacher – a direct verbal assault. ● Smoking on school grounds. 	<ol style="list-style-type: none"> 1. Student’s parents will be contacted by the Principal or school executive. 2. Student will be placed on five (5) days of full lunch time reflection. During these reflective sessions students will be supported in the development of a positive behaviour plan that reflects the school behaviour expectations. Explicit use of the YCDI Positive Habits of Mind framework will underpin these sessions. 3. Student will lose the opportunity to attend excursions or represent the school whilst on Level Three. 4. Daily behaviour monitoring sheets will be completed to monitor behaviour choices whilst on Level Three. Where there has been a noticeable increase in the practice of expected school behaviours students will be removed from Level 3. 5. Lack of noticeable improvement in expected school behaviours or continued student misconduct can lead to progression to Suspension.

NOTE: These are only an example of behaviours that can result in children being placed on Level Three and are by no means exhaustive. Each incident will be assessed individually and the appropriate behaviour level determined.

Suspension	
Reasons For Being Placed On This Level	Consequences For Being On This Level
<p>Incidents of negative behaviours may include:</p> <ul style="list-style-type: none"> ● Repeated breaches of Level Three behaviours ● Is in possession of a suspected illegal drug. ● Is in possession of a prohibited weapon ● Is violent or threatens serious physical violence. ● Engages in criminal activity related to the school. ● Extreme vandalism. 	<p>The Principal will:</p> <ul style="list-style-type: none"> ● Contact parent/carer and a meeting may be arranged. ● Parents will be initially contacted by phone, with written confirmation, detailing the reasons and duration of the suspension either accompanying the student that day or following the next. <p>The Principal may impose:</p> <ul style="list-style-type: none"> ● Short suspensions of up to and including four school days or long suspensions of up to and including twenty school days. For long suspensions, the Principal or school executive will contact the school safety and response hotline. <p>Resolution</p> <ul style="list-style-type: none"> ● A suspension resolution meeting will be held prior to the student being allowed to return to school. Where necessary, a risk management plan will be developed prior to the students commencing back at school. ● If no resolution is possible, a further suspension will be imposed and the matter referred to the Director Public Schools. ● In the case of issues involving violence and weapons, all issues must be satisfactorily resolved to the satisfaction of the school, prior to a student being returned to school.