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Positive Behaviour for Learning (PBL) Handbook 2024



Problem Solver



Respectful



Learner



Safe



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Our Core Values

Be Safe



- Enter, move around and leave the room safely
- Use personal and school equipment carefully, safely and appropriately.
- Keep your hands and feet to yourself.
- Follow teacher instructions at all times.
- Move around the school in a safe manner.

Be Respectful



- Listen, cooperate, and speak politely to teachers and fellow students.
- Take turns, share, and care for teachers and fellow students.
- Respect everyone's ideas, contributions, and beliefs.

Be a Learner



- Be equipped, prepared and ready to learn.
- Take responsibility for your own learning.
- Have a go and try your best.

Be a Problem Solver



- Communicate
- Be assertive
- Be resilient

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 are fundamental. That is most effective when there is mutual support between home and school.

Statement of Belief

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

Spring Farm Public School values respect, safety, learning and problem solving.

Our mission is to become creative and resilient learners.



Playground Duty Expectations for Teachers

Blue Zone

- Only used for handball and going to the canteen
- Quiet sit-down games
- Students without a hat must stay under the cola.
- No large ball games
- Walking only
- Students need to be on green concrete
(not on paths except for transitioning from areas)

Green Zone

- Only students with a hat can play handball
- No large ball games
- Walking only
- Only sitting on green concrete
- Students without a hat must stay under the cola
- Students need to be on green concrete
(not on paths except for transitioning from areas)

Basketball Court

- 3-6 students at lunch
- K-2 students at recess
- Only 4 basketballs allowed
- No spectators
- Students allowed to play basketball, netball, Pac-man, throwing/catching games
- NO KICKING

Oval

- No teachers or students to enter the carpark to retrieve lost equipment during breaks
- Students must remain in front of the trees on the side hill (no rolling down)
- Students must remain on the oval-side of the back hill (no rolling down)
- No digging on the hills
- No students allowed in or near the sandpit
- No eating on the oval
- All students to enter/exit the oval from the blue zone
- ALL students must have a hat

Kinder Grass (Kindergarten only term 1)

- Catching, throwing and chasing games
- Kindy soccer
- No students sitting on silver seats near the toilets/stairs/kindy rooms

Walkways

- No students to be on the walkways near kindergarten/support rooms
- Students are not allowed to go to their bags during breaks (particularly for classrooms that are downstairs)
- Walkway needs to be kept clear

Positive Behaviour for Learning Whole School Reward System

There are 3 types of rewards systems at Spring Farm PS which are long and strong designed for the student's whole life at the school, ROSA (Recognition of student achievement) which are designed for weekly or daily rewards of individuals and classes, and fast and frequent which are designed to be handed out very regularly for multiple students displaying the PBL expectations in the classroom and in the playground. Teachers are also able to implement their

own rewards system in their classroom, in addition to the Teal Tokens, if the need is present.

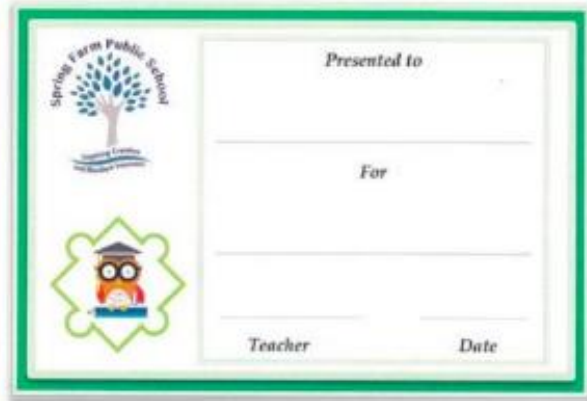
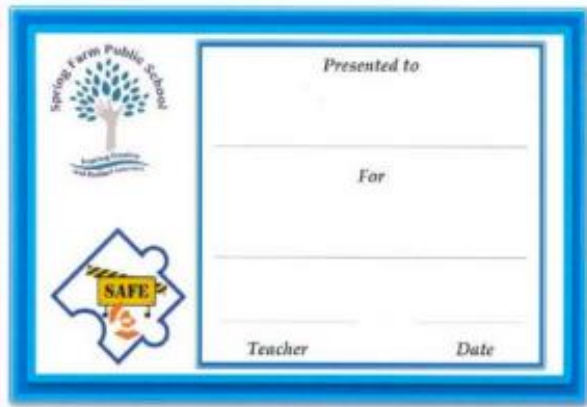
Long and strong

In our long and strong reward system, students accumulate PBL awards to work towards earning a Platinum award. These awards are handed out each assembly to 25% of your class, rounded up.

Students collect

- 5 Class PBL awards of any colour and receive a Teal Award
- 3 Teal Awards to receive a Principal Award
- 2 Principal Awards to get a Platinum Award.
- Once students receive a Platinum Award they will maintain their Platinum status.
- Once students are at Platinum status, they can collect 5 Class PBL Awards to earn another Platinum Award.
- The Long & Strong award system carries across all the students' years schooling at Spring Farm. If they arrive from another school, they can present their previous awards and executive staff will determine the equivalent awards at SFPS.

Class PBL Awards



Teal PBL Award



Principal Award



Platinum PBL Award

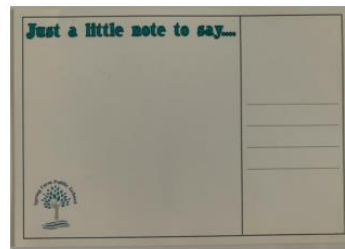


Recognition of Student Achievement

PBL Postcards

PBL postcards will be handed out to 2 students a term per class. Teachers will write a positive message on the postcard, and they will be sent via the post to the student's house. These are sent out in Week 10 of the term, and handed to

the office by the end of Week 9.



Fast and Frequent Rewards – Teal Tokens

Teal Tokens are our fast and frequent rewards system. They are handed out in the classroom and playground as follows –

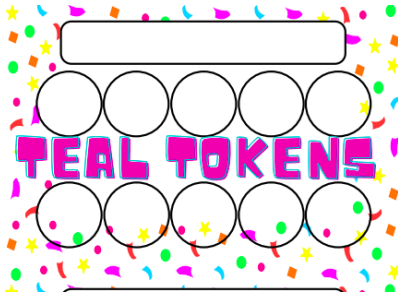
- In 3-6 classrooms 8 tokens are handed out during class per day
- In K-2 classrooms 5 tokens are handed out during class per day
- On duty – teachers aim to hand out a minimum of 5 tokens per duty

As students collect their Teal Tokens they place them on the Teal Tokens 10 Frames, which are to be displayed in the classroom. For every 10 tokens that the students collect they are able to purchase an individual reward at the Teal Tokens Store each Friday. The students can spend each 10 that they receive on a small prize or accumulate tokens in groups of 10 to purchase higher value prizes.

If a student wishes to purchase from the Teal Token Store, they are to attend the store at their allocated time each Friday. They should attend with other students from their class who wish to purchase or with a buddy.

The Teal Tokens 10 frames are to be handed in with each purchase and cannot be reused. When students purchase from the Teal Token Shop, the charts are recorded on School Bytes.

TEAL TOKEN Store Timetable	
KINDERGARTEN	YEAR 1
9:30 AM	10 AM



Positive Behaviour Matrix

The school's Behaviour Matrix is the central framework for the teaching of expected behaviours in universal areas. These behaviours are taught explicitly and repeatedly. The core values are the cornerstone of the PBL Program.

Green Zone Matrix

Safe	Respectful	Learner	Problem Solver
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<ul style="list-style-type: none"> ✓ Walk on the concrete. ✓ Keep hands and feet to yourself. ✓ Stay under the COLA if you do not have a hat. ✓ Sit down when eating. ✓ Stay in bounds. 	<ul style="list-style-type: none"> ✓ Put rubbish in the bin. ✓ Use your manners. ✓ Pack up equipment. ✓ Listen to the teacher on the microphone. ✓ Line up quietly. 	<ul style="list-style-type: none"> ✓ Play games in marked areas. ✓ Listen to others. ✓ Take turns. 	<ul style="list-style-type: none"> ✓ Share equipment and space. ✓ Pick up rubbish. ✓ Use toilets and bubblers <u>before</u> the music.
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Blue Zone Matrix

Safe	Respectful	Learner	Problem Solver
<ul style="list-style-type: none"> ✓ Walk on the concrete. ✓ Keep hands and feet to self. ✓ Stay under the COLA if you do not have a hat. ✓ Sit down when eating. ✓ Stay in bounds. 	<ul style="list-style-type: none"> ✓ Put rubbish in the bin. ✓ Use your manners. ✓ Pack up equipment. ✓ Listen to the teacher on the microphone. ✓ Line up quietly. 	<ul style="list-style-type: none"> ✓ Play games in marked areas. ✓ Use toilets and bubblers <u>before</u> the music. ✓ Listen to others. 	<ul style="list-style-type: none"> ✓ Share equipment. ✓ Pick up rubbish.

Basketball Court Matrix

Safe	Respectful	Learner	Problem Solver
<ul style="list-style-type: none"> ✓ Walk on the concrete. ✓ Keep hands and feet to self. ✓ Wear a hat. ✓ Finish eating before entering. ✓ Stay in bounds. 	<ul style="list-style-type: none"> ✓ Use your manners. ✓ Pack up equipment. ✓ Listen to the teacher on the microphone. ✓ Line up quietly. ✓ Stop the game if someone is hurt. 	<ul style="list-style-type: none"> ✓ Play throwing games. ✓ Follow the rules of the game. ✓ Use toilets and bubblers <u>before</u> the music. ✓ Listen to others. 	<ul style="list-style-type: none"> ✓ Share equipment and space.

Oval Matrix

Safe	Respectful	Learner	Problem Solver
<ul style="list-style-type: none"> ✓ Keep hands and feet to self. ✓ Wear a hat. ✓ Finish eating before entering. ✓ Stay in bounds. 	<ul style="list-style-type: none"> ✓ Use your manners. ✓ Pack up equipment. ✓ Listen to the teacher on duty. ✓ Leave the oval when asked. ✓ Stop the game if someone is hurt. 	<ul style="list-style-type: none"> ✓ Follow the rules of the game. ✓ Use toilets and bubblers <u>before</u> the music. ✓ Listen to others. ✓ Wait for the teacher on duty. 	<ul style="list-style-type: none"> ✓ Share equipment and space.

Canteen Matrix

Safe	Respectful	Learner	Problem Solver
<ul style="list-style-type: none"> ✓ Walk on the concrete. ✓ Stay in line. ✓ Keep hands and feet to self. ✓ Stay in bounds. 	<ul style="list-style-type: none"> ✓ Join the back of the line. ✓ Use your manners. ✓ Wait for your turn. ✓ Put your rubbish in the bin. 	<ul style="list-style-type: none"> ✓ Speak clearly. ✓ Have your money ready. 	<ul style="list-style-type: none"> ✓ Move away once you have bought something.

Assembly Matrix

Safe	Respectful	Learner	Problem Solver

<ul style="list-style-type: none"> ✓ Keep hands and feet to self. ✓ Sit in two lines. ✓ Eyes to the front. 	<ul style="list-style-type: none"> ✓ Listen to the teacher. ✓ Back straight, legs crossed, hands in lap. ✓ Walk into assembly quietly. 	<ul style="list-style-type: none"> ✓ Listen to the speaker. ✓ Stand still during the National Anthem. 	<ul style="list-style-type: none"> ✓ Use toilets <u>before</u> the assembly. ✓ Ignore distractions.
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Library Matrix

Safe	Respectful	Learner	Problem Solver
<ul style="list-style-type: none"> ✓ Walk quietly. ✓ Tuck chairs in. ✓ Hands and feet to self. 	<ul style="list-style-type: none"> ✓ Finish eating before entering the library. ✓ Talk quietly. ✓ Return equipment to where it belongs. ✓ Listen to the teacher. 	<ul style="list-style-type: none"> ✓ Stay on task. ✓ Log off computers. 	<ul style="list-style-type: none"> ✓ Share equipment and space. ✓ Bring your library bag.

Office Matrix

Safe	Respectful	Learner	Problem Solver
<ul style="list-style-type: none"> ✓ Walk quietly. ✓ Sit down while waiting. ✓ Always have a partner. 	<ul style="list-style-type: none"> ✓ Wait quietly for your turn. ✓ Use your manners. ✓ Hold the door open for others. 	<ul style="list-style-type: none"> ✓ Know what you need to say. 	<ul style="list-style-type: none"> ✓ Bring your office pass.

Classroom Matrix

Safe	Respectful	Learner	Problem Solver

<ul style="list-style-type: none"> ✓ Walk quietly. ✓ Hands, feet and objects to self. ✓ Tuck chairs in. ✓ Ask permission to leave the classroom. 	<ul style="list-style-type: none"> ✓ Wait your turn to speak. ✓ Listen to others. ✓ Put rubbish in the bin. ✓ Use your manners. 	<ul style="list-style-type: none"> ✓ Have your equipment ready. ✓ Stay on task. ✓ Follow teacher instructions. ✓ Focus on your own learning. 	<ul style="list-style-type: none"> ✓ Share equipment and space. ✓ Ask for help if needed.
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Kiss and Ride Matrix

Safe	Respectful	Learner	Problem Solver
<ul style="list-style-type: none"> ✓ Hands and feet to self. ✓ Sit on seat or grass. ✓ Stay behind the gate. ✓ Wait until the wheels have stopped. ✓ Enter the car kerbside. 	<ul style="list-style-type: none"> ✓ Listen to the teacher. ✓ Pick up rubbish. ✓ Talk quietly. 	<ul style="list-style-type: none"> ✓ Listen for your number. ✓ Help younger students. 	<ul style="list-style-type: none"> ✓ Know your number. ✓ Keep your equipment in your bag.

Stairwells Matrix

Safe	Respectful	Learner	Problem Solver
<ul style="list-style-type: none"> ✓ Walk quietly. ✓ Keep to the left. ✓ Hold the handrail. ✓ Hold equipment. 	<ul style="list-style-type: none"> ✓ Keep hands and feet to self. ✓ Talk quietly. 	<ul style="list-style-type: none"> ✓ Follow teacher instructions. 	<ul style="list-style-type: none"> ✓ Wait until the stairs are clear.

Bubblers Matrix

Safe	Respectful	Learner	Problem Solver

<ul style="list-style-type: none"> ✓ Line up behind the person drinking. ✓ Stay dry. 	<ul style="list-style-type: none"> ✓ Wait your turn. ✓ Use bubblers for drinking. 	<ul style="list-style-type: none"> ✓ Use <u>before</u> the music starts. 	<ul style="list-style-type: none"> ✓ Make sure the bubbler is turned off. ✓ Use during break times.
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Toilets Matrix

Safe	Respectful	Learner	Problem Solver
<ul style="list-style-type: none"> ✓ Walk in the bathroom. ✓ Leave the lights on. ✓ Wait outside for your toilet buddy. 	<ul style="list-style-type: none"> ✓ Wait for your turn. ✓ Speak quietly. ✓ One person per cubicle. ✓ Close the door. ✓ Put paper towel in the bin. 	<ul style="list-style-type: none"> ✓ Return to class straight away. ✓ Wash your hands with soap. ✓ Flush the toilet. 	<ul style="list-style-type: none"> ✓ Bring your toilet pass. ✓ Use the toilet during break times.

Play equipment Matrix

Safe	Respectful	Learner	Problem Solver
<ul style="list-style-type: none"> ✓ Keep hands and feet to self. ✓ Wear a hat. ✓ Finish eating before playing. 	<ul style="list-style-type: none"> ✓ Understand how to use the equipment before playing. 	<ul style="list-style-type: none"> ✓ Wait your turn. ✓ Follow teacher instruction. 	<ul style="list-style-type: none"> ✓ Take turns. ✓ Share the equipment.

PBL Signage Around the School

BUBBLERS

WE ARE SAFE

- Walk up behind the person at eating.
- Stop any.

WE ARE LEARNERS

- Use the bubble bar before the music starts.

WE ARE RESPECTFUL

- Wash your hands.
- Leave the bubble bar for sharing.

WE ARE PROBLEM SOLVERS

- Make sure the bubble bar is turned off.
- Use during break time.

GREEN ZONE

WE ARE SAFE

- Walk on the concrete.
- Keep hands and feet to self.
- Stay under the COLA if you do not have a hat.
- Sit down when eating.
- Stay in bounds.

WE ARE LEARNERS

- Play handball on the marked areas.
- Listen to others.
- Take turns.

WE ARE RESPECTFUL

- Put rubbish in the bin.
- Use your manners.
- Pick up all equipment.
- Listen to the teacher on the microphone.
- Line up quietly.

WE ARE PROBLEM SOLVERS

- Share equipment and space.
- Use toilets and bubble bar before the music.

BASKETBALL COURT

WE ARE SAFE

- Keep hands and feet to self.
- Wear a hat.
- Finish eating before playing.
- Stay in bounds.

WE ARE LEARNERS

- Play throwing games.
- Follow the rules of the game.
- Listen to others.
- Take turns.

WE ARE RESPECTFUL

- Use your manners.
- Pick up all equipment.
- Listen to the teacher on the microphone.
- Stop the game if someone is hurt.

WE ARE PROBLEM SOLVERS

- Share equipment and space.

TOILETS

WE ARE SAFE

- Walk into the bathroom.
- Follow the signs.
- Wash hands for your toilet break.

WE ARE LEARNERS

- Listen to the class on the line up.
- Wash your hands with soap.
- Brush the toilet.

WE ARE RESPECTFUL

- Wash the equipment.
- Follow the signs.
- Use paper towel to dry.
- Don't paper towel to others.

WE ARE PROBLEM SOLVERS

- Bring your toilet pass.
- Clean the toilet during break time.

ASSEMBLY

WE ARE SAFE

- Keep hands and feet to self.
- Walk and sit in two lines.
- Eyes to the front.

WE ARE LEARNERS

- Listen to the speaker.
- Stand still during the National Anthem.

WE ARE RESPECTFUL

- Listen to the teacher.
- Back straight, legs crossed and hands in laps.
- Walk and sit quietly.

WE ARE PROBLEM SOLVERS

- Use toilets before assembly.
- Ignore distractions.

KISS & RIDE

WE ARE SAFE

- Keep hands and feet to self.
- Sit on the silver seats.
- Stay behind the gate.
- Wait until the wheels have stopped.
- Enter the car kerbside.

WE ARE LEARNERS

- Listen for your number.
- Help younger students.

WE ARE RESPECTFUL

- Listen to the teacher.
- Pick up rubbish.
- Talk quietly.

WE ARE PROBLEM SOLVERS

- Know your number.
- Keep your belongings in your bag.

OVAL

WE ARE SAFE

- Keep hands and feet to self.
- Wear a hat.
- Finish eating before playing.
- Stay in bounds.

WE ARE LEARNERS

- Listen to others.
- Take turns.

WE ARE RESPECTFUL

- Use your manners.
- Pick up all equipment.
- Listen to the teacher on duty.
- Leave the oval when asked.
- Stop the game if someone is hurt.

WE ARE PROBLEM SOLVERS

- Share equipment and space.

CANTEEN

WE ARE SAFE

- Walk on the concrete.
- Keep hands and feet to self.
- Stay in line.
- Stay in bounds.

WE ARE LEARNERS

- Speak clearly.
- Have your money ready.

WE ARE RESPECTFUL

- Join the back of the line.
- Use your manners.
- Wait for your turn.
- Put your rubbish in the bin.

WE ARE PROBLEM SOLVERS

- Move away once you have bought something.

BLUE ZONE

WE ARE SAFE

- Walk on the concrete.
- Keep hands and feet to self.
- Stay under the COLA if you do not have a hat.
- Sit down when eating.
- Stay in bounds.

WE ARE LEARNERS

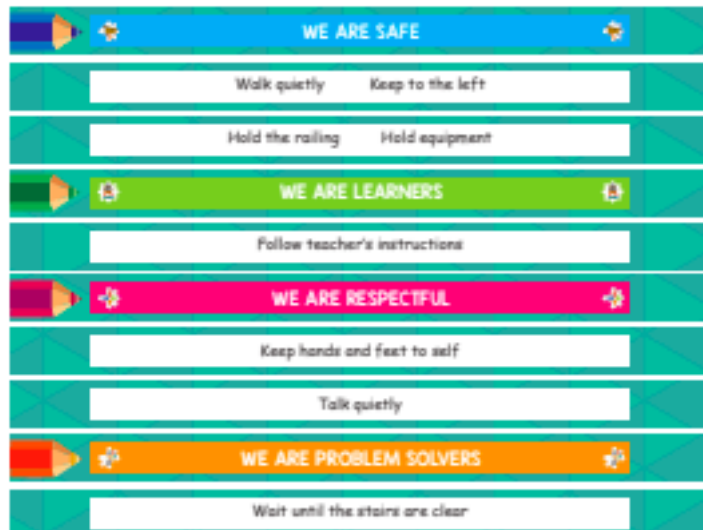
- Play handball on the marked areas.
- Listen to others.
- Take turns.

WE ARE RESPECTFUL

- Put rubbish in the bin.
- Use your manners.
- Pick up all equipment.
- Listen to the teacher on the microphone.
- Line up quietly.

WE ARE PROBLEM SOLVERS

- Share equipment and space.
- Use toilets and bubble bar before the music.







SFPS Behaviour Level System

Level	Description of Behaviours	Possible Outcomes	Roles & Responsibilities	
0	Students follow all school rules and expectations of being safe, respectful, a problem solver and learner.	Verbal praise Use of class reward system Formal recognition through our whole school PBL merit system Parent contact	Students	will continue to be exceptional role models and representatives of Spring Farm Public School.
			ALL Staff	will praise and actively encourage students to continue to follow all school rules and expectations
			Parents & Carers	will praise and actively encourage their child/ren to continue to follow all school rules and expectations
1 Warning Level	<p>Non-compliance (not following school/game expectations, not following teacher instructions.)</p> <p>Disrespecting others (taking hats, leaving others out, inappropriate language towards others, answering back, name calling)</p> <p>Off task (work avoidance, not completing set work)</p> <p>Inappropriate verbal language (answering back, name calling, swearing)</p> <p>Physical contact (non-serious but inappropriate; not resulting in injury, annoying touch)</p> <p>Harassment/Rude gestures (licking rude finger up, undirected)</p> <p>Property/equipment misuse (using any personal or school property in an inappropriate manner, or for a purpose which it is not intended, including ICT)</p> <p>Out of bounds (late to class after a break; wrong place at wrong time)</p> <p>Disruption (low intensity; walking around the classroom, repeatedly calling out, distracting others from learning)</p> <p>Playground (consistently running on the concrete, littering, food on grassed areas, not wearing hat in sun, out of bounds)</p>	<p>Using classroom management system</p> <p>Temporary removal of activity</p> <p>Alter activity</p> <p>Discussion with student</p> <p>Missing out on some of lunch or recess</p> <p>Walking with the teacher</p> <p>Completion of work at lunch (with classroom teacher)</p> <p>Level 1 Warning letter to parent</p>	Students	will engage in restorative practices with their classroom teacher. will actively seek teacher and parent/carer support to problem solve and prevent further incidents.
			Staff Classroom Teachers	will engage in restorative practices with the student/s involved. will actively encourage and support students to achieve a 'TEAL' status. will record all incidents on Sentral. will contact parents/carers if a student is placed on warning level.
			Parents & Carers	will actively support their child/ren to achieve a 'TEAL' status. will communicate and discuss strategies to support their child/ren with classroom teachers.
2 minor	<p>MINOR behaviours</p> <p>Consistent level 1 behaviours despite intervention</p> <p>Defiance (consistent refusal to follow instructions of teacher &/or AP)</p> <p>Disrespecting others (racism, continued name calling, talking back to teachers, continued disrespectful comments, bullying)</p> <p>Disrupting others (sustained loud talk, yelling or screaming, noise with materials, sustained out of seat or learning space behaviour).</p> <p>Off task (destroying own or others work, consistent incomplete work - despite adjustments, work avoidance for whole lesson)</p> <p>Inappropriate verbal language (directed swearing, stirring others to get a reaction, teasing/taunting)</p> <p>Physical contact (grabbing clothing, not keeping hands/feet to self, rough play, aggression)</p> <p>Harassment/Rude gestures (of a sexual nature, deliberate intimidation, pretending to punch, kick, knee etc.)</p> <p>Reckless property/equipment misuse (breaking personal, school or others' property or using equipment in a way that endangers others)</p> <p>Out of bounds (leaving the classroom/location without permission, repeatedly late to class after lunch and recess)</p>	<p>Conference with student</p> <p>Informal time off playground with AP</p> <p>Reflection (letter to parent, 1-3 play breaks off playground)</p> <p>Loss of privileges</p> <p>Parent contact</p> <p>Monitoring card</p>	Students	will engage in restorative practices with their classroom teacher and assistant principal. will actively seek teacher and parent/carer support to problem solve and prevent further incidents. will follow individualised behaviour management strategies put in place by their classroom teacher.
			Staff Classroom Teachers	will seek support from their supervising assistant principal to engage in restorative practices with the student/s involved and implement the whole school and DoEs behaviour management policies. will implement and monitor individualised behaviour management strategies. will record all incidents on Sentral (if witnessed by a classroom teacher).
			Staff Assistant Principal	will support classroom teachers to engage in restorative practices with the student/s involved and implement the whole school and DoEs behaviour management policies. will support classroom teachers to implement and monitor individualised behaviour management strategies. will contact parents/carers to discuss strategies to prevent moving to ORANGE level. will record all incidents on Sentral (if not witnessed by a classroom teacher).
			Parents & Carers	will actively support and encourage their child/ren to follow individualised behaviour management systems. will communicate and discuss strategies to support their child/ren with classroom teachers and assistant principals.

3 Major	<p>Continued and persistent MINOR (yellow) behaviours</p> <p>Non-compliance/Defiance (refusal to follow school rules/expectations and/or instructions of AP/DP &/or P)</p> <p>Disrespecting others (racism, discrimination, disrespecting staff, bullying and repeated disrespectful name calling, excessive yelling or screaming at others, not telling staff the truth, arguing with staff)</p> <p>Disrupting learning of others (yelling/arguing with teacher, excessive yelling or screaming)</p> <p>Off task (ongoing incomplete work despite interventions, throwing objects with intent to hurt others, inciting violence, harassment and intimidation – verbal or physical)</p> <p>Inappropriate verbal language – (directed offensive language, purposely triggering a student meltdown, verbally threatening harm to staff, community &/or students)</p> <p>Physical contact – (physically threatening harm to staff, students &/or community, intentionally causing physical harm, physical aggression, fighting, biting, spitting, urinating)</p> <p>Harassment/Rude gestures – (inappropriate exposure of body parts, generalised sexual behaviour/gestures to staff, students &/or community, deliberate intimidation intentionally causing harm)</p> <p>Intentional property/equipment misuse or destruction (graffiti, vandalism, using equipment as a weapon, including rocks)</p> <p>Out of bounds (leaving the school/location/venue/site without permission, truancy)</p> <p>Criminal behaviour (theft, forgery, animal cruelty, weapons, drugs, violence, inappropriate exposure of body parts, ICT misconduct/bomb threat, arson, combustibles)</p>	<p>Conference with student and AP</p> <p>Reflection (letter to parents, 3-5 play break off playground)</p> <p>Loss of privileges (exclusion from school representations, camps, farewell, school leaders)</p> <p>Parent contact</p> <p>Monitoring card</p> <p>Alternate attendance plan</p>	<p>Students</p> <p>will engage in restorative practices with their classroom teacher and executive staff member</p> <p>will actively seek teacher and parent/carer support to problem solve and prevent further incidents.</p> <p>will follow individualised behaviour management strategies put in place.</p>
			<p>Staff Classroom Teachers</p> <p>will seek support from their supervising assistant principal to engage in restorative practices with the student/s involved and implement the whole school and DoEs behaviour management policies.</p> <p>will implement and monitor individualised behaviour management strategies.</p> <p>will record all incidents on Sentral (if witnessed by a classroom teacher).</p>
			<p>Staff Assistant Principal</p> <p>will support classroom teachers to engage in restorative practices with the student/s involved and implement the whole school and DoEs behaviour management policies.</p> <p>will support classroom teachers to implement and monitor individualised behaviour management strategies.</p> <p>will record all incidents on Sentral (if not witnessed by a classroom teacher).</p>
			<p>Staff Deputy Principal/Principal</p> <p>will support classroom teachers and assistant principals to engage in restorative practices with the student/s involved and implement the whole school and DoEs behaviour management policies.</p> <p>will support classroom teachers and assistant principals to implement and monitor individualised behaviour management strategies.</p> <p>will contact parents/carers to discuss strategies to improve student conduct.</p> <p>will record all incidents on Sentral (if not witnessed by a classroom teacher).</p>
			<p>Parents & Carers</p> <p>will actively support and encourage their child/ren to follow individualised behaviour management systems.</p> <p>will communicate and discuss strategies to support their child/ren with classroom teachers and assistant principals.</p>
4 Warning of Suspension	<p>Formal caution of suspension can be used when student's behaviour/s of concern:</p> <ul style="list-style-type: none"> • causes actual harm to any person; or • poses an unacceptable risk to health and safety, learning, and/or the wellbeing of any person, including where such a risk is posed by: <ul style="list-style-type: none"> o a student's continuing, consistent, unproductive and disruptive behaviour that results in a detrimental impact on the educational interests of other students and all possible interventions and supports to redirect or minimise this behaviour have already been attempted o a student's behaviour that causes damage to or the destruction or loss of property. <p>Actual harm or unacceptable risk to health, safety, learning and/or the wellbeing of any person may include the student exhibiting the behaviour/s of concern.</p> <p>Behaviours of concern could include physical violence, verbal abuse or psychological abuse.</p> <p>A formal caution is in place for 5 days</p>	<p>Warning of suspension</p> <p>Alternate attendance plan</p>	<p>Students</p> <p>will engage in restorative practices with their classroom teacher and executive staff member</p> <p>will actively seek teacher and parent/carer support to problem solve and prevent further incidents.</p> <p>will follow individualised behaviour management strategies put in place.</p>
			<p>Staff</p> <p>https://docs.google.com/document/d/1TCQ2vC-8Xue0WVCFdK5m2LgQ2b7Cv5c7vGdDT9U/edit?usp=sharing</p>
			<p>Parents & Carers</p> <p>Engage in conversations to support child at school</p>
5 Suspension	<p>Suspension can be used when student's behaviour/s of concern:</p> <ul style="list-style-type: none"> • causes actual harm to any person; or • poses an unacceptable risk to health and safety, learning, and/or the wellbeing of any person, including where such a risk is posed by: <ul style="list-style-type: none"> o a student's continuing, consistent, unproductive and disruptive behaviour that results in a detrimental impact on the educational interests of other students and all possible interventions and supports to redirect or minimise this behaviour have already been attempted o a student's behaviour that causes damage to or the destruction or loss of property. <p>Actual harm or unacceptable risk to health, safety, learning and/or the wellbeing of any person may include the student exhibiting the behaviour/s of concern.</p> <p>Behaviours of concern could include physical violence, verbal abuse or psychological abuse.</p> <p>A maximum:</p> <ul style="list-style-type: none"> • 5 day suspension for Years K-2 • 10 day suspension for Years 3-12 <p>Extensions of these timeframes are available, where needed for all ages and stages.</p>	<p>Suspension</p> <p>Expulsion</p>	<p>Students</p> <p>will engage in investigate process with school staff</p> <p>will actively seek teacher and parent/carer support to problem solve and prevent further incidents.</p> <p>will follow individualised behaviour management strategies put in place upon return.</p>
			<p>Staff</p> <p>https://docs.google.com/document/d/1TCQ2vC-8Xue0WVCFdK5m2LgQ2b7Cv5c7vGdDT9U/edit?usp=sharing</p>
			<p>Parents & Carers</p> <p>Attend disciplinary meeting</p> <p>Attend resolution meeting</p>
<p>NOTE:</p> <ol style="list-style-type: none"> This is intended to be used as a guide for teachers, students and parents. It is no way intended to be an exhaustive or confined list. AT ALL TIMES behaviours need to be addressed in context, with previous history, special needs and individual student management plans taken into account. Incidents occurring whilst representing the school, travelling to and from school or associated with school and at assembly will be dealt with using this matrix. 			