



Encouraging Positive Behaviour Student Wellbeing Procedure

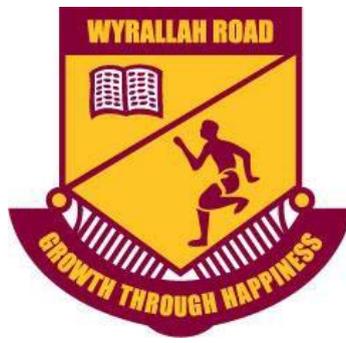
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Endorsed by:
Wyrallah Road Public School Parents & Citizens Association
School staff
Student Representative Council



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STUDENT WELLBEING PROCEDURES

The Student Wellbeing Procedures of Wyrallah Road Public School provides the programs, structures and support to ensure that all students achieve high standards of self-discipline, personal conduct and social responsibility.

WRPS is a “Positive Behaviour for Learning” (PBL) school, taking a school-wide, systemic and proactive approach to explicitly teach expected behaviour.

Introduction

Student wellbeing encompasses everything the school community does to meet the needs of their students and to enhance their happiness and safety. It is reflected in the way we demonstrate care, ensure safety and provide opportunities for success and recognition of each student. The Student Wellbeing Procedures, procedures and programs of this school emphasise the value of prevention and early intervention.

Student wellbeing at Wyrallah Road Public School will:

- provide honest, open communication across the school community.
- provide opportunities for students to enjoy success, make a contribution to the life of the school and derive enjoyment from their learning.
- develop leadership and citizenship skills.
- create a safe, caring school environment in which students are nurtured as they learn.
- include preventative health and social skills programs.
- stress the value of collaborative early intervention when problems are identified.
- provide ongoing educational accommodations to support student needs.
- recognise the diversity within the school community and provide programs and support which acknowledge difference and promote harmony.
- recognise the role that the school plays as a resource to link families with community support services.
- follow a school-wide awards system.
- include effective discipline and behaviour management strategies.

SCHOOL WIDE EXPECTATIONS

At Wyrallah Road Public School we are:

- Respectful
- Responsible
- Safe

LEARNING PLATFORM:

Our school and its community believe that quality teaching and learning will be most effective when:

- an understanding of the learning process is embedded in quality teaching practice.
- students are motivated to learn through experiences which are relevant, practical and offer a high level of engagement.
- students are encouraged to achieve their personal best as learners and their success is celebrated.
- students are challenged and extended in a supportive and caring environment.
- the teaching and learning process reflects the continual assessment of student learning.
- student reflection and meaningful dialogue is promoted in focused, positive classrooms.
- students are valued and respected as individuals, with positive relationships based on mutual respect and trust fostered in the school community.

Our Student Wellbeing Procedures aims to promote effective learning and improve the quality of school life for our students in the following focus areas:

- Effective learning
- Positive climate
- Community participation

This can only be achieved in partnership with parents and the wider school community.

CORE RULES FOR STUDENTS IN NSW GOVERNMENT SCHOOLS

Students in NSW government schools are provided with a high quality education so that they may learn to the best of their ability and become self-disciplined, tolerant, enterprising and contributing members of the school and community. Core expectations for student behaviour have been developed to establish consistent expectations in all government schools in support of these aims. These expectations are based on our core values of integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy. The critical role of parents and care-givers is recognised as the primary influence on each child's character and behaviour and as essential partners in supporting the core expectations and the successful education of their children.

These core expectations are an integral part of our procedures and are reflected throughout.

THE CORE RULES

All students in NSW government schools 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 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 expectations, speaking courteously and cooperating with instructions and learning activities.
- treat one another with dignity and respect.
- 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.

Our Wellbeing Procedures has four sections:

- Code of Behaviour and school wide expectations
- Strategies to promote positive behaviour for effective learning
- Recognising and reinforcing student achievement
- Strategies for dealing with unacceptable behaviour



At Wyrallah Road Public School we are:

- Respectful
- Responsible
- Safe



RECOGNISING AND REINFORCING STUDENT ACHIEVEMENT

All students in our school are expected to cooperate with staff and other students and to achieve work to a high standard. As such, everyone is recognised. Our school assumes that at the start of each term everyone will have the right to attend the Gold Day and receive recognition because they are consistently respectful, responsible and safe both in the classroom setting and non-classroom settings. As such, **everyone starts at Gold level**. Gold means you are a fantastic student who is contributing positively to school life. If you choose to misbehave or hurt other students you will be excluded from the benefits of being on Gold level. New students automatically start on Gold level and are eligible to attend Gold Day events (e.g. school disco). If you misbehave seriously or frequently you will be placed on Amber or Red levels. If you present good work and achieve, this will be noted and you may receive an award from our three tiered recognition system.

As a PBL school, teachers at WRPS explicitly teach expected behaviours covering the many different school settings (Appendix 1). Within each term, there is a weekly teaching focus for a specific setting and two data informed weeks determined by the PBL team. This is reinforced by both our formal and informal recognition system outlined below.

TIER 1: CLASSROOM REWARDS

As developed and implemented by the classroom teacher. These classroom rewards are many and varied and individually designed to complement the teaching style and strategies utilised by the teacher.

TIER 2: WIN BINS

Each classroom has a Win Bin storage and Win Bin tickets are issued by all staff. They are issued to students who have demonstrated positive behaviour / effort / achievement.

The purpose of a Win Bin is to reinforce positive behaviour immediately. Four times per term (e.g. Friday non-assembly weeks beginning Week 3 each term) draws are made from accumulated Win Bins for Canteen Vouchers (4 x \$1 per stage). Short term casual appointments / canteen manager / scripture teachers are to administer the Win Bin scheme in their setting.

TIER 3: SCHOOL AWARDS

The School Awards are those given for special effort in various areas of achievement (e.g. academic, social, cultural and sporting). They are to be earned by the students and the:

- students are to realise the hierarchy of awards in the school.
- school community should be made aware of the status and importance of the school awards.
- students whose behaviour is in question at any given time are to have the presentation of their award delayed until appropriate improvements are made.

Merit Award

- The merit award is to recognise special positive behaviour/effort/achievement.
- Two merit awards are awarded for each class at each whole school assembly.
- The reason for the Merit Award will be clearly and concisely written on the certificate.

Positive Behaviour for Learning (PBL) Award

- The PBL award, in the form of a Wyrallah Road Owl Badge ('Wyrowllah') and a photo display in the school foyer will be presented to students who consistently demonstrate positive behaviour and follow school expectations.
- One PBL award will be given to one student in each class at whole school assemblies in Term 1. In Terms 2-4, up to 2 awards may be given in each class in order to recognise all students deserving of the PBL award within that calendar year.
- An award is only given to a student who consistently demonstrates our school expectations and values in all settings and an award will not be given to any students in a class where this standard is not met. This means that it is not necessary for every class to allocate an award winner at every assembly.
- Students can receive a maximum of one PBL award in a calendar year.

SYSTEM OF CONSEQUENCES FOR BEHAVIOUR CHOICES AT WRPS

There are three levels: Gold Amber Red

GOLD LEVEL

All students at Wyrallah Road Public School are expected to maintain high standards of behaviour at all times. All students who enrol at the school will start on Gold level and they will stay on Gold level if they maintain their good behaviour. Gold level indicates that the student is consistently respectful, responsible and safe and participates in the opportunities provided by the school. Gold is great! Students who have remained on Gold for a whole term will be entitled to attend the Gold Day activities. All students will start each new term on Gold unless they have unresolved behavioural issues from the previous term.

Other levels will only be used if children do not follow the code of behaviour and make inappropriate choices in decision making.

PLANNING ROOM

Planning room provides students with an opportunity to reflect on their behaviour choices and work with an Assistant Principal to plan for better choices in the future (Appendix 2 & 3). This is a structured session, the length of which will be determined by the Assistant Principal to ensure the student has the appropriate opportunity to learn from the experience. A letter will be sent home each time a student is placed in planning room of a disciplinary matter (Appendix 4).

AMBER LEVEL

Students who are on Amber level may not be entitled to attend the term Gold Day. Students can be placed on Amber if they are:

- placed in planning room for three separate incidents within a term.

WHAT WILL HAPPEN TO STUDENTS AT AMBER LEVEL?

- A letter will be sent home by the Assistant Principal to parents letting them know that the student's behaviour has been unsatisfactory (Appendix 5).
- Staff will be notified of any students on Amber level in staff meeting to ensure that support can be offered in the classroom and playground and transitioning around the school.
- Students will have a conversation with the Assistant Principal and/or the Deputy Principal/Principal and told of the consequences of their behaviour.
- A Behaviour Management Plan will be put in place in consultation with parents and the Learning and Support Team.
- Students will remain on Amber for the remainder of the term, however, their involvement in Gold Day will be up to the discretion of the school executive in consultation with the classroom teacher and is completely dependent on their overall behaviour throughout the term.
- Students will be cautioned and parents notified that repeated offences may lead to Red level.
- A further planning room entry within a week of being placed on Amber will result in Red level.

RED LEVEL

WHAT WILL HAPPEN TO STUDENTS AT RED LEVEL?

- Parents will be informed and an interview requested.
- Loss of play at lunch (number of days to work through planning sheet determined by Assistant Principal).
- Review of student's Behaviour Management Plan in consultation with the L&S teacher.
- No Gold Day – Return to Amber one week after completion of planning room time with no further indiscretions.
- No outside venue attendance unless negotiated by the Learning and Support Team.
- One planning room entry within a week back on Amber will result in a return to Red level.

Further incidents while on Red level will result in one of the following consequences, to be determined at the discretion of the Principal. Consequences are far more serious and may involve:

- Warning of suspension
- In-school suspension
- Short suspension 1-4 days
- Long suspension 5-20 days

At this level there are no in or out of school privileges for the remainder of the term. Parents are informed and involved in the review of the Behaviour Management Plan (see suspension policy).

STRATEGIES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR

In addition to merits, our level system incorporates consequences for students whose behaviour is unacceptable. These consequences result from students making poor choices and resulting in a breach of the school expectations or School Code of Behaviour. A detailed description of the minor and major behaviours is included in these procedures (Appendix 6).

Staff will provide students with regular and ongoing positive feedback that is:

- Calm
- Consistent
- Brief
- Immediate
- Respectful

A range of options for managing minor behaviour is indicated within our WRPS Classroom and Playground Behaviour Management flow charts (Appendix 7). Our school also adopts the following strategies:

- Counselling
- Social skills training
- Meet and greet programs

The school has clearly defined the types of behaviour that are unacceptable and the consequences. They fall into 2 categories:

- Minor Behaviours - Inappropriate classroom and playground behaviour
- Major Behaviours – Unacceptable behaviour and behaviour of a more serious nature – Planning room, level system and suspension

INAPPROPRIATE CLASSROOM & PLAYGROUND BEHAVIOUR

All teachers are to follow the procedure for managing minor behaviours in the classroom and playground using the Classroom and Playground Behaviour Management flow charts (Appendix 7). Behaviours are to be recorded on the school monitoring system (Sentral) for Assistant Principal and the PBL team to monitor for possible trends and follow up. When recording on Sentral there are a range of follow up actions for all minor and major behaviours:

- Quiet Space
- Time out with buddy class
- Conference with class teacher
- Parent contacted
- Sent to AP
- Sent to DP
- Sent to Principal
- Under Investigation
- Planning room
- Amber level
- Red level
- Warning of suspension
- Short term suspension
- Long term suspension
- Expulsion

Teachers will develop strategies in response to minor behaviour management in the classroom as part of their classroom management practices. Planning room is to be used for clear breaches of the school expectations or the School Code of Behaviour. Planning room is not to replace classroom strategies but to support them. It is to be used for serious misbehaviour, continual disobedience or repeated uncooperative behaviour. Students will only be placed in planning room after consultation with a school executive. (Appendix 7)

At the commencement of the year, class teachers will teach the stage relevant class expectations. Each subsequent week, students will be explicitly taught the expectations for each specific setting within the school. (Appendix 1) Weeks 5 and 8 will be data identified focus areas for stage and whole school respectively. The school expectations matrix should be used as a basis for reteaching and conferencing students when displaying inappropriate classroom or playground behaviour.

Exit strategies (e.g. Red Card emergencies to Principal) can be used if a teacher needs support or child needs removing from regular class activities. Only the Principal and executive staff will make the decision to place a student in planning room or on a level following this incident.

UNACCEPTABLE BEHAVIOUR – PLANNING ROOM

Students in planning room will be required to complete a worksheet that focuses on identifying behaviour, restitution and identifying strategies to ensure no repeat of the poor behaviour choice. It will ask students to make judgments about their behaviour in regard to the school expectations and School Code of Behaviour.

3 planning room referrals in a school term	=	Amber level and a letter to parents
1 planning room referral within a week of being placed on Amber	=	Red level and a letter/phone call to parents requesting an interview.

BEHAVIOUR OF A MORE SERIOUS NATURE:

Students who engage in more serious misbehaviour e.g. stealing, defiance, misconduct on excursion, will result in a letter being sent home notifying parents. A repeated offence within 1 week (i.e. another planning room referral), will result in automatic placement on Red level.

OFF SITE ACTIVITIES

Sport: Students who are removed from off site sport will be required to attend planning room. Students removed from off site sport are required to remain at school for sport for the next sport day. Appropriate behaviour will allow the student to return to off site sport the following week. Subsequent misbehaviour will result in the issuing of Red level and the inability to participate for the remainder of the term.

General Excursions: Whilst excursions are planned as an integral component of class curriculum, attendance is a privilege not a right for all students. Students with a history of poor behaviour (i.e. level placement) are only permitted to attend any excursion after negotiation between the class teacher, Assistant Principal and the Deputy Principal/Principal.

Bus Behaviour: At our school we value and teach safe and sensible bus behaviour. If a notification is received from the bus operator of inappropriate behaviour, then the student(s) involved may be placed in the planning room. If more serious misbehaviours occur the consequences are at the discretion of the Principal.

The Principal, in consultation with attending teachers, has the final veto on student attendance at any school activity – on or off site.

NOTE: All behaviours listed in our guidelines are a guide only and in every case; context, age of the student, special circumstances, any disabilities and other factors will be taken into account.

APPENDIX 1

WYRALLAH ROAD WHOLE SCHOOL EXPECTATIONS



	RESPECTFUL	RESPONSIBLE	SAFE
ALL SETTINGS	<ul style="list-style-type: none"> • Use school talk • Listen to and look at the speaker • Allow for personal space • Ask before you borrow or take • Wait patiently and quietly • Take turns • Wear school uniform 	<ul style="list-style-type: none"> • Follow staff instructions • Use all equipment for its purpose • Put waste in the appropriate bin • Ask for help when needed 	<ul style="list-style-type: none"> • Keep your hands and feet to yourself • Walk on hard surfaces • Stay in bounds
MORNING ASSEMBLY	<ul style="list-style-type: none"> • Sit still on your class lines • Allow for personal space • Stand and sit quietly • Listen to and look at the speaker 	<ul style="list-style-type: none"> • Be punctual • Stop play on first bell • Place all possessions in bag before assembly • Be seated and quiet by second bell • Raise hand and be silent on chimes • Follow staff instructions 	<ul style="list-style-type: none"> • Walk • Place bags on laps
WHOLE SCHOOL ASSEMBLY	<ul style="list-style-type: none"> • Sit still in your class lines • Allow for personal space • Stand and sit quietly • Listen to and look at the speaker 	<ul style="list-style-type: none"> • Follow instructions • Applaud at appropriate times 	<ul style="list-style-type: none"> • Walk
HOME LINES	<ul style="list-style-type: none"> • Sit quietly in home lines • Allow for personal space • Listen to and look at the speaker 	<ul style="list-style-type: none"> • Be punctual • Follow staff instructions • Raise hand and be silent on chimes • Keep your belongings in your bag 	<ul style="list-style-type: none"> • Walk • Keep your bag on your back
TRANSITION	<ul style="list-style-type: none"> • Move quietly around the school • Allow for personal space 	<ul style="list-style-type: none"> • Stay together • Face the front 	<ul style="list-style-type: none"> • Walk • Keep to the left on walkways and stairs
TOILET	<ul style="list-style-type: none"> • Use quiet voices • One person in the cubicle • Close the door of the cubicle • Flush the toilet 	<ul style="list-style-type: none"> • Return quickly to class • Wait for friends outside • Use equipment for its purpose • Use toilets during the breaks 	<ul style="list-style-type: none"> • Wash hands with soap • Walk • Keep food outside the toilet area
SHELTER/ COLA EATING	<ul style="list-style-type: none"> • Listen to and look at the speaker 	<ul style="list-style-type: none"> • Follow staff instructions • Put waste in the appropriate bin • Sit during eating time • Go to the toilet and get a drink on the way • Pack your belongings away 	<ul style="list-style-type: none"> • Eat your own food • Put your bags to the side • Ask to go to the toilet

FIXED EQUIPMENT	<ul style="list-style-type: none"> • Use school talk • Take turns • Be aware of others 	<ul style="list-style-type: none"> • Move on first bell • Follow staff instructions 	<ul style="list-style-type: none"> • Wear your hat • Keep hands and feet to yourself • Use all equipment for its purpose • Go down the slide • Walk
PLAYGROUND/ BACKFIELD	<ul style="list-style-type: none"> • Ask to borrow equipment • Use school talk • Follow the rules of the game • Be aware of the games being played around you 	<ul style="list-style-type: none"> • Use all equipment for its purpose • Share equipment • Return equipment • Move on first bell • Follow staff instructions 	<ul style="list-style-type: none"> • Stay in bounds • Wear your hat • Keep hands and feet to yourself
NATURE PLAYGROUND	<ul style="list-style-type: none"> • Use school talk • Take turns • Be aware of others • Use quiet voices 	<ul style="list-style-type: none"> • Follow staff instructions • Move on the first bell 	<ul style="list-style-type: none"> • Walk • Keep hands and feet to yourself • Wear your hat • Use equipment for its purpose • Stay in bounds
SHELTER / COLA	<ul style="list-style-type: none"> • Ask to borrow equipment • Use school talk • Follow the rules of the game • Be aware of the games being played around you 	<ul style="list-style-type: none"> • Use all equipment for its purpose • Share equipment • Return equipment • Move on first bell • Follow staff instructions • Put waste in the appropriate bin 	<ul style="list-style-type: none"> • Stay in bounds • Keep hands and feet to yourself • Walk
BUSES	<ul style="list-style-type: none"> • Use quiet voices • Use school talk • Show your bus pass • Food and drinks stay in bags 	<ul style="list-style-type: none"> • Follow driver and staff instructions 	<ul style="list-style-type: none"> • Keep hands and feet to yourself • Put your bag on the floor in front of your seat • Face the front • Only stand up when it's your stop • Walk down the steps • Wait for the bus to move before you cross the road
CANTEEN	<ul style="list-style-type: none"> • Use school talk • Maintain personal space • Line up quietly • Wait behind the line 	<ul style="list-style-type: none"> • Order your recess and lunch before school • Follow staff instructions • Know your order • Use a clear voice • Go to the canteen at appropriate times • Buy crunch and sip before school 	<ul style="list-style-type: none"> • Keep hands and feet to yourself • Walk • Buy food for yourself
EXCURSIONS	<ul style="list-style-type: none"> • Be quiet when others are learning • Listen to and look at the speaker • Use school talk 	<ul style="list-style-type: none"> • Use all equipment for its purpose • Look after your belongings • Follow staff instructions 	<ul style="list-style-type: none"> • Wear hat outside • Stay with your group

CARPARK	<ul style="list-style-type: none"> • Use school talk • Be quiet so others can hear their name called 	<ul style="list-style-type: none"> • Listen for your name • Watch for your car • Line up straight away when your car arrives • Stay in your stage area • Keep your belongings in your bag • Get into your car quickly 	<ul style="list-style-type: none"> • Keep hands and feet to yourself • Stay seated until your car arrives • Walk straight to your car • Get into your car safely
TECHNOLOGY USE	<ul style="list-style-type: none"> • Only view and send appropriate messages, images and information 	<ul style="list-style-type: none"> • Take photographs and videos under staff supervision • Ask permission before publishing • Report the misuse of devices 	<ul style="list-style-type: none"> • Personal devices stored with your teacher • Keep usernames and passwords to yourself • Log out of programs and computers completely
OFFICE	<ul style="list-style-type: none"> • Use quiet voices • Use school talk 	<ul style="list-style-type: none"> • Line up and wait your turn • Return quickly to class 	<ul style="list-style-type: none"> • Walk • Use the pathway to enter the office
SICKBAY	<ul style="list-style-type: none"> • Use school talk • Use quiet voices • Be aware of others 	<ul style="list-style-type: none"> • Be honest • Have a yellow sick bay note • Take only one buddy • Follow staff instructions 	<ul style="list-style-type: none"> • Stay on the bed
COMPUTER LAB	<ul style="list-style-type: none"> • Only view and send appropriate messages, images and information • Log on and use equipment appropriately • Use school talk • Use quiet voices • Raise your hand to speak • Listen to and look at the speaker 	<ul style="list-style-type: none"> • Take photographs and videos under staff supervision • Ask permission before publishing • Report the misuse of devices • Follow staff instructions • Ask for help when needed 	<ul style="list-style-type: none"> • Log out of programs and computers completely • Keep usernames and passwords to yourself • Keep food and drink outside the computer lab • Headphones to be left on computer tower • Six feet on the floor • Ask permission to leave the room
MUSIC	<ul style="list-style-type: none"> • Use the correct voice for the activity • Raise hand and wait your turn to speak • Listen to and look at the speaker or performer • Use school talk • Knock on the door and open, then wait to deliver messages • Listen quietly and be still when others are performing 	<ul style="list-style-type: none"> • Follow staff instructions • Use equipment and furniture for its purpose • Pack up and return equipment • Be ready to learn • Ask for help when needed • Put waste in the appropriate bin 	<ul style="list-style-type: none"> • Ask permission to leave the room • Keep hands and feet to yourself • Walk • Keep bags in class area
LIBRARY	<ul style="list-style-type: none"> • Use quiet voices • Hand up to speak and wait your turn • Listen and look at the speaker • Knock on the door and open then wait to deliver messages • Keep silent during quiet reading time 	<ul style="list-style-type: none"> • Follow staff instructions • Be ready to learn • Bring a library bag • Treat all books with care • Take one cushion • Put waste in the appropriate bin 	<ul style="list-style-type: none"> • Ask permission to leave the room • Keep hands and feet to yourself • Hang bag outside on a hook • Keep hands off the tree • Walk

EARLY STAGE 1	<ul style="list-style-type: none"> • Hand up to speak and wait your turn • Use quiet voices • Listen and look when others are speaking • Use school talk 	<ul style="list-style-type: none"> • Follow staff instructions • Care for and return equipment • Do your best book work 	<ul style="list-style-type: none"> • Keep hands and feet to yourself • Walk in, out and around the classroom • Use equipment for its purpose
STAGE 1	<ul style="list-style-type: none"> • Hand up to speak and wait your turn • Use quiet voices • Listen and look when others are speaking • Use school talk 	<ul style="list-style-type: none"> • Follow staff instructions • Care for and return equipment • Do your best book work • Stay on task and complete your work 	<ul style="list-style-type: none"> • Keep hands and feet to yourself • Walk in, out and around the classroom • Six feet on the floor when at your desk • Use equipment for its purpose
STAGE 2 & STAGE 3	<ul style="list-style-type: none"> • Listen and look when others are speaking • Raise hand and wait your turn to speak • Use school talk • Work quietly 	<ul style="list-style-type: none"> • Stay on task and complete your best work • Care for and return equipment • Follow staff instructions • Only use technology devices for classwork 	<ul style="list-style-type: none"> • Walk in the classroom and hallway • Keep hands and feet to yourself • Use equipment for its purpose • Ask permission to leave the classroom

**APPENDIX 2
PLANNING ROOM WORKSHEET - Junior**

You have been placed in the planning room for a mistake you made with your behaviour. Understanding how you came to make this mistake will help in preventing you from making the same mistakes again. We think you are important, so please answer the questions honestly.

NAME: CLASS: DATE:

<p align="center">What Happened?</p>	<p align="center">How did you feel?</p>  <p align="center">How do you think the other person felt?</p>  <p align="center">How do you feel now?</p> 	<p align="center">Next time?</p>
<p>Teacher's note:</p>	<p>Teacher's note:</p>	<p>Teacher's note:</p>
<p>My goal is:</p>		

APPENDIX 3

PLANNING ROOM WORKSHEET – Senior

You have been placed in the planning room for a mistake you made with your behaviour. Understanding how you came to make this mistake will help in preventing you from making the same mistakes again. We think you are important, so please answer the questions honestly.

NAME: CLASS:..... DATE:.....

What happened that caused you to be here today?

.....
.....
.....
.....

Where and when did this occur?

.....

Why did you act in this way?

.....
.....

What will you do in the future to act in a safer or more appropriate way?

.....
.....
.....

... How could you make this better?

.....
.....

Which ones do you need to work on?

At Wyrallah Road we follow a set of expectations. We are:

- Respectful
- Responsible
- Safe

My goal is to

.....
.....

A.P. Register

APPENDIX 4: PLANNING ROOM NOTIFICATION TO PARENTS

Wyrallah Road

PUBLIC SCHOOL



OPPORTUNITY | CARE | QUALITY | SUCCESS

Parent Name
ADDRESS LINE 1
ADDRESS LINE 2

Wednesday, 23 January 2018

Dear Parent Name,

XXXX has attended planning room today due to the following behaviour: #####.

The purpose of planning room is to support your child in making more appropriate choices. This will include a conference with the Assistant Principal to discuss strategies for showing responsible behaviour. The planning sheet about this behaviour is available at the school if you would like to discuss it.

At WRPS we believe in giving children an opportunity to learn from their mistakes. XXXX will remain on Gold Level and access the end of term celebration unless there is a repeat of negative behaviour resulting in three separate referrals to the planning room and a move to either Amber or Red Level.

This letter is simply to let you know what is happening with your child at school. The tear off form at the bottom of this letter is so we are sure that you know about this recent behaviour. We welcome being able to talk with you about ways we can help your child at school. If you would like to discuss any aspect of the above information please telephone the school on 6621 3363 to speak with the Assistant Principal.

Please remember our school believes in keeping parents informed about their child's behaviour while at school. We value your support in providing a safe, caring learning environment for XXXX and fellow students.

Yours sincerely,

Assistant Principal
Wyrallah Road Public School

PLEASE SIGN & RETURN NEXT SCHOOL DAY
Student Welfare – Planning room

I have spoken to XXXX about this matter.

Please tick one of the following and return to school.

- I am aware that my child has attended planning room.
- I wish to discuss my child's behaviour with the Assistant Principal.

Signed: _____ Parent/Caregiver Date: _____

APPENDIX 5: AMBER LEVEL NOTIFICATION TO PARENTS

Wyrallah Road

PUBLIC SCHOOL



OPPORTUNITY | CARE | QUALITY | SUCCESS

Parent Name
ADDRESS LINE 1
ADDRESS LINE 2

Wednesday, 23 January 2018

Dear Parent Name,

XXXX has been placed on Amber Level of the Student Wellbeing procedures. XXXX has been placed on this level because of the following behaviour: #####.

Your child has or will be expected to attend planning room during the lunch session to complete the procedures for Amber Level. This will include a conference with the Assistant Principal in the planning room to discuss strategies for showing responsible behaviour. The planning sheet about this behaviour is available at the school if you would like to discuss it. As a result of being placed on Amber Level XXXX has also lost the opportunity to participate in Gold day activities this term. XXXX will return to Gold Level at the beginning of next term and access rewards for this level as long as appropriate behaviour is maintained.

This letter is simply to let you know what is happening with your child at school. The tear off form at the bottom of this letter is so we are sure that you know about XXXX's recent behaviour. We welcome being able to talk with you about ways we can help your child at school. If you would like to discuss any aspect of the above information please telephone the school on 6621 3363 to speak with the Assistant Principal.

Please remember our school believes in keeping parents informed about their child's behaviour while at school. We value your support in providing a safe, caring learning environment for XXXX and fellow students.

Yours sincerely,

Assistant Principal
Wyrallah Road Public School

PLEASE SIGN & RETURN NEXT SCHOOL DAY
Student Welfare Amber Level

I have spoken to XXXX about this matter.

Please tick one of the following and return to school.

- I am aware that my child has been placed on Amber Level.
 I wish to discuss my child's behaviour with the Assistant Principal.

Signed: _____ Parent/Caregiver Date: _____

APPENDIX 6: CLASS MANAGED TO EXECUTIVE MANAGED BEHAVIOURS

THIS IS A <u>GUIDE</u> FOR TEACHERS, PLEASE USE YOUR PROFESSIONAL JUDGEMENT AT ALL TIMES	
Minor (Sentral entry)	Major (Sentral entry)
Class misdemeanour <ul style="list-style-type: none"> • back-chatting • passing notes • calling out • talking at inappropriate times • making silly noises/actions • out of seat • not attempting task • forging note • tapping/stamping 	Bullying
Harassment	Cyber bullying via emails/texting/SMS
Interfering with personal property	Persistent class disruption
Lying	Racism
Non-compliance to staff	Repeated non-compliance
Physical aggression <ul style="list-style-type: none"> • pushing • hitting • punching • kicking • tripping • spitting • fighting with intent 	Sexual harassment
Physical intimidation	Swearing (directed)
Playground misdemeanour <ul style="list-style-type: none"> • back-chatting • cheating • out of bounds 	Throwing furniture
Stealing	Victim of bullying
Swearing (not directed)	
Unsafe behaviours	
Unsafe play – Physical <ul style="list-style-type: none"> • pushing • shoving • kicking • hitting without intent 	
Vandalism of school property <ul style="list-style-type: none"> • up ending furniture • drawing on school property 	
Verbal aggression <ul style="list-style-type: none"> • yelling/shouting at others 	

APPENDIX 7

PBL-Classrooms Systems of Support Responding to Problem Behaviours

Techniques to Manage Minor Behaviours

<i>Technique</i>	<i>Explanation</i>
Proximity Control	The strategic placement/movement by the teacher in order to encourage positive behaviour. The teacher is a source of protection and strength, helping the student to control impulses.
Signal Non-verbal Cue	Non-verbal techniques such as sustained eye contact, hand gestures or finger snap suggest that the teacher is aware of the behaviour and is prepared to intervene if it continues.
Ignore Attend Praise	Uses the power of praise or positive feedback. The teacher praises an appropriately behaving student in the proximity of the student who is not following expectations. The praise serves as a prompt. When the student exhibits the desired behaviour, attention and praise are then provided.

*If the simple techniques above do not result in the desired behaviour, more direct **instructional** approaches can be used.*

Minor Behaviours - Continuum of Response

1. *Calm*
2. *Consistent*
3. *Brief*
4. *Immediate*
5. *Respectful*

<i>Teacher Response</i>	<i>Words/Actions an adult can use</i>
Prompt	<ul style="list-style-type: none"> • Provide verbal and/or visual cue
Redirect	<ul style="list-style-type: none"> • Brief, clear verbal reminder of the expected behaviour • Restate the expected behaviour from the matrix
Reteach	<ul style="list-style-type: none"> • State and demonstrate the matrix behaviour • Have student demonstrate • Provide immediate feedback
Provide Choice (re-engage or have a consequence applied)	<ul style="list-style-type: none"> • The statement of two alternatives-the preferred or desired or a less preferred choice (logical consequence) • Give the student a choice and get a response • Apply logical consequence if preferred behaviour not demonstrated
Conference	<ul style="list-style-type: none"> • Describe the behaviour of concern • Describe the alternative behaviour\tell why the alternative is better • Practice • Provide feedback

Where students exhibit major negative behaviours, including but not limited to, directed swearing, throwing furniture, directed aggression towards staff or student, racist comment, students may be immediately withdrawn from class and directed to buddy class and/or time with AP.



WRPS Classroom Behaviour Management



1. PROMPT



- Restate expected/matrix behaviour for whole class
- Restate expected/matrix behaviour for individual student

____, we need to be respectful. Please listen and look when others are speaking.

Use positive examples from within the classroom

____, I love the way you are using a quiet voice.

2. REMINDER



- The individual student is given a reminder.

Example: _____ this is your reminder, please follow staff instructions.

_____ this is your reminder. Please make the choice to use school talk.

3. QUIET SPACE



- The student is directed to Quiet Space.
- The student still participates in the lesson and completes set tasks however in a quiet location away from peers.
- Once student has demonstrated they can work following PBL expected behaviours, they can return to the normal classroom setting.
- Logged on Sentral by classroom teacher.

4. BUDDY CLASS



- The student is directed to Buddy Class.
- The student remains at buddy class until calm.
- Teacher/student conference at a suitable time on their return.
 - Describe the behaviour of concern*
 - Describe the alternative behaviour/tell why the alternative is better*
 - Practice*
 - Provide feedback*
- Logged on Sentral by classroom teacher.

5. AP



- The student is directed to AP.
- Logged on Sentral by classroom teacher
- AP/student conference about PBL expected behaviours.
 - Describe the behaviour of concern*
 - Describe the alternative behaviour/tell why the alternative is better*
 - Practice*
 - Provide feedback*
- Further follow up actions determined by AP in consultation with CT and logged on Sentral. (NB. If planning room, CT to ring parent)

6. DP / PRINCIPAL

- The AP directs student to the DP/Principal for further follow up.
- Parents contacted, logged on Sentral
- Further follow up actions determined by P/Principal.

Where students exhibit major negative behaviours, including but not limited to, directed swearing, throwing furniture, directed aggression towards staff or student, racist comment, students may be immediately withdrawn from class and directed to buddy class and/or time with AP.



WRPS Playground Behaviour Management



1. PROMPT



- Restate expected/matrix behaviour for whole group/team
- Restate expected/matrix behaviour for individual student

Everyone, please remember to be responsible and move on the first bell.

_____, please keep your hands and feet to yourself.

2. REMINDER



- The individual student is given a reminder.

Example: _____ this is your reminder, please follow staff instructions.

_____ this is your reminder. Please make the choice to use school talk.

3. QUIET SPACE



- The student is directed to Quiet Space for a designated time as determined by behaviours.
- Teacher/student conference about expectations.
Describe the behaviour of concern
Describe the alternative behaviour/tell why the alternative is better
Practice
Provide feedback
- Once student has completed set time, return to play.
- Logged on Sentral

4. AP



- The student is directed to AP.
- Logged on Sentral by class teacher
- AP/student conference about PBL behaviours.
- Further follow up actions determined by AP in consultation with duty teacher and logged on Sentral.
(NB. If Planning Room, duty teacher to ring parent)

5. DP / PRINCIPAL

- The AP directs student to the DP/Principal for further follow up.
- Parents contacted, logged on Sentral
- Further follow up actions determined by DP/Principal.



- Calm
- Consistent
- Brief
- Immediate
- Respectful

Where students exhibit major negative behaviours, including but not limited to, directed swearing, throwing furniture, directed aggression towards staff or student, racist comment, students may be immediately withdrawn from class and directed to quiet space and/or time with AP.