

# Leeton Public School

## Behaviour Code for Students

### Rationale

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. As a school we teach and model the behaviours we value in our students. Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education (DoE). At Leeton Public School (LPS) we implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaging behaviour. The school's aim is to foster self-discipline and self-worth in our students.

### Our Core Values

The school shares its responsibilities for teaching values with parents, the community and other social institutions. Core rules for student behaviour have been developed based on our core values of integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy.

All students in NSW government schools 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
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

### **LEETON PUBLIC SCHOOL – KEY VALUES**

- Respect
- Responsibility
- Resilience
- Resourcefulness

## Respect

LPS will develop strategies and practices to promote positive student behaviour, including specific strategies to maintain a climate of respect by:

- Treating one another with dignity
- Speaking and behaving courteously
- Cooperating with others
- Developing positive and respectful relationships and thinking about the effects on relationships before acting
- Valuing the interests, ability and culture of others
- Dressing appropriately by complying with the school uniform or dress code
- Taking care with property

*The school will achieve this by making sure:*

- Students are comfortable, both emotionally and physically in the school environment
- Students behave in a socially acceptable way and are understanding of the school rules, their reasons and related consequences
- Students experience a sense of enjoyment and satisfaction in learning
- students develop a sense of cultural identity and a feeling of belonging to the wider community

*Students will need to:*

- Exhibit acceptable behaviour
- Be responsible for their own actions
- Alert a staff member to their social or emotional problems
- Attend school regularly, be punctual and present notes to explain absences
- Follow the instructions of teachers and others in authority
- Behave in a responsible, polite and courteous manner
- Behave in a manner that shows respect for themselves and the rights and feelings of others
- Behave in a manner that keeps themselves and others safe at all times
- Respect and care for school buildings, school property and the property of others
- Observe the general standards of dress and uniform requirements of the school community
- Accept their responsibilities as members of the wider community

*Teachers will need to:*

- Be a good role model in work presentation, dress standards and demeanour
- Organise lessons and employ teaching strategies across the curriculum that will actively involve students in the development of realistic self-concepts and enhance self-esteem and a sense of enjoyment and satisfaction from learning
- Clearly state expected performance and behaviour standards (Rights and Responsibilities Chart)
- Be realistic in their expectations, catering for individual differences
- Be fair and consistent
- Encourage initiative and creativity
- Adopt a balanced and gender equity approach using EEO principles
- Use the school's positive reinforcement system

- Express positive reinforcement in verbal, and non-verbal ways, being mindful that some students may be embarrassed when singled out
- Avoid ridiculing students
- Establish communication links with parents and care-givers through interviews and phone calls
- Establish links between younger and older students (Peer support and Buddy systems)
- Clarify and follow school routines
- Enforce school rules
- Diligently follow the Duty of Care requirements and Student Supervision procedures
- Regularly review classroom and playground practices
- Recognise indicators of child abuse and neglect and Report them to the Principal
- Liaise with the school counsellor, LST and Home School Liaison Officer with matters of concern about a student's progress or attendance
- Accept responsibilities as a member of the wider community

### *Rights and Responsibility Chart*

Our aim is to develop self-discipline within each student. Self-discipline is based upon the development of respect and consideration of others. All students and teachers have the responsibility to respect the rights of other students and teachers. When all rights are respected and responsibilities carried out by all students, LPS will have achieved a significant goal that will have ramifications for the wider community.

<b>Rights</b>	<b>Responsibilities</b>
To be treated with respect and politeness	To treat others politely and with respect To respect the authority of teachers
To be treated as an equal no matter what race or belief	To treat people of different race or belief without causing them distress or embarrassment of their heritage or religion
To obtain maximum benefit from all lessons and classes	To cooperate with teachers and other students to make sure that lessons proceed and that I keep up-to-date with required work I will not interfere with other students' right to learn To be punctual, attend school regularly and to take part in activities that will be of benefit to me
To have a pleasant, clean and well maintained school environment	To care for the school environment – keep it neat and clean, to be prepared to remove litter, and to help maintain equipment in good order
To be safe and for my property to be protected	To tell teachers about any defective buildings or fittings Not to steal, damage or destroy the property of others and to take care of my own and the school's property To ask permission before using other people's property
To be healthy and happy	Not to smoke, take alcohol or drugs and the responsibility not to influence others to do so
To be able to maintain a sense of personal worth and dignity	To treat others with understanding – not to laugh at others, tease others, or try to hurt their feelings
To be recognised as an individual	Not to jump to conclusions that any person by association with a particular group cannot have different views and opinions To learn self-control
To find success in some field of endeavour and to be recognised for it	To acknowledge and encourage people when they succeed
To be free from abuse, insolence and rudeness	To make the school safe by not threatening, hitting or hurting anyone in any way
To be free from threat	In carrying out my rights, I will not deny the rights of others and I expect to be corrected if I do so

## Engagement

LPS will foster strategies and practices to recognise and reinforce student achievement by encouraging students to:

- Attend school every day (unless legally excused)
- 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

Within LPS socially acceptable behaviour is encouraged by a system of positive reinforcement. Positive reinforcement includes the public acknowledge of students' efforts and attainments;

### **In the classroom:**

- Class/house points and other positive behaviour systems (such as: Dojo points, raffle tickets, table points, wooden pegs, 'Ready to Learn' chart and counter cups) used to encourage a good standard in the class (effort, attitude, behaviour, achieving learning goals)
- Merit awards for students adjudged to have made a special effort
- Students gain credits towards school awards
- Work displayed to the Principal or peers
- Stickers
- Positive comments written in books
- Non-verbal gestures
- Verbal praise

### **In the playground:**

- Social responsibility
- Personal care

### **At Assemblies:**

- Class merit, playground, sportsmanship and service awards presented
- Aussie of the Month awards to K-2 students
- Behaviour level awards presented
- Recognition of students who enter school initiated, external competitions
- Recognition of students who represent the school/district in sport
- Recognition of students who contribute to all other aspects of school life

### **In the school newsletter, local press, school Facebook page and website:**

- Publishing names (with permission through the Media Permission process) of award winners
- Recognising students who have promoted the school in the wider community
- Recognition of individual or school achievements

### **Bi-annual reports:**

- Communication of student efforts and behaviour
- Three-way conferences (parent, student and teacher discuss learning and behaviour goals)

### Presentation Day:

- Students awarded for effort, attainment, improvement and citizenship for work over the past year

### Reward Days:

- Special days at the end of each term as a treat for students who have consistently exhibited positive behaviours.

### Merit Card and Award System Overview

Card	Colour	For	Cumulate to:	Recognition	Recording Method
Class Merit Award	Blue	Behaviour, attitude, helpfulness, achievement...	Combination of 7 coloured awards is 1 Diamond Award	K-6 Monday Assembly	Sentral
Playground Merit Award	Red	Good play, behaviour, assisting others to clean up...	Combination of 7 coloured awards is 1 Diamond Award	K-6 Monday Assembly	Sentral
Sport Merit Award	Green	Sportsmanship, representing the school in a positive manner	Combination of 7 coloured awards is 1 Diamond Award	K-6 Monday Assembly	Sentral
Service Merit Award	Yellow	For service to the school or community; Representing at the ANZAC March...	Combination of 7 coloured awards is 1 Diamond Award	K-6 Monday Assembly	Sentral
Diamond Award	A5 Card certificate	Accumulation of 7 Merit Awards	7 Diamond Awards leads to 1 Platinum Award	K-6 Monday Assembly presentation – morning tea at the end of the term with the Principal	Sentral
Platinum Award	A4 certificate	Accumulation of 7 Diamond Awards	Lunch with the Principal	K-6 Monday Assembly presentation – lunch with the Principal at an outside school venue	Sentral

This system is workout out on a student receiving a Diamond award every year of their schooling. A student who arrived at Leeton Public School after kindergarten only needs the following number of Diamond awards by the end of Year 6 to qualify for Platinum.

Year 1 - 6                      Year 2 - 5                      Year 3 - 4  
Year 4 - 3                      Year 5 - 2                      Year 6 - 1

## Safety

LPS will use strategies and practices to manage inappropriate student behaviour by getting students to:

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

Unacceptable behaviour is dealt with immediately – possible consequences for breaches are indicated in the table below.

Behaviour level and consequences	PLAYGROUND		CLASSROOM		Recording Method
	Typical Behaviours	Possible Consequences	Typical Behaviours	Possible Consequences	
<b>Minor</b> infringements of school expectations: counselling by the teacher, low level consequences and restitution	<i>Examples:</i> running on concrete minor teasing out of bounds inappropriate use of equipment no hat	Counselling /Discussion	<i>Examples:</i> calling out lack of effort interrupting others out of seat without permission	Counselling /Discussion	None or class method if applicable
<b>Significant</b> infringements of school expectations: counselling by the teacher, recording of behaviour and restitution	<i>Examples:</i> low level bullying not following instructions and reasonable requests dangerous play continued out of bounds, swearing	Walk with teacher, school beautification, apology to affected students Time Out area	<i>Examples:</i> persistent interruptions to class routines continual interruptions to the learning of others, swearing, refusing to complete work	Class traffic light system (or other class procedures) completion of work in own time	Sentral
<b>Serious</b> infringements of school expectations: Investigation: by the teacher and/or school executive, recording of behaviour, enforcement of consequences and restitution	<i>Examples:</i> physical violence - fighting, punching, kicking, hitting use of weapons - possession of illegal substances ongoing bullying/intimidation serious non compliance serious lack of	parent interview detention room time out of playground in school withdrawal suspension (short or long) expulsion	<i>Examples:</i> physical violence - fighting, punching, kicking, hitting use of weapons - possession of illegal substances ongoing bullying/intimidation serious non compliance serious lack of	parent interview detention room time out of playground in school withdrawal suspension (short or long) expulsion	Formal Behaviour Form procedures completed on Sentral Parent interview/ phone call/ interview as appropriate Suspension letter sent home

	regard for respect, responsibility or safety		regard for respect, responsibility or safety		
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Inappropriate behaviours may result in any of the following consequences being immediately applied depending upon the severity, frequency and context of the behaviour.

- Counselling - teacher and student discuss better behaviours and consequences
- Time-Out - student is removed from normal class setting - either in a quiet area of the classroom or in another class
- A plan for improved behaviour with support of the Learning Support Team (LST)
- Parents contacted by letter/phone
- Suspension Caution - Parents are informed by phone or letter
- Suspension - only the Principal (or acting Principal) has the authority to suspend a student

#### *Detentions*

- Detentions are held during lunchtime between 11.45am – 12.10pm on Wednesday & Friday ( other days as necessary).
- Once the Assistant Principal has deemed detention as appropriate, the formal behaviour form is completed by the attending teacher explaining the student’s behaviour. This form, once completed by the student must be signed by a parent then returned to school.

#### *Sentral (K –Year 2)*

- Misdemeanour 1: name on the board
- Misdemeanour 2: Name on Sentral – loss of playground/special activity / Shadowing of teacher on duty
- Repeat offenders referred to the principal

#### *Related document links*

- [Suspension/expulsion procedures](#)
- Formal Behaviour Form Template as provided through Sentral
- [Student Supervision Policy](#)

**This policy is to be reviewed every three years.**

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**Ratified @ P&C Meeting 9/8/2016**

**ReviewTerm 4 2016**