



## Wellbeing Framework



Wellbeing, behaviour expectations and discipline: practices and procedures





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# Introduction

The NSW Department of Education is committed to creating quality learning opportunities for children and young people. This includes strengthening their cognitive, physical, social, emotional and spiritual development. Parents/carers can entrust their children to the principal, executive, teachers and school staff with confidence that Beechwood Public School (BPS) will deliver on this agenda.

At Beechwood PS we believe that the school environment, and the world in which our students will grow and function, continue to change and develop. For this reason it is essential that we are responsive to numerous influences as we deliver high quality education now and into the future.

Our understanding of wellbeing is contemporary and forward-focussed. Wellbeing, or the lack of it, can affect a student's engagement and success in learning. At BPS we understand the potential wellbeing has to bring about positive change, what is required to foster wellbeing, and how it can become a powerful force in students' learning and development.

The themes that will drive wellbeing at BPS now and into the future are **Connect**, **Succeed** and **Thrive**. Our commitment to our students, parents and members of the community is that Beechwood Public School will be a supportive teaching and learning environment that enables the development of healthy, happy, successful and productive individuals.

In turn, our students will be expected to contribute to their own wellbeing, the wellbeing of their peers and the collective wellbeing of their community. In this way, in partnership with our parents/carers we believe we will equip our students to be active and positive contributors to the society in which they live.

At BPS we strongly believe that student wellbeing is enhanced when schools connect with and draw on the expertise, contribution and support of their community. Developing and maintaining strong, high quality relationships based on communication and collaboration with our school community, will maximise how our students connect, succeed and thrive.





# Rationale

Beechwood Public School and all NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students. This document was written using the [Behaviour Code for Students](#), [The Wellbeing Framework for Schools](#), The [Australian Professional Standards for Teachers](#) and the [School Excellence Framework](#).

The school environment is pivotal to the growth and development of our most important assets – our students. Our school strives for excellence in teaching and learning; connections on many levels and builds trusting and respectful relationships for students to succeed.

## Aim

The aim of this document is to outline the Beechwood Public School procedures and expectations of behaviour, to maximise student wellbeing and engagement with the curriculum.

## What is wellbeing?

In very broad terms, wellbeing can be described as the quality of a person's life.

The NSW Department of Education recognises the multidimensional nature of wellbeing, and approaches it across five areas:

- **Cognitive** wellbeing:  
Includes how information is processed and judgements are made.
- **Emotional** wellbeing:  
Includes how well we cope, and is often reflected by the level of a person's resilience.
- **Physical** wellbeing:  
Associated with the extent to which we feel physically safe and healthy.
- **Social** wellbeing:  
The extent to which we experience positive relationships and connectedness to others.
- **Spiritual** wellbeing:  
Connection to culture, religion or community and includes the beliefs, values and ethics we hold.



# Why is wellbeing important at Beechwood PS?

At BPS we understand that teachers play an important role in providing learning experiences and opportunities that develop and shape the character and wellbeing of our students. Maintaining a strong wellbeing focus and providing experiences that develop character by promoting mindfulness (self-regulation and behaviour), curiosity, courage, resilience, ethics and leadership, will benefit our students as they grow and develop.

## Our commitment to wellbeing at BPS


**At BPS we are committed to:**

- supporting students to connect, succeed and thrive at each stage of their development and learning;
- providing opportunities that are age appropriate, rigorous, meaningful and dignified; and to do this in the context of productive relationships that support students to learn.

To this end, we will ensure that Beechwood Public School is a healthy, safe, positive learning environment, informed and guided by legislative and policy requirements. We will focus on the development of quality teaching and learning, with high levels of engagement and success; celebrating successes regularly.



# The NSW Department of Education Wellbeing Framework for Schools



CONNECT

Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.



SUCCEED

Our students will be respected, valued, encouraged, supported and empowered to succeed.



THRIVE

Our students will grow and flourish, do well and prosper.

ENABLE

The school environment is pivotal to the growth and development of our most important assets – our children and young people. Our schools strive for excellence in teaching and learning, connect on many levels and build trusting and respectful relationships for students to succeed.





# Connect, Succeed, Thrive in an enabling school environment

## CONNECT

- Students are actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences.
- Students have positive and respectful relationships with each other, their teachers and the community.
- Students experience a sense of belonging and connectedness that respects diversity and identity.
- Students are self-aware and regulate their own emotions and behaviours. Students have the social and emotional skills to develop and maintain positive relationships and engage in pro-social behaviour.
- Students are connected with their cultural, religious or spiritual backgrounds.
- Staff nurture professional relationships with students which are safe, respectful and supportive, and which help students to reach their full potential.
- The school is focused on building individual and collective wellbeing through a climate of care and positivity.
- Parents and the broader school community actively participate in the school and in helping students to develop positive connections.

## SUCCEED

- Students are succeeding in their learning.
- Students strive toward and achieve meaningful goals.
- Students are confident and resilient learners. They have positive self-esteem, stretch themselves and take risks in their learning. They demonstrate self-discipline and effort toward their learning.
- Students are provided opportunities to succeed and success is celebrated in a way that is meaningful to the student.
- Students develop strong positive character traits that are reflected in their behaviour decision making and relationships.
- Staff enable success by personalising student learning and supporting students to achieve.
- Staff enable success by contributing to a positive, supportive and encouraging learning environment.
- Parents and the broader school community actively participate in supporting and reinforcing student learning.



## THRIVE

- Student learning takes place in an environment which fosters and develops choice, accomplishment, positive relationships, enjoyment, growth, health and safety.
- Students are self-directed, take initiative and grasp opportunity.
- Students contribute to the learning of other students and to the school community more broadly.
- Students have a strong sense of meaning and purpose.
- Students develop the skills to reflect on and positively shape their behaviour in the context of ethical decision making.
- Students are recognised and celebrated.
- Staff contribute to environments which allow students to thrive by delivering high quality learning experiences.
- The school has high expectations for every student.
- Parents and the broader community support and enable the aspirations of every student.

## ENABLING SCHOOL ENVIRONMENT

- Students are recognised, respected and valued.
- Students are provided with opportunities to exercise choice in the context of self-regulation, self-determination, ethical decision making and responsibility.
- Collaborative partnerships are built with students, staff, families, communities and other organisations to support and develop students and school communities.
- Professional practice is valued and there is a commitment to ongoing improvement and student wellbeing.
- Resources are used to best meet individual and collective student need.
- The school environment is a safe and healthy place to be.
- Counselling and wellbeing services provide essential expertise to schools and communities to guide student growth and development.
- Schools provide learning experiences that contribute to the development of individual character traits and positive group dynamics.





## Beechwood Public School Core Values

The NSW Department of Education and the Beechwood school community recognise the importance of the teaching of Values to our students. In partnership with our local community, including the students, parents/carers and teachers, three Values have been identified to make up our 'Beechwood Public School Core Values'.

The following three 'Core Values' will underpin the academic and wellbeing practices and procedures throughout our school.

**Best Effort:** Striving for the highest personal achievement in all aspects of schooling (academic, personal or sporting), is an expectation of all Beechwood students. Individual student's pursuit of excellence is publicly celebrated regularly. Each student is expected to put in their best effort across all learning areas and in all school settings.

**Positive Care and Respect:** Between students, teachers, community members and visitors is modelled, encouraged and celebrated at school. The expectation is that all students, staff and visitors will treat each other with consideration and respect at all times.

**Safety:** Being accountable for their own actions and behaviour; ensuring that they are following expectations in all settings and learning areas, allowing them to keep themselves and others safe are the expectations of all Beechwood students.

The Beechwood Way

Insert Beechwood way statement here....



## Elements of the Wellbeing Framework in action at BPS

### Curriculum, teaching and learning:

**Reference: Policy Standards for Curriculum Planning and Programming, Assessing and Reporting to Parents K-12 (Updated July 2018)**

Beechwood PS adheres to the requirements for all NSW public schools to plan curriculum, develop programs, assess and report to parents in line with the *Education Act 1990*; the NSW Education Standards Authority (NESA) syllabuses; credentialing requirements; obligations under the *Disability Discrimination Act 1992*; and the *Disability Standards for Education 2005*.

Curriculum planning and programming will account for the needs of every student. Curriculum options and adjustments are negotiated with students and parents/carers, to reflect the learning and support needs of all students.

Learning programs, based on NESA syllabuses, are to be provided to address each learning area in each year of schooling. In primary schools, the six Key Learning Areas (KLA) are:

- ☐ creative arts
- ☐ English
- ☐ history and geography
- ☐ mathematics
- ☐ personal development, health and physical education
- ☐ science and technology.

In providing curriculum, Beechwood PS ensures that:

- priority is given to English and mathematics, with approximately 50% of time allocated for English and mathematics and 40% of time for the other KLAs and sport;
- as part of the 40% allocation, teachers include 150 minutes per week for planned physical activity, including a minimum of one hour for sport in Years 3 – 6; and
- provision is made for Special Religious Education (SRE) and Special Education in Ethics (SEE) in each primary year, where authorised personnel from approved providers are available.

### Learning and support

At BPS we understand that students with identified learning needs benefit from personalised learning and support. We will ensure that:

- Aboriginal students will have an individual personalised learning pathway.
- Students with identified healthcare needs have an individualised health care plan.
- Parents/carers are consulted and contribute to the planning to support their child's individual learning.
- Adjustments to the learning environment are made and documented as required.
- Assessment of student achievement informs individual learning.



## Practices to promote positive wellbeing

At Beechwood Public School many strategies are implemented to promote positive wellbeing to ensure every student feels known, valued and cared for. These strategies include:

- Positive phone calls made to parents/carers in weeks 3, 6 and 9.
- Fortnightly communication/wellbeing meetings held by staff, identifying students whose wellbeing may be 'at risk.'
- Ladies/lads lunch allowing for regular 'check ins' with executive staff
- School wide collection of behavioural data, allowing teachers and exec to monitor and support children who are displaying unacceptable behaviours.
- Passive play opportunities during lunchtimes
- Students are supported to identify 2 trusted adults at school who they can go to when appropriate/required.
- Every student participates in DoE Child Protection lessons.
- Students are explicitly taught expected behaviours in all school settings during PBL lessons (Positive Behaviour for Learning)
- LaST team meetings are held regularly, identifying children 'at risk.' Students on Risk Management Plans/Behaviour Support Plans are discussed and reviewed.
- Informal/formal meetings with parent/carers are held to discuss identified students.
- Targeted students are placed on playground timetables in consultation with classroom teacher, LaST and parent/carer.
- Targeted students are plotted on the Social Skills Continuum, allowing for a robust and individualised social skills program.





## Practices to promote positive behaviour for learning

At Beechwood Public School many strategies are implemented to promote appropriate behaviour and enhance effective learning. These strategies include:

- Providing appropriate curriculum to meet the needs of each student, by;
  - Implementing all Department of Education and Training and Board of Studies syllabi and curriculum.
  - Providing quality teaching practices.
  - Providing all staff with regular training through professional development meetings and providing opportunities to attend in-services and workshops.
  - Further enhancing the teaching/learning practices across all Key Learning Areas through the support of regional personnel in implementing current teaching practices within the classroom setting.
  - Collaboratively planning, implementing and reviewing Personalised Learning Pathways for all Aboriginal students.
- Supporting students to achieve success, through:
  - Peer Support Program (K-6)
  - Drug Education
  - Child Protection Program
  - Support Teacher Learning Assistance
  - Student Parliament
  - visiting performers
  - parent/Grandparent class helpers
  - managing funding support resources
  - School Counsellor
  - Learning Support Team
  - voluntary Parent/Community members Programs
  - School Learning Support Officers
  - excursions
  - various sporting opportunities (PSSA, Gala Days, representative teams, etc)
  - various creative opportunities (assembly items, dance festivals, choir, musicals, art/craft shows, radio presentations, etc)
  - Opportunities to develop public speaking skills
- Having school expectations which are fair, clear and consistently applied.
- Providing opportunities with parents/carers to discuss their role in promoting acceptable student behaviour, through:
  - Informal parent/teacher discussions.
  - Parent/teacher interviews.
  - Inclusion in Learning Support Team meetings (where appropriate).



- Formal disciplinary meetings.
- Providing opportunities to develop self-discipline, self-evaluation, communication and conflict resolution skills, e.g. restorative justice practices, activities with partner high school students, involvement in School Parliament, etc.
- Promoting national pride and developing a sense of common purpose in students through:
  - Celebrating national days and events.
  - Providing opportunities to appreciate Australian literature, music, art and drama.
  - Promoting Aboriginal perspectives within the curriculum.
  - Recognising and respecting the national flag, anthem and emblems.



## Expected behaviours across key school settings



Best Effort, Positive Care and Respect, Safety

### Beechwood Public School – Behaviour Matrix



Location	Best Effort	Positive Care and Respect	Safety
<b>All Settings</b>	<ul style="list-style-type: none"> <li>✓ Be responsible and truthful</li> <li>✓ Be prepared and participate</li> <li>✓ Be resilient</li> </ul>	<ul style="list-style-type: none"> <li>✓ Learn and allow others to learn</li> <li>✓ Care for the environment and property</li> <li>✓ Care for each other</li> </ul>	<ul style="list-style-type: none"> <li>✓ Be in the right place at the right time</li> <li>✓ Play appropriate games</li> <li>✓ Move safely and sensibly</li> </ul>
<b>Playground &amp; COLA</b>	<ul style="list-style-type: none"> <li>✓ Demonstrate sportsmanship and fair play</li> <li>✓ Participate and follow the rules</li> <li>✓ Move to toilets/class on the bell</li> </ul>	<ul style="list-style-type: none"> <li>✓ Respect our environment, playground and neighbours</li> <li>✓ Share space and equipment</li> </ul>	<ul style="list-style-type: none"> <li>✓ Be sun safe</li> <li>✓ Use equipment and spaces appropriately</li> <li>✓ Keep off the stage</li> </ul>
<b>Classroom</b>	<ul style="list-style-type: none"> <li>✓ Give your best effort</li> <li>✓ Work and let others work</li> <li>✓ Have a go</li> </ul>	<ul style="list-style-type: none"> <li>✓ Celebrate others achievements</li> <li>✓ Demonstrate respect</li> <li>✓ Use your manners</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use equipment appropriately</li> <li>✓ Move sensibly and carefully</li> </ul>
<b>Bus Lines &amp; Class Lines</b>	<ul style="list-style-type: none"> <li>✓ Be on time</li> <li>✓ Be organised</li> <li>✓ Model best behaviour</li> </ul>	<ul style="list-style-type: none"> <li>✓ ‘Whole Body Listening’</li> <li>✓ Wait quietly</li> </ul>	<ul style="list-style-type: none"> <li>✓ Walk in lines</li> <li>✓ Follow instructions</li> </ul>
<b>Office &amp; Canteen Area</b>	<ul style="list-style-type: none"> <li>✓ Be there only if necessary</li> <li>✓ Have notes and money ready</li> <li>✓ Put orders in on time</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use your manners</li> <li>✓ Wait quietly</li> </ul>	<ul style="list-style-type: none"> <li>✓ Wait your turn, be patient</li> <li>✓ Line up sensibly and safely</li> <li>✓ Keep your hands to yourself</li> </ul>
<b>Toilets</b>	<ul style="list-style-type: none"> <li>✓ Use toilets using breaks</li> <li>✓ Use paper and water appropriately</li> <li>✓ Leave immediately when finished</li> </ul>	<ul style="list-style-type: none"> <li>✓ Respect others privacy</li> <li>✓ Put rubbish in the bin</li> <li>✓ Use water wisely</li> </ul>	<ul style="list-style-type: none"> <li>✓ Wash your hands</li> <li>✓ Flush the toilet</li> <li>✓ Walk</li> </ul>
<b>Assembly &amp; Performances</b>	<ul style="list-style-type: none"> <li>✓ ‘Whole Body Listening’</li> <li>✓ Remove your hats</li> <li>✓ Put toys away before assembly</li> </ul>	<ul style="list-style-type: none"> <li>✓ Face the front</li> <li>✓ Remain silent</li> <li>✓ Acknowledge achievements of others</li> </ul>	<ul style="list-style-type: none"> <li>✓ Carry chairs/squares safely</li> <li>✓ Line up quietly</li> <li>✓ Watch out for guests</li> </ul>

## Explicit teaching of clearly defined acceptable behavioural expectations ...

~Beechwood Public School~

Term 1 & 3	Focus	Register Term 1	Register Term 3	Term 2 & 4	Focus	Register Term 2	Register Term 4
Week 1	All Settings			Week 1	Moving around the school		
Week 2	Classroom			Week 2	Morning Assembly		
Week 3	Playground			Week 3	School Assembly		
Week 4	Canteen			Week 4	Excursions/Camp		
Week 5	Office			Week 5	Sport		
Week 6	Bus Lines / Bus Travel			Week 6	Staffroom		
Week 7	Entering/Exiting School			Week 7	Car Park		
Week 8	Toilets			Week 8	C.O.L.A		
Week 9	Eating Time			Week 9	Play Equipment		
Week 10	Undercover Area/Walkway			Week 10	Undercover Area		
Week 11	Class lines			Week 11	Technology		

PBL Focus Area

1.





# Practices designed to recognise and reinforce student achievement and appropriate behavioural expectations

At Beechwood Public School we believe that the achievements of students deserve recognition and celebration through praise, encouragement, approval and the presentation of awards. The need for teachers to focus on and recognise positive behaviour is self-evident.

The following strategies designed to recognise and reinforce student achievement are utilised at Beechwood Public School:

- Ongoing, regular contact with parents, through informal conversations, letters, telephone calls, and emails.
- Commendations at morning or Friday assemblies and special school activities.
- Public promotion of school and student achievement through local media.
- Modelling of consistent and caring behaviour by all staff and school volunteers.

### School Based Awards

The development of an awards system that aims at recognising appropriate behaviour and achievements provides direction and emphasis at Beechwood Public School.

Recognition may be in many different forms. It ranges from the intrinsic acknowledgement, to the public celebration at assemblies or in our school bulletin.

There are 6 different types of formal awards presented to students regularly. They are:

- Bronze, Silver or Gold awards, awarded for exemplary behaviour both in the classroom and in the playground. Recipients of Bronze, Silver and Gold awards are those students who consistently demonstrate an adherence to our school expectations, and who generally demonstrate the B.P.S Core Values in all aspects of their schooling.
- Awards for class achievement and effort (Merit awards presented at school assemblies).
- Quality work awards (presented at school assemblies).
- Peer nominated, Parliament and Values awards (presented at special assemblies, 1 per term).
- 100% Attendance awards presented on the final day of each term.
- Meritorious achievement in the academic, social, citizenship or sporting realms, presented at an annual Assembly of Excellence.

For Year 6 students each year there is also the opportunity to receive one of the following awards, presented at the Year 6 Presentation:

- School Dux award
- English achievement award
- Maths achievement award
- Sports award
- Beechwood School award

*The number of awards presented at the Year 6 Presentation may vary depending of the numbers in the Year 6 class.*





## Classroom Awards

Individual teachers are responsible for developing their own incentives within their classroom. Samples of these are:

- Verbal praise and recognition
- Stamps or stickers
- Table points
- Class reward tokens
- Sending a student to another teacher or the Principal to acknowledge achievement
- A class reward system, e.g. clever sticks, marbles in a jar, Dojo points, etc.
- Bronze token/sticker

**Please Note:** Due to the risk of food allergy/intolerances, food/lolly rewards will not be used in classes as part of the behaviour management system.

Wherever possible, there is a focus on providing whole class, small group and individual rewards for appropriate behaviour and achievement socially, behaviourally and academically. Achievement towards bronze, silver or gold awards is included in classroom strategies.

### 3.3 Awards for Exemplary Behaviour

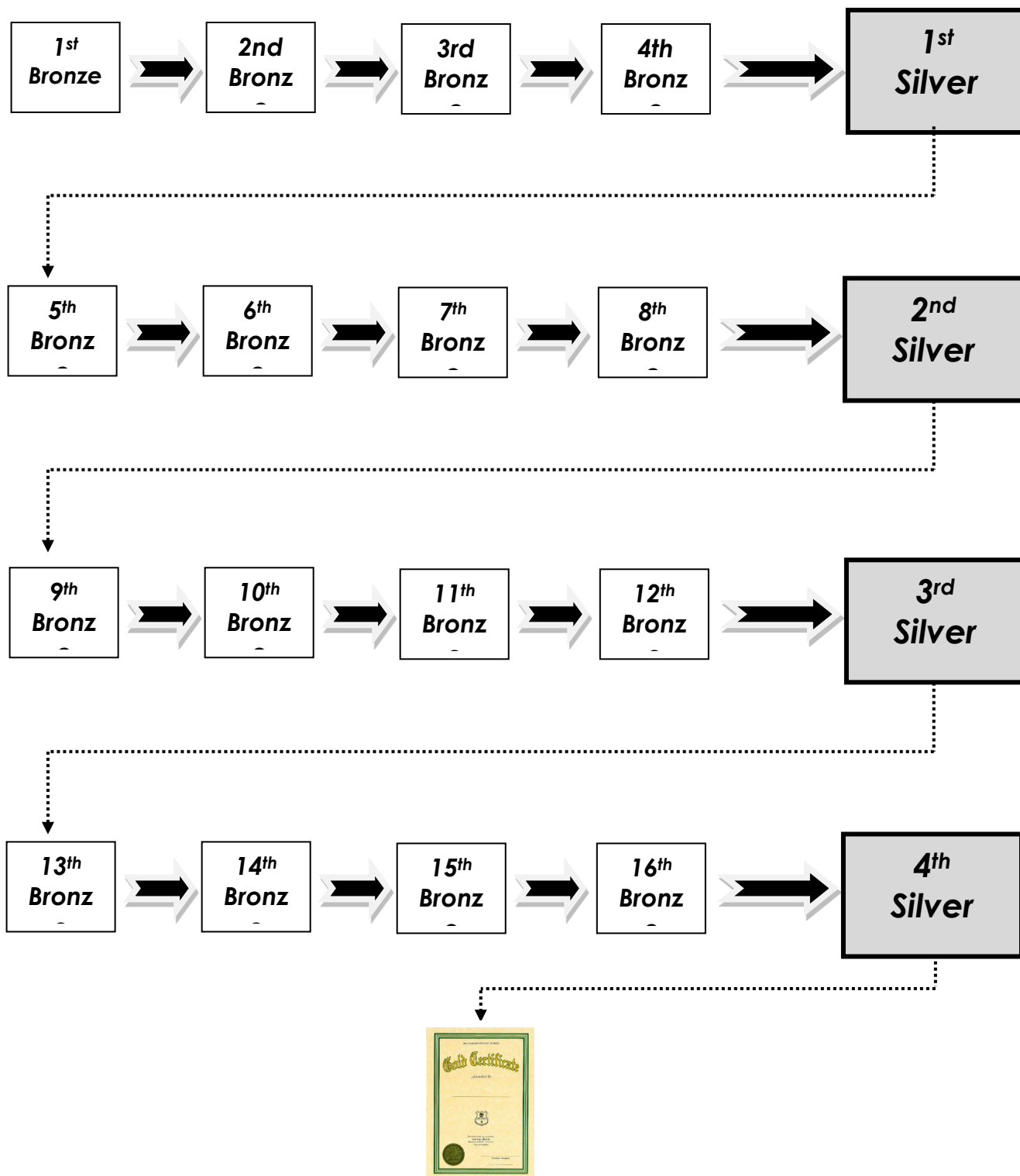
When a student is recognised for displaying exemplary behaviour he/she will receive a stamp on their individual Bronze Chart. These can be given to the students by any staff member in the school and can be awarded for behaviour in class and in the playground.

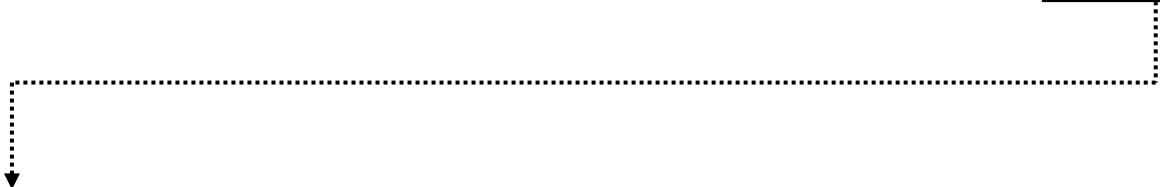
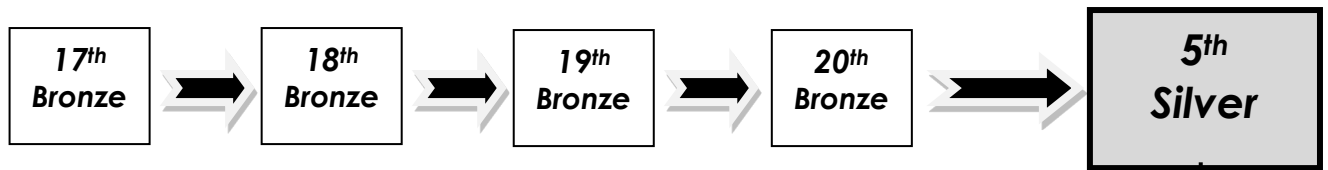
When a student has achieved 10 tokens on their chart, he/she is recognised again through the presentation of a Bronze Certificate at the next whole school Monday morning assembly. These students are also publicly recognised for their outstanding behaviour in the following school bulletin.

Upon the achievement of four Bronze Certificates, a student is then awarded a Silver Certificate for exemplary behaviour. Silver certificates are presented by the Principal at the next whole school Assembly (Friday). These students are also recognised in the next school bulletin.



### 3.4 The Process for Achieving Bronze, Silver, Gold or Platinum Awards





Platinum Medal



## School behavioural expectations – Classroom and Playground

Beechwood Public School rules represent evidence of the partnership between the students, the staff and members of our school community. This partnership is based on an understanding of shared responsibility and mutual respect. In implementing these rules our aim is to provide a quality education and to maintain the care and safety of all students in our charge.

Our school rules will be presented and implemented in a way that leads to an understanding and acceptance of reasonable laws and regulations of the wider community and society in which we live. They also reflect the Core Rules for Students in NSW Government Schools, circulated in 2006.

We have an expectation that all students will give their **best effort**, keep themselves and others **safe** and demonstrate **care** and **respect** for all members of the school community. Our school expectations focus on these three areas.

### Playground:

Care and Respect	Safety	Best Effort
<ul style="list-style-type: none"><li>• Use appropriate language</li><li>• Speak respectfully</li><li>• Respect and return school equipment and the property of others</li><li>• Treat others fairly</li><li>• Put all rubbish in the bin</li><li>• Be honest and truthful</li><li>• Look after our school environment (plants, buildings, grounds, etc)</li></ul>	<ul style="list-style-type: none"><li>• No bucket hat – play in the C.O.L.A</li><li>• Stay in the right place, at the right time, with the right equipment</li><li>• Play safe and appropriate games</li><li>• Eat before you play</li><li>• Play with equipment safely</li><li>• Control your hands and feet</li><li>• No rough play, fighting or causing fights</li><li>• Follow fixed-equipment rules</li></ul>	<ul style="list-style-type: none"><li>• Follow class expectations</li><li>• Be a good sport and play by the rules</li><li>• Share, help others and take turns</li><li>• Follow directions</li><li>• Look after your belongings</li><li>• Wear your school uniform</li></ul>



## School behavioural expectations – Classroom and Playground cont

### Classroom:

Every learning space at Beechwood Public School will implement and display the 'Five Fair Expectations.' These expectations will be taught explicitly at the beginning of the year and throughout the year when needed. These Five Fair Expectations include;

- 1. I can listen and follow instructions.**
- 2. I can show respect to everyone and everything.**
- 3. I can raise my hand and wait.**
- 4. I can focus on my learning.**
- 5. I can control what I do and say.**



Example of classroom display.



## Procedures for dealing with inappropriate behaviour

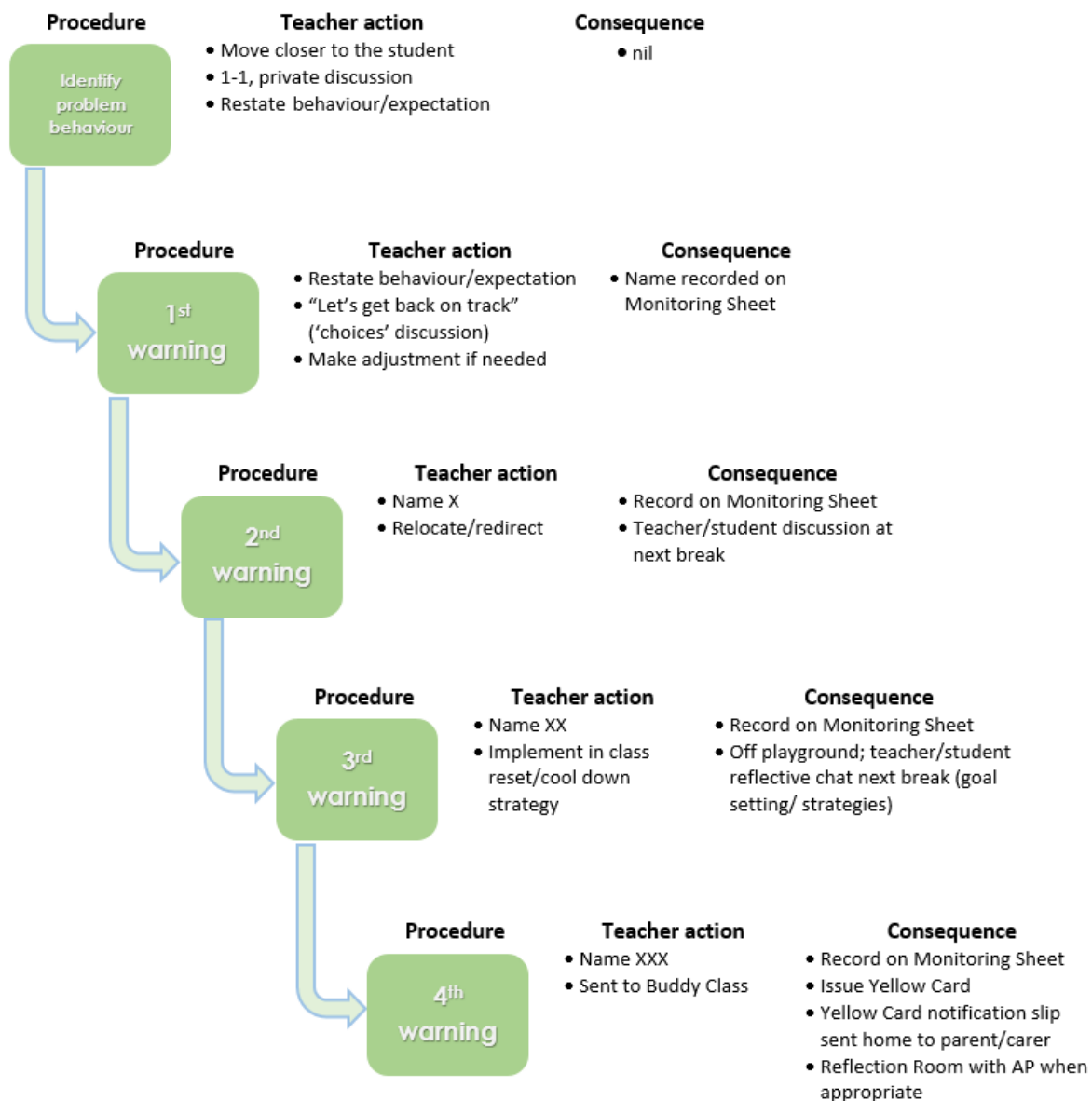
### Classroom behaviour management

At Beechwood P.S we believe that optimal learning will take place in a quality learning environment, where all students are highly engaged. In order to support students in achieving success with their learning, we will implement a comprehensive and inclusive strategy to create an environment with clearly defined behavioural expectations; consistent practices and procedures to ensure that teaching and learning is not disrupted by unacceptable behaviour in the classroom, on the playground and in activities for which the school is responsible.

- It is anticipated that the school-wide practices and procedures for behaviour management system at Beechwood P.S meets the needs of all students through a comprehensive and proactive approach in which all staff actively teach and acknowledge expected behaviour.
- The following information sets out the procedures to be followed when unacceptable and/or unsafe behaviour occurs at our school. Having a 'system' means that students know both the expectations for their behaviour and the consequences of inappropriate actions.
- Patterns of behaviour will be monitored closely through EBS: and data collected will be used to make decisions involving school-wide, group or individual interventions.



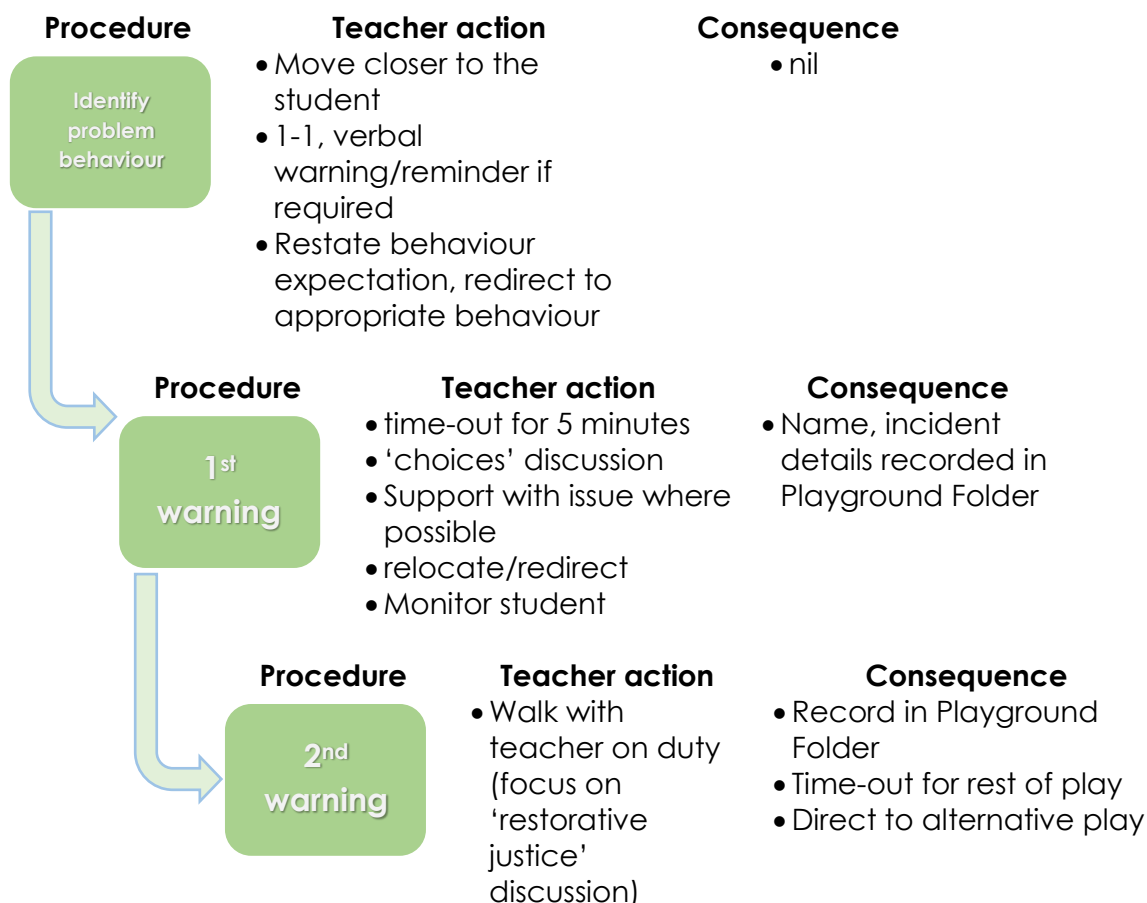
## Positive behaviour for learning: Discipline procedures - flow chart (in class)



- **Severe Clause:** All above steps are skipped and the Principal/Assistant Principal is called for immediately. In this case, consequences are at the Principal/Assistant Principal's discretion.
- **Individualised support:** At times, individual students (including students with disabilities) may have accommodations or adjustments made to the above procedures. These individualised practices will be outlined in a Personalised Behaviour and Support Plan.
- If a **Yellow Card** is issued to a student for inappropriate classroom behaviour, a Yellow Card notification slip will be sent home with the student, and the incident will be recorded on EBS: Ontrack. Should a student have 3 Yellow Card incidents (classroom or playground) entered on EBS: Ontrack within weeks 1-5 or 6-10 in a term, the student is placed on Level 1. In this case, a meeting between the student, parent/carer, teacher, LoS Teacher and Assistant Principal will be organised.



## Positive behaviour for learning: Discipline procedures - flow chart (playground)



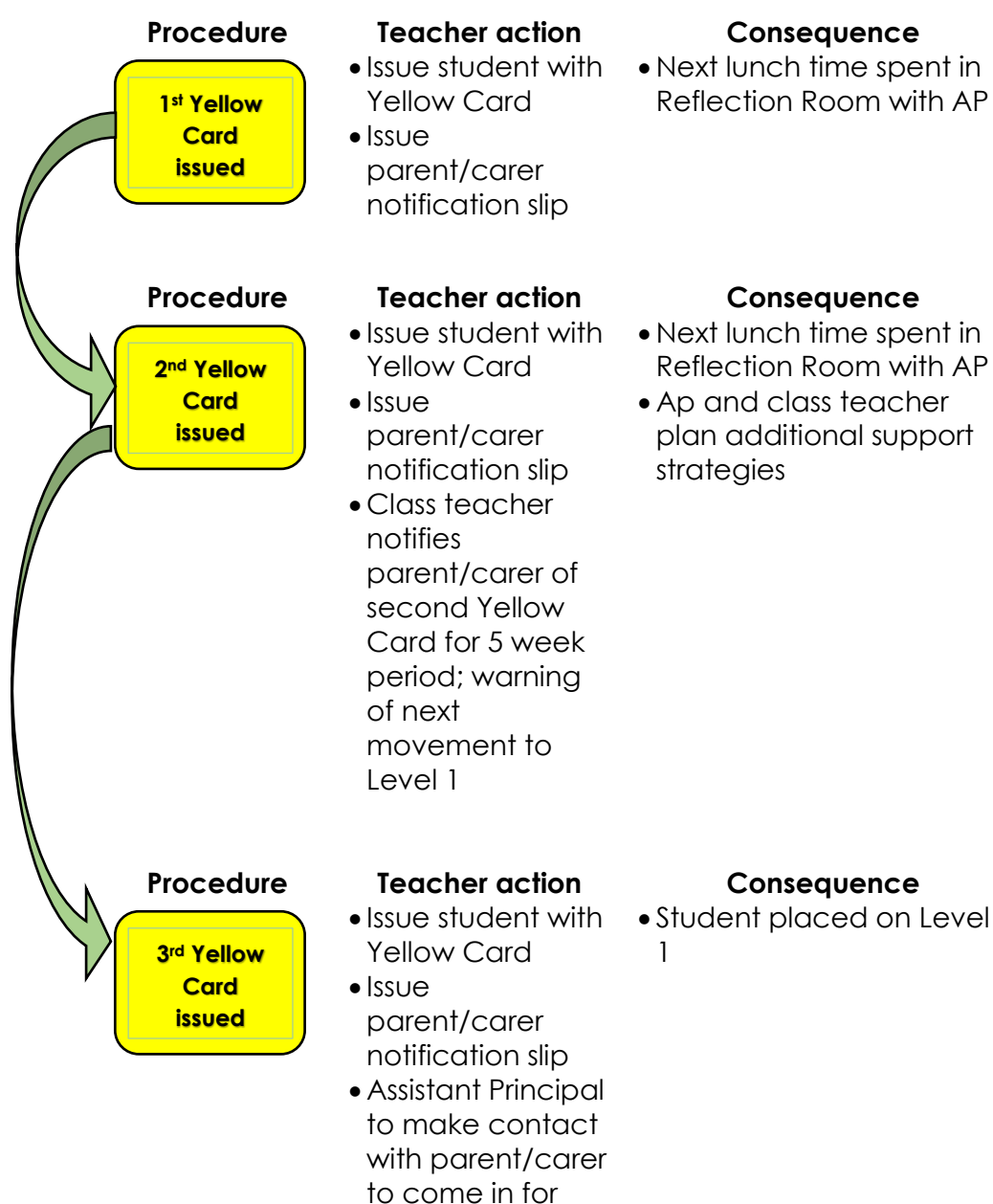
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## Yellow Card Procedures

- If a **Yellow Card** is issued to a student for inappropriate playground behaviour, a Yellow Card notification slip will be sent home with the student, and the incident will be recorded.
- **Yellow/Red Level Behaviours:** A student who displays Yellow/Red Level unacceptable behaviour in the playground; during sport or excursion experiences, will have Yellow/Red Card consequences as per the BPS Behaviour Consistency Guide.
- Consequences for **Black level** unacceptable behaviour will be dealt with at the Principal's discretion.





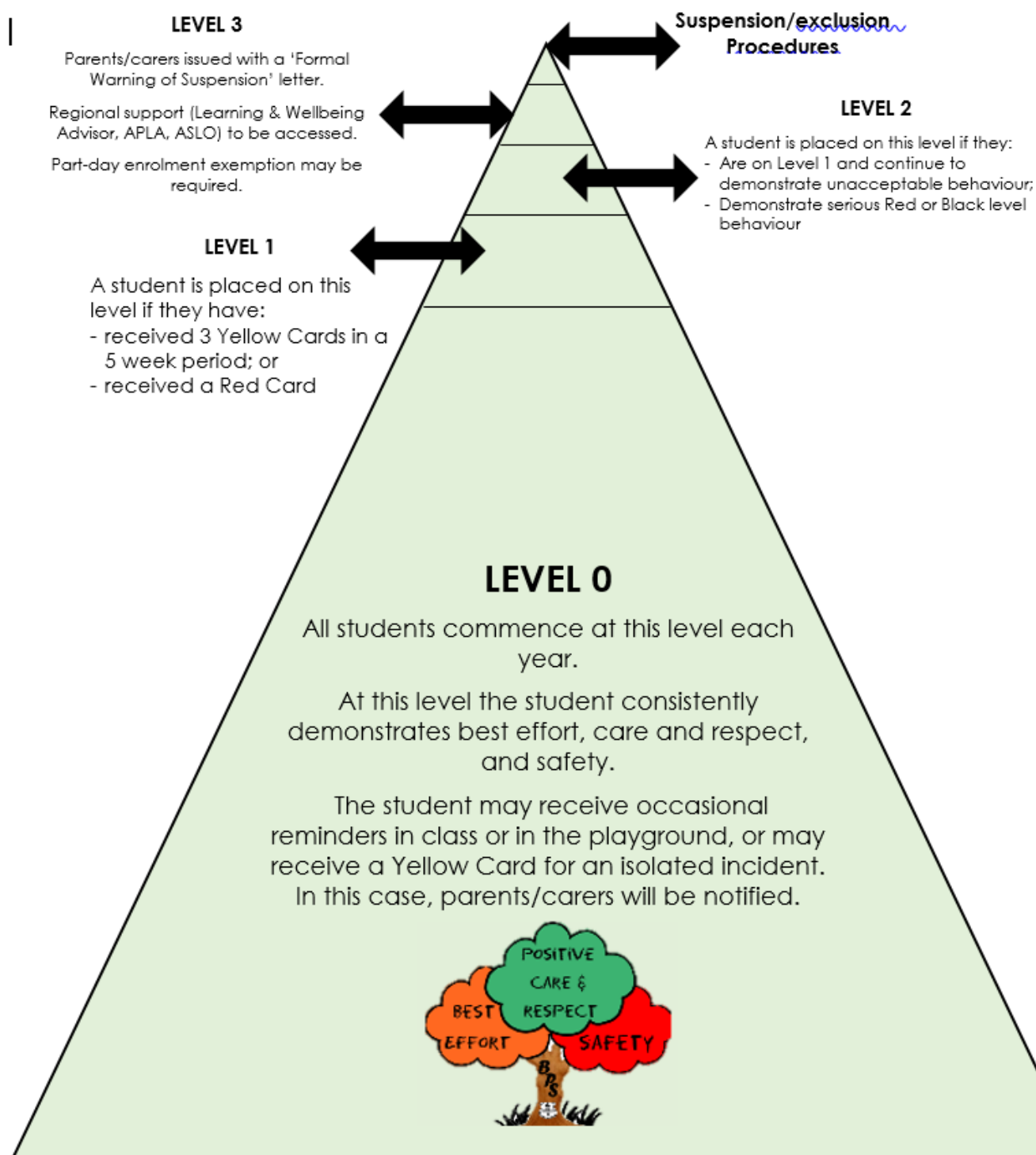
formal meeting  
to discuss  
student's  
behaviour and  
support plans

- A student will be placed on Level 1 if they receive three Yellow Cards in any of the following five week periods.

Term 1 Weeks 1-5	Term 1 Weeks 6-11	Term 2 Weeks 1-5	Term 2 Weeks 6-10	Term 3 Weeks 1-5	Term 3 Weeks 6-10	Term 4 Weeks 1-5	Term 4 Weeks 6-10
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## BPS discipline Levels procedures





## LEVEL 1

Managed by class teacher in consultation with the Stage Supervisor

Reasons for Placement	What Happens at this Level?	Strategies for Promoting Positive Behaviour
<ul style="list-style-type: none"><li>• Minor acts of bullying (physical, verbal, cyber, etc)</li><li>• Continual disruptions to classroom learning, games or playground harmony</li><li>• Continual out of bounds e.g. playing in toilets, climbing trees, fences, walls, bottom bank, etc</li><li>• Disruptive assembly behaviour</li><li>• Minor acts of aggression (tripping, pushing, throwing objects, unintentional dangerous play)</li><li>• Teasing, put-downs</li><li>• Swearing, bad language, rudeness or rude gestures</li><li>• Intention of leaving school grounds without permission</li><li>• Continual lateness to class without a reason or truancy during class time</li><li>• Misbehaviour whilst on time-out.</li><li>• Uncooperative behaviour or disobedience</li><li>• Stealing, minor acts of vandalism or interfering with the belongings of others</li><li>• Frequent disregard for school rules</li></ul>	<p>The student:</p> <ul style="list-style-type: none"><li>• Will discuss their behaviour with their class teacher and Stage Supervisor.</li><li>• Will have a 'Level 1 Notification of Unacceptable Behaviour' letter, sent to home, to be signed by parents/carers and returned to class teacher.</li><li>• Will spend time in the Reflection Room with the AP, and have limited access to the playground during breaks, for up to 5 school days. This is not flexible for sport, dance, choir or any school-based activity.</li><li>• Will be placed on an 'observation' period for the 5 school days immediately following the period of time-out. During this time students will return to full playground privileges however, they will be monitored closely. If behaviour improves the student will return to Level 0 and parents will be informed.</li><li>• Will undertake a restitution program and/or set goals to resolve or improve their behaviour.</li></ul>	<ul style="list-style-type: none"><li>• A behaviour support meeting will be requested, involving student, parent/carer, class teacher, Stage supervisor, Learning and Support Teacher, where an Individual Student Behaviour Support Plan will be collaboratively developed.</li><li>• During the discussions with the Reflection Room teacher, clear and achievable SMART goals for improving behaviour will be set. Explicit modelling/teaching and practice of social skills or coaching may be required.</li><li>• Access to the School Counsellor may be organised if required.</li><li>• A student will be required to complete a formal <i>Self Improvement Booklet</i> (green), in line with the respective goals set.</li><li>• Regular feedback will be provided by the class teacher to the student, regarding their achievements.</li></ul>



<ul style="list-style-type: none"><li>• Failure to improve behaviour in the classroom</li><li>• Misuse of Information &amp; other electronic technology (mobile phone, video player, camera, computer, internet, email, etc)</li><li>• Any of the above behaviours whilst with scripture teachers, casual teachers, bus drivers, parent helpers, canteen staff, visitors to school, etc</li></ul> <p>❖ These actions include the behaviour of students at school, on the way to and from school and while away from the school site on school endorsed activities.</p>	<ul style="list-style-type: none"><li>• May be required to carry out work or services, to repair or compensate for damage they have caused.</li><li>• May be excluded from extra-curricular activities (excursions, camps, sports events, performances, social events, etc) whilst on this level (at the discretion of the Principal).</li></ul>	
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## LEVEL 2

Managed by the Stage Supervisor, in consultation with the class teacher.

Where a student has been placed on Level 2 three times, the Principal will send home a letter which will indicate the school's concern over the student's behaviour and the possibility of placement on Level 3 or a formal "Warning of Suspension" letter.

Reasons for Placement	What Happens at this Level?	Strategies for Promoting Positive Behaviour
<ul style="list-style-type: none"> <li>No improvement in Level 1 behaviours.</li> <li>Physical fighting with another student.</li> <li>Excessive dishonest behaviour, stealing or vandalism.</li> <li>Open defiance towards a teacher or not following instructions.</li> <li>Intentionally rough and/or dangerous play.</li> <li>Leaving school grounds without permission.</li> <li>Racist, sexist or offensive language.</li> <li>Persistent non-wearing of school uniform (unexplained).</li> <li>Placing self or another person/people at risk of harm.</li> <li>Intentionally throwing rocks, sticks, etc at others.</li> <li>Serious threatening or aggressive behaviour towards another student.</li> <li>Repeated or persistent bullying (physical, verbal, cyber, etc).</li> <li>Any of the above behaviours whilst with, casual teachers, office staff, teacher's</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>Will discuss their behaviour with their class teacher and Stage Supervisor.</li> <li>Will have a 'Level 2 Notification of Unacceptable Behaviour' letter, sent to home, to be signed by parents/carers and returned to class teacher.</li> <li>Will attend time-out in the Reflection Room, or remain off the playground for breaks, according to the following schedule:             <ul style="list-style-type: none"> <li>1<sup>st</sup> 5 school days- morning, recess, lunch</li> <li>2<sup>nd</sup> 5 school days- Up to two breaks a day on playground, monitored closely</li> <li>3<sup>rd</sup> 5 school days- placed on an 'observation' period. During this time the student will return to full playground privileges, however will be monitored closely. If behaviour improves the student will return to Level 0 and parents will be notified.</li> </ul> </li> <li>Will undertake a restitution program or actions to resolve the issue.</li> </ul>	<ul style="list-style-type: none"> <li>A behaviour support meeting will be requested, involving student, parent/carer, class teacher, Stage supervisor, Learning and Support Teacher, where an Individual Student Behaviour Support Plan will be collaboratively developed.</li> <li>During the discussions with the Reflection Room teacher, clear and achievable SMART goals for improving behaviour will be set. Explicit modelling/teaching and practice of social skills or coaching may be required.</li> <li>Access to the School Counsellor may be organised if required.</li> <li>A student will be required to complete a formal <i>Self Improvement Booklet</i> (orange), in line with the respective goals set.</li> <li>Regular feedback will be provided by the Stage Supervisor to the student, regarding their achievements.</li> <li>Regular feedback/communication between school and home will be organised.</li> </ul>



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<p>aides, scripture teachers, bus drivers, parent helpers, canteen staff, visitors to school, etc.</p> <p>❖ These actions include the behaviour of students at school, on the way to and from school and while away from the school site on school endorsed activities.</p>	<ul style="list-style-type: none"> <li>• May be required to carry out work or services, to repair or compensate for damage they have caused.</li> <li>• Will be excluded from extra-curricular activities (excursions, camps, sports events, performances, etc) whilst on this level.</li> <li>• (If a member of Parliament) Will be suspended from all Parliamentary privileges whilst placed on Level 2.</li> </ul>	<ul style="list-style-type: none"> <li>• A formal caution letter concerning the possibility of placement on Level 3 or suspension, may be issued at this level.</li> <li>• Region support (Learning &amp; Wellbeing Advisor, APLA, Aboriginal Student Liaison Officer, etc) may be sought at this stage.</li> </ul>
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## LEVEL 3

Managed by the Principal, in consultation with the class teacher, regional support personnel and possibly outside agency/ies.

Reasons for Placement	What Happens at this Level?	Strategies for Promoting Positive Behaviour
<ul style="list-style-type: none"> <li>No improvement in Level 2 behaviours</li> <li>Ongoing refusal to obey instructions.</li> <li>Disrupting the learning of other students</li> <li>Minor criminal behaviour related to the school</li> <li>Major, persistent bullying, including cyber-bullying</li> <li>Extremely unsatisfactory, dangerous, violent, offensive or aggressive behaviour.</li> </ul> <p><i>According to the Suspension, exclusion and expulsion of students from school and procedures for declaration of place vacant (Feb, 1996) document, Principals of public schools will suspend any student who commits the following offences:</i></p> <ul style="list-style-type: none"> <li>Possession of a suspected illegal substance.</li> <li>Violence (intentionally causing injury or threatening serious violence against another student or teacher).</li> <li>Possession of a weapon (including threatening to use, any item or instrument as a weapon).</li> </ul>	<p><i>Action at this level will be determined by the school Principal, depending on the severity and seriousness of the student's behaviour, and in accordance with the Department of Education and Training's Policy.</i></p> <p>The student:</p> <ul style="list-style-type: none"> <li>Will have a 'Level 3 – Official Caution for Unacceptable Behaviour' letter, sent to parents/carers, to be signed by parents/caregivers and returned to Principal.</li> <li>Will attend a formal disciplinary interview with the Principal.</li> <li>Will undertake a restitution program or actions to resolve the issue.</li> <li>May be required to adhere to the following detention schedule: <ul style="list-style-type: none"> <li>➤ 1<sup>st</sup> 10 school days- recess, lunch &amp; afternoon tea</li> <li>➤ 2<sup>nd</sup> 5 school days- 2 breaks on detention, 1 session of play (may be in a restricted area or under restricted conditions)</li> <li>➤ 3<sup>rd</sup> 5 school days- 1 break detention, two sessions of play (may be in a restricted area or under restricted conditions). The</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>A formal disciplinary interview with parent/caregivers will be requested by the Principal to plan goals and strategies to promote appropriate behaviour (where appropriate the student may be present).</li> <li>Detailed individualised support plans, including a risk management plan, will be developed to assist the student to manage behaviour. Explicit modelling/teaching and practice of social skills or coaching may be required.</li> <li>Access to the School Counsellor will be requested.</li> <li>Region support (Learning &amp; Wellbeing Advisor, APLA, Aboriginal Student Liaison Officer, etc) may be sought at this stage.</li> <li>The student will be required to complete a formal <i>Self Improvement Booklet</i> (blue), in line with the respective goals set.</li> <li>Regular feedback will be provided by the Principal to the student, regarding their achievements.</li> <li>Regular feedback/communication between school and home will be organised.</li> </ul>





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<ul style="list-style-type: none"> <li>• Persistent disobedience (insolence or engagement in verbal harassment and abuse, including directly swearing at a member of staff or visitor to the school).</li> <li>• Criminal behaviour</li> </ul> <p>❖ These actions include the behaviour of students at school, on the way to and from school and while away from the school site on school endorsed activities.</p> <p>Consistent with policy, the Principal has the right to suspend, exclude or recommend expulsion. Consistent with legislation and government policy, principals also have the authority to determine the conditions for a student's continual enrolment.</p>	<p>student is placed on an 'observation' period, during which time full access to the playground may be gradually reintroduced.</p> <ul style="list-style-type: none"> <li>• At the Principal's discretion, may be excluded from extra-curricular activities (excursions, camps, sports events, performances, etc).</li> <li>• (If a member of Parliament) Will immediately and permanently relinquish their leadership position.</li> <li>• May undertake a short suspension from school of up to and including four school days.</li> <li>• May undertake a long suspension from school of up to and including 20 school days.</li> <li>• The Principal may deem that a part-day enrolment exemption is required at this level.</li> </ul> <p>❖ If a student is placed on Level 3 twice in Year 5, he/she will not be considered eligible for a role in the School Parliament the following Year.</p>	<p>❖ After completion of a suspension, a suspension resolution meeting with the Principal will be required, at which the continued enrolment conditions will be discussed.</p>
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Should the decision to suspend (either long or short term) a student be made, the following steps will be followed:

- Student is informed of the precise grounds on which suspension has been decided upon.
- Parents/Carers will be notified immediately by phone, with agreements reached about arrangements for the collection of the student from school.
- Written notification of suspension will be made to the parent/caregiver within 24 hours following verbal notification.
- A formal disciplinary interview, designed to resolve the suspension, between the Principal and Parent/Caregivers (and any other support personnel involved) will be convened prior to the concluding date of the suspension period.

If behaviour management programs and short and long term suspensions have failed to resolve the issue of inappropriate behaviour, strategies such as alternative educational placements, expulsion from the school or, expulsion from the school with the recommendation to the Minister that the student not be re-admitted to all or any government schools, may be considered.

Should a student be expelled from Beechwood P.S, the Principal will refer the issue to the Director, Educational Leadership (DEL) for resolution.