



# Behaviour Management

## Policy Implementation and Procedures

### Context

It is the responsibility of every teacher at Nowra Hill Public School to ensure that every student achieves the Educational Goals for Young Australians as set out in the Melbourne Declaration 2008.

We provide an educational community that:

1. Promotes equity and excellence
2. Ensures our students become successful learners, confident and creative individuals, and active and informed citizens.

This policy implementation document is informed by the Nowra Hill Public School's *Student Wellbeing Policy Implementation and Procedures* and details the procedures for the management of student behaviour at Nowra Hill Public School.

Schools and their communities work together to provide quality learning environments which are:

- inclusive
- safe and secure
- free from bullying, harassment, intimidation and victimisation.

All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation and discrimination. To achieve this, all schools are expected to maintain high standards of discipline.

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

The aim of the partnership between school community members and schools is to develop socially responsible young people who are capable of making informed decisions. This is achieved through an effective social, cultural and academic curriculum which caters for the individual needs of students.

In implementing the school discipline policy, no student is to be discriminated against, harassed or victimised on any grounds as required by legislation.

This policy is to be implemented consistent with *Work Health and Safety (WHS) Policy* obligations for ensuring a safe and healthy working and learning environment for staff, students and visitors at schools.



This policy is to be implemented alongside *NHPS's Anti-bullying Plan* consistent with the *Bullying: Preventing and Responding to Student Bullying in Schools Policy*.

The school discipline policy may apply outside of school hours and off school premises where there is a clear and close connection between the school and the conduct of students.

## Australian Professional Standards for Teachers

Teachers at Nowra Hill Public School are expected to be working at the Proficient or higher level of the *Australian Professional Standards for Teachers*.

The *Behaviour Management Policy Implementation and Procedures*, particularly relates to the following descriptors from the *Standards*:

- 1.1.2 – Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.
- 1.3.2 – Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
- 1.5.2 – Develop teaching activities that incorporate differentiated to meet the specific needs of students across the full range of abilities.
- 2.1.2 – Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities
- 2.4.2 – Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
- 2.6.2 – Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.
- 3.1.2 - Set explicit, challenging and achievable learning goals for all students
- 3.2.2 – Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.
- 3.5.2 – Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.
- 3.7.2 – Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.
- 4.1.2 – Establish and implement inclusive and positive interactions to engage and support all students in classroom activities
- 4.2.2 - Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.
- 4.3.2 – Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.
- 4.4.2 – Ensure students' well-being and safety within school by implementing school and/or system, curriculum and legislative requirements.



4.5.2 – Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.

5.2.2 – Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.

6.4.2 – Undertake professional learning programs designed to address identified student learning needs.

7.3.2 – Establish and maintain respectful collaborative relationships with parents/carers regarding their children's learning and well-being.

## Rationale

**Students behave more positively when they are highly engaged and feel a strong sense of belonging.**

Student engagement is maximised when:

- Student/teacher relationships are positive and authentic.
- Students feel a sense of autonomy.
- Students are motivated to master their learning.
- Students have a strong sense of purpose for their learning.

*Dan Haesler, 2015*

At Nowra Hill Public School, behaviour management begins with effective learning and teaching and developing a high level of engagement with **all** students.

Teachers use a leadership style which includes a democratic and restorative approach to behaviour management. This approach involves the three key beliefs:

- Children are capable of controlling their own behaviour and want to do so.
- Children's behaviour is influenced by external factors.
- The two forces – internal and external – are constantly interacting.

Teachers adopting this leadership style of behaviour management attempt to help children better understand their behaviour and support them in the process of achieving more socially acceptable behaviour.

*Bill Rogers, 1995*

Restorative Practice is the social science of promoting and sustaining strong and healthy relationships across the school by implementing proactive and responsive programs rather than reactive strategies. This leads to increased social capital, improved individual self-discipline, self-regulation, emotional well-being leading to improved academic outcomes and improved whole school climate. It is whole school management that is based on collaborative decision making in a proactive community rather than a reactive organisation.

Restorative Practice is an explicit framework of practices based on Restorative Justice Philosophy that builds and strengthens relationships and social connections promoting accountability and responsibility and to repair harm when relationships break down through wrongdoing, mistakes and misunderstanding.

*Behaviour Matters, 2013*



## Behaviour Management Strategies

At Nowra Hill Public School, behaviour management is based on four strategies:

1. Clear expectations
2. Positive reinforcement
3. Celebration of achievement
4. Correction of behaviour

### Clear expectations

Students are expected to:

- Follow the NSW Department of Education's *Behaviour Code for Students*.
- Uphold our School Promise and Values.
- Follow the Nowra Hill Public School's Student Expectations.
- Follow their Classroom Expectations.

### Positive Reinforcement

Positive behaviour is reinforced in the classroom and playground through:

- The Classroom Acknowledgment Plan.
- The Playground Acknowledgement Plan.

### Celebration of Achievement

Student achievement is celebrated in a number of ways:

- The *In the Zone* levelled awards for behaviour.
- House point competition.
- Merit Awards at Assembly.
- Principal Awards at Assembly.
- Recognition at Morning Assembly or Weekly Assembly.
- Sharing achievement in newsletter.
- Sharing achievement on website or social media.

### Correction of behaviour

When students do not uphold our values and expectations, the following strategies are utilised:

- Classroom Correction Plan – the 5Rs
- Playground Correction Plan – the 5Rs



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- NSW Department of Education, *Behaviour Code for Students*. 2017.  
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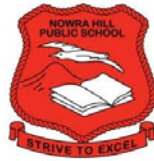


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- NSW Department of Education, *Every, Student, Every School*. 2017.  
<https://schoolsequella.det.nsw.edu.au/file/d98404c4-4d09-49d1-bd87-ffea7e3fd1d8/1/ESES%20-%20Learning%20%26%20Support.pdf>
- Rogers, Bill. *Behaviour Management: A Whole School Approach*. 1995.

## Appendix:

- School Promise
- Student Expectations
- Classroom Behaviour Management Plan
- Playground Behaviour Management Plan
- In the Zone Rewards and Awards
- In the Zone Classroom Correction Plan
- In the Zone Playground Correction Plan
- In the Zone poster
- Think Sheet – Classrooms
- Think Sheet – Parents
- Behaviour Contract



## Our Promise to Each Other

We **respect** and care about each other and our school,  
we share what we have,  
listen carefully and help each other **learn**,  
work hard, have fun and be **safe** together.

We understand that everyone makes mistakes,  
we stand up for ourselves and others,  
and when someone asks us to stop, we stop.

We take **responsibility** for whatever we do,  
or fail to do,  
and we support each other  
so that we can make things right.

This is who we are,  
even when no one is watching.



# Student Expectations

- We work hard and help each other **learn**.
- We **respect** and care about each other and our school.
- We take **responsibility** for whatever we do.
- We are **safe** together.





**VALUE:** Learning

**EXPECTATION:** We work hard and help each other learn.

RIGHTS	RESPONSIBILITIES	CONSEQUENCES
<p>Students have the right to:</p> <ul style="list-style-type: none"> <li>• learn.</li> <li>• access the curriculum equitably.</li> <li>• make mistakes.</li> <li>• experience the Learning Pit.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• strive to learn and excel.</li> <li>• engage with their learning.</li> <li>• take pride in their learning.</li> <li>• always try their best, but know it is ok to make mistakes.</li> <li>• seek learning challenges that help them grow their learning muscles.</li> <li>• follow classroom expectations.</li> <li>• attend school every day.</li> <li>• arrive at school and class on time.</li> <li>• cooperate and collaborate with other students.</li> <li>• cooperate and collaborate with teachers.</li> <li>• complete classwork to their highest standards.</li> <li>• complete homework to their highest standards.</li> <li>• celebrate their own learning and the learning of others.</li> </ul>	<p>Consequences may include:</p> <ul style="list-style-type: none"> <li>• Reminder – verbal reminder to follow expectation</li> <li>• Redirection – Orange Zone</li> <li>• Relocation – Orange Zone</li> <li>• Reflection – Red Zone and Think Sheet</li> <li>• Referral to Assistant Principal/Principal</li> <li>• Reflection Room – lunch time</li> <li>• Restorative conferences</li> <li>• Behaviour Contract</li> <li>• Social skills programs</li> <li>• Letter of Concern</li> <li>• Letter of Formal Caution</li> <li>• Suspension</li> </ul>

**VALUE:** Respect

**EXPECTATION:** We respect each other and our school.

RIGHTS	RESPONSIBILITIES	CONSEQUENCES
<p>Students have the right to:</p> <ul style="list-style-type: none"> <li>• be respected as an individual.</li> <li>• be listened to.</li> <li>• have their property respected by others.</li> <li>• have their school respected by others.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• treat one another with dignity.</li> <li>• speak and behave courteously to all students, teachers and community members.</li> <li>• cooperate with others.</li> <li>• develop positive and respectful relationships and think about the effect on relationships before acting.</li> <li>• resolve conflict respectfully, calmly and fairly.</li> <li>• value the interests, ability and culture of others.</li> <li>• wear the school uniform with pride.</li> <li>• take care of their own property, other's property and school property.</li> </ul>	<p>Consequences may include:</p> <ul style="list-style-type: none"> <li>• Reminder – verbal reminder to follow expectation</li> <li>• Redirection – Orange Zone</li> <li>• Relocation – Orange Zone</li> <li>• Reflection – Red Zone and Think Sheet</li> <li>• Referral to Assistant Principal/Principal</li> <li>• Reflection Room – lunch time</li> <li>• Restorative conferences</li> <li>• Behaviour Contract</li> <li>• Social skills programs</li> <li>• Letter of Concern</li> <li>• Letter of Formal Caution</li> <li>• Suspension</li> </ul>



**VALUE:** Responsibility

**EXPECTATION:** We take responsibility for whatever we do.

RIGHTS	RESPONSIBILITIES	CONSEQUENCES
<p>Students have the right to:</p> <ul style="list-style-type: none"> <li>opportunities to be responsible.</li> <li>opportunities to accept responsibility for their actions.</li> <li>have others accept responsibility for their actions.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>organise themselves and their belongings.</li> <li>be in the right place at the right time.</li> <li>seek help from teachers when needed.</li> <li>use school resources appropriately.</li> <li>stand up for themselves and others.</li> <li>stop when asked to stop.</li> <li>support each to make things right.</li> </ul>	<p>Consequences may include:</p> <ul style="list-style-type: none"> <li>Reminder – verbal reminder to follow expectation</li> <li>Redirection – Orange Zone</li> <li>Relocation – Orange Zone</li> <li>Reflection – Red Zone and Think Sheet</li> <li>Referral to Assistant Principal/Principal</li> <li>Reflection Room – lunch time</li> <li>Restorative conferences</li> <li>Behaviour Contract</li> <li>Social skills programs</li> <li>Letter of Concern</li> <li>Letter of Formal Caution</li> <li>Suspension</li> </ul>

**VALUE:** Safety

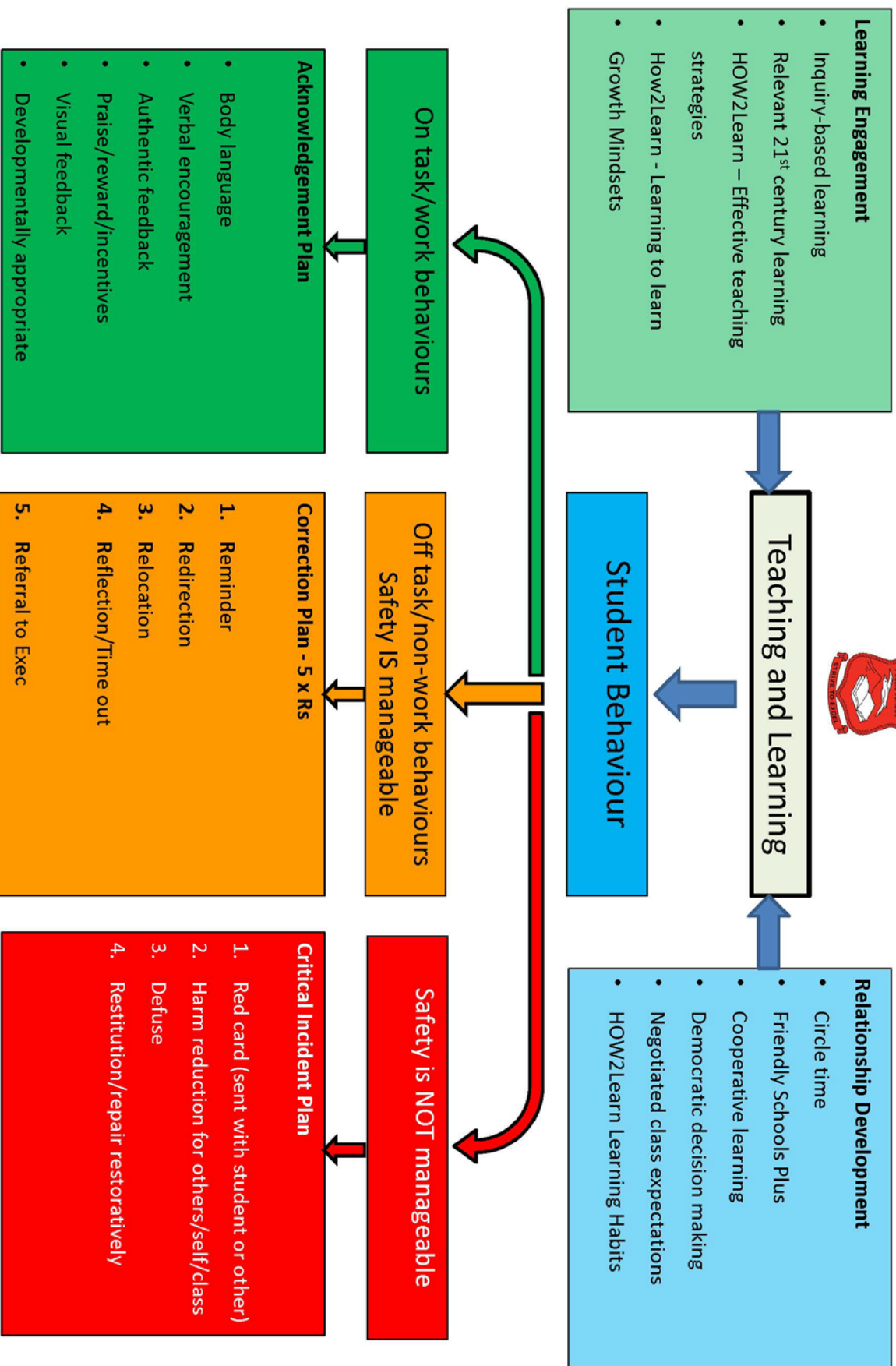
**EXPECTATION:** We are safe together.

RIGHTS	RESPONSIBILITIES	CONSEQUENCES
<p>Students have the right to:</p> <ul style="list-style-type: none"> <li>feel safe.</li> <li>be safe.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>act safely at all times.</li> <li>play safely.</li> <li>negotiate and resolve conflict with empathy.</li> <li>cooperate with teachers.</li> <li>treat others in a safe way.</li> <li>avoid dangerous behaviour.</li> <li>encourage others to avoid dangerous behaviour.</li> <li>not bully, harass, intimidate or discriminate against anyone in our school.</li> <li>be sunsafe.</li> <li>stop when asked to stop.</li> </ul>	<p>Consequences may include:</p> <ul style="list-style-type: none"> <li>Reminder – verbal reminder to follow expectation</li> <li>Redirection – Orange Zone</li> <li>Relocation – Orange Zone</li> <li>Reflection – Red Zone and Think Sheet</li> <li>Referral to Assistant Principal/Principal</li> <li>Reflection Room – lunch time</li> <li>Restorative conferences</li> <li>Behaviour Contract</li> <li>Social skills programs</li> <li>Letter of Concern</li> <li>Letter of Formal Caution</li> <li>Suspension</li> </ul>



## Classroom Behaviour Management - *Working Restoratively*

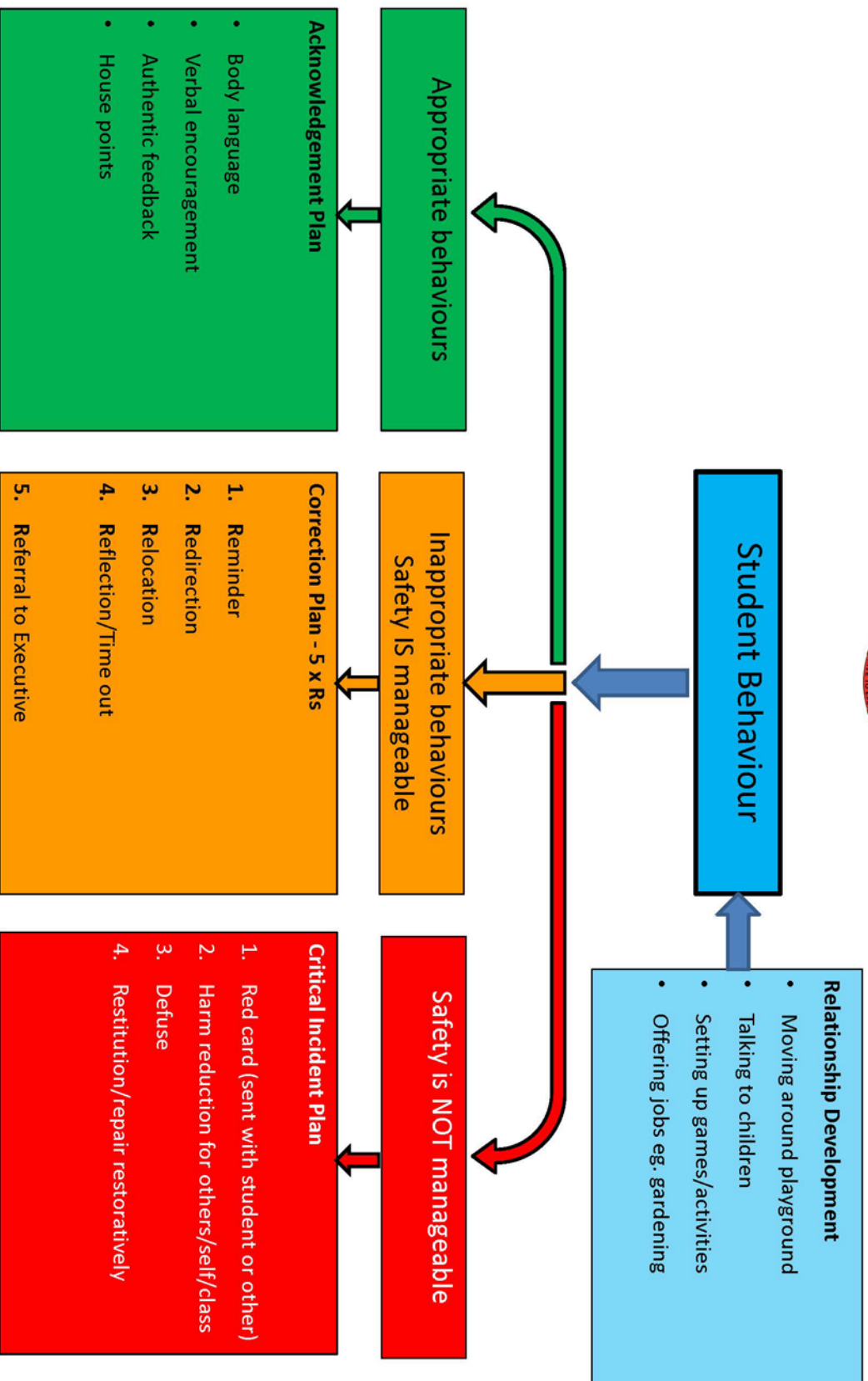
*Learning, Respect, Responsibility, Safety*





## Playground Behaviour Management - *Working Restoratively*

*Learning, Respect, Responsibility, Safety*







## In the Zone: Working Restoratively Rewards and Awards



### It's Great to be Green!

Students aim to stay in the green zone so they achieve a green week, each week, by upholding our School Promise and Values.

We understand that some students need reminding, so they are given the leeway of reaching the red zone twice in a week.

When they reach the red zone for a third time in one week, they do NOT receive their green week. The student welfare week runs from Friday morning to Thursday afternoon.

When their green card is full (with 5 green weeks) they are invited to join in the next scheduled *It's Great to be Green Day*.

If their green card is not full at the time of the rewards day, they can continue working towards their full card and participate in the next rewards day. So they don't have to start again, they keep moving forward and working towards a celebration of their behaviour choices in the future.

In recognition of those students who continue to achieve their full green card, we also award levelled **In the Zone** Awards.

- **Bronze Award** - when students achieve 2 full green cards (10 green weeks) they will receive a bronze award.
- **Silver Award** - when students achieve another 2 full green cards (20 green weeks) they will receive a silver award.
- **Gold Award** - when students achieve another 2 green cards (30 green weeks) they will receive a gold award.
- **Platinum Award** - when students achieve another 2 green cards, which is a total of 40 green weeks (the maximum number of school weeks in one year), they will receive a Platinum at the very end of Term 4!

### In the playground

The *In the Zone* system is also used in the playground. If students need reminding about their behaviour in the playground, in assembly lines or at bus lines, they will be issued with a verbal orange warning. If they continue to show disregard of our four values of Learning, Respect, Responsibility and Safety, they will be placed in the red zone, which will count towards one of their reds for the week and will jeopardise their green card for that week.



### Red Zone Referrals

If students continue to break our school expectations after receiving a red zone in the classroom or playground, or if the red behaviour is of a serious nature, students are referred to the Assistant Principal or Principal via the Department's eBS student management system.

When a referral is made, the Assistant Principal or Principal decides on the appropriate course of action.

This may include:

- Reflection Time during class time.
- Reflection Time during lunch.
- Student to Parent Think Sheet.
- A red Behaviour Contract which communicates behaviour between teacher/parents/Assistant Principal.
- Restorative Justice conferences.
- Participation in a social skills program with the Assistant Principal or Learning and Support Teacher.
- 3 way conferences with the Executive, parents and student.
- Referring on to the Principal for a Letter of Caution, a letter of Suspension Warning, or a formal suspension.
- If suspension is considered as part of the Correction Plan, the Principal will adhere to the Department of Education's *Suspension and Expulsion of School Students Procedures*.

### Formal Recognition and Celebrations of Learning

We have many ways that we recognise the achievement of our students at Nowra Hill Public School.

Some of the formal systems include:

- Weekly Merit Awards from class teachers.
- Weekly Principal's Awards, nominated by class teachers, and linked to our school values.
- Green Cards – recognition at assembly.
- *It's Great to be Green Day*.
- *Levelled In the Zone Awards*.
- House point competition.
- Presentation Night Awards.



## In the Zone: Working Restoratively Classroom Correction Plan – The 5Rs



1. **Reminder** – give verbal warning
2. **Redirection** – redirect student back to learning activity
3. **Relocation** – move student to alternative part of the classroom or away from others
4. **Reflection** – time out area in the classroom

*If off task behaviours continue in the time out area and/or they are repeated within a short space of time, then refer student to Executive.*

### 5. Referral to Executive:

- Send student to AP's classroom with Orange Slip either during class or at the start of lunch.
- Fill out details on eBS and make sure you click on "Referral" at the bottom, and then in the "Refer To" box, click Rebecca White or Gordon Parrish.
- If class time, student will spend a short amount of time in the AP's classroom and will then be sent back to class.
- For more serious issues, the student will also be asked to return to the AP's classroom at the start of the next lunch break, for an Executive led Reflection/Restorative session.
- During this session, they may receive a Letter of Concern or a Formal Caution, they may also be placed on an individual Behaviour Contract, or asked to participate in other restorative strategies as appropriate.
- For repeated referrals, the Executive may choose to refer the student to the Learning and Support Team.
- A referral to the Learning and Support Team may result in actions such as developing an Individual Education Plan in negotiation with the classroom teacher and parent/carer, and/or placement in the Social and Emotional Learning group run by the L&S team.



## In the Zone: Working Restoratively Playground Correction Plan – The 5Rs



1. **Reminder** – give verbal warning
2. **Redirection** – redirect student to alternative playground activity
3. **Relocation** – send student to a different part of the playground or away from other children
4. **Reflection** – 5-10 minutes on time out seat and place student on Red Zone in staff room

*If inappropriate behaviours continue or if they are of a serious nature, refer student immediately to Executive.*

### 5. Referral to Executive:

- If recess time, send student with Orange Slip to the bench outside the staff room for referral to Executive.
- If lunch time, send student with Orange Slip to the AP's classroom for time in the Reflection Room.
- Fill out details on eBS and make sure you click on "Referral" at the bottom, and then in the "Refer To" box, click Rebecca White or Gordon Parrish.
- During the Reflection Room session, the student may receive a Letter of Concern or Formal Caution and may also be placed on an individual Behaviour Contract, or asked to participate in other restorative strategies as appropriate.
- For repeated referrals, the Executive may choose to refer the student to the Learning and Support Team.
- A referral to the Learning and Support Team may result in actions such as developing an Individual Education Plan in negotiation with the classroom teacher and parent/carer, and/or placement in the Social and Emotional Learning group run by the L&S team.





# In the Zone!

## The 5Rs:













1. **Reminder** – a verbal reminder to follow the class expectations.
2. **Redirection** – students are redirected from what they are doing, to what they need to be doing.
3. **Relocation** – students are directed to sit by themselves.
4. **Reflection** – students are directed to sit in the Time Out area and complete a Think Sheet.
5. **Re-entry** – students re-enter the learning environment in the green zone **OR** **Referral** – students are referred to the Assistant Principal with a yellow slip.



It's Great to be Green



# Think Sheet

Date:	Name:
What did I choose to do?	
What classroom expectation did I break?	
My actions made me feel...	     
	<div>happy</div> <div>angry</div> <div>confused</div> <div>embarrassed</div> <div>shocked</div> <div>sad</div>
Why did I make this choice?	
Who did I disrespect /hurt?	
My actions made others feel....	     
	<div>happy</div> <div>angry</div> <div>confused</div> <div>embarrassed</div> <div>shocked</div> <div>sad</div>
Two things I could have done instead...	
My signature:	Teacher's Signature:



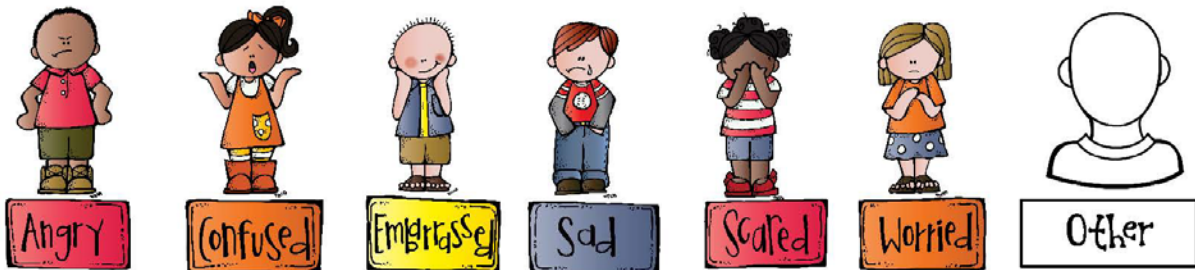
# THINK SHEET

Dear \_\_\_\_\_,

Date: \_\_\_\_\_

Today in school I made the choice to \_\_\_\_\_

I made this choice because I was feeling:



This choice affected me because \_\_\_\_\_

This choice affected my class and teacher because \_\_\_\_\_

Next time I am feeling \_\_\_\_\_ I will \_\_\_\_\_

I discussed my choices with Mrs White/Mr Parrish at school. Let's discuss my choices at home tonight.

Love,

\_\_\_\_\_

\_\_\_\_\_

Parent Signature \_\_\_\_\_ Date: \_\_\_\_\_



Negotiated Goals:

WEEK \_\_\_\_\_

- 1.
- 2.
- 3.

Session	Monday	Tuesday	Wednesday	Thursday	Friday
Before School					
Morning Session					
Recess					
Middle Session					
Lunch 1					
Lunch 2					
Afternoon Session					
Parent Signature					

Comments:

## Behaviour Contract

Name: \_\_\_\_\_

Dear Parent/Carer,

As your child has reached the Red Zone numerous times recently, they have now been placed on a Behaviour Contract. This is one way to keep you up to date with your child's behavioural choices and to help increase your child's responsibility for their own learning and behaviour.

Our goal is for your child to have a completely Green Week. When this happens, we will evaluate this contract and increase your child's independence.

If you have any questions, please give me a call, make a note on back of this card, or email me at [rebecca.white12@det.nsw.edu.au](mailto:rebecca.white12@det.nsw.edu.au)

With thanks,

Mrs Rebecca White

Assistant Principal