

Dubbo South Public School



Positive Behaviour for Learning Booklet 2023



Care, Responsibility, Cooperation and Respect

Introduction

Student Welfare encompasses everything that the school community does to meet the personal and social needs of students and enhance their well-being.

It involves holding high expectations of student behaviour and recognising, valuing and developing each student as a total and unique person in the context of society.

An important part of this process is that students learn to become responsible for their own behaviour and that the school actively promotes positive behaviour.

Positive Behaviour for Learning

In 2010 our school began our *Positive Behaviour for Learning* (PBL) journey.

This program focuses on explicit teaching and supporting positive behaviour for all students. PBL is a program that supports students' own personal development as well as helping them to understand what is required of them in order to create together a peaceful, productive and harmonious learning community. This program is supported through the emotional literacy and strength based activities of the [Grow Your Mind program](#).

School-wide expectations

Our PBL program is based on a school-wide set of expectations which apply across the school in every circumstance and setting in which students are learning.

We are Caring

We are Respectful

We are Responsible

We are Cooperative

From these expectations, a matrix of positive behaviours has been developed for each school setting, e.g. in the playground, at bus lines, at sport, in assembly.

These rules define our expectations for behaviour in our school. You will see these rules posted throughout the school and your child will be learning them and practising them with teacher support during their lessons and break times. A matrix is sent home at the start of each new school year to families, and posted on the school's webpage.

As of 2024, a PBL contract will also be sent home at the beginning of each year for you and your child to review and allocate an individual goal relating to positive behaviour and learning that they will work on throughout that school year. These will be reviewed and referred to throughout the year.

Teaching the expectations and rules

To keep our students mindful of the rules and thus to keep our school a peaceful place where everyone can learn, we do the following things when teaching:

- We teach and refer to our school-wide expectations frequently in the course of our classroom teaching program.
- We provide students with praise first for accomplishing new tasks, following rules and meeting school-wide expectations, and then correction only where problem behaviour occurs.
- We talk to students with respect using a positive voice tone.
- We actively engage everyone in the class during instruction.
- We use pre-correcting, prompting, positive reinforcement and redirection as we teach.
- We look for the positive first, and provide immediate, frequent, specific and positive feedback (a ratio of 4:1 positive reinforcements or higher).

Positive reinforcements and rewards

Dubbo South Public School uses a system of tangible acknowledgments, whole-stage celebrations and whole-school celebrations to encourage positive behaviour for all students.

1. *Tangibles and celebrations.* Teachers will issue PBL Ollie tokens to reinforce knowledge and successful practice of expectations. These will be frequent and tangible rewards issued with verbal reinforcement of positive behaviours displayed, to students who are successfully following PBL expectations. These Ollie tokens are collected in PBL Stage boxes which are used for PBL raffle prize draws at stage and whole-school assemblies. When boxes are filled with tokens, this also leads to a **whole-stage PBL celebration** event to be scheduled and negotiated by stage staff and students. When a stage fills an Ollie box, a large feather is then placed on the wings of our Ollie Owl hall display at the next whole-school assembly. When a wing is filled with these stage feathers, a **whole-school PBL celebration** is negotiated with student, teacher and Principal input. Students may also receive a PBL Principal letter for carrying out all expectations. Classroom teachers nominate 4 outstanding students per term to receive this recognition.

2. Stage rewards- Kindergarten

Kindergarten students work hard to get Ollies in the classroom and playground. They get Ollies for following our school PBL expectations, including completing quality work, focused and quiet working, always trying their best and being a kind and caring friend to others. Students keep their Ollies in a class box and record each one received on a chart. When they have 20 Ollies, they get a little reward from the class prize box. Each class takes their Ollie

box to stage assemblies and adds the Ollies to the Kindergarten box. Names are drawn out of the box and if you are lucky enough to have one of your Ollies picked, you will get a prize as a reward. When the Kindergarten box is full of Ollies, everyone across the stage participates in a reward afternoon. Some of our favourites have been ice blocks, movie and popcorn, and free play.

Stage 1

In Stage 1, students receive Ollies for demonstrating the school's PBL expectations in the classroom (yellow Ollies) and playground (blue Ollies). Year 2 students can nominate to be Ollies Angels, and if selected, they are rostered on to circulate the playground at play breaks, handing out Ollies to students for demonstrating PBL expectations.

Class Level

Ollies are collected in rooms, with a draw held each week in each class, with some form of in-class reward, such as jobs, privileges or a small prize. At the end of each week, classes send their Ollies to the Stage 1 tub outside 2D.

Stage Level

The Ollie tub comes to Stage 1 assemblies in Weeks 3, 6 and 9 of each term, where 6 Ollies are drawn out and students choose a prize from the prize tub.

When the Ollie tub is full, a Stage reward is held. This can include extra play outside, a movie and snack, technology time, free time in class or a choose-your-own adventure where students choose a reward from a number of provided options.

Stage 2

Stage 2 students collect their Ollies throughout the term. When they have 10 Ollies, they submit those Ollies to their class tub and mark their name off the class Ollie recording chart. Each teacher and supporting staff nominate an activity to host for Ollie Day e.g cooking/ movie/ Mario Kart. This is then communicated to students. Before 'Ollie Day', students nominate their three choices of activities. They record their Ollie total on a google form. Students are placed in activities, based on their preferences, with highest Ollie holders being placed first. Activities have 'caps' on numbers. It pays to hold the most Ollies. Students meet in stage area on the day of activity. Stage leader calls out the lists of activities and students go to that activity for the session.

Stage 3

Within our classes students will automatically start off with 100 Ollie points. If students have demonstrated PBL expectations within the classroom and school expectations, they

will keep all their Ollie points.

Ollie points are taken away if the student has received a minor or major in the classroom, release rotation, sport and playground.

If students have lost points, they have the opportunity to earn their points back through community service tasks or negotiated jobs with the classroom teacher (for example working in our school garden, picking up rubbish, emptying bins, helping in the library or resource room etc).

They must achieve this within the week of losing the points to regain points back. At the end of the term, Stage 3 students will engage in a rewards day where they can choose their reward from a list of suggested rewards offered. Students on the 100 points will have first pick and so on.

Students will still be collecting paper ollies for their classroom rewards. Each class has come up with ideas and rewards to cash in their paper ollies. For example 20 ollies for a lucky dip, 75 ollies for a lunch order etc.

Stage 3 will also receive extra play time, ice blocks etc when our stage 3 ollie box is full, if we continue to wear our school uniform, have a clean playground or have positive growth in our Sentral data for minors or majors.

3. *Personal acknowledgement of consistent positive behaviour and citizenship.* Achievement Awards are collected by the students, put onto a personal chart and maintained as a record of the positive behaviours they have demonstrated throughout the year as well as ongoing accumulation through their years at Dubbo South Public School. Students' progress through the following levels:

- 5 Achievement awards = merit certificate
- 10 Achievement awards = credit certificate
- 15 Achievement awards = distinction certificate
- 20 Achievement awards = honour certificate
- 25 Achievement awards = banner
- 50 & 100 Achievement awards = P&C Certificate & ollie badge



At each level, students have their name published in the newsletter. Our system of recognition of positive behaviours will also include student of the week awards and recognition of positive behaviour with classroom teachers sending messages via the Parent Portal.

Problem behaviours

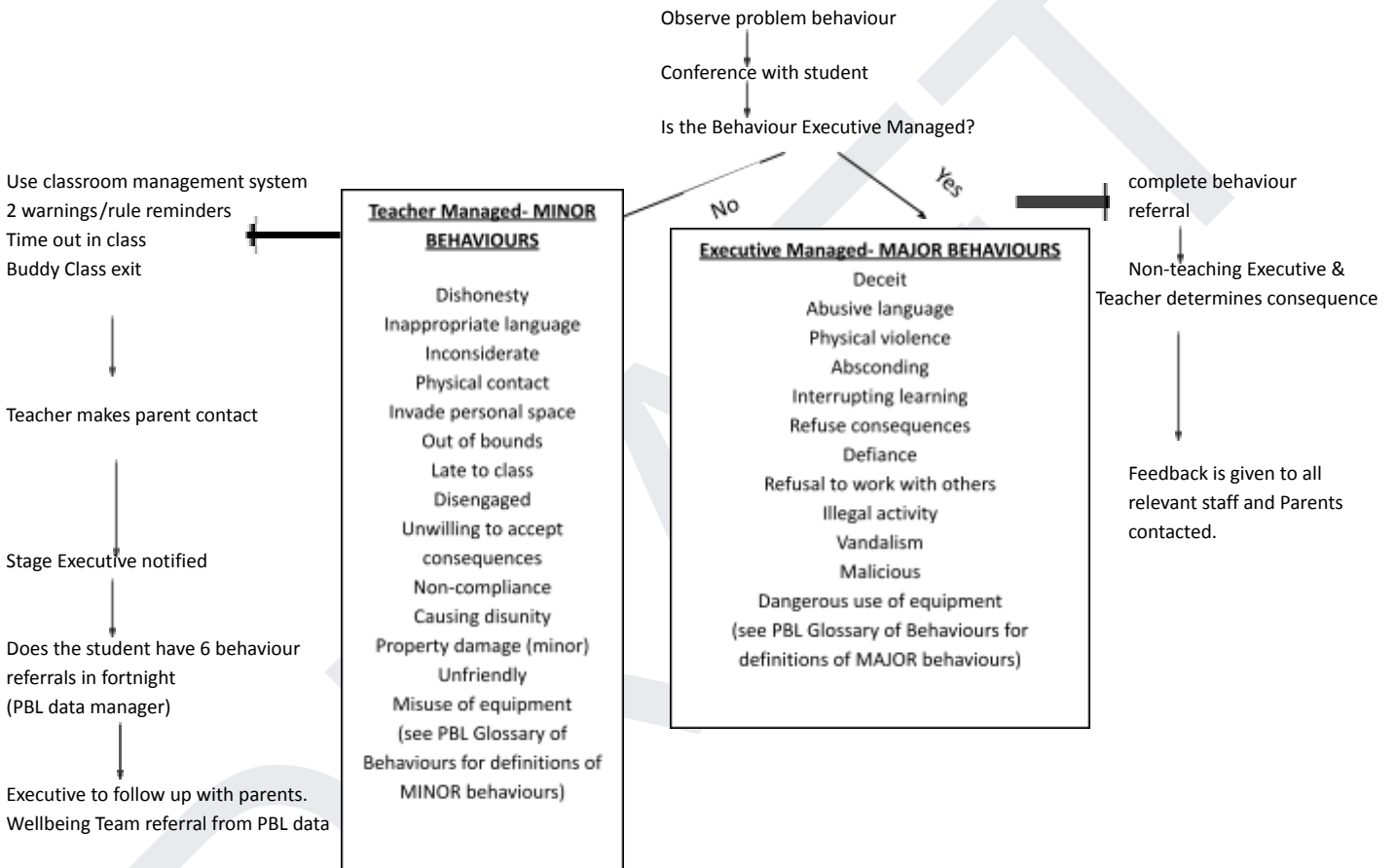
Appropriate behaviour is expected at all times. In the event that a student has demonstrated inappropriate behaviour, teachers will support involvement through re-teaching, pre-correction and corrective feedback where necessary.

Where a student fails to respond to teaching and positive reinforcement or to teacher

pre-correction or verbal correction and chooses to continue their problem behaviour, we will also implement a school-wide system of consequences.

The following flowchart is used as a guideline when **dealing with problem behaviours** in either the classroom or playground. Behaviours classified as '**MINOR**' are teacher-managed. Behaviours classified as '**MAJOR**' are referred to Executive staff for management.

Dealing with Behaviour FLOWCHART



Dealing with problem behaviours-Behaviour monitoring cards

Students on Yellow, Orange or Red level will have this behaviour-tracking card until 70 points have been achieved. At the end of each session (classroom and playtime) student behaviour is recorded by the supervising teacher with a score of 0-3. Score of 0 is given if the student has a MAJOR incident (see Glossary of Behaviours- major/minor document). If a '0' is recorded for any session, the same flowchart procedures are followed as seen on this document. The incident must be referred to Executive staff. The reporting teacher must also log this incident on Sentral. A score of '1' will be given if the student has had a MINOR incident during the session. This incident will be managed by the classroom teacher using their range of behaviour management strategies and the incident logged on Sentral.

When a student has 3 minors in a row for the same type of incident this equates to 1 major. The classroom teacher will make contact with the parent/carer, and will flag with their Stage Leader for monitoring. When a student receives 6 majors or more, regardless of their incident type, they will trigger a referral to the Wellbeing Team in consultation with the Stage Leader and parent/carer for further support and intervention in collaboration with the classroom teacher and the students family.

Glossary of behaviours

RESPECT			
Minor behaviour		Major behaviour	
Dishonesty	Initially untruthful, but discloses truth without executive intervention	Deceit	Repeated dishonesty, intentionally sustaining/withholding truth (significant staff time/investment to resolve issue)
Inappropriate language	Messages or use of words in an inappropriate way for the developmental age of the student – eg. name calling, low level swearing, teasing	Abusive language	Messages that are disrespectful to another person – includes offensive comments re race, religion, gender, age, disability or other personal matters – eg. threats, high level swearing, intimidation, obscene gestures,
Inconsiderate	Unintentional/thoughtless comments or actions which cause hurt to others,		
Physical contact	Non-serious, but inappropriate physical contact – eg. over affectionate, patting, tapping, poking, pushing shoving, tripping, rough play	Physical violence	Actions involving serious physical contact where injury may occur – eg. hitting, punching, hitting with object, kicking, hair pulling, biting, scratching. Use of serious threat/intent to cause physical harm.
Invade personal space	Causing inconvenience or discomfort to others due to proximity or actions, includes invading games/fields /courts,		

Responsibility			
Minor behaviour		Major behaviour	
Out of bounds	In an unsupervised area – eg. behind GA shed, in BBQ area, classrooms/bag areas (during breaks), climbing, playing in toilets,	Absconding	Leaving school grounds or hiding within school grounds, leaving class without permission, safety concern – risk of harm to self or others
Late to class	Missing from class group when lining up – eg. playing after bell, not going to toilet / getting drink after first bell,		
Disengaged	Off task, withdrawing from learning activity,	Interrupting learning	Continual and/or significant disruption to classroom learning environment (eg learning cannot continue, support from other staff is required to re-establish teaching and learning).
Unwilling to accept consequences	Questioning or ignoring teacher decisions or directions,	Refuse consequences	Overt/externalised challenging of reasonable staff behaviour intervention. (DSPS consequences flow-chart).

COOPERATION

Minor behaviour		Major behaviour	
Non-compliance	Low intensity failure to respond to adult request – eg. not sitting where asked, not wearing hat, repeatedly ignoring requests.	Defiance	Refusal to follow directions, talking back and / or socially rude interactions (repeatedly), refusal to work, back answering.
Causing disunity	Not adhering to rules and games/group activities (eg arguing decisions in handball/grass area games)	Refusal to work with others	Actively avoiding/intentionally refusing to engage cooperatively with other students.
		Illegal Activity	Any behaviour which is considered unlawful. eg possession of drugs (alcohol and tobacco) possession of a weapon, possession of or accessing pornographic material, electronic hacking or identity theft.

CARE

Minor behaviour		Major behaviour	
Property Damage (minor)	Carelessly damages another student's/school equipment / possessions or work in an inappropriate way (low intensity) – eg. scribbles on property /work, snaps another student's pencil, uses school property inappropriately.	Vandalism	Any form of damage caused to property, due to negligence or an intentional or deliberate act, eg. causing damage to school property / equipment, destroying work, school property,
Unfriendly	Unkind words and actions which hurt the feelings of others (including body language, looks, gestures, exclusion from group activities).	Malicious	Intentional actions to cause harm to others, criminal behaviour, harassment, stalking, victimisation, cyber bullying.
Misuse of equipment	Using any equipment for a purpose other than the intended use.	Dangerous use of equipment	Reckless or deliberate use of equipment to threaten or cause harm to people or property, (eg sports equipment, weapons, furniture, classroom equipment).

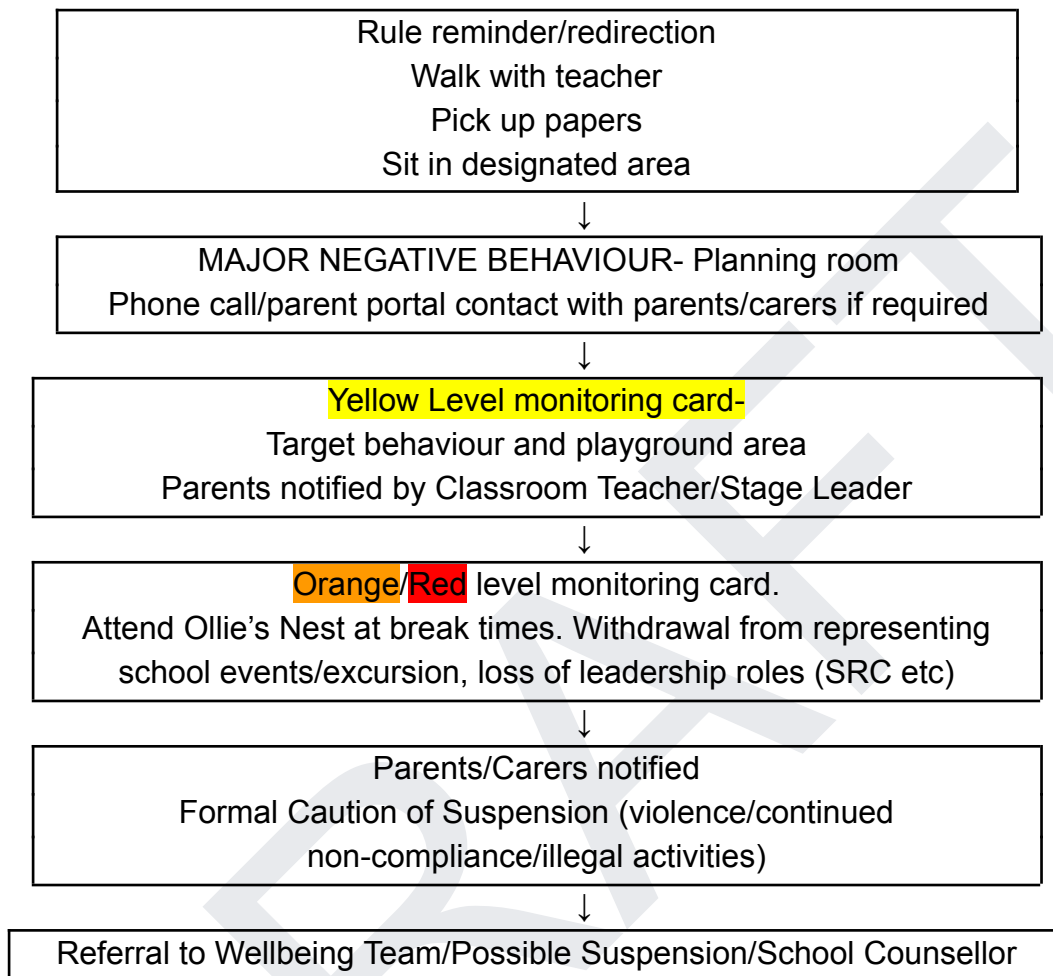
Glossary of teacher and executive responses to problem behaviour

TEACHER RESPONSE FLOWCHART (Teacher Log)	
TYPE	DEFINITION
Conference with Student	Conversation with student to discuss their performance / behaviour. Reminder of expectation
3 Warnings	Student has had 3 reminders to improve performance / behaviour. Filed on Sentral
File Only	Student being monitored - all information needed for tracking purposes
Time Out in Class	Student requires isolation in class as an opportunity to plan for positive behaviour
Buddy Class	A student is withdrawn from their normal class activities and is required to spend time in another classroom with nominated teaching staff for a set period of time
Executive exit	Referral completed for Executive managed incidents – eg. violence, swearing at staff, repeated bullying, before / after school incidents, weapons, repetitive and ongoing behaviours, parent issues, absconding, theft
Parent Contact – Phone / Email	Written or verbal contact with parent to provide or detail specific or consistent examples of positive / negative behaviour or performance
Parent Contact Interview / Meeting	Meeting with parent to provide or detail specific or consistent examples of positive / negative behaviour or performance, IEP, PLaSP etc
Planning Room Referral (from Playground incidents ONLY)	A student is required to attend time in the 'Planning Room' with formal documentation and processes.

EXECUTIVE ACTION (Executive Log)	
Conference/Formal Warning	Formal meeting with student to discuss any issues including performance, behaviour, social or emotional concerns, as well as possible consequences for continued problem behaviours. Positive reinforcement and monitoring of Tier 2/3 students eg. monitoring card
Parent Contact – Phone / Email	Written or verbal contact with parent to provide or detail specific or consistent examples of positive / negative behaviour or performance
Parent Contact Interview / Meeting	Meeting with parent to provide or detail specific or consistent examples of positive / negative behaviour or performance, IEP, PLaSP etc
Traffic Light levels Card (Orange/Red cards off playground at breaks and attend Ollie's Nest)	Yellow/Orange/Red monitoring card given to student. Target behaviour goals are identified. Teacher to record score of 0-3 (see Traffic Lights levels document for scoring and goal-setting explanation)
Alternative Classroom Setting (Red Level card)	Student withdrawn from normal class and is required to spend set period of time in another area – eg. office or nominated classroom
Suspension	Following DEC policy Short: 1-4 days Long: 5-20 days Only a Principal or nominated replacement can suspend (in accordance with Departmental Suspension and Expulsion policy)
Part Time Attendance	Follow DEC policy. (Principal and LAST discretion) with plan

Consequences for problem behaviours in the playground

In the playground, disruption of others' play or engaging in unsafe behaviours may result in the following:



Please note as stated in the 'Draft Suspension and Expulsion of Students procedures 2023' Principals must suspend children for having weapons, using violence, use of illegal substances. There are also a range of unsafe behaviours that can result in a suspension.

Representing the School



If a student is moved to an orange/red monitoring level, or is on a suspension, they are not able to represent the school or attend off site excursions in this period. This includes participating in sporting /extracurricular teams, regardless of the competition level. Upon completion of an orange/red monitoring level or return from suspension, students may represent the school, attend excursions and return to their role in sporting/extra curricular teams*. Any substitute student who fulfills their role will be allowed to maintain the position and the role should be shared equally by the students at the coach/leader's discretion.

*In the case that a sporting or extra curricular team has a capped number of students, the student who has had to leave the team due to a orange/red monitoring level or suspension, will forfeit their role in that team for the remainder of the competition period. Any substitute student who fulfills the role will sustain the position for the period of the competition.

The PBL 2023 Leadership Team

The Leadership teams (PBL and Wellbeing Teams) monitor student behaviour incidents on a fortnightly basis using the information recorded on the Sentral database.

When a child's pattern of inappropriate behaviour is becoming a concern, the Wellbeing team will provide information and if necessary, additional support, to the child and the teacher to attempt to redirect the child.

Where Sentral data reports indicate a school-wide behaviour deficit, the PBL Leadership team will respond with a whole-school teaching focus of positive behaviour for the data-informed area of concern.

The **2023** PBL/Grow Your Mind Leadership Team consists of:

Sharon Allman (Principal) **Patrice Kent** (Stage 3 teacher- PBL leader) **Amy Welbourne** (Student Support Officer- PBL leader)

Karen O'Leary (Assistant Principal) **Vanessa Dwyer** (Assistant Principal)

Petrice Cox (Assistant Principal MC unit) **Sub-committee-** Rhiannon Stevenson (Teacher), Fiona McMahon (Student Learning & Support Officer)

Recording and reporting to parents

Our school uses a database logging system of student information entitled "Sentral". This allows staff to record observations of student behaviour and to plan appropriate support and intervention where a student's pattern of behaviour is of concern.

School-wide behaviour data is communicated to all staff by the PBL Leadership Team on a fortnightly basis, along with teaching materials on focus areas. Class teachers provide behaviour support through conferencing, pre-correction and re-teaching to children in their home class to sustain a school environment which is Respectful, Caring, Responsible and Cooperative.

Parents are kept informed of behaviour concerns by means of letters, phone calls, parent portal messages or meetings with staff.

The occurrence of three or more major incidents in a fortnight for any child will result in parent/carer contact. This can lead to a child being placed on a Traffic Light monitoring card (Yellow level- warning, Orange Level- off playground, Red Level- executive managed in alternative classroom setting).



Dubbo South Public School

Fitzroy Street
Dubbo



Education

Principal: Mrs Sharon Allman
Deputy Principal: Miss Neva Bengilly

Telephone: 6882 2529
Fax: 6882 4196
Email: dubbosouth-p.school@det.nsw.edu.au

“Let’s go forward always, everybody forward always, it’s a great thing to do Dubbo South, forward me and you.”

I will: _____

1. Wear my full school uniform every day
2. Attend school every day when I am well
3. Follow all the school PBL expectations in the classroom and playground (refer to the QR code)
4. Focus on my learning and development
5. I will seek support from AEO’s and or other school staff to support me if required
6. Follow my personal goal which is / Behaviour Support Plan goal/strategy here?

(If applicable or appropriate)

.....

.....

.....

(Student) I..... have read and understood the expectations set at Dubbo South Public school which I must follow.

(Parent/ Carer) I/We have read and understood that my child..... must follow all expectations as above set at Dubbo South Public School.

Failure to meet our PBL expectations at Dubbo South Public school will result in the school PBL consequences that will impact your participation in opportunities across the school.



Dubbo South PS PBL Matrices

Non-Classroom settings

Dubbo South PBL Matrix

	All settings	Assembly	Before 9am	After school	Moving around the school	Playground	Toilets	Online
RESPECT	<ul style="list-style-type: none"> I will be honest. I will use appropriate and polite language. I will keep my hands and feet to myself and maintain personal space. 	<ul style="list-style-type: none"> I will face the front. I will keep my hands to myself. I will applaud appropriately. I will listen to the speaker. 	<ul style="list-style-type: none"> I will use appropriate language. I will be aware of others' personal space. I will listen to the teacher on duty. 	<ul style="list-style-type: none"> I will keep my hands to myself. I will communicate positively and politely. I will listen to the teacher on duty. 	<ul style="list-style-type: none"> I will listen to teacher instructions. I will keep my hands and feet to myself. 	<ul style="list-style-type: none"> I will think about others when using equipment. I will be aware of other people's space and games. I will listen to the teacher on duty. 	<ul style="list-style-type: none"> I will give others their privacy. I will leave the toilets, sink, and floor clean. 	<ul style="list-style-type: none"> I will communicate positively and politely. I will be aware of the personal cyber space of others' (blogs etc). I will only post images of others with their permission.
CARE	<ul style="list-style-type: none"> I will look after the school environment. I will show empathy to others. I will use equipment safely. 	<ul style="list-style-type: none"> I will stay to the left of doorway when entering and exiting the hall. I will encourage others. I will be positive and acknowledge success. 	<ul style="list-style-type: none"> I will keep doorways and walkways clear for others. I will leave others' belongings alone. I will welcome others. 	<ul style="list-style-type: none"> I will keep doorways and walkways clear for others. I will stay on paths. 	<ul style="list-style-type: none"> I will stay on paths. I will watch where I walk. I will move quietly. 	<ul style="list-style-type: none"> I will put rubbish in bins. I will care for trees and gardens. I will look after my friends. 	<ul style="list-style-type: none"> I will flush toilets. I will only use a small amount of soap and turn off taps. I will use toilet paper for its purpose only. I will gently open, close, and lock toilet doors. 	<ul style="list-style-type: none"> I will protect mine and others personal information. I will report inappropriate content. I will look after digital devices.
RESPONSIBILITY	<ul style="list-style-type: none"> I will be in the right place at the right time. I will participate in all learning. I will accept consequences for my actions. 	<ul style="list-style-type: none"> I will remain quiet. I will leave space for walkway. I will be attentive. I will participate appropriately to meet assembly expectations. I will ignore distracting behaviours from others. 	<ul style="list-style-type: none"> I will move directly to the supervised area with my bag. I will enter the school through correct gates. I will only move to the canteen to purchase food. 	<ul style="list-style-type: none"> I will exit the school through correct gates. I will walk directly to the correct place for me. I will walk when on concrete areas. 	<ul style="list-style-type: none"> I will be quiet around classrooms. I will return to class as quickly as possible. I will walk when on concrete areas. 	<ul style="list-style-type: none"> I will stay in-bounds. I will use play equipment safely. I will ask before using other people's things. I will wear a hat. I will walk on concrete. 	<ul style="list-style-type: none"> I will walk. I will keep doorways clear. I will wash my hands. 	<ul style="list-style-type: none"> I will only use/edit digital files with permission of the owner. I will leave a positive digital footprint.
COOPERATION	<ul style="list-style-type: none"> I will follow instructions the first time. I will work willingly with others. I will deliver my mobile phone to the office on arrival. 	<ul style="list-style-type: none"> I will follow speaker instructions. I will wait my turn to participate. 	<ul style="list-style-type: none"> I will follow instructions the first time. I will wait quietly until play. I will only move or walk around after the bell. 	<ul style="list-style-type: none"> I will remain seated in bus or pick-up lines I will follow instructions the first time. (late buses) I will remain seated in bus lines and wait for further instructions. 	<ul style="list-style-type: none"> I will walk in 2 lines. I will stay in my class group. I will follow teacher instructions. 	<ul style="list-style-type: none"> I will be aware of others when playing. I will ask to join games. I will include others in games. I will be considerate of visitors – prams, toddlers etc. 	<ul style="list-style-type: none"> I will wait sensibly for my turn. I will wait outside for my friends. 	<ul style="list-style-type: none"> I will follow online community rules. I will be inclusive of my peers in digital spaces. I will leave computer settings as they are.

Classroom settings

Expectation	Entering Room/Morning Circle
Respect	<ul style="list-style-type: none"> ● Respect personal space ● Follow teacher directions ● Put hats in bag before entering room
Care	<ul style="list-style-type: none"> ● Keep hands and feet to self ● Enter room quietly
Responsibility	<ul style="list-style-type: none"> ● Walk sensibly ● Arrive on time ● Put bags in designated area and move to play area/classroom ● Get out the equipment you need for the day
Cooperation	<ul style="list-style-type: none"> ● Line up in two lines ● Finish games on bell and move straight to class

Expectation	Morning Routine
Respect	<ul style="list-style-type: none"> ● Follow teacher direction ● Say good morning as mark roll
Care	<ul style="list-style-type: none"> ● Cough and blow and put tissue in the bin ● Wash hands quickly and carefully
Responsibility	<ul style="list-style-type: none"> ● Have money/notes ready to collect ● Listen to daily messages and follow up your jobs ● Hand in homework
Cooperation	<ul style="list-style-type: none"> ● Bring Frito to school and eat sensibly

Expectation	Classroom Routine
Respect	<ul style="list-style-type: none"> ● Follow teacher direction ● Respect personal space ● Respect other people's property
Care	<ul style="list-style-type: none"> ● Keep hands and feet to yourself ● Stay in your seat ● Speak nicely to others
Responsibility	<ul style="list-style-type: none"> ● Work quietly ● Ignore distractions ● Stay on task
Cooperation	<ul style="list-style-type: none"> ● Put your hand up and wait until asked to speak ● 5' Ls ● Move quietly and safely around the room

Expectation	Using Equipment
Respect	<ul style="list-style-type: none"> Return school equipment in same condition
Care	<ul style="list-style-type: none"> Use equipment safely
Responsibility	<ul style="list-style-type: none"> Bring own equipment and use appropriately (Yrs 3-6) Label your belongings Put your own equipment away
Cooperation	<ul style="list-style-type: none"> Share school equipment

Expectation	Packing Up & Exiting Room
Respect	<ul style="list-style-type: none"> Follow teacher direction Say good afternoon and wait to be dismissed
Care	<ul style="list-style-type: none"> Keep hands and feet to self Organise chairs safely
Responsibility	<ul style="list-style-type: none"> Pack up quickly and quietly Exit classroom in orderly fashion
Cooperation	<ul style="list-style-type: none"> Help your classmates keep the room clean Leave room neat and tidy




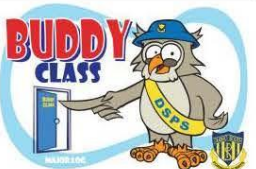

School Exits/After-School routines

Afternoon Routines	Fitzroy Street	Dalton Street
Bus	<ul style="list-style-type: none"> All students line up in bus lines under Fitzroy St COLA area All students line up behind coloured labels 2 Bus Monitors with megaphones 1 inside 'bus' gate & 1 near air conditioner Teacher on duty walks bus lines to bus and monitors the students catching the bus safely Executive to monitor students in Fitzroy St playground until 2nd teacher returns from Dalton Street duty Students may play under the COLA area once instructed 	<ul style="list-style-type: none"> All Bus 13 students seated under tree near bottom gate (weather permitting under 3/4R and 3/4C shelter) If there are Eschol bus students that day, these students present to Dalton St duty teacher to inform them they are to catch Eschol that afternoon. Eschol students then sit with Bus 13 students When Bus 13 arrives, teacher on duty walks Bus 13 line to bus gate and monitors the students catching the bus safely Dalton St duty teacher returns to Fitzroy St to assist with remaining bus students after Bus 13/Eschol students have been collected
Walkers	<ul style="list-style-type: none"> All walkers (students & parents) to exit through middle 'pedestrian' gate (near rocks) Cross Fitzroy St at crossing with RTA supervisor 	<ul style="list-style-type: none"> Walk down ramp areas through double gate Stop at gate and watch traffic movement for safety Cross Dalton St at crossing with RTA supervisor
Parent Pick up	<ul style="list-style-type: none"> Students wait for parents under Fitzroy St COLA Exit through middle 'pedestrian' gate (near rocks) Cross Fitzroy St at crossing with RTA supervisor If not collected by the time the bus 7 goes, go to the top office 	<ul style="list-style-type: none"> Sit inside school gates on designated seats and wait until parents arrive and car is parked/stopped Exit through walker/parent pick-up double gates Cross Dalton Street at crossing with RTA supervisor If parent pick-up students have not been collected by the time the bus 13 goes, go to the top office
Bikes and scooters	<ul style="list-style-type: none"> All bikes to exit through front gate outside office Scooters can be walked through pedestrian gates Helmet to be put on before walking bike through side gate-out front gate Push bike to Fitzroy Street crossing and cross with RTA supervisor if crossing Fitzroy St 	<ul style="list-style-type: none"> Scooters can be walked through pedestrian double gates
After School Care	<ul style="list-style-type: none"> Kinder students collected from classrooms Other students walk to canteen area wall and sit down under supervisors instructions 	

Consequences for problem behaviours in the classroom

Classrooms are places for teaching and for learning and any disruption to either process has negative consequences for the teacher and all students in the class. Teachers use many strategies to engage students.

At DSPS all rooms have consequence posters which guide in the step by step management of negative behaviours. In the classroom, persistent disruption of teaching or learning may result in the following:

	<p>Students are provided with their first warning. This can be verbal or visual by placing a name on the board/poster. Redirection is given to students by encouraging the expected behaviour is.</p>	
	<p>The student is provided with a second warning and again given the opportunity to correct their behaviour.</p>	
	<p>By the third warning, the child has failed to correct their behaviour. They are sent to time out. Time out can be a different location in the classroom for the student to continue their work or complete a separate reflection of their behaviour.</p>	<p>Requires a Sentral MINOR Log</p>
	<p>If a child does not correct their behaviour after returning from Time Out they are then exited to a buddy class to reflect on their behaviour further.</p>	<p>Requires a Sentral MAJOR Log and Parent Contact</p>
	<p>If behaviour continues then an executive exit may be required. This is where you contact an off class executive to support with the management of the students behaviour.</p>	<p>Requires a Sentral MAJOR Log and Parent Contact</p>

Any ongoing behaviour can be discussed with parents and stage executive for further management options.



Dubbo South Public School

Behaviour Levels System – “Traffic Lights”



At Dubbo South we are a Positive Behaviour for Learning (PBL) school. This school-wide behaviour system focuses on explicit teaching and supporting of positive behaviour for all students. PBL is a school-wide system that supports students' personal development as well as helping them to understand what is required of them in order to create a peaceful, productive and harmonious learning community.



Green Level: All students will start at Green Level at the beginning of each term. Students on Green level attend stage and whole-school celebrations in accordance with the Dubbo South PS PBL Handbook



Yellow Level: (monitored by Classroom teacher)

After classroom interventions by teacher and contact made with parents, students can be placed onto Yellow Level by the classroom teacher in consultation with their stage leader or administrative executive.

- All monitoring on this level will remain until the student achieves 70 points on their Yellow Level card
- Behaviour monitored using Yellow Level card – class as normal, playground area identified by teacher/stage leader on Yellow level monitoring card (*Yellow level replaces the old 'playground book' intervention*)
- Class teacher with Stage leader support determines positive behaviour goal for Yellow level, which is linked with behaviours that are causing concern for the student
- At the conclusion of each session/break, the teacher and student discuss behaviour efforts and allocate score of 0-3 using the matrix overview on the back of the Yellow Level card and PBL glossary
- A SESSION/BREAK **SCORE OF 1** IS LOGGED ON SENTRAL AS A '**MINOR**' NEGATIVE BEHAVIOUR.
- A **SCORE OF 0** FOR A SESSION/BREAK IS LOGGED AS A '**MAJOR**' ON SENTRAL AND THE **TEACHER GIVING '0' SCORE MAKES CONTACT WITH PARENTS/CARERS AND LOGS ON SENTRAL COMM LOG. THE STUDENT ATTENDS PLANNING ROOM AT THE NEXT LUNCHTIME FOR CONFERENCING**
- Three '0' sessions when on Yellow Level will see the student moved to Orange Level. However, executive staff can move a student directly from Yellow to a higher intervention if a serious breach of behaviour occurs
- Yellow Level cards are to be left with the classroom teacher at the end of each school day. If a student loses or purposefully destroys/disposes of their card they will re-start their level from 0 (zero) points. Completed cards are placed in the Planning Room mailbox outside the Shed, and the class teacher emails the principal and Assistant Principal Learning and Support that the intervention is successfully complete.



Orange Level: (Monitored by Executive)

Executive only will place child on Orange Level and contact parent/carer. This contact will be recorded on the Sentral Communication Log. If parent/carer is unable to be contacted by phone, parent portal, email or a letter will be sent home to parents/carers to communicate that a student has been placed on Orange Level.

- All monitoring on this level will remain until the student achieves 70 points on their Orange Level card
- Behaviour monitored using Orange card – student attends own class as normal
- When a student is placed onto Orange Level, the stage leader and student will discuss the behaviour/s of concern and decide upon a daily positive behaviour goal which will be recorded on the Orange Level card each morning before class
- At the conclusion of each session/break, the teacher and student discuss behaviour efforts and allocate score of 0-3 using the matrix overview on the back of the Orange Level card and PBL Glossary of Behaviours
- Students attend Ollies Nest in the morning before school commences (between 8:50am - 9:20am) where the previous day's session scores are reviewed and discussed. If the previous day's scores were positive (mostly scores of 2s and 3s) the Ollies Nest facilitator and student will identify a new positive behaviour goal. If the previous day's goal was not achieved, it will remain as the daily goal, and recorded on the Orange Level card
- A SESSION/BREAK **SCORE OF 1** IS LOGGED ON SENTRAL AS A '**MINOR**' NEGATIVE BEHAVIOUR.
- A **SCORE OF 0** FOR A SESSION/BREAK IS LOGGED AS A '**MAJOR**' ON SENTRAL AND THE **TEACHER SCORING '0' MAKES CONTACT WITH PARENTS/CARERS. THE STUDENT ATTENDS PLANNING ROOM AT THE NEXT LUNCHTIME FOR CONFERENCING**
- Students on Orange Level do not have access to regular playground areas during break times – students attend designated area (Ollie's Nest) until 70 points are earned and are involved in community service activities and social skill building activities relevant to their individual behaviour goals.
- Three '0' sessions/breaks when on Orange Level will see the student moved to Red Level. However, executive staff can move a student directly from Orange to higher interventions if a serious breach of behaviour occurs
- There will be no involvement in extra-curricular activities –excursions, special events, sporting competitions or Friday PSSA until the student has completed their monitoring card. This includes cultural activities both onsite and offsite.
- Orange Level cards are to be left with the classroom teacher at the end of each school day. If a student loses or purposefully destroys/disposes of their card they will restart their level from 0 (zero) points. Completed cards are handed to Ollies Nest coordinators or AP Wellbeing upon completion and Sentral is updated to reflect the completion of this intervention.
- Students who have previously completed an Orange card in the same term who are having ongoing behaviour concerns, may participate in an alternative intervention facilitated by the Wellbeing Team in lieu of being placed on another Orange card in consultation and collaboration with the student's family and classroom teacher.

Principal's discretion in communication with the classroom teacher and parents may apply.



Red Level: Only after contact made with parent

Executive only will place the child on the Red Level. An email, parent portal message and/or a letter will also be sent home to parents/carers to communicate that a student has been placed on Red Level.

- Students with negative behaviour concerns which are related to **playground** issues will remain in their regular classroom setting on Red Level, and will be off playground until 70 points are earned.
- Students with negative behaviour concerns which are related to **classroom** issues will be relocated in an alternate classroom setting on Red Level. Executive will negotiate a classroom best suited to complete this time away from their own classroom, and the student will be off the playground until 70 points are earned.
- When a student is placed onto Red Level, the stage leader and student will discuss the behaviour/s of concern and decide upon a daily positive behaviour goal which will be recorded on the Red monitoring card.
- At the conclusion of each session/break, the teacher and student discuss behaviour efforts and allocate a score of 0-3 using the matrix overview on the back of the Red Level card and the PBL Glossary of Behaviours.
- Students attend Ollies Nest each morning before school (8:50-9:20am) where the previous day's session/break scores are reviewed and discussed. If the previous day's scores were positive (mostly scores of 2s and 3s) the Ollies Nest facilitator and student will identify a new positive behaviour goal. If the previous day's goal was not achieved, it will remain as the daily goal, and recorded on the Red Level card.
- A SESSION/BREAK **SCORE OF 1** IS LOGGED ON SENTRAL AS A '**MINOR**' NEGATIVE BEHAVIOUR.
- A **SCORE OF 0** FOR A SESSION/BREAK IS LOGGED AS A '**MAJOR**' ON SENTRAL AND THE **TEACHER SCORING '0' MAKES CONTACT WITH PARENTS/CARERS**
- Students on Red Level do not have access to regular playground areas during break times – students attend designated area (Ollie's Nest) until 70 points are earned and are involved in community service activities and social skill building activities relevant to their individual behaviour goals.
- Three '0' sessions/breaks when on Red Level will require administrative executive conferencing with parents/carers regarding appropriate consequence (Principal/Deputy Principal/Assistant Principal Wellbeing)
- There will be no involvement in extracurricular activities- excursions, special events, sporting competitions, iCan, Bro/SistaSpeak and Friday PSSA
- Once a student completes Red Level by earning 70 points, they will return to Yellow Level for monitoring
- Red Level cards are to be left with the classroom teacher at the end of each school day. If a student loses or purposefully destroys/disposes of their card they will restart their level from 0 (zero) points. Completed cards are handed to Ollies Nest coordinators or AP Wellbeing upon completion and Sentral is updated to reflect the completion of this intervention.
- Students who have previously completed a Red card in the same term who are having ongoing behaviour concerns, may participate in an alternative intervention facilitated by the Wellbeing Team in lieu of being placed on another Red card in consultation and collaboration with the student's family and classroom teacher.

Principal's discretion in communication with the classroom teacher and parents may apply.

Representing the School whilst in a monitoring card period

If a student is moved to an orange/red monitoring level, or is on a suspension, they are not able to represent the school or attend off site excursions in this period. This includes stage excursions, participating in any cultural programs, or sporting /extracurricular teams, regardless of the competition level. Upon completion of an orange/red monitoring level or return from suspension, students may represent the school, attend excursions and return to their role in sporting/extra curricular teams*. Any substitute student who fulfills their role will be allowed to maintain the position and the role should be shared equally by the students at the coach/leader's discretion.

*In the case that a sporting or extra curricular team has a capped number of students, the student whom has had to leave the team due to a orange/red monitoring level or suspension, will forfeit their role in that team for the remainder of the competition period. Any substitute student who fulfills the role will sustain the position for the period of the competition.

Students who hold Student Representative Council (SRC), House Captain or other leadership roles within the school community who receive 6 minors or 2 majors, or are placed on an orange or red card, will be stripped of their badge permanently, or for a negotiated period of time in order to earn back, at the Principal/Delegates discretion. Students applying for SRC or House Captain positions will be reviewed based on their behaviour for that election year, and if they have received more than 3 majors (or 6 minors) will not be considered for nomination.

Note: In accordance with DOE suspension and expulsion procedures, at any time students may be suspended for physical violence or threatening serious physical violence; aggressive behaviour; possession of suspected illegal substances; engaging in serious criminal behaviour related to the school; possession of a prohibited weapon; ongoing non-compliance and unsafe behaviours.

Any student who returns from a suspension will be automatically placed on a Yellow Level card for monitoring across playground/classroom settings.