

Dubbo South Public School



Positive Behaviour for Learning Booklet 2021



**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.

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.

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 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.
2. *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



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 teacher and principal letters sent home.

Problem behaviours

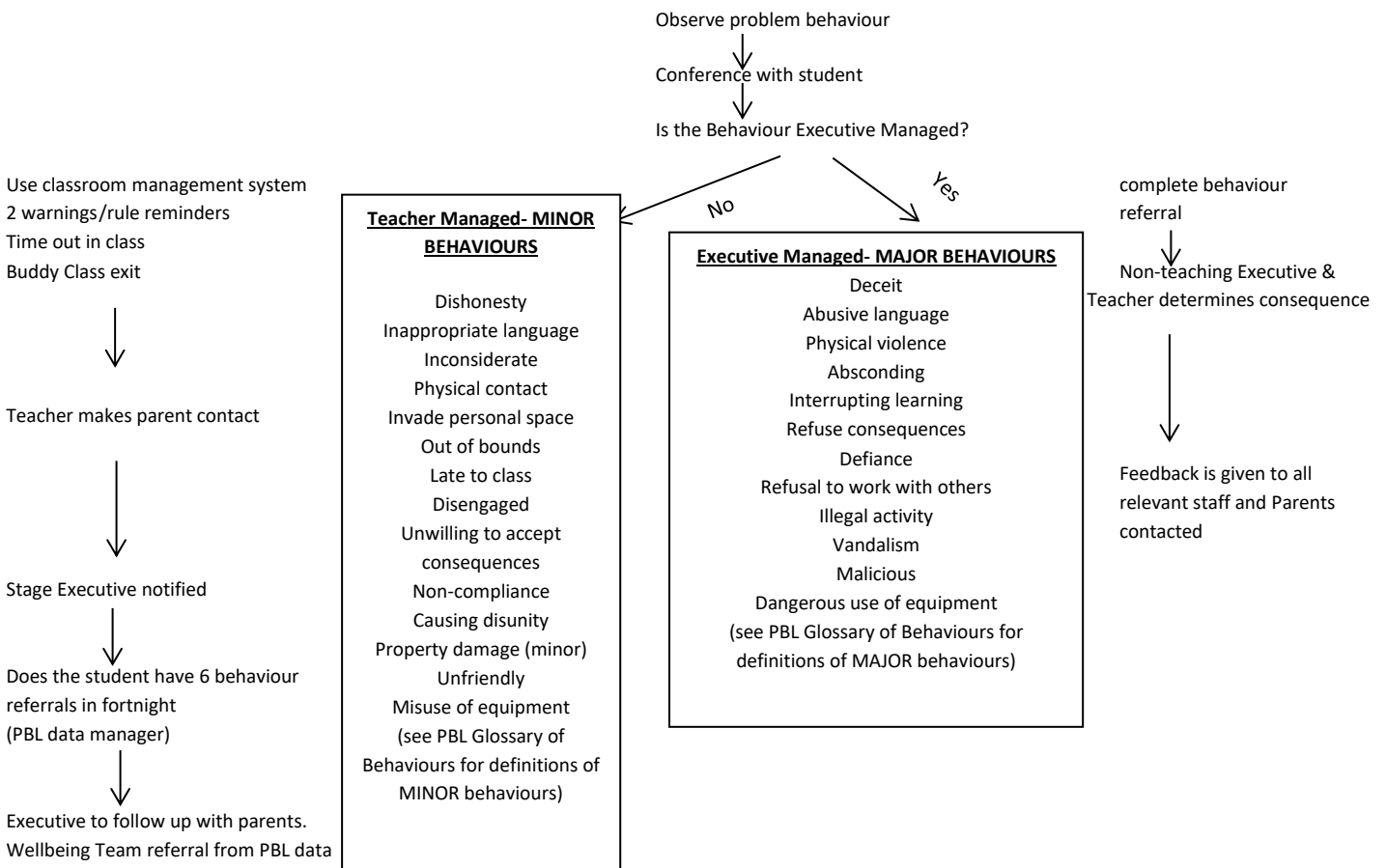
Appropriate behaviour is expected at all times. In the event that a student has demonstrated inappropriate behaviour, teachers will support involvement through re-teaching, pre-correction and corrective feedback where necessary.

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**' on the Office Discipline Referral (ODR) form 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 100 points has 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 using an ODR (including Planning Room at the next lunchtime break). 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.

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).

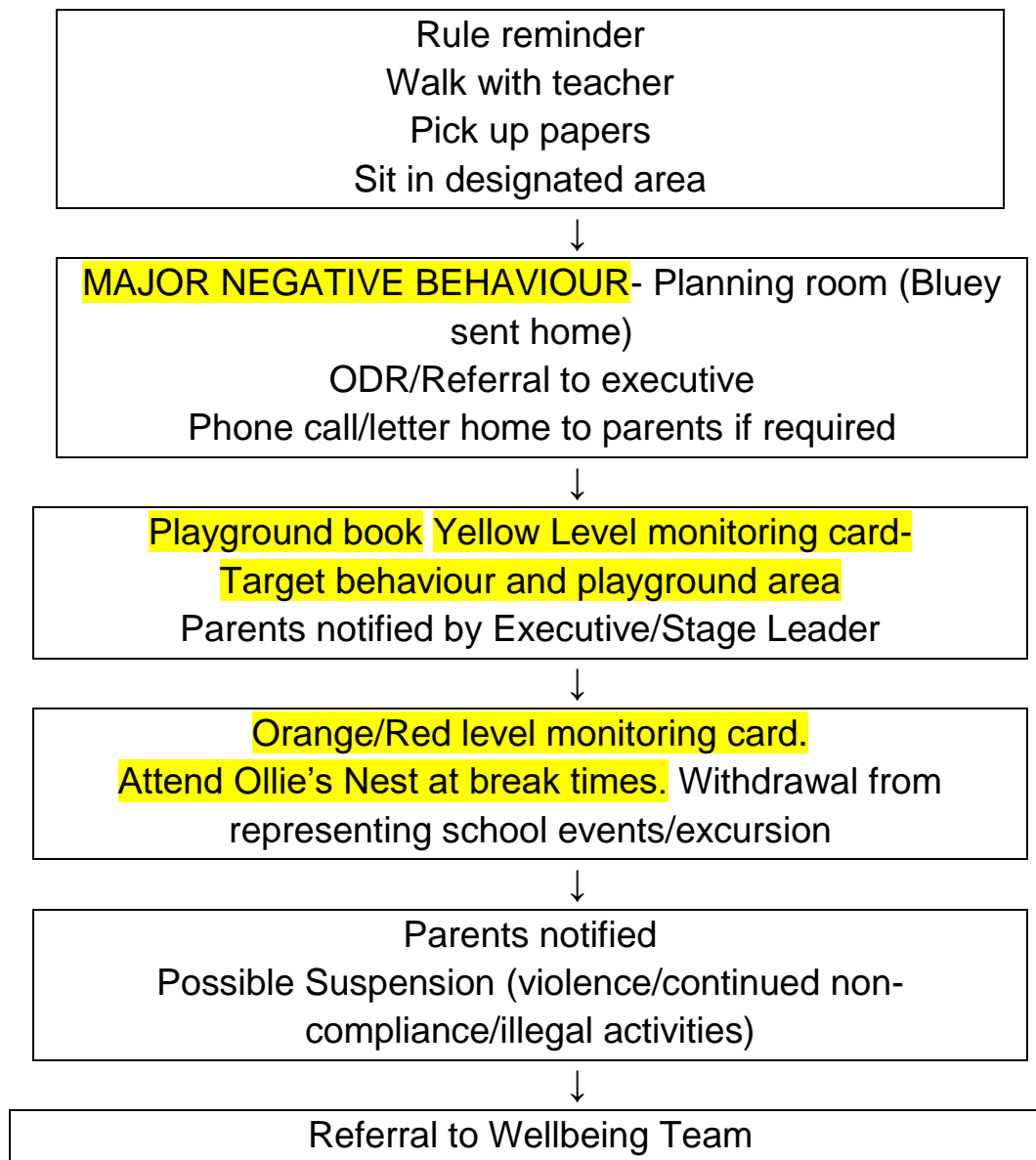
Glossary of teacher and executive responses to problem behaviour

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 'Suspension and Expulsion of Students procedures 2010' Principals must suspend children for having weapons, using violence, use of illegal substances, ongoing non-compliance.



The PBL 2021 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 **2021** PBL/Wellbeing Leadership Team consists of:

Sharon Murray (Principal)

Neva Pengilly (Deputy Principal)

Lincoln McBroom (AP school systems, Internal coach)

Rena Giddings (Assistant Principal Wellbeing/Action Plan coordinator)

Sub-committee- Sally St Clair (school counsellor) Sue Lunney (LST), Emma Dickson (AP Support Unit), Natasha Fistr, Natalie Morrow, Kirstie Jackson, Alana Taylor, Candice McLeod, Carissa Walmsley, Robert Tarry, Kylie Crawford (AEO), Megan Kitcher, Fiona McMahon

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.

Staff using an Office Discipline Referral (ODR) form record incidents of negative behaviour, and this is then logged onto Sentral. 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 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 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

	Entering Room
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

	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 Fruit to school and eat sensibly

	Classroom Routines
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

	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 Label your belongings Put your own equipment away
Cooperation	<ul style="list-style-type: none"> Share school equipment

	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 	

Dubbo South PS PBL Classroom behaviour management plan

Dubbo South Public School Behaviour Management Plan

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.

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

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Teaching the expectations and rules

To keep our students mindful of the rules and thus to keep our school a safe and welcoming 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 explicit verbal praise to specifically reinforce positive behaviour describe and Ollie tokens for accomplishing new tasks, following rules and meeting school-wide expectations. Correction is only given where problem behaviour occurs.
- We talk to students with respect focusing on desired behaviours using 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 Praise

1. *Tangibles and celebrations.* Teachers will issue PBL Ollie tokens to reinforce knowledge and successful practice of rules. These will be frequent and tangible rewards issued with verbal reinforcement of positive behaviours displayed, to students who are successfully following the rules. Ollie tokens are collected in PBL Stage tubs which are used for PBL raffle prize draws at Stage and whole-school assemblies. When tubs are filled with tokens, this also leads to a whole-stage PBL celebration event (low cost/no cost) to be scheduled and negotiated by stage staff and students.

Teachers hand out a minimum of 5 yellow Ollies per classroom session and 5 blue Ollies within the playground to praise positive expected behaviours.

2. *Personal acknowledgement of consistent positive behaviour and citizenship.*




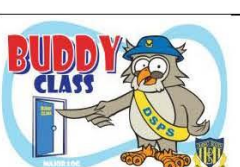

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- 10 Achievement awards earn a credit certificate
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- 20 Achievement awards earn an honour certificate

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 100 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, 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 100 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
- Orange Level card is taken to the stage leader's classroom at the beginning of next day when the student arrives at school. 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 stage leader 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 100 points are earned
- 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
- 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 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.



Red Level: Only after contact made with parent

Executive only will place child on Red Level. 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 100 points is 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 (not student's own stage where possible) and will be off playground until 100 points is 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 score of 0-3 using the matrix overview on the back of the Red Level card and the PBL Glossary of Behaviours
- Red Level card is taken to the stage leader's classroom at the beginning of next day when the student arrives at school. 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 stage leader 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 100 points are earned
- Three '0' sessions/breaks when on Red Level will require administrative executive conferencing with parents/carers regarding appropriate consequence (Principal/Deputy Principal/Assistant Principal Learning and Support)
- There will be no involvement in extra-curricular activities- excursions, special events, sporting competitions, iCan, Bro/SistaSpeak and Friday PSSA
- Once a student completes Red Level by earning 100 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 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.

Note: In accordance with DEC 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; persistent disobedience.

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