

McCallums Hill Public School



Student Discipline in Government Schools Policy Implementation Procedures

Rationale

Good discipline is fundamental to the achievement of Government priorities for the public school system.

McCallums Hill Public School is committed to the development of the whole child including his/her personal, social and learning needs. The consistent implementation of school wide wellbeing and discipline practices creates a predictable, secure and supportive learning environment to maximise students' opportunities for self-direction of personal conduct and social responsibility. A well-ordered environment in turn, assists students to maximise their learning.

The procedures should be read in conjunction with the school's *Anti-bullying Plan*, *Positive Behaviour for Learning (PBL) Handbook* and *Learning Support Team Procedures* and the departmental procedures and guidelines below.

- [Behaviour Code for Students \(PDF 65.29 KB\)](#)
- [Guidelines for the use of Time-out Strategies Including Dedicated Time-out Rooms \(PDF 194.94 KB\)](#)
- [Student Discipline in Government Schools - Support materials \(PDF 439.04 KB\)](#)
- [Suspension and Expulsion of School Students Procedures \(PDF 1495.67 KB\)](#)
- [Suspension and Expulsion of School Students Procedures - Information for Parents \(PDF 438.82 KB\)](#)
- Work Health and Safety (WHS) Policy

Objectives

The school's procedures comply with the Department of Education's policy statement and include:

- the discipline code or school rules.
- strategies and practices to promote positive student behaviour, including specific strategies to maintain a climate of respect.
- strategies and practices to recognise and reinforce student achievement.
- strategies and practices to manage inappropriate student behaviour.

The school's procedures comply with Department of Education requirements as follows:

- are consistent with legislation and reflect government and departmental policy
- incorporate the principles of procedural fairness
- have been developed within a strong student welfare context
- reflect the identified needs of the community
- grow from existing policies and practices
- outline expected standards of behaviour
- define the responsibilities of teachers, students and parents.

Audience and Applicability

NSW Government Schools including students who attend McCallums Hill Public School.

Context

McCallums Hill and its community works together to provide a quality-learning environment that is:

- 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 school 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 procedures, no student is to be discriminated against, harassed or victimised on any grounds as required by legislation.

These procedures are 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. McCallums Hill Public School has developed and implemented an Anti-bullying Plan consistent with the [Bullying: Preventing and Responding to Student Bullying in Schools Policy](#)

The school discipline procedures 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.

Responsibilities and Delegations

Principal

- The principal is accountable through his/her Director, Public Schools for ensuring a safe, secure and harmonious work environment for students and staff.
- The principal is responsible for the development, implementation and monitoring of the school's discipline policy.
- The principal is responsible for ensuring that the school's policy is evaluated and reviewed by the school community at least every three years.
- The principal must ensure that students, staff, parents, and carers are provided with an opportunity to contribute to the development of the policy and that staff are provided with training and development opportunities in behaviour management.
- The principal must provide a copy of their school discipline policy to his/her Director, Public Schools when the policy is developed or whenever it is reviewed. A copy must also be made available to the families of children enrolled at the school.
- Parents and students are to be given a copy of the discipline code or school rules when the policy is developed or whenever it is reviewed.
- The principal must ensure that all disciplinary actions involving suspension or expulsion from school are managed consistent with the [Suspension and Expulsion of School Students Procedures](#).

Assistant Principal

- Delegated responsibility as per principal's role.

Parents

Parents are expected to support the school in the implementation of the school's discipline policy.

Teachers

Teachers are expected to participate in the development of the school discipline policy and to support its effective implementation. The abbreviation AP is used to denote an assistant principal.

Students

Students are expected to follow the discipline code or school rules and to comply with staff directions regarding discipline and appropriate behaviour.

Students are expected to show respect for teachers, fellow students, other staff and school visitors and not engage in any form of harassment, victimisation or intimidation.

Related documents

- [Anti-Racism Policy](#)
- [Bullying: Preventing and Responding to Student Bullying in Schools Policy](#)
- [Drugs in Schools Policy](#)
- [Sample Evidence of Policy Implementation](#)
- [School Attendance Policy](#)
- [Student Welfare Policy](#)
- [The School Uniform Policy](#)
- [Working With Children Check Policy](#)

Monitoring, Evaluation and Reporting Requirements

The principal is responsible for monitoring the implementation, evaluating and reviewing the school's procedures at least every 3 years.

Department of Education Behaviour Code for Students and Actions- see Appendix 1

School Discipline Code

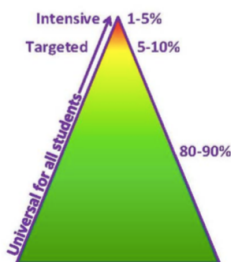
All students are expected to:

- Be Safe
- Be Thoughtful
- Be an Active Learner
- Be Respectful

These wide reaching rules cover a range of specific behaviours that are detailed in the school's *Positive Behaviour for Learning (PBL) Statement of Practice*.



Positive Behaviour for Learning is an evidence-based whole school process to improve learning outcomes for all students. The philosophy behind PBL is that students require explicit instruction in how to achieve the desired behavioural expectations of the school.



As with other curriculum areas, 80-90% of students are expected to reach expected targets through the instruction provided in PBL lessons and the support provided through signage and reward systems. 5-10% of students will require more targeted, small group support. 1-5% of students will require intensive, individualised support such as individual behaviour plans.

The essential features of PBL



1. Leadership

- Principal support, participation and leadership
- SWPBL Leadership Team
- Representative membership
- Operating procedures
 - Purpose statement
 - Scheduled meetings
 - Roles and responsibilities
 - Defining team norms
 - Standard agenda format
 - Consensus strategies
 - Developing and following an operational plan
- Communication system
 - Disseminating information
 - Presenting data
 - Receiving feedback from stakeholders (staff, students, families and community)
- Working smarter

2. Defining Expected Behaviour

- Defining school-wide expectations
- Expectation guidelines
 - Linked to social culture of school
 - Considerate of existing social skills and rules
 - 3-5 in number
 - 1-3 words per expectation
 - Positively stated
 - Supportive of academic achievement
 - Comprehensive in scope
 - Mutually exclusive
 - Contextually/ culturally appropriate
 - Agreement by >80% of staff
- Develop visuals
- School behaviour matrix
 - Expectation
 - Setting
 - Specific behaviour
- Defining specific behaviours
 - Observable
 - Measurable
 - Positively stated
 - Understandable
 - Always applicable
- Routines and procedures for non-classroom settings

3. Teaching Expected Behaviour

- Teach behaviour skills like academic skills
- Lesson design
- Define/ tell
 - Matrix expectation
 - Specific skill
 - Context
- Teach/ show
 - Mental set
 - Show/ model
 - Non example (Adults only)
 - Examples
 - Check for understanding
- Practise
 - Monitor
- Re-teach
- School-wide lesson schedule
- Informal teaching
- Monitor
 - Pre-correct/ remind
 - Active supervision
 - Provide feedback
 - Re-teaching

**Positive Behaviour for Learning
Seven Essential Features
Universal Prevention, Tier One**

4. Encouraging Expected Behaviour

"You get what you pay attention to"

- Vocabulary
 - Reinforcement
 - Positive feedback
 - Encouragement
 - Acknowledgement
- Winning over
- Effective positive feedback
 - Specifically describe the behaviour
 - Provide a rationale
 - Can include a positive consequence
- Ratio of 4 positives to 1 correction
- Tangible reinforcers
- A continuum or menu of reinforcers
 - Level One - Free and Frequent
All staff use every day
 - Level Two - Short Term Intermittent
Awarded occasionally
 - Level Three - Strong and Long Term
Term or annual

5. Effective Classroom Practices

Environmental Management

- Positive climate
- Organisation of space
- Positive relationships

Behaviour Management

- Expectations and rules
 - Purpose
 - Translating school-wide expectations
 - Using classroom data
- Procedures and routines
 - Clear and functional
- Continuum of strategies to acknowledge appropriate behaviour
 - Classroom continuum of acknowledgement
 - Focus on feedback
 - High rates of positive reinforcement

Instructional Management

- Active supervision
 - Moving
 - Scanning
 - Interacting
 - Techniques for effective transitions
- Multiple opportunities to respond
 - Strategies include
 - Tracking students
 - Choral response
 - Response cards
 - Response devices
 - Direct instruction
- Activity sequence and offering choice
 - Strategies for adjusting sequence
 - Varying intensity or degree of difficulty of tasks
 - Strategies for offering choice
 - Materials to work with
 - Type of task
 - Place and with whom to work
- Academic success and task difficulty
 - Strategies for adjusting task difficulty
 - Differentiation of the curriculum
 - Reasonable adjustments
 - Scaffolding learning

6. Responding to Problem Behaviour

Responding to Minor Problem Behaviours - Teacher Managed

- An effective choice/ consequence -
 - Not seen as punishment but designed to teach a new behaviour
 - Immediate
 - Positive or neutral in tone
 - Not an ultimatum
 - Followed through
 - Clear, specific, easy to understand
 - Preserves student's dignity
 - Doesn't harm motivation to learn
- General Considerations
 - Consistency
 - Active supervision
 - Calm, immediate response
 - Specific yet brief
 - Quiet, respectful contact with student
 - Relocous class if needed
- Prompt Low Key Skills (Responding)
 - Proximity control
 - Signal/ non verbal
 - Cue
 - Planned ignore, attend, praise
- Re-direct
- Re-teach
- Provide choice
- Student conference
- Educative/ logical consequence

Responding to Major Problem Behaviours - Office/ Exec Managed

- Office/ Exec Referral (ODR)
- Escalation Profile
- Formal contract
- Functional Behaviour Assessment

7. Review, Data and Ongoing Monitoring

- Data for decision making
 - Analysed at least monthly
 - Informs team problem solving process
- Monitoring implementation
 - System artefacts
 - Practice artefacts
 - Walkthrough observations
 - Ratio of positive to negative feedback
- Behavioural outcomes (Big 5 Data Decision Guide)
 - Average per day
 - Problem behaviour
 - Location
 - Time
 - Students involved
- PBL Assessment
 - School-wide Evaluation Tool (SET)
 - Self Assessment Survey (SAS) - was EBS
 - Benchmarks of Quality (BoQ)





Adapted from resource material from Massey University SWPBS

NSW Education & Communities
Public Schools NSW

Strategies and Practices to promote positive student behaviour, including specific strategies to maintain a climate of respect

McCallums Hill Public School implements *Positive Behaviour for Learning* as a system for consistent recognition of positive behaviour and management of negative behaviour.

All classrooms must have class rules and behaviour management system clearly displayed.

Every classroom must have a dedicated time out space.

Staff assist in promoting the schools PBL expectations by:

- Knowing the expectations and what they 'look like' in each area of the school (refer to matrix)
- Using 'pre-corrections' regularly:
 - e.g. 1. Before going out to play prompt students be safe and to wear their hat
 - e.g. 2. Before commencing a lesson, prompt students to be active listeners
- Using the positive language of PBL and regularly give positive feedback to students who are displaying expectations. Give 4 positives for each correction.
- Teaching the expected behaviour each Friday using the school scope and sequence.
- Referring to signage to support student understanding.
- Using the fast and frequent reward system in the classroom and playground.
- Using formal reward system at whole school and stage assemblies.
- Using the three-step warning system for minor behaviours within the classroom. If negative behaviour continues issue a reflection.
- Using 5 minutes time out on the playground for minor behaviours as an initial warning. If negative behaviour continues issue a reflection.
- When assisting students to reflect on their behaviour use the minor referral slips.

Strategies and practices to recognise and reinforce student achievement

Student achievement is acknowledged formally in two ways:



1. Star Cards are used to reinforce desired behaviours. Star cards are collected by students and deposited in the House team collection boxes outside the office. These are then counted at the end of each term and the House with the most cards receives a collective reward.

STAR cards are given out in the classroom and in the playground.

2. STAR Awards are used to reinforce desired behaviours. These are collected by students individually. They are traded for higher awards. Students progress through phases 1-3 until they achieve the STAR Trophy.

The STAR Card totals for each house group will be tracked on SENTRAL by the respective PBL team member.

STAR Excellence Awards, Merit Certificate Awards and Principal's Awards will be tracked on SENTRAL by the class teacher.

STAR Card totals for house groups as well as STAR Excellence Award, Merit Certificate Award and Principal's Award recipients will be published in the school newsletter by the respective member of the PBL team.

Students without any incidents for 5 weeks will participate in a STAR reward. This may include additional playtime or an ice-block treat or some other reward.

Individual Awards: Rewarding individual students for positive social and academic behaviours

- **Phase 1:**

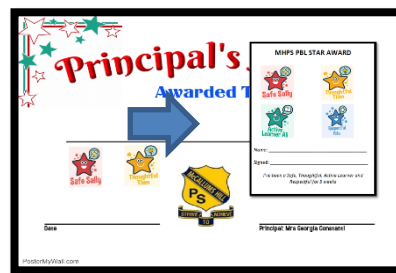
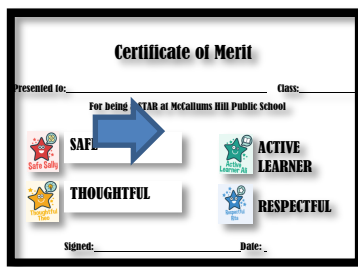
10 student excellence awards (need at least one of each colour) = 1 Merit Award

- **Phase 2:**

5 Merit awards = 1 Principals Award

- **Phase 3:**

5 Principals Awards= MHPS STAR trophy



- Students who have no misdemeanors within a 5-week period are rewarded with 30mins extra play time in stage groups and are given a STAR award which serves as a **'wild card'** when they trade in their 10 awards.

Strategies to reinforce positive playground behaviour

Teachers on duty at recess and lunch give students STAR cards to reinforce positive behaviour.

Bully Busters as well as a number of other extra-curricular groups run at lunchtime and engage students and hence enable positive behavior.

PROACTIVE STRATEGIES

EXPECTATIONS

Display PBL rules
Refer to PBL matrix
Weekly PBL lessons
Acknowledge positive behaviours

ORGANISATION

Learning space
Seating plan
Visual timetable
Lesson structure
Transitions
Develop routines
Be prepared for duty and monitor area consistently

ACTIONS

Individual conference
Close proximity
Same eye level
Selective attention
Wait time
Non-verbal cues
Firm and positive manner
Short directions
Redirection
Follow through with appropriate consequences
Refer to and use flowcharts

POSITIVE FEEDBACK

Follow classroom reward system
PBL fast and frequent star cards for playground
PBL rewards afternoon for winning house
Verbal praise
PBL award system:
10 achievement awards (at least one of each colour)
5 Merit awards
3 Principals Awards
PBL STAR trophy

REDIRECTION PLAN

How do I bring the student back on track?

Review proactive strategies

Follow flow chart only after pre-correction, redirection and re-teaching

CONSEQUENCES

Please select the most appropriate for the student and incident:

PLAYGROUND Minor

Recess: Warning → 5 mins time out → Reflection slip submitted.

Lunch 1: Warning → Time out in reflection room → Reflection slip submitted.

Lunch 2: Warning → 10 mins time out → Reflection slip submitted.

PLAYGROUND Major

Send for executive support immediately

CLASSROOM Minor

1. Use 3 step warning visual
2. Student goes to sit and think area for 10 mins to reflect on their behaviour.
3. Support desk issued. Student set to buddy class for conferencing.

CLASSROOM Major

Call for executive support immediately

Strategies and practices to manage inappropriate student behaviour

To encourage positive behaviour proactively, teachers give a minimum of 4 positives to one negative feedback comment.

Proactive strategies include:

- Pre-teaching or frontloading expected behaviours
- Maintaining classroom and learning environments that are positive, welcoming, engaging and supportive
- Providing numerous extra curricular activities for students to engage in e.g drumming, garden club, dance, choir
- Providing opportunities for student voice in school decision making e.g SRC
- Providing student led initiatives that promote positive playground interactions e.g. bully busters.

Persistent negative behaviour is managed using the relevant Behaviour Management Flowcharts below.

Incidents, Levels & Consequences

When a student receives a reflection or support desk, they are guided through a reflection on their actions, consequences and how to do things differently. They use a specific reflection sheet a sample of which is included at the end of this document.

Student's receiving either support desks or reflections may also receive another consequence. This may include:

- Time off the playground
- Undertaking community service

These consequences will be negotiated with the student and connected with the incident. For example, a student who is constantly writing on the table, may be asked to wipe the table. A student who is not managing the playground may be put on a playground card.

The reflection sheets and support desk paperwork is sent to the principal's office for filing. The person who gives the support desk or reflection enters this into SENTRAL. SLSOs and SASS should consult with the teacher on duty either in the classroom or on the playground during this process.

Level 1

If a student receives 3 minor incidents or 1 major incident within 25 days the student is placed on Level 1. A level 1 is a warning to the student and alerts the parent that behavior expectations are not being met.

When a student is on Level 1 the teacher calls the student's parent and the Assistant Principal generates a level 1 letter and informs the Principal, in person, who then signs the letter. The letter is sent home and returned to the Assistant Principal, who then files the letter in the student files in the Principal's office. Conversations with parents are recorded in SENTRAL under student interviews by the Teacher.

Depending on the incidents the student may also be allocated a natural consequence of the behaviour. The student will not be able to attend Celebration Days. The Assistant Principal informs the parent of the details of the consequence.

Students are able to work off a level 1 and returned to level 0 by ensuring they have no further incidents in 25 school days. A call is made to the parent by the Assistant Principal/Teacher to let them know of the improving behavior and the change in level.

Level 2

If a student receives a further 3 minor incidents or 1 major incident in 25 days, the student is placed on Level 2. A level 2 is a warning to the student and alerts the parent that behavior expectations are still not being met.

When a student is on Level 2 the Assistant Principal calls the student's parents and invites them in to meet together with the classroom teacher to discuss the continued behaviours and strategies that may be used to support the student.

The Assistant Principal generates a level 2 letter and informs the Principal, in person, who then signs the letter. The letter is sent home and returned to the Assistant Principal, who then files the letter in the student files in the

Principal's office. Minutes from the meeting with the parents are recorded in SENTRAL under student interviews by the Assistant Principal.

The student will also undertake a natural consequence of the behaviors they are exhibiting. Depending on the behaviours exhibited the student will not be permitted to represent the school in external events. This is discussed with parent. Parents are also informed of the consequences of continued challenging behavior. The Assistant Principal informs the parent of the details of any consequences. The student will not be able to represent the school in outside events e.g. PSSA or as a student leader for at least 2 weeks. The student will not be able to attend Celebration Days.

Students are able to work off a level 2 and returned to a level 1 by ensuring they have no further incidents in 25 school days. A call is made to the parent by the Assistant Principal/Teacher to let them know of the improving behavior and the change in level.

Level 3

If a student receives a further 3 minor incidents or 1 major incident in 25 days, the student is placed on Level 3. A level 3 is a warning that the students behavior has not improved and further targeted intervention is required.

When a student is on Level 3 the Assistant Principal calls the student's parents and invites them in to meet together with the classroom teacher and the Principal and LAS Teacher to discuss the continued behaviours and strategies that may be used to support the student. A Student Behaviour Support Plan (and a Risk Management Plan, when required) is jointly constructed by the parent, AP, CRT, LAS teacher and the Principal. A formal warning of suspension is given at this meeting. If the behaviours continue the student will be suspended.

The Assistant Principal generates a level 3 letter and informs the Principal, in person, who then signs the letter. The letter is sent home and returned to the Assistant Principal, who then files the letter in the student files in the Principal's office. Minutes from the meeting with the parents are recorded in SENTRAL under student interviews by the Assistant Principal.

The student will also undertake a natural consequence of the behaviors they are exhibiting. The student will not be permitted to represent the school in external events or attend excursions and will be provided an alternative learning opportunity at school. The student may be off the playground or alternative learning arrangements made. Parents are also informed of the consequences of continued challenging behavior. The Assistant Principal informs the parent of the details of any consequences. The student will not be able to attend Celebration Days.

Students are able to work off a level 3 and returned to a level 2 by ensuring they have no further incidents in 25 school days. A call is made to the parent by the Assistant Principal/Teacher to let them know of the improving behavior and the change in level.

Suspension

If a student receives a further incident, be it major or minor, the student will be suspended.

When a student is suspended the Principal or their delegate calls the student's parents and notifies them of the suspension and organizes the suspension resolution meeting. The AP, Teacher, Counsellor and LAST teacher may be invited to the suspension resolution meeting.

Whilst the student is on suspension regional personnel may be contacted for additional support and behaviour response plans and Risk management plans are reviewed.

The Principal or delegate generates the suspension letter. A copy of the letter is then filed in the student files in the Principal's office. Minutes from meetings and details of calls are recorded in SENTRAL under student interviews by the Principal or delegate.

After a suspension students return to school and are placed on a level 3, regardless of the level upon which they were when they received the suspension.

The details are explained in the table below:

Summary Table of Levels

Incident	Level Number	Consequence	Communication	Work it off
	All students start the year on Level 0			
1 major or 3 minor incidents in a term	Student placed on Level 1	Natural consequence of the behaviour No celebration days.	Teacher calls parents. Level 1 letter sent home	No further incident in 25 school days student moves back to level 0.
+ 1 major or 3 minor incidents in a term	Student placed on Level 2	Natural consequence of the behaviour Student cannot represent the school in external events e.g. PSSA Sport No celebration days.	AP calls parents to organise a time to meet with the parent and the classroom teacher Level 2 letter sent home.	No further incident in 25 school days student moves back to level 1
+ 1 major or 3 minor incidents in a term	Student placed on Level 3	Natural consequence of the behaviour. Student cannot represent the school in external events e.g. PSSA Sport. Student cannot attend excursions but will be provided with alternative learning at school. No celebration days.	AP calls parents to organise a time to meet with the parent, the classroom teacher, the Learning and Support teacher and the Principal. A Student Behaviour Support Plan/Risk Management plan is developed. Level 3 letter sent home. Formal warning of suspension.	No further incident in 25 school days student moves back to level 2.
+ 1 major or 1 minor Or student exhibits an extreme behaviour.	Suspension	Suspension from normal school routine – may be in school suspension, home suspension or at a suspension centre.	Principal calls parents to inform them of the suspension and that they are required to pick their child up. A suspension resolution meeting is organised. Whilst student is suspended, regional support and any case management personnel are contacted to inform the development of strategies to maintain behaviour expectations. The Student's Behaviour Support Plan/Risk Management plan is reviewed. Suspension letter sent home.	Suspension resolution meeting. After <u>any</u> suspension the student returns to school at level 3.

Monitoring incidents

The Assistant Principal or stage delegate is responsible for monitoring the number of incidents a student accumulates.

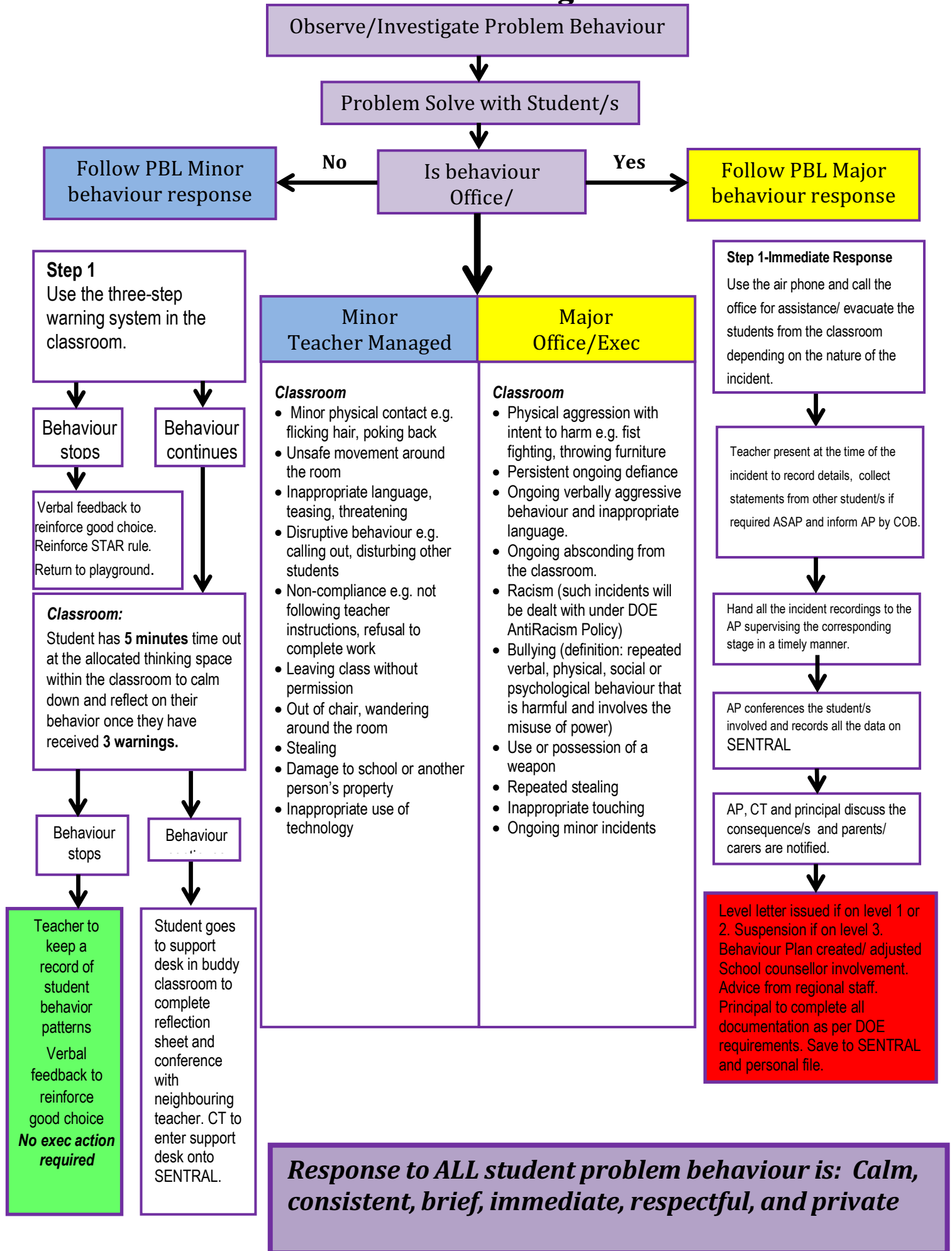
Extreme Behaviours

At no point in time is a student permitted to be violent, dangerous or aggressive towards, students, staff, community or school property. Once circumstances are established incidents are dealt with promptly and severely.

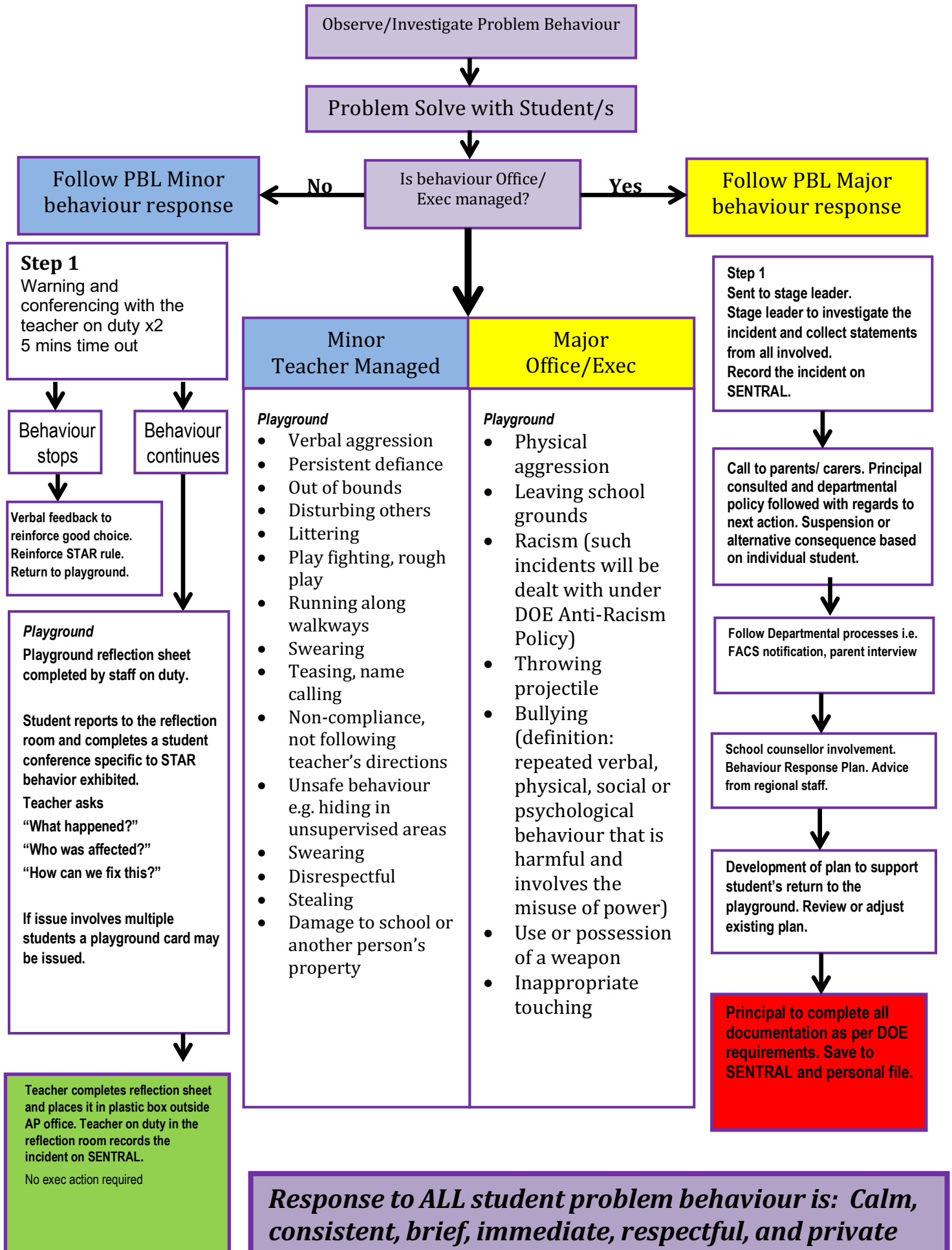
- If a student behaves violently, dangerously or aggressively or absconds the teacher sends a student to the office for immediate help.
- Students involved in violent, dangerous or aggressive behaviour immediately receive a reflection and referral to the relevant assistant principal and principal. The Assistant Principal and Principal will contact parents and suspension may be applied. Departmental processes are followed around suspension. They may include calls to Child Wellbeing, Safety and Security and Police involvement.

Flowchart for Managing Inappropriate Behaviour- see next page.

Classroom - Behaviour Management Flowchart



Playground - Behaviour Management Flowchart



School representation

Representing McCallums Hill Public School in the community is a privilege. This may include PSSA Sport, debating, public speaking, music festivals, student leadership and the like.





PSSA Sport

As part of the signed code of conduct, behaviour at sporting grounds and at school is expected to be of a high standard. Failure to do so is a breach of the code of conduct that students agree to. If a student is involved in 1 major in or 2 minor incident during the week, they forfeit their privilege to participate in PSSA. The coaching teacher may call upon reserves, or may have to forfeit the game if numbers are not adequate. Students are made aware of this prior to trying out for the team. Any student who forfeits their privilege of playing PSSA that week will remain at school and join the school sport group.





Student leadership

As part of the signed code of conduct, student leaders behaviour is expected to be of a high standard. Failure to do so is a breach of the code of conduct that students agree to. If a student is involved in 1 major incident or 2 minor incidents during the week, they forfeit their privilege to participate as a school leader for a week – they will need to hand their badge in for that week. Further incidents may require permanent suspension from the role of student leader.

Positive Behaviour for Learning - Behaviour Matrix

PBL Matrix classroom/indoor settings					
At MHPS we are:	Classroom	Library	Computer Lab	Hall	Office
Safe  Safe Sally	Move around in a sensible manner. Obtain permission to leave. Report concerns to the teacher. Sit appropriately in chairs. Carry and use equipment safely.	Move around in a sensible manner. Obtain permission to leave. Report concerns to the teacher. Sit appropriately on chairs and lounges.	Move around in a sensible manner. Obtain permission to leave. Report concerns to the teacher. Use appropriate websites. Leave food and drink in your bags.	Move around in a sensible manner. Obtain permission to leave. Report concerns to the teacher.	Keep entry and exit points clear. Only be there if you have a reason. Only one friend with you at first aid.
Thoughtful  Thoughtful Theo	Share your ideas. Be kind to your classmates.	Tidy the library at the end of lessons and lunch. Assist others with technology.	Help one another by offering assistance to others around you e.g. logging on or typing a URL in.	Celebrate others' success.	Wait, use manners and speak politely
Active Learner  Active Learner Ali	Complete your work to the best of your ability. Raise your hand when you have a question. Use time wisely. Participate in class discussions.	Listen attentively. Always try your best. Discover and enjoy the resources. Enjoy quiet reading time.	Stay focused throughout task. Be curious and ask good questions. Follow the computer code of conduct. Be mindful of appropriate and inappropriate sites and know what to do.	Listen to teacher's directions. Actively participate in activities.	Listen to instructions.
Respectful  Respectful Rita	Follow teacher's instructions. Use inside voices. Work cooperatively as a team. Value other student's input. Keep your classroom tidy.	Follow teacher's instructions. Use inside voices. Ask permission to touch library displays. Take care of all books, iPads and resources.	Follow teacher's instructions. Use inside voices. Use equipment appropriately and with care. Leave the learning space clean and tidy. Report technology issues to the teacher. Leave settings on computers/iPads as they are.	Follow teacher's instructions. Use inside voices. Show appreciation appropriately. Listen to all speakers.	Enter the front office only when directed by staff. Follow staff instructions.

PBL Matrix – Non classroom settings

At MHPS we are:	Playground	Canteen	McCallum/ Remly Street	Toilets	Bag area	Bubblers	Transitions	Play Equipment	Sandpit
Safe  Safe Sally	<p>Wear a school hat.</p> <p>Move safely around the area.</p> <p>Stay in bounds where teachers can see you.</p> <p>Use equipment safely.</p> <p>Keep hands and feet to yourselves.</p> <p>Ask teacher when you need help.</p>	<p>Wait patiently. Stay in one line.</p> <p>Keep your hands and feet to yourself.</p> <p>Only buy your own items.</p>	<p>Wait behind the red line until the bell goes and then walk to the gate.</p> <p>Bikes/ scooters must be walked out and riders must wear a helmet.</p> <p>If you do not see your parent, stay within school grounds and sit on the silver seats (McCallum St).</p> <p>Use pedestrian crossing when crossing the road.</p>	<p>Always clean up after yourself.</p> <p>Walk.</p> <p>Wash hands appropriately and turn off water.</p>	<p>Walk sensibly near bag areas.</p> <p>Place bags on hooks provided.</p>	<p>Line up and wait behind the person.</p> <p>Wait until it is your turn.</p> <p>Walk to the bubblers.</p> <p>Keep hands and feet to yourself.</p>	<p>Walk to your next location.</p> <p>Go directly to the right place.</p>	<p>Toys and food are to be left outside.</p> <p>20 students K-2.</p> <p>Up to 15 students 3-6 (use teacher judgment for older students).</p> <p>Walk sensibly.</p> <p>Go down slides facing forward.</p> <p>Wear a hat.</p> <p>Stay off the top purple bar.</p>	<p>Wear a hat.</p> <p>Only hands in the sandpit.</p> <p>Keep personal toys and bottles out of the sandpit.</p> <p>Sand stays in the sandpit.</p> <p>Wash your hands when finished.</p>
Thoughtful  Thoughtful Theo	<p>Include others in your games.</p> <p>Share equipment.</p> <p>Wait your turn.</p>	<p>Speak up so you can be heard.</p> <p>Wait in line patiently.</p>	<p>Be mindful of others when leaving the school grounds.</p>	<p>If someone is unwell report it to the teacher.</p>	<p>Label your personal belongings.</p>	<p>Keep personal space.</p>	<p>Keep personal space.</p>	<p>Wait your turn (one at a time). Move on after your turn.</p> <p>Share the space fairly.</p>	<p>Follow the stage timetable for your allocated day.</p>
Active Learner  Active Learner Ali	<p>Try your best.</p> <p>Join in cooperatively during games.</p> <p>Follow game rules.</p>	<p>Line up appropriately behind the yellow line.</p> <p>Know how much money you have to spend.</p> <p>Make healthy choices.</p>	<p>Listen to and follow teacher instructions.</p> <p>Look out for your own parent/carer.</p> <p>Remember stranger danger when exiting the school.</p>	<p>Use water, soap and toilet paper wisely.</p>	<p>Take your belongings out quickly.</p>	<p>Use water wisely.</p>	<p>Move quickly to your next location.</p> <p>Enter classrooms, hall, computer lab, office etc. quietly.</p>	<p>Wait for teacher outside the gate.</p> <p>Follow teacher instructions.</p> <p>Read the signs.</p>	<p>Use the sandpit wisely.</p>
Respectful  Respectful Rita	<p>Follow staff instructions.</p> <p>Put litter in the bin.</p> <p>Respect other student's equipment.</p> <p>Be respectful of school property, surrounding properties and our environment.</p>	<p>Use manners.</p> <p>Listen to and follow the instructions of the canteen monitors, teachers and canteen operators.</p> <p>Put litter in bin.</p>	<p>Wait for teacher on duty to open the gate and dismiss you.</p> <p>Let younger students go first.</p>	<p>Always flush after going to the toilet.</p> <p>Keep toilets clean after using it.</p> <p>Keep toilet door locked when using it.</p> <p>When finished, exit the toilet quickly and quietly.</p>	<p>Only touch your belongings.</p>	<p>Wait until it is your turn.</p>	<p>Be quiet, whilst moving around the school.</p>	<p>Look after the equipment.</p> <p>Use your manners.</p> <p>Encourage others to have a go.</p>	<p>Pack all sand equipment back into the sandpit when finished.</p>

Behaviour code for students

NSW public schools

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

Safety

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

Engagement

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.