



## **Tirranna Public School**

### **STUDENT WELLBEING POLICY (Revised June 2018)**

#### **Rationale**

Tirranna Public School will, at all times, endeavour to provide a safe, caring and nurturing school environment within which all students can learn effectively and behave responsibly. Tirranna Public School will encourage students to develop self-regulation by accepting responsibility for their actions through use of the Raise the Responsibility traffic light system and through establishing PBL expectations. Students will be supported to achieve this through:

- Implementation of the TPS PBL values and positive reward system;
- Recognising and rewarding positive classroom and playground behaviour, achievements and successes;
- Use of effective classroom management strategies and class rewards; and
- Implementation of the school Wellbeing Policy.

#### **Practices for recognising and reinforcing appropriate behaviour, achievements and successes**

##### Positive Behaviour for Learning (PBL) school values:

Pivotal to this policy are a set of three values which will be explicitly taught and fostered across the school: Pride, Respect and Responsibility. Students will discuss these expectations daily and they will be displayed prominently around the school as prompts.

##### PBL REV ticket reward system:

Students can collect REVS from all staff members for demonstrating behaviours consistent with the PBL Values Respect, Responsibility and Pride. Students will be responsible for their own collection and monitoring of tickets on their PBL chart in their reward book.

Once a student collects a set of 10 REVS they can trade these in for the next reward until they have reached a total of 100 REVS. The student will then receive their gold Driver's Licence.

##### Consequences for positive behaviours:

- Class awards/ certificates
- PBL REVS, PBL rewards as detailed on the PBL Track
- PBL REV Counter certificates (to be handed out at term assemblies)
- Verbal praise and meaningful, explicit feedback to students
- Recognition in fortnightly newsletter
- Whole school rewards



### **Practices for managing inappropriate behaviour**

In school settings teachers endeavour to manage anti-social and bullying behaviour carefully and fairly so that all students know that they are important and valued. We aim to limit the use of damaging labels e.g. bully, and focus on restorative practices at all stages of managing behaviour. Positive communication with all students involved, is considered to be highly important. We understand the importance of taking visible action to manage concerns.

#### Consequences for undesirable behaviours:

As there are positive consequences for the correct behaviour, there will also be consequences for inappropriate behaviour.

Consequences will be implemented as per the Raise the Responsibility traffic light system for both classroom and playground. Fundamental to this system is implementation of a common language school-wide.

- Behaviours will be classified as being green, yellow, amber or red behaviours.
- A 3 behaviour warnings system will be used to give students the opportunity to reflect and make better choices.
- Warnings from impacted students are considered to be valid warnings

#### Suspension:

At any time, the Principal may suspend a student for red behaviours involving violence or hands on behaviour as identified in the DEC Suspension and Expulsion procedures policies. Violence of any variety will not be tolerated.

#### Retaliation:

Retaliation against the actions of others is not acceptable. Students are to get themselves out of the situation that makes them uncomfortable as quickly as possible, and seek help from an adult.

#### Teacher discretion:

At any time, a teacher's discretion will be used to impose a fair consequence for an inappropriate behaviour, therefore 3 behaviour warnings may not always be given where a behaviour is considered to already exceed yellow behaviour.

#### Bystander behaviour:

It is important that students take responsibility for reporting any incidents against themselves or others to a teacher. Bystander behaviour will be considered to be important in all circumstances.



### Recording behaviours:

Any incidents will be recorded by staff in the school behaviour folder. Where necessary, statements will be collected by all students involved/witnesses, before consequences will be carried out. Students may be asked to sit out to calm down whilst an incident is being investigated. Incidents of violence may need to be kept on permanent record.

### Notification:

Teachers will notify a parent of an incident only when it is deemed to be necessary. It will be deemed necessary only:

- when a student has commenced exhibiting a pattern of behaviours
- when the student is not responding appropriately to the school systems in place
- when the student is impacting the welfare and well-being of another student/other students or their own welfare and well-being is impacted, and parent input and support would further benefit the student.
- when a Warning Behaviour slip has been given.

### The right to privacy:

All students are encouraged to respect the privacy of others. Students are encouraged to speak with their parents about any school incidents that have affected them. However, students are discouraged from starting or sharing rumours about behaviour incidences with other students or parents other than their own, particularly when the student has not been directly involved or impacted.

### The role of parents:

- Parents are asked to understand that negative talk about the school or other students can damage relationships and can negatively impact a student's attitude towards school and making friends. Tirranna Public School strives to maintain a respectful and responsible learning community that encourages pride in their school.
- Parents are asked to acknowledge that students may not share all aspects of an incident with their family and that further information might be required.
- Tirranna Public School always welcomes the opportunity to discuss any matters of concern. When further information about a behaviour incident is desired, parents should seek this information respectfully and at a time that is convenient for all people involved.



**TPS BEHAVIOUR MATRIX (Revised June 2018)**

Behaviour	Action/Consequence
<p><b>RED BEHAVIOUR: High-Level Behaviour</b></p> <ul style="list-style-type: none"> <li>• Violence (non-accidental hitting, kicking, spitting, shoving etc)</li> <li>• Violence involving a weapon (including throwing an object at a student or staff member)</li> <li>• Extreme targeted verbal teasing (pattern of behaviour directed at an individual or group of students)</li> <li>• Lighting fires or attempting to light fires</li> <li>• Threatening students or staff</li> <li>• Permanent/semi-permanent vandalism</li> <li>• Taunting/ antagonistic behaviour resulting in physical retaliation and/or student harm</li> <li>• Lying resulting in another student receiving undeserved consequence</li> <li>• Swearing at a person</li> </ul> <p><b>Note: 4 Behaviour Slips in one term will result in 1 lunchtime detention</b></p> <p><u>Any behaviour considered to be 'high-level' behaviour at the teacher's discretion</u></p>	<p><b>RED BEHAVIOUR</b></p> <p>ACTIONS:</p> <ul style="list-style-type: none"> <li>• Students are told that they are at 'Red'</li> <li>• Students may be isolated from other students and have timeout</li> <li>• Parent/s may need to be called</li> <li>• Parent/s, student and principal conference necessary</li> </ul> <p>CONSEQUENCES:</p> <ul style="list-style-type: none"> <li>• In school or home suspension may be imposed at the discretion of the Principal in line with DEC policy</li> <li>• Lunchtime detention (whole lunch timeout). Parents are notified via a note being sent home. Parents need to sign and return the note to the school office.</li> <li>• Student may have restricted play and/or privileges for period of time</li> </ul>
<p><b>AMBER BEHAVIOUR: Medium-Level Behaviour</b></p> <p>One warning may have already been given for low-level behaviour</p> <ul style="list-style-type: none"> <li>• Low-level behaviour is repeated a second or third time within a session or a single day</li> <li>• Low-level unwanted behaviours that continue after a peer has asked a student to STOP or said NO: <ul style="list-style-type: none"> <li>-Unwanted touching that continues after a student has said 'stop' or 'no' (e.g. tickling, ruffling hair, poking)</li> <li>-Withholding belongings</li> <li>-Targeted teasing (repeated behaviour)</li> <li>-Laughing at a student tripping over</li> <li>-Anti-social behaviour</li> </ul> </li> <li>• Not acting thoughtfully with an awareness of other people's space resulting in hurting someone</li> <li>• Lying</li> <li>• Swearing</li> </ul> <p><u>Any repeated 'low-level' behaviour where warnings have been given by an effected student or by a teacher</u></p>	<p><b>AMBER BEHAVIOUR</b></p> <p>ACTIONS:</p> <ul style="list-style-type: none"> <li>• Students are told that they are at 'Amber' and will only be given one more warning before a Warning Behaviour Slip is issued</li> </ul> <p>Warnings:</p> <ul style="list-style-type: none"> <li>• A total of 3 warnings only will be given, with the 3<sup>rd</sup> warning resulting in automatic 10 – 15 minute timeout (at teachers discretion)</li> <li>• Some behaviours may be automatically escalated to Medium-Level.</li> </ul> <p>Note: <b>Warnings coming from students are considered to be warnings</b> to any student negatively impacting a students' space or ability to learn or feel safe</p> <p>CONSEQUENCES:</p> <ul style="list-style-type: none"> <li>• A Warning Behaviour Slip is issued after 3 warnings are given or if behaviour has already escalated to Medium-Level. This is filed as a record of student behaviour. Students may receive a 5-10 minutes timeout or alternative consequence at the teacher's discretion</li> <li>• Behaviours not continued after a 1<sup>st</sup> and 2<sup>nd</sup> warning will not result in a Behaviour Slip being issued</li> </ul>



**TPS BEHAVIOUR CONSEQUENCE CHART**

Behaviour	Action/Consequence
<p><b>YELLOW BEHAVIOUR: Low-Level Behaviour</b></p> <p>One warning is given for:</p> <ul style="list-style-type: none"> <li>• Disrespecting others</li> <li>• Anti-social behaviour</li> <li>• Not following reasonable instructions</li> <li>• Low-level off task behaviours</li> <li>• Disrespecting school property</li> <li>• And:               <ul style="list-style-type: none"> <li>- Disrupting other students' learning (e.g. talking)</li> <li>- Off-task talking</li> <li>- Interrupting</li> <li>- Low-level teasing (one-off)</li> <li>- Excluding others (one-off)</li> <li>- Task avoidance behaviours</li> <li>- Incomplete work when a reasonable amount of time has been given</li> <li>- Inconsiderate comments</li> <li>- Being deliberately destructive to own belongings</li> <li>- Swearing</li> </ul> </li> </ul> <p><u>Any behaviour not mentioned here that a teacher deems to be 'low-level' behaviour</u></p>	<p><b>YELLOW BEHAVIOUR</b></p> <p><b>ACTIONS:</b></p> <p>Students are told that they are at 'Yellow' and will be given a total of 3 warnings before a Warning Behaviour Slip is issued</p> <ul style="list-style-type: none"> <li>• Students are given a 1<sup>st</sup> warning. This warning is a reasonable verbal warning and acts as a reminder about the importance of positive and appropriate behaviour</li> <li>• The appropriate behaviour expectation is clearly explained</li> </ul> <p><b>CONSEQUENCES:</b></p> <ul style="list-style-type: none"> <li>• Students may receive a 5- 10 minute timeout or alternative consequence at the teacher's discretion</li> </ul>
<p><b>GREEN BEHAVIOUR: Positive Behaviour</b></p> <p>Student is well-behaved, has a positive attitude and is participating in school activities</p> <ul style="list-style-type: none"> <li>• Student is having positive interactions with peers, teachers and visiting adults</li> </ul>	<p><b>GREEN BEHAVIOUR</b></p> <p><b>ACTIONS/CONSEQUENCES:</b></p> <ul style="list-style-type: none"> <li>• Teachers praise and hand out PBL tickets</li> <li>• Students receive privileges, class rewards</li> <li>• 100 REVS achieved results in gold Driver's Licence and High Tea with the Principal</li> </ul>



**TPS Warning Behaviour Slip**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Tirranna Public School students are encouraged to behave in a way that reflects the school PBL values and Wellbeing Policy.

- Students are given a 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> warning regarding their behaviour unless a behaviour is considered to warrant immediate further action.
- These warnings are to be reasonable and clearly explain how the student is expected to behave.
- If a 3<sup>rd</sup> warning is required, the student will automatically receive a 10 to 15 minute timeout.
- Teacher discretion is used to determine if a student requires a lesser or more extensive consequence.

Details of behaviour:

1<sup>st</sup> warning: \_\_\_\_\_ Time: \_\_\_\_\_

2<sup>nd</sup> warning: \_\_\_\_\_ Time: \_\_\_\_\_

3<sup>rd</sup> warning: \_\_\_\_\_ Time: \_\_\_\_\_

Comments: \_\_\_\_\_

Action: \_\_\_\_\_

Teacher: \_\_\_\_\_ Principal: \_\_\_\_\_

**TPS Warning Behaviour Slip**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Tirranna Public School students are encouraged to behave in a way that reflects the school PBL values and Wellbeing Policy.

- Students are given a 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> warning regarding their behaviour unless a behaviour is considered to warrant immediate further action.
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- If a 3<sup>rd</sup> warning is required, the student will automatically receive a 10 to 15 minute timeout.
- Teacher discretion is used to determine if a student requires a lesser or more extensive consequence.

Details of behaviour:

1<sup>st</sup> warning: \_\_\_\_\_ Time: \_\_\_\_\_

2<sup>nd</sup> warning: \_\_\_\_\_ Time: \_\_\_\_\_

3<sup>rd</sup> warning: \_\_\_\_\_ Time: \_\_\_\_\_

Comments: \_\_\_\_\_

Action: \_\_\_\_\_

Teacher: \_\_\_\_\_ Principal: \_\_\_\_\_



# Detention Slip

Name:

Date:

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

Your child \_\_\_\_\_ has exhibited behaviour that is not acceptable at school and as a consequence for his/her actions, has received a lunchtime detention.

Tirranna Public School students are encouraged to behave in a way that reflects the school PBL values and behaviour policy.

The following actions were exhibited by your child:

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Parent comments:

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Please sign below and return this slip to the school to acknowledge that you have been notified of this behaviour concern and the action taken.

Parent signature:

Date:

Teacher/Principal:

## REFLECT ON YOUR OWN CHOICES

### Level C and D Choices



I am making GREEN choices

### Level B Choices

#### **B** Bothering Others

- ✓ Bossing others
- ✓ Bothering others
- ✓ Breaks classroom expectations/rules



Level B behaviour is unacceptable.

I am making YELLOW choices

I am making AMBER choices

### Level A Choices

#### **A** Acting Out

- ✓ Noisy
- ✓ Out of control
- ✓ Unsafe



Level A behaviour is unacceptable.

I am making RED choices





## LEVEL D – Democracy (highest level)

- Develops self-discipline
- Demonstrates **initiative**
- Displays responsibility
- Does good because it is the right thing to do

## D Doing the Right Thing

- ✓ Dependable
- ✓ Responsible
- ✓ Show kindness to others
- ✓ Does good because it is the right thing to do



Level D behaviour is the GOAL!

## LEVEL C – Cooperation/Conformity

- Considerate
- Cooperates
- Complies
- Conforms

## C Cooperating

- ✓ Listen
- ✓ Cooperate
- ✓ Follows directions
- ✓ Practice all of the above



Level C behaviour is acceptable.



### **LEVEL B – Bullying/Bossing**

- Bosses others
- Bothers others
- Bullies others
- Breaks laws and makes own standards

# B

## **Bothering Others**



- ✓Bossing others
- ✓Bothering others
- ✓Breaks classroom expectations/rules

Level B behaviour is unacceptable.

### **LEVEL A – Anarchy (lowest level)**

- Absence of order
- Aimless and chaotic
- Absence of government

**This level is characterized by chaos, being out of control, or unsafe**

# A

## **Acting Out**



- ✓Noisy
- ✓Out of control
- ✓Unsafe

Level A behaviour is unacceptable.