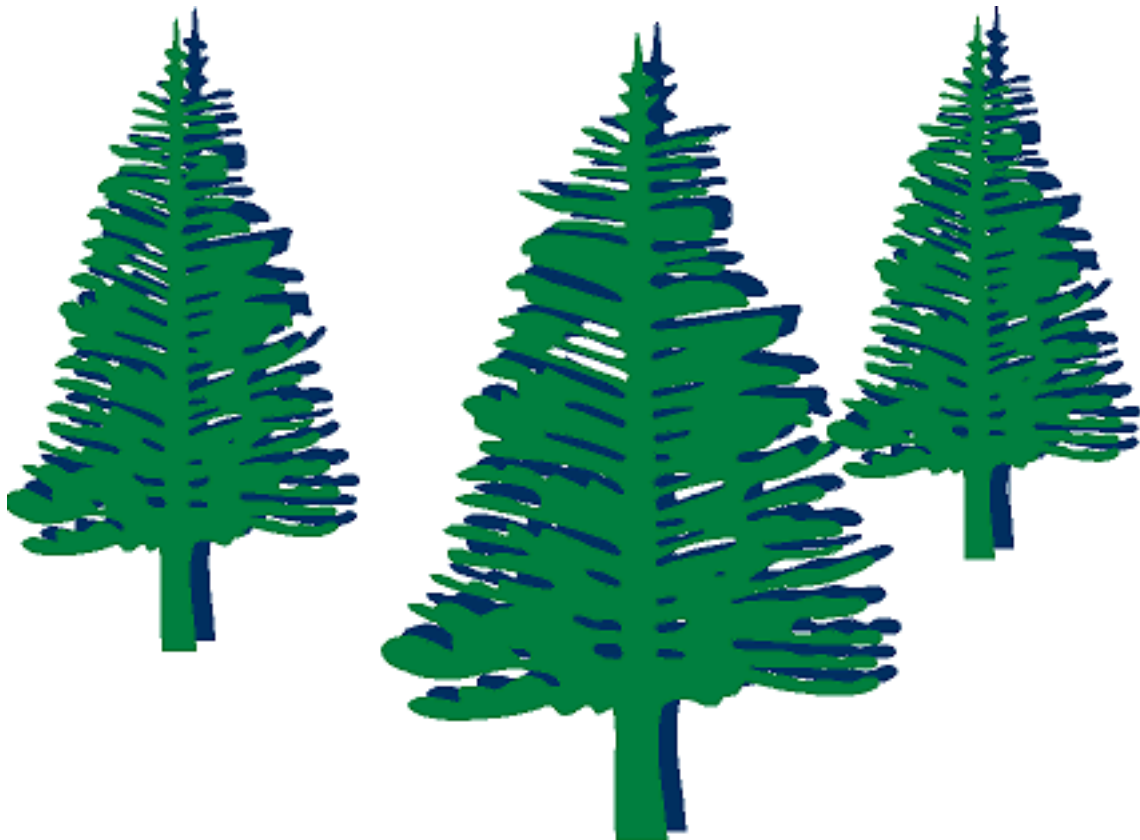




Manly Village Public School

Positive Behaviour for Learning Procedures



Respect Integrity Excellence

‘The Manly Village Way’

	Date: July 2024	
--	-----------------	--

--	--	--	--

Contents

The MVPS Positive Behaviour for Learning Policy	3
Statement of Purpose	3
Rationale	3
Positive Behaviour for Engaging Learning (PBL)	3
Positive Behaviour Incentives	4
Manly Village Awards	4
Mini Merits	4
Bronze Merit Awards	4
Silver Merit Awards	4
Principal’s Gold Awards	4
Manly Village Medal	4
Award Recording and Tracking System (Appendix 2)	4
Award Summary	5
Individual Class and Specialist Staff Systems	6
Bronze Merit Awards for Assembly	6
Consequences for Negative Behaviour	7
Examples of Minor and Major Behaviours	7
Flow Chart for Managing Inappropriate Behaviour	8
Incident Report	8
Minor Incidents	9
Recording of Minor and Major Incidents	9
Reflection Zones for Minor Incidents	9
Five Minor Incidents in a Term	9
Major Incidents	9
Reflection Zone for Major Incidents	9
Suspension and Expulsion	10
Parent/Caregiver Code of enquiry	12

The MVPS Positive Behaviour for Learning Policy

Statement of Purpose

At Manly Village Public School, we are committed to the pursuit of excellence. We provide a safe and positive learning environment, which allows students to develop the knowledge and skills to be respectful citizens who demonstrate integrity for themselves and their community.

Rationale

Effective teaching and learning is best achieved in a safe, secure, well managed and positive environment in which staff, students, parents and the wider community work together to improve outcomes for all.

Every student has the right to feel safe and happy at school in a learning environment free from bullying and intimidation. Students have the right to be treated fairly and with dignity. The same rights apply to teachers, staff and community members.

At Manly Village Public School we reward positive behaviour and provide consequences for negative behaviour. Students are consistently recognised for their effort, achievements and performance in their school life at Manly Village Public School. Clear expectations of positive behaviours are communicated to all students who have a responsibility to adhere to them.

In 2018, our school updated the discipline policy and created a new merit award system.

Positive Behaviour for Engaging Learning (PBL)

At Manly Village Public School we use a research-based approach to student behaviour management. This approach is called Positive Behaviour for Learning (PBL). PBL ensures a consistent and equitable approach to behaviour management and encourages positive behaviour in all areas of school life.

PBL provides students and staff at Manly Village Public School with a set of 'values' which underpin a positive and proactive system for defining, teaching and supporting appropriate student behaviours. Manly Village Public School's values are Respect, Integrity and Excellence. These values are supported by clearly defined 'expectations'. (See Appendix 1.)

Expectations replace 'rules'. Expectations are applied across all school environments. Through explicit instruction and teaching of these expectations, students gain a thorough understanding of the behaviours they should display in each environment. Our values and expectations provide for a consistent and fair approach to behaviour management for students and staff.

Students who adhere to expectations will be rewarded regularly and acknowledged through our school merit system. Students whose behaviour does not meet expectations will be encouraged to reflect on their behaviour. Students will use the school values to underpin their reflection and modify their behaviour.

At Manly Village Public School we acknowledge that students come to school with a wide variety of individual differences, abilities and special needs. These are taken into account when implementing our behaviour system.

Positive Behaviour Incentives

Manly Village Awards

Students earn awards based on the school values of Respect, Integrity and Excellence to progress through a five-tiered award system.

Mini Merits

Kindergarten	15
Year 1	17
Year 2	18
Year 3-6	23

Students receive awards called Mini Merits. Teachers hand out a specified number of Mini Merits in their classroom each week (see chart). Specialist teachers hand out 1 Mini Merit per lesson. Each teacher on playground duty hands out two Mini Merits. Executive staff are able to hand out Mini Merits where deemed appropriate. Students store their Mini Merits at school in the class PBL Folder. Each student is responsible for ensuring his or her Mini Merits go into the class PBL folder. Mini Merits will not be replaced if lost.

Bronze Merit Awards

Bronze Merit Awards are presented during assembly for students demonstrating the school values. They will also be awarded to students who have earned ten Mini Merits. Classroom teachers record Bronze Merit Awards on the Positive Behaviour Spreadsheet. Bronze Merit Awards are handed out weekly at Stage Assemblies. Mini Merits that have been traded in for Bronze Merit Awards are placed in the classroom PBL box to be reused.

Silver Merit Awards

Silver Merit Awards are received when students have earned three Bronze Merit Awards. Classroom teachers record Silver Merit Awards on the Positive Behaviour Spreadsheet. Teachers initial the back of the Bronze Merit Awards to indicate that they have been traded up to a Silver Merit Award. Silver Merit Awards are handed out weekly at whole school assemblies on Monday mornings.

Principal's Gold Awards

Principal's Gold Awards are received when students have earned three Silver Merit awards. Classroom teachers record Gold Merit Awards on the Positive Behaviour Spreadsheet. Teachers initial the back of the Silver Merit Awards to indicate that they have been traded up to a Gold Merit Award. Gold Merit Awards are handed out weekly at whole school assemblies on Monday mornings.

Manly Village Medal

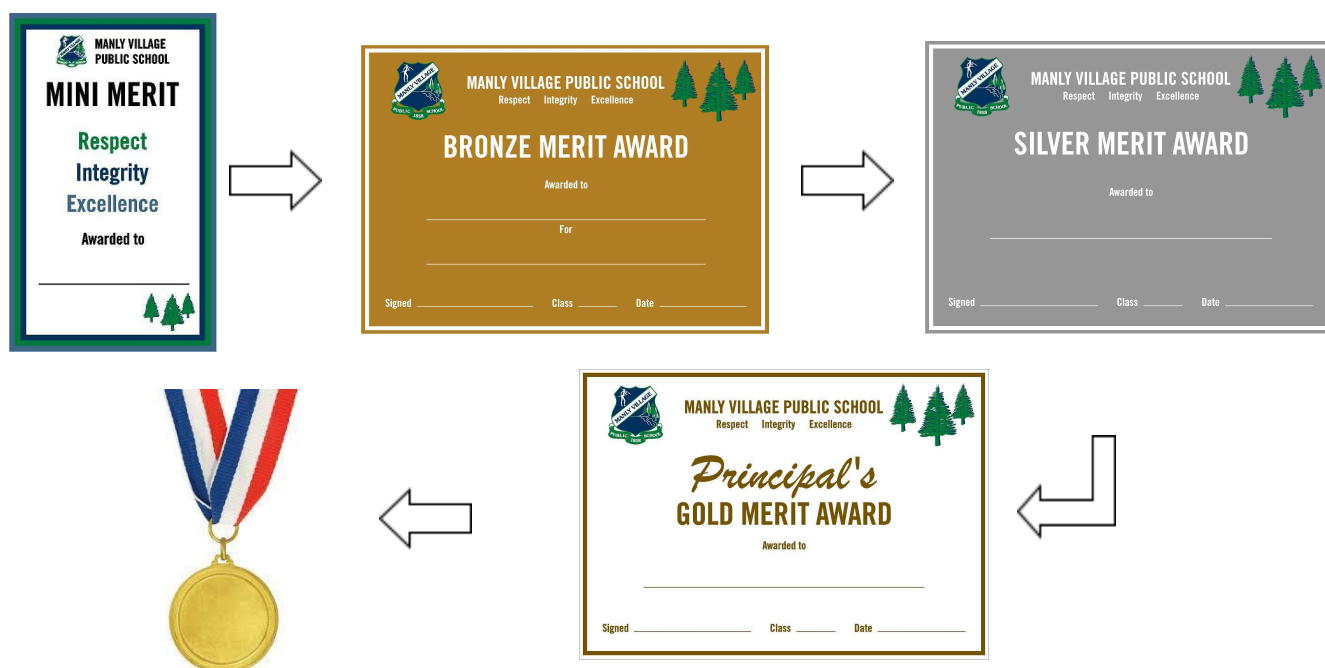
This is the school's most prestigious award. The Manly Village Medal is awarded to a student who has achieved or performed at an outstanding level over a period of time, indicated by the accumulation of three Gold Merit Awards. The Manly Village Medal is presented by the Principal at whole school assemblies on Monday mornings.

Award Recording and Tracking System (Appendix 2)

Mini Merits are collected and stored within classrooms. Bronze, Silver, Gold and Medallion Awards are taken home and tracked on a grade spreadsheet by the classroom teacher at school.

Award Summary

- 10 Mini Merit cards are traded up for a Bronze Merit Award
- Bronze Merit Awards are also presented at Assemblies for students demonstrating the school values.
- 3 Bronze Merit Awards are traded up for a Silver Merit Award
- 3 Silver Merit Awards are traded up for a Gold Merit Award
- 3 Gold Merit Awards are traded up for a Manly Medallion



Individual Class and Specialist Staff Systems

All teachers develop and use positive reinforcement systems within their own classrooms. These systems vary in each classroom but are all based upon the school values of Respect, Integrity and Excellence. Some of these systems include:

- verbal praise
- prize boxes
- table points
- stickers
- dojo points
- behaviour contracts
- stamps on work
- written comments in books
- special time with class
- individual and/or class charts
- showing achievements to other teachers, students and executive staff members

Bronze Merit Awards for Assembly

Three Bronze Merit Awards are handed out by class teachers at assembly each fortnight. These awards recognise students demonstrating the school values of Respect, Integrity and Excellence.

Consequences for Negative Behaviour

Inappropriate behaviour is behaviour that is not in line with the school's values of Respect, Integrity and Excellence it falls into two categories – Minor or Major.

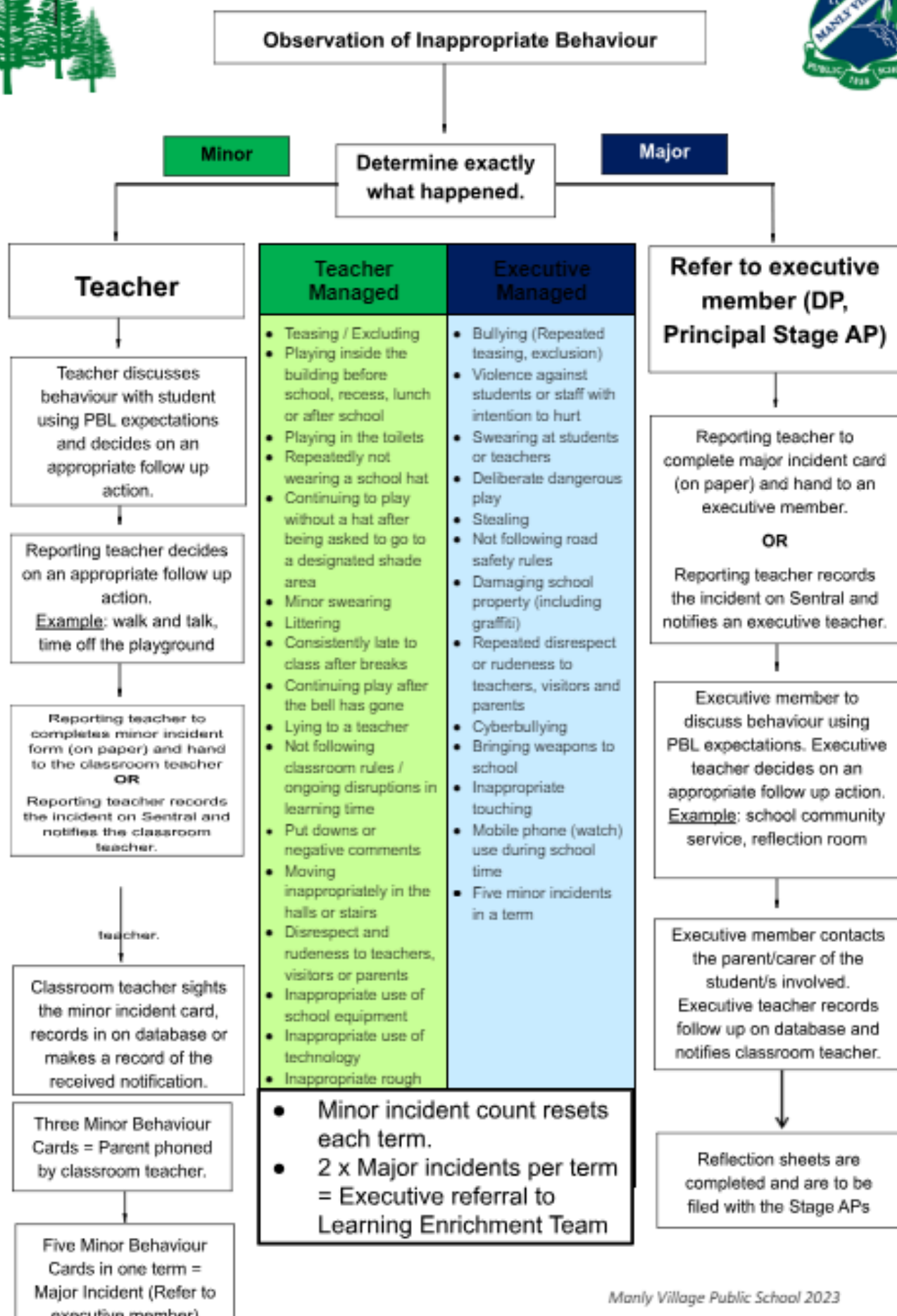
Examples of Minor and Major Behaviours

Minor	Major
<ul style="list-style-type: none">• Teasing / Excluding others• Not being in the right place at the right time (including late to class after breaks)• No hat (after being asked to go to the designated 'no hat' areas – Library/Hall COLA and tunnel)• Inappropriate use of sticks and school equipment• Minor swearing (eg. idiot, shut up)• Moving inappropriately (in the halls or stairs)• Littering• Mobile phone use• Inappropriate rough/dangerous play• Lying• Inappropriate use of the toilets• Not following classroom rules / ongoing disruptions in learning time• Put downs / negative comments	<ul style="list-style-type: none">• Bullying (Repeated / Targeted)• Violence against students/staff (hitting, biting, punching, kicking, fighting) with intention to hurt• Swearing at students / teachers• Dangerous out of bounds (leaving school grounds, this includes before school)• Stealing• Not following road safety rules• Damaging school property (eg graffiti)• Disrespect or rudeness to teachers, visitors and parents• Inappropriate use of technology including cyberbullying• Weapons• Inappropriate touching• Five minor incidents in a term

Respect Integrity Excellence



Flow Chart for Managing Inappropriate Behaviour



Incident Report

If inappropriate behaviour is observed, the behaviour is classified as either a Minor or Major Incident.

Minor Incident Report		
<input type="checkbox"/> Respect	<input type="checkbox"/> Integrity	<input type="checkbox"/> Excellence
Student Name: _____ Class: _____		Term: _____
Supervising Teacher: _____		Date: _____
Location: _____		Time: _____
Observed Inappropriate Behaviour		
<input type="checkbox"/> Teasing/Excluding others <input type="checkbox"/> Not being in the right place at the right time (including late to class after breaks) <input type="checkbox"/> Play without hat (after being asked to go to the designated 'no hat' areas – Library/Hall COLA and tunnel) <input type="checkbox"/> Inappropriate use of sticks and school equipment <input type="checkbox"/> Minor swearing (eg. idiot, shut up) <input type="checkbox"/> Moving inappropriately (in the halls or stairs)	<input type="checkbox"/> Littering <input type="checkbox"/> Mobile phone use <input type="checkbox"/> Inappropriate rough/dangerous play <input type="checkbox"/> Lying <input type="checkbox"/> Inappropriate use of the toilets (eg playing) <input type="checkbox"/> Lost Property - 5 pieces in one term <input type="checkbox"/> Not following classroom rules/ongoing disruptions in learning time <input type="checkbox"/> Put downs/negative comments	
Brief description of incident: _____ _____ _____		
Return form to classroom teacher		
Classroom Teacher: _____		Signature: _____
Place in the Stage AP PBL Box for your AP to record on the database		
Executive: _____	Date: _____	
Signature: _____	Recorded on database (please initial): _____	

Major Incident Report		
<input type="checkbox"/> Respect	<input type="checkbox"/> Integrity	<input type="checkbox"/> Excellence
Student Name: _____ Class: _____		Term: _____
Supervising Teacher: _____		Date: _____
Location: _____		Time: _____
Observed Inappropriate Behaviour		
<input type="checkbox"/> Bullying (Repeated / Targeted) <input type="checkbox"/> Violence against students/staff (hitting, biting, punching, kicking, fighting) with intention to hurt <input type="checkbox"/> Swearing at students / teachers <input type="checkbox"/> Dangerous out of bounds (leaving school grounds, this includes before school) <input type="checkbox"/> Stealing <input type="checkbox"/> Not following road safety rules <input type="checkbox"/> Damaging school property (eg graffiti)	<input type="checkbox"/> Disrespect and rudeness to teachers, visitors and parents <input type="checkbox"/> Inappropriate use of the toilets (eg invasion of privacy / damaging facilities / unhygienic practices) <input type="checkbox"/> Inappropriate use of technology including cyberbullying <input type="checkbox"/> Weapons <input type="checkbox"/> Inappropriate touching <input type="checkbox"/> Five minor incidents in a term	
Brief description of Incident: _____ _____ _____ _____ _____		
Return form to classroom teacher		
Classroom Teacher: _____		Signature: _____
Place in the Stage AP PBL Box for your AP to record on the database		
Executive: _____	Date: _____	
Signature: _____	Recorded on database (please initial): _____	

Minor Incidents

For a Minor Incident students will be given a warning and reminded of the school expectations. If the inappropriate behaviour continues the teacher observing completes an incident report. Minor Incidents result in time off in the class' reflection zone. If the minor incident occurs in the playground, the reflection is to occur as the student shadows the duty teacher.

Recording of Minor and Major Incidents

The class teacher will track all Minor Incidents in Sentral. Major Incidents will require students to fill in a Reflection Sheet that will be signed by the student and Executive Member.

Reflection Zones for Minor Incidents

Students who are not adhering to the school expectations (Respect, Integrity and Excellence) are given time off the Playground in the Reflection Zone to reflect on their behaviour. The length of time spent in the Reflection Zone is dependent on the severity of the behaviour displayed. For most minor incidents this will be 5 minutes (K-2) and 10 minutes (3-6).

Multiple Minor Incidents in a Term

The student's classroom teacher is to contact the student's parents/caregivers after three minor incidents in a term. Five Minor Incidents in any one term results in a Major Incident being recorded.

Major Incidents

For a Major Incident an incident report will be completed by the teacher and sent with the student to a member of the School Executive. The School Executive will contact the student's parents or caregivers as soon as possible. Major incidents may result in consequences for the student as determined by the Senior Executive Team.

Reflection Sheet for Major Incidents

Students complete a Reflection Sheet with a member of the School Executive. The sheet is to be signed by the student and executive and will be filed with the Stage Assistant Principal.

Parent/Caregiver Code of Enquiry

Who do I speak to if I have a concern regarding my child at school?

- 1) The classroom teacher should always be consulted first. Please contact the teacher via note or email, or leave a message with the office to make an appointment.
- 2) If your concern is related to an incident dealt with by a teacher other than the class teacher (e.g playground duty teacher), please contact the School Office and make an appointment to contact that person.
- 3) Each grade has an Assistant Principal, who is your next contact point.
- 4) Any concerns that require further investigation or are of a whole school nature should be addressed to the Deputy Principal or School Principal.