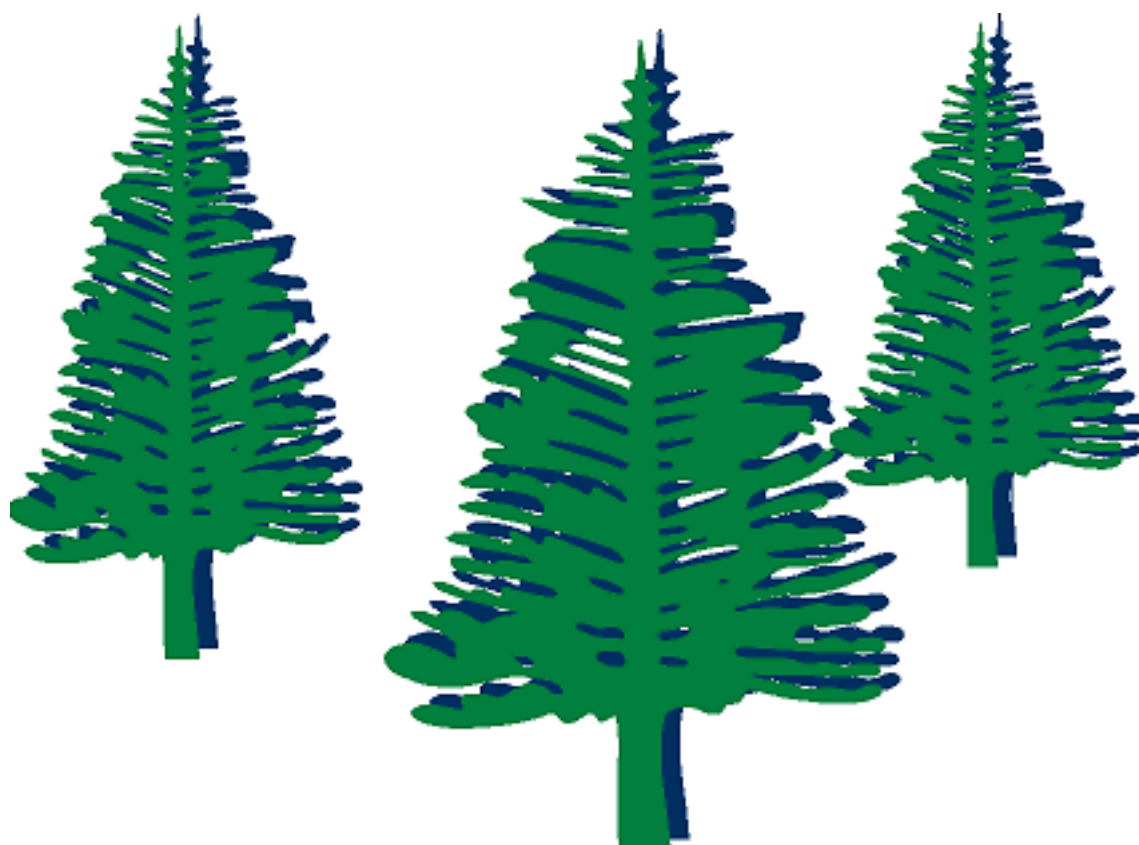




Manly Village Public School

Positive Behaviour for Learning Procedures



Respect Integrity Excellence

‘The Manly Village Way’

Date: November 2018

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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

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.

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

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 Stage Assemblies.

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 by the Principal at whole school assemblies on Monday mornings.

Manly Village Medal

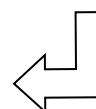
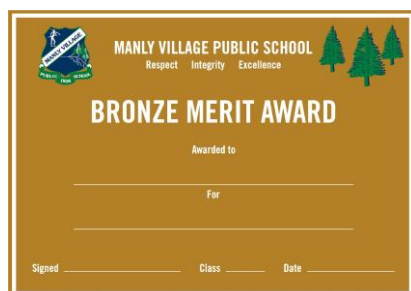
This is the school's most prestigious award. The Manly Village Medal is awarded to a student who has achieved or performed at an outstanding level over a period of time, indicated by the accumulation of three Gold Merit Awards. The Manly Village Medal is presented by the Principal at a Special Assembly. The student receiving this award and her/his parents/carers are invited to the presentation and to morning or afternoon tea with the Principal.

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

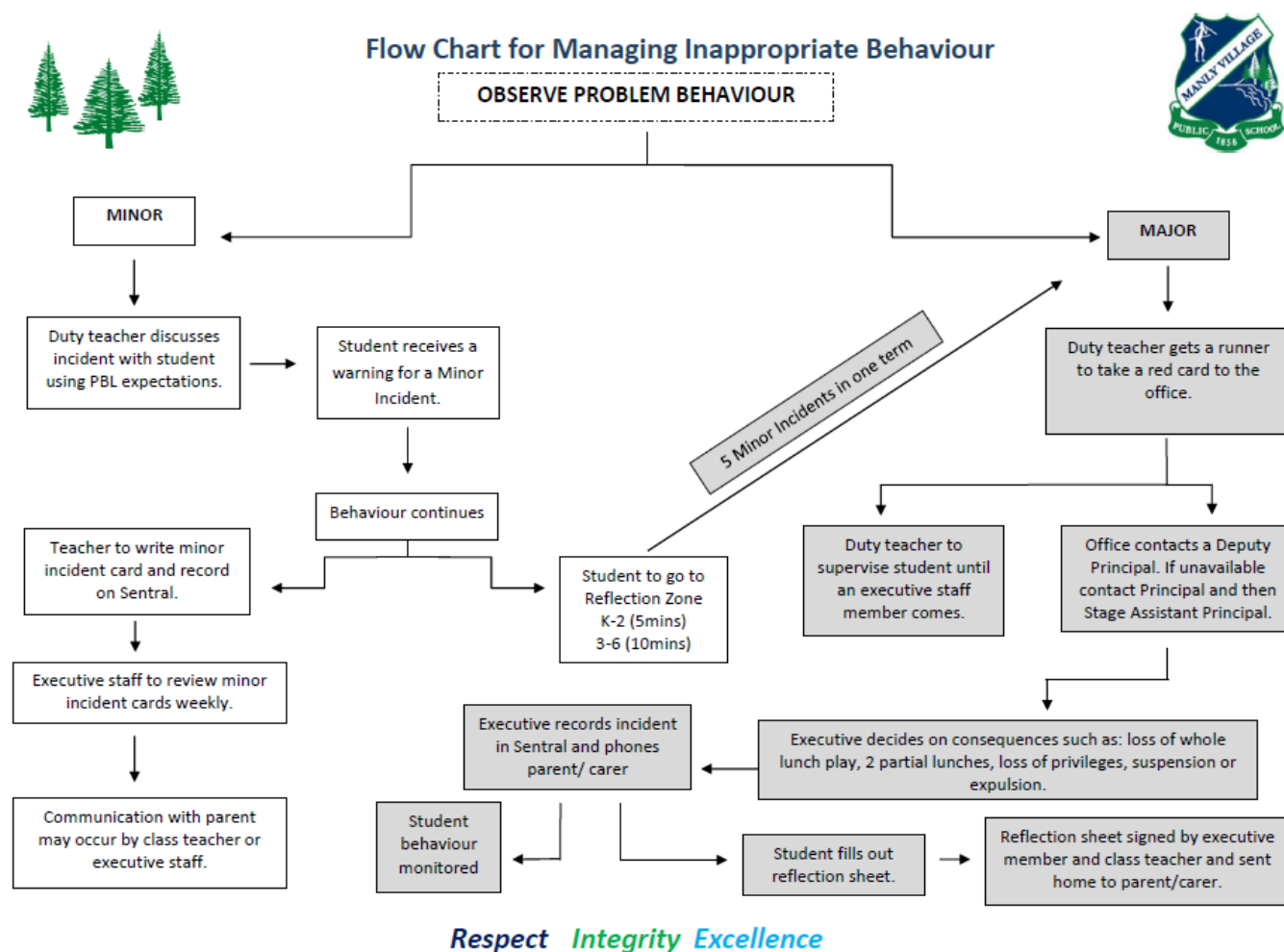
Inappropriate behaviour is behaviour that is not in line with the school's values of Respect, Integrity and Excellence it falls into two categories – Minor or Major.

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• No hat (when playing outside designated areas)• Inappropriate use of sticks• Minor swearing (eg. idiot, shut up)• Running inappropriately (in the halls or stairs)• Littering• Mobile phone use• Late to class after breaks or between class• Inappropriate / rough play (including climbing trees /posts)• Not putting equipment away• Lying• Eating at the incorrect time• Playing in the toilets• Lost property• Not following classroom rules• Put downs / Negative comments	<ul style="list-style-type: none">• Bullying (Repeated / Targeted)• Violence against students / staff (hitting, biting, punching, kicking, fighting)• Swearing at students / teachers• Dangerous out of bounds (leaving school grounds, this includes before school)• Dangerous play• Stealing• Not following road safety rules• Damaging school property (including graffiti)• Disrespect or rudeness to teachers, visitors and parents• 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.

Incident Report	
Type: <input type="checkbox"/> MINOR <input type="checkbox"/> MAJOR PBEL Behaviour: <input type="checkbox"/> Respect <input type="checkbox"/> Integrity <input type="checkbox"/> Excellence	
Student Name: _____ Date: _____ Location: _____	Class: _____ Term: _____ Time: _____
Details: _____ _____ _____ _____ _____	
YOUR CLASS SRC ARE TO RETURN SLIP TO CLASS TEACHER AT THE END OF DUTY	
Reporting Teacher: _____ Action Taken: _____ Recorded by Class Teacher: _____ Date: _____ <small>If 5 minor incidents, forward to Executive</small>	
Executive: _____ Recorded on Database: _____ Date: _____ <small>Initials</small>	

At Manly Village Public School we expect students to adhere to our school values and show Respect , have Integrity and to achieve Excellence . When on duty, we expect teachers to: <ol style="list-style-type: none"> 1. Praise students adhering to the school values 2. Issue 2 'Mini Merits' awards per duty 3. Give verbal warnings to remind students of the school values 4. Manage consequences for minor incidents 5. Record minor and major incidents as required A guideline providing examples of Minor and Major incidents are listed for your reference.	
MINOR (Teacher Managed Consequence) <ul style="list-style-type: none"> • Teasing / Excluding Others • Not being in the right place at the right time • No hat (when playing outside designated areas) • Inappropriate use of sticks • Minor swearing • Running inappropriately • Littering • Mobile phone use • Late to class after breaks or between class • Inappropriate / rough play • Not putting equipment away • Lying • Eating at the incorrect time • Playing in the toilets • Lost property • Not following classroom rules • Put downs / Negative comments 	MAJOR (Executive Managed Consequence) <ul style="list-style-type: none"> • Bullying (Repeated / Targeted) • Violence against students / staff (hitting, biting, punching, kicking, fighting) • Swearing at students / teachers • Dangerous out of bounds (leaving school grounds, this includes before school) • Dangerous play • Stealing • Not following road safety rules • Damaging school property (including graffiti) • Disrespect or rudeness to teachers, visitors and parents • Cyberbullying • Weapons • Inappropriate touching • Five minor incidents in a term

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 the playground in the Reflection Zone.

Recording of Minor and Major Incidents

The class teacher will track the date of all Minor Incidents occurring on the Negative Behaviour Spreadsheet. Minor Incident slips will then be placed in the PBL box in the classroom and an SLSO will collect the boxes and add the information onto Sentral.

Executive Staff Members will record Major Incidents on Sentral. Major Incidents will require students to fill in a Reflection Sheet that will be signed by the student and Executive Member and sent home to parents.

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 10 minutes (K-2) and 20 minutes (3-6).

Five 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.

Major incidents may result in detentions, loss of privileges, suspension or expulsion.

Reflection Zone for Major Incidents

Students complete a Reflection Sheet in the STOP (Student Time Off Playground) Room to reflect on their behaviour. The student takes the Reflection Sheet home to be signed by their parent/caregiver. It is returned the following day to the Executive staff member supervising the reflection process.

Suspension and Expulsion

1. In determining whether a student's misbehaviour is serious enough to warrant suspension, the Principal will consider the safety, care and welfare of the student, staff and other students in the class.
2. In most cases other than those outlined in (4) below, a range of appropriate student welfare and discipline strategies will have been implemented and documented before a suspension is imposed.
3. In some circumstances the Principal may determine that a student should be suspended immediately. This will usually be due, but not limited to, reasons such as the safety of students or staff.
4. Principals must suspend immediately and consistently with these procedures, any student who:

- ***is physically violent:***

Any student who is physically violent, resulting in pain or injury, or who seriously interferes with the safety and well being of other students, staff or other persons, is to be suspended immediately. The matter may need to be reported to NSW Police.

- ***is in possession of a firearm, prohibited weapon (as defined by Schedule One of the Weapons Prohibition Act), or knife (without reasonable cause):***

Any student in possession of a prohibited weapon, firearm or a knife (without reasonable cause) is to be suspended immediately. The matter must be reported to NSW Police immediately.

- ***uses, or is in possession of, a suspected illegal substance (not including alcohol or tobacco) or supplies a restricted substance:***

The Government firmly believes that schools must be places which are free of illegal drugs. Suspension is to occur immediately if the substance is being represented by the student as an illegal substance, or on confirmation that the substance is, in fact, illegal. Students who assist other students to obtain illegal substances or supply restricted substances, such as prescription drugs, are also to be suspended. Under arrangements with NSW Police, the substance will generally be identified within 48 hours of the material being handed to the police by the Principal.

5. In circumstances other than those outlined in (3) and (4) above, suspension will occur after the Principal has:
 - ensured that appropriate school student welfare strategies and discipline options have been applied and documented
 - ensured that appropriate support personnel available within the school system and externally have been involved

- ensured that discussion has occurred with the student and parent(s) or carer(s) regarding specific misbehaviour which the school considers unacceptable and which may lead to suspension
- developed, in conjunction with the school learning support team or appropriate school or Departmental personnel, a specific behaviour management plan to assist the student to manage inappropriate behaviour
- provided a formal written caution dealing inappropriate behaviours, as well as clear expectations of what is required of the student in future, and
- recorded all action taken.

6. In circumstances where measures detailed in (5) above have been unsuccessful in resolving the inappropriate behaviour, the principal may choose to impose a short suspension of up to four school days. Short suspensions may be imposed for the following reasons:

- ***Continued Disobedience.***

This includes, but is not limited to, breaches of the school discipline code such as: refusal to obey staff instructions; defiance; disrupting other students; minor criminal behaviour related to the school; use of alcohol or persistent use of tobacco.

- ***Aggressive Behaviour.***

This includes, but is not limited to, hostile behaviour directed towards students, members of staff or other persons, including verbal abuse and abuse transmitted electronically such as by email or SMS text messages.

NB For further information please refer to the [Suspension and Expulsion of School Students - Procedures Information for Parents](#) document produced by the Department of Education.

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 a supervisor who would be your next contact point.
- 4) Any concerns that require further investigation or are of a whole school nature should be addressed to the Deputy Principals, Alex Miles and Luke Richmond or the Principal, Ms Philippa Becker.