

**Springdale Heights
Public School**

PBL Handbook

**Positive Behaviour
for Learning / PAX**



Be Safe

Be Responsible

Be a Learner

Be Grateful

PBL - Positive Behaviour for Learning & PAX –Peace, Productivity, Health & Happiness

Mission Statement

Springdale Heights Public School provides a quality education in a creative and caring environment where we strive to achieve and value **SAFE, RESPONSIBLE, AND GRATEFUL LEARNERS**. Our aim is to help students learn important self-management skills while collaborating to make their classroom a peaceful and productive learning environment.

POSITIVE BEHAVIOUR FOR LEARNING (PBL) / PAX at Springdale Heights Public School is based on the values of:

- Be Safe
- Be Responsible
- Be a Learner
- Be Grateful
- Be able to self regulate
- Be able to self manage

The Springdale Heights School Community has adopted the Positive Behaviour for Learning (PBL) /PAX approach as the basis for Student Welfare and Discipline throughout the school. The aim of PBL/PAX at Springdale Heights Public School is to:

- Support the maintenance of a positive attitude and culture within the school;
- Assist the development of self-discipline, resilience and emotional intelligence in our school community;
- Explicitly teach the social and interpersonal skills which empower students; and
- Provide a framework for all student welfare policies and practices.

Student Welfare Support

There are many support services and personnel involved in the student welfare across the school including:

- Student Wellbeing
- Kimochis Emotional Wellbeing Program
- PBL/PAX Leaders
- Explicit teaching of behavioural expectations
- Leadership opportunities via Student Representative Council, School Captains/Vice Captains, Sports House Leaders
- Occupational Health and Safety Committee
- Child Protection policies
- Transition Programs
 - ~ Stepping Stones Kindergarten program
 - ~ Year 6 to 7 Transition days
- Anti-bullying policy and procedures
- Individual Health Care programs

Focus on Learning

- Learning Support Team
- Literacy and Numeracy support
- Learning Assistance program
- Equity programs focussing on
Literacy, Numeracy and Student Engagement
- Itinerant teachers
(Early Support, Autism, Hearing, Speech,

PAX leader of the week

- PAX leader awards given out for
- These awards are handed out at whole school assemblies every Friday.
- Each class will give out 1 PAX leader award each week.



Class Merit Certificates

- Class merit certificates are given out for achievement in the classroom.
- These awards are handed out at whole school assemblies.
- Each class will give out 2 class awards each fortnight. Larger classes over 25 - one award per extra five students.



CLASSROOM REWARD SYSTEM

PBL Values of Be Safe, Be Responsible, Be A Learner, Be Grateful

- Students receive these awards at assembly for demonstrating exceptional behaviour at school.



Citizenship Awards

- Students receive these awards in recognition of displaying good citizenship whilst representing the school eg Marching with the school on ANZAC Day etc
- To be given out at assemblies.



Representative Awards

- Given in recognition of any student who represents at Albury District, Riverina or State events in Key Learning Areas of English, Mathematics, PD, H, PE (Sport), History & Geography, Science & Technology, Creative & Performing Arts
- To be given out at assemblies.



PBL Star Cards

- Students receive these for being SAFE, being GRATEFUL, being RESPONSIBLE and being a LEARNER at school..
- The teachers, SLSOs & SRC give out these cards.
- Students will place the PBL star card in their class PBL award box.
- The PBL Star Cards will be collected throughout the week and will be combined in the school PBL box every Friday during assembly.
- If the combined tickets reach the term markers, the whole school will participate in an 'End of term collaborative reward'.



End of Term Collaborative Reward

- Students will individually earn PBL Star Cards and combine them to reach end of term targets where they will receive an end of term reward/celebration.
- This to be organised by the PBL Committee.




REFLECTION

For MAJOR discipline issues both in and out of the classroom students may be placed on a lunch time reflection.

- A blue form will be filled out by the teacher and placed in the reflection book to be coordinated by the Assistant Principal Welfare.
- Reflections will be recorded on SENTRAL program by the Assistant Principal Welfare.
- Students will attend reflection where they reflect on the negative behaviour and look at positive behaviours they could use. The Kimochis Emotional Wellbeing program is used to give students the knowledge, skills, and attitudes they need to recognise and manage their emotions, demonstrate care and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations constructively.
- Reflection is directly supervised by a staff member.
- Reflection is during lunch play from 1.10 pm to 1.30 pm
- Students who have been placed on a reflection will receive a letter sent home to parents and parents phoned where applicable.
- Students who receive a reflection will be excluded from PSSA sport for that week.

For MINOR discipline issues both in and outside of the classroom student incidents will be recorded to show patterns of behaviours or issues that need recording and for monitoring by the Learning Support team.

- A pink form will be filled out by the teacher and placed in the reflection book to be coordinated by the Assistant Principal Welfare. This information will be recorded on SENTRAL and monitored by the Assistant Principal Welfare.

 Springdale Heights Public School - Discipline Report

First name: _____ Did the student attend detention? Yes No

Surname: _____ Detention complete date: _____

Roll class: _____ Duty teacher's signature: _____

Incident date: _____ Term: _____ Week: _____ Entered on Filemaker: Yes

What happened? Please tick incident/s below

<input type="checkbox"/> Violence	<input type="checkbox"/> Dangerous behaviour	<input type="checkbox"/> Inappropriate behaviour
<input type="checkbox"/> Disruption	<input type="checkbox"/> Stealing	<input type="checkbox"/> Sexual harassment
<input type="checkbox"/> Disobedience	<input type="checkbox"/> Out of bounds	<input type="checkbox"/> Lying
<input type="checkbox"/> Bullying - physical	<input type="checkbox"/> Vandalism	<input type="checkbox"/> Not following school rules
<input type="checkbox"/> Bullying - emotional	<input type="checkbox"/> Rudeness	<input type="checkbox"/> Swearing

Please write explanation of what happened.

What was the consequence?

<input type="checkbox"/> Detention	<input type="checkbox"/> Time out
<input type="checkbox"/> Kept in with teacher	<input type="checkbox"/> In school suspension
<input type="checkbox"/> Kept in with Assistant Principal	<input type="checkbox"/> Suspension
<input type="checkbox"/> Kept in with Principal	<input type="checkbox"/>

Which teacher is reporting this incident?

Teachers name: _____


Incident location

<input type="checkbox"/> Classroom	<input type="checkbox"/> Excursion	<input type="checkbox"/> Computer lab
<input type="checkbox"/> Playground - recess	<input type="checkbox"/> Sport	<input type="checkbox"/> Toilets
<input type="checkbox"/> Playground - 1st lunch	<input type="checkbox"/> Library	<input type="checkbox"/> On way home
<input type="checkbox"/> Playground - 2nd lunch	<input type="checkbox"/> Assembly	<input type="checkbox"/> RfF time
<input type="checkbox"/> Before school	<input type="checkbox"/> Bus duty	<input type="checkbox"/> Casual teacher

What preventative action did teacher take before reporting this incident?

<input type="checkbox"/> Warned	<input type="checkbox"/> Time out
<input type="checkbox"/> Multiple warnings	<input type="checkbox"/> Explained action was an unhealthy habit
<input type="checkbox"/> Reminded of school rules	<input type="checkbox"/> Several chances to tell the truth
<input type="checkbox"/> Nil - violent incident	<input type="checkbox"/> Previous detention for same thing
<input type="checkbox"/> Nil - bullying	<input type="checkbox"/> Nil - inappropriate behaviour
<input type="checkbox"/> Nil - stealing	<input type="checkbox"/> Nil - school rule

Explain preventative action? If necessary

 Springdale Heights Public School - Discipline Report

First name: _____ Did the student attend detention? Yes No

Surname: _____ Detention complete date: _____

Roll class: _____ Duty teacher's signature: _____

Incident date: _____ Term: _____ Week: _____ Entered on SENTRAL: Yes

Incident location

<input type="checkbox"/> Classroom	<input type="checkbox"/> Excursion	<input type="checkbox"/> Computer lab
<input type="checkbox"/> Playground	<input type="checkbox"/> Sport	<input type="checkbox"/> Toilets
<input type="checkbox"/> Bus duty	<input type="checkbox"/> Library	<input type="checkbox"/> On way home
<input type="checkbox"/> Casual teacher	<input type="checkbox"/> Assembly	<input type="checkbox"/> RfF time

Which teacher is reporting this incident?

Teachers name: _____

When (time of day?)

<input type="checkbox"/> Morning Session	<input type="checkbox"/> Before school
<input type="checkbox"/> Middle Session	<input type="checkbox"/> After school
<input type="checkbox"/> Afternoon Session	<input type="checkbox"/> Recess - eating
<input type="checkbox"/> Lunch - eating	<input type="checkbox"/> Recess - play
<input type="checkbox"/> Lunch - play	

What happened? Please tick incident/s below

<input type="checkbox"/> Violence	<input type="checkbox"/> Dangerous behaviour	<input type="checkbox"/> Inappropriate behaviour
<input type="checkbox"/> Disruption	<input type="checkbox"/> Stealing	<input type="checkbox"/> Sexual harassment
<input type="checkbox"/> Disobedience	<input type="checkbox"/> Out of bounds	<input type="checkbox"/> Lying
<input type="checkbox"/> Bullying - physical	<input type="checkbox"/> Vandalism	<input type="checkbox"/> Not following school rules
<input type="checkbox"/> Bullying - emotional	<input type="checkbox"/> Rudeness	<input type="checkbox"/> Swearing

Please write explanation of what happened.

What was the consequence?

<input type="checkbox"/> Detention	<input type="checkbox"/> Time out
<input type="checkbox"/> Kept in with teacher	<input type="checkbox"/> In school suspension
<input type="checkbox"/> Kept in with Assistant Principal	<input type="checkbox"/> Suspension
<input type="checkbox"/> Kept in with Principal	

What preventative action did teacher take before reporting this incident?

<input type="checkbox"/> Warned	<input type="checkbox"/> Time out
<input type="checkbox"/> Multiple warnings	<input type="checkbox"/> Explained action was an unhealthy habit
<input type="checkbox"/> Reminded of school rules	<input type="checkbox"/> Several chances to tell the truth
<input type="checkbox"/> Nil - violent incident	<input type="checkbox"/> Previous detention for same thing
<input type="checkbox"/> Nil - bullying	<input type="checkbox"/> Nil

MAJOR DISCIPLINE AND SUSPENSION

SHORT SUSPENSION

In cases where a range of strategies of appropriate behaviour welfare and discipline strategies have been implemented and been unsuccessful or the Principal determines the behaviour warrants suspension, the Principal may choose to impose a short suspension of up to 4 school days. Short suspensions may be imposed for the following reasons:

- Continued Disobedience
- Aggressive Behaviour

LONG SUSPENSION

If short suspension has not resolved the issue of inappropriate behaviour or the misbehaviour is so serious as to warrant a long suspension, the Principal may impose a long suspension of up to and including 20 school days. In determining a long suspension the Principal must consider the following:

- the safety of students and staff
- the merit and circumstances of the particular case
- factors such as age, individual needs, any disability and developmental level of the student.

Subject to the following factors , Principals will impose a long suspension for the following:

- Physical violence
- Use or possession of a prohibited weapon, firearm or knife
- Possession, supply or use of a suspected illegal substance
- Serious criminal behaviour related to the school

Principals may also impose long suspensions for:

- Use of an implement as a weapon
- Persistent or serious misbehaviour

RE-ENTRY AFTER SUSPENSION

Each student must have a re-entry meeting prior to resuming attendance at school. Parents are required to attend this meeting. The meeting will outline procedures that have been put in place to support the student's behaviour and clear expectations of future behaviour levels.

All suspensions are entered onto the school Suspension Register and this data is forwarded to the Riverina Regional Office at the end of each semester.

SENTRAL - Student Tracking System

All student data regarding welfare issues will be recorded on the schools data system. The school uses a computerised program called SENTRAL to store and organise all behaviour and award data for each student. The program gives ready access to a student's entire merit or discipline record to evaluate performance and inform decision making.

The SENTRAL program also provides Learning Support data, Assessment data, medical interventions and academic records for each student.

Springdale Heights PS: School Expectations Matrix

	Playground	Canteen	Toilets	Assembly Hall	Lining Up Area	Concrete/ Eating Areas	All Settings
S A F E	<ul style="list-style-type: none"> • Wear hats, shoes and sunscreen. • Follow play equipment rules 	<ul style="list-style-type: none"> • Wait your turn • Stand in line 	<ul style="list-style-type: none"> • Use toilets properly. • Go to the toilet and then leave • Walk to and from the toilets. 	<ul style="list-style-type: none"> • Walk sensibly & enter quietly. • Sit and stand quietly 	<ul style="list-style-type: none"> • Sit & stand quietly in two straight lines 	<ul style="list-style-type: none"> • Stay seated when eating. • Wait for the teacher to go and play. • Walk on concrete areas. 	<ul style="list-style-type: none"> • Keep hands & feet to yourself. • Report any problems to the teacher. • Follow directions from the teacher. • Move around the school safely, sensibly and quietly
R E S P O N S I B L E	<ul style="list-style-type: none"> • Seek help from a teacher. • Use and share school equipment properly • Clean up after ourselves. 	<ul style="list-style-type: none"> • Only buy for yourself • Put rubbish in the bin • Use good manners. 	<ul style="list-style-type: none"> • Keep the toilet area clean • Go Flush Wash • Respect the privacy of others. 	<ul style="list-style-type: none"> • Use 6 L's. • Sing the National Anthem with pride. 	<ul style="list-style-type: none"> • Go quickly to line up area. • Respect others personal space • Use 6 L's 	<ul style="list-style-type: none"> • Put rubbish in bins. • Look after your lunchboxes and drink bottles. 	<ul style="list-style-type: none"> • Be respectful. • Care for others. • Wear school uniform proudly. • Keep our school clean. • Use friendly words and actions. • Get to school on time.
L E A R N E R	<ul style="list-style-type: none"> • Be friendly to others. • Solve problems peacefully. • Encourage others to join in. 	<ul style="list-style-type: none"> • Make healthy choices • Look after your money. 	<ul style="list-style-type: none"> • Return to class promptly • Report problems to the teacher. 	<ul style="list-style-type: none"> • Use good audience manners (clap politely, listen) 	<ul style="list-style-type: none"> • Wait quietly. 	<ul style="list-style-type: none"> • Move on the bell. 	<ul style="list-style-type: none"> • Try your best. • Come to school with a positive attitude.