

KING PARK PUBLIC SCHOOL

Behaviour Management Procedures



WHOLE SCHOOL APPROACH

A whole school approach to behaviour management depends on essential factors:

- A committed school statement
- A supportive executive to maintain a whole school approach
- Positive partnerships between the school, families and the wider community

School Statement

King Park Public School is committed to providing safe, supportive and responsive learning environments for everyone. Our aim is to provide a supportive school environment where all members feel safe and are valued; where social and academic learning outcomes are maximised for all, through a quality curriculum, interpersonal relationships and school organisation; where school practices are proactive rather than reactive and where appropriate and non-discriminatory language and behaviours are defined, modelled and reinforced. The Behaviour Management Procedures are a way of ensuring that this supportive school environment is established and maintained.

Positive Partnerships

The critical role of parents and caregivers is recognised as the primary influence on each child's character and behaviour and as essential partners, in supporting the core rules and the successful education of their children. With established and open communication we will provide required support and opportunities to help assist in dealing with behavioural / bullying issues as well as link with community professionals including school counsellor.

WHOLE SCHOOL EXPECTATIONS

All students and staff at King Park Public School have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination. To achieve this, King Park Public School will maintain high standards of student behaviour.

King Park Public School works to maintain a learning environment that is safe, respectful, tolerant and inclusive and that promotes equality. At the heart of our whole school approach to behaviour management are our keys to success which is for students to be; collaborative, resilient, reflective, problem solvers and inquirers.

The school's procedure are a means of providing a safe, challenging, and creative environment for all members of our school community. It addresses the management of behaviour, which ensures the acknowledgement of appropriate behaviours and the prevention and/or correction of inappropriate behaviour through a system of relationships, rules, rewards, and sanctions that are designed to develop a high standard of discipline within our school.

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

Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or age appropriate anti-social behaviour of any kind, will not be tolerated.

BEHAVIOUR CODE FOR STUDENTS:

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

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

Values – As a school community we value:

- Care and respect for self and others
- Individual learning styles and recognise multi-intelligences
- Care and respect for our physical environment
- Our school community which supports a sense of belonging to our school community
- Physical and emotional wellbeing

Outcomes for Students

- Improved behaviour of students with challenging and disruptive behaviours.
- Improved learning outcomes for students including those with challenging and disruptive behaviours.
- A safe and positive learning environment for all students at King Park Public School.

RIGHTS AND RESPONSIBILITIES

	Rights	Responsibilities
Students	<p>Have the right to:</p> <ul style="list-style-type: none"> ➤ learn in a purposeful and supportive environment ➤ work and play in a safe, secure, friendly and clean environment ➤ respect, courtesy, honesty and have their possessions respected ➤ demonstrate and promote pride in their school ➤ be proud of their school 	<p>Have the responsibility to:</p> <ul style="list-style-type: none"> ➤ ensure their behaviour is not disruptive to the learning of others ➤ ensure that the school environment is kept neat, tidy and secure ➤ attend school and be punctual, polite, prepared and display a positive manner ➤ behave in a way that protects the safety and well-being of others ➤ treat others with respect and courtesy
Staff	<p>Have the right to:</p> <ul style="list-style-type: none"> ➤ teach in a safe, secure and clean environment ➤ teach in a purposeful and supportive environment ➤ co-operation and support from the school community in assisting to provide an appropriate education for all students ➤ respect, courtesy and honesty ➤ have their possessions respected 	<p>Have the responsibility to:</p> <ul style="list-style-type: none"> ➤ be a positive role model ➤ ensure that the school environment is kept neat, tidy and secure ➤ establish positive relationships with students and school community ➤ clear and effective organisation, planning and reporting of student progress to parents ➤ treat others with respect, honesty and courtesy
Parents	<p>Have the right to:</p> <ul style="list-style-type: none"> ➤ access a meaningful and appropriate education for their child ➤ be heard in an appropriate forum on matters related to the rights of their child to an appropriate education ➤ be informed of behaviour management policy and procedure ➤ access to information about their child's education and progress (academically, behaviourally and socially) ➤ respect, courtesy and honesty ➤ 	<p>Have the responsibility to:</p> <ul style="list-style-type: none"> ➤ ensure their child attends school and is punctual ➤ support the school in providing a meaningful and adequate education for their child ➤ ensure their child attends school prepared to engage in the learning process ➤ be interested in and supportive of their child's schooling ➤ use the appropriate forum to discuss issues related to their child's learning ➤ treat others with respect, honesty and courtesy

Playground Management

- All students need to wear a school hat when in the playground. NO HAT NO PLAY policy and students are to sit on silver seats in Area B if they have no hat.
- Teachers need to be on time, proactive and observant when on duty therefore moving around in their designated area.
- NO student is to enter classrooms at recess or lunch.
- All incidences need to be reported to the teacher on duty which can then be followed up with class teacher if need be.
- At the end of each play session please ensure the duty area is clean of rubbish.
- Mobile phones are used only to communicate with staff and in emergencies.

DUTY AREA	STUDENT RESPONSIBILITIES	TEACHER RESPONSIBILITIES
A	<p>Area A is open at recess and lunch time. Walk on concrete areas. Hats must be worn. Move to the toilet is required when the music is played at the end of recess and lunch. Only K- 2 students are to use the Basketball hoops. Classes in Block B and C to line up in designated lines when the bell is rung.</p>	<p>Be at your duty on time wearing your vest and medical bag. Monitor under Block B Ensure students are moving safely between areas Monitor Block C toilets Ensure students aren't accessing the classrooms at recess and lunch Ensure students aren't accessing the out of bounds areas Ensure area is tidy of rubbish. Consistently enforce student responsibilities.</p>
B	<p>Mornings Before 8:25am- students arriving early to school must assemble in this area and remain on the silver seats until the bell at 8:25am. Mornings from 8:25am- All children are to be in this area only in the mornings until a bell is rung at 8:55am to signal movement to the lines. No ball games or tips are to be played. Ensure walk ways are clear. Recess and Lunch- walking area, handball only, hats are to be worn, students without hats are to sit on the silver seats in Area B.</p>	<p>Be at your duty on time wearing your vest and medical bag Ensure students are sitting down before 8:25am Ensure handball is played only at recess and lunch. Ensure students without hats are sitting on the silver seats. Monitor the toilets in Block E. Ensure students aren't using the stairs to return to classrooms. Ensure students are not congregating in Area C or canteen area. Assist students with music. Ensure the music is played 5 mins before the bell. Ensure area is tidy of rubbish. Consistently enforce student responsibilities. Ensure committee sets up microphone for Monday messages.</p>
C	<p>Canteen can be accessed in the mornings only by students who are ordering their lunch or purchasing breakfast. Students are to return to Area B once this is complete. Recess and Lunch area only. No ball games or tips are to be played in this area. Hats are to be worn at all times. Students can stay in Area C when the music is played at the end of recess and lunch however they need to use this time to get a drink and use</p>	<p>Be at your duty on time wearing your vest and medical bag. The area is inclusive of the canteen, behind Block D and down to Block C. Ensure no ball games are played in this area. Monitor the canteen lines. Consistently enforce student responsibilities. Stay in Area C until the bell is rung. Ensure area is tidy of rubbish.</p>

	toilet.	
D	<p>All balls are permitted. Tops can be played here. Touch football only. Hats are to be worn at all times. Soccer area to be accessed only on their grade days: Monday- Year 6 Tuesday- Year 5 Wednesday- Year 4 Thursday- Year 3 Friday- Kindergarten/ Year 1/2</p> <p>Students are to be aware of other students' safety and must display good sportsmanship and school values. Food is not permitted in this area. Move to Area B when the music is played at the end of recess and lunch. Ball games aren't to be played near the top fence. The game of tips is allowed in this area.</p>	<p>Be at your duty on time wearing your vest and medical bag. Monitor all ball games. Ask students not wearing hats or eating to leave the area. Actively supervise the area roaming around. If you decide the area is too wet please close the area and help supervise Area C. Consistently enforce student responsibilities. If two bells are rung, help to supervise Area B. Move with the students to Area B/ C when the music commences. NO food in Area D</p>
Star Area/ COLA	<p>The STAR is the sit, talk and rest area. No ball games apart from basketball in the COLA. Students are to be aware of other students' safety and must display good sportsmanship and school values. Students encouraged to wear a hat. Move to the toilet or get a drink when the music is played at the end of recess and lunch if required. Avoid the area near the neighbouring fences.</p>	<p>Be at your duty on time wearing your vest and medical bag. Ensure basketball is the only ball sport played. Actively roam the area. Ensure students aren't playing near the neighbouring fences. Stay in area when the music commences until the bell is rung. Ensure back gate is locked. Consistently enforce student responsibilities. Ensure area is tidy of rubbish. Monitor amount of basketballs in COLA. Limit amount of basketball games if too crowded and unsafe. Basketball games to be accessed only on their grade days: Monday- Year 3 Tuesday- Year 4 Wednesday- Year 5 Thursday- Year 6 Friday- Kindergarten/ Years 1&2</p>
Library	<p>The library is open at lunch time Monday – Thursday . Limited to 30 students only. No food is to be taken into the library. Students are able to interact safely on computers, play board games, borrow or complete given tasks. Students are to behave in a respectful manner at all times.</p>	<p>Be at your duty on time wearing your vest and medical bag. Actively roam around library and supervise. Monitor appropriate programs being utilised. When the music is played at the end of lunch students are to pack and tidy up before leaving. Ensure library is left in a tidy manner.</p>
Movement around the	<p>Students are to walk to access all areas of the school.</p>	<p>Ensure students walk around the school. Limit time out of class.</p>

School	No playing in toilets or on Area B steps during class time. Go to the toilet and return straight back to class.	Monitor who is leaving your classroom and buddy students up with responsible peers. Monitor students going to the toilet. NO student is to enter classrooms at recess and lunch without teacher permission. All classrooms to be locked.
Home time	Exit the classroom and blocks by walking in a sensible manner. Go the office when the bell is rung at 3:10pm if your parents/caregiver has not arrived. Fixed equipment can only be accessed under parental supervision. If walking home by yourself swiftly leave the school grounds. Do not loiter. No ball games to be played near teacher's carpark or flagpole.	Dismiss your class at 2:55pm and conduct your usual dismissal procedures. Students K-2 to wait with teacher unless organised otherwise. When 3.10pm bell rung bring students who are left to the office.

WHOLE SCHOOL BEHAVIOUR APPROACH



	Step 1 TEACHER	Step 2 ASSISTANT PRINCIPAL	Step 3 PRINCIPAL
IDENTIFIED BEHAVIOURS	<p>Continued calling out Disrespectful towards teachers / students Unacceptable language Refusing to follow directions Disruptive behaviour towards others Answering back Stealing equipment Unsafe behaviour in class Inappropriate behaviour Inappropriate playground behaviour</p>	<p>Continued unacceptable language Repeated disruptive behaviour Repeated disrespectful towards teachers / students Bullying behaviours Racism behaviours Violent threats / behaviours Continued refusal to follow directions Stealing</p>	<p>Continued violent behaviours Cyber issues Issues with parent and child Violence towards a teacher Ongoing bullying Ongoing racism ARCO Ongoing violent threats</p>
STEPS FOR DISCIPLINE	<p>Teachers conduct their own behaviour management strategies in the classroom. Step 1 – First warning, discuss and provide guidance for appropriate behaviour Step 2 – Second warning Time out may be required to discuss and provide guidance for appropriate behaviour Step 3 – Make contact with parent where necessary Step 4- Contact AP about repeated or any serious behaviour Playground incidents to be recorded on Incident Slip and handed to Stage AP.</p>	<p>Assistant Principals informed and decisions made according to area of concern Discussion held in reference to student behaviour and consequences outlined Time off playground Parents informed Place behaviour on Sentral Counsellor consulted if necessary Follow up</p>	<p>Principal informed and decisions made according to area of concern Discussion held in reference to student behaviour Consequences for behaviour outlined Parents informed Place behaviour on Sentral Counsellor consulted if necessary</p>

STUDENT CODE OF BEHAVIOUR

At the beginning of each year students will be presented with the *Student Code of behaviour*. Teacher and students will discuss responsibilities and code of behaviour. Students sign to acknowledge their understanding and expectations. (Code of behaviour subject to change)



KING PARK PUBLIC SCHOOL

Student Code of Behaviour



1. Try to the best of your ability at all times and work hard to achieve personal goals.
2. Have a positive growth mindset towards learning and behaviour.
3. Be self aware and regulate your own emotions and behaviours.
4. Treat all students and adults with courtesy, fairness, tolerance and respect.
5. Refrain from use of bad language, sledging and any forms of bullying in the classroom or in the playground. It is **never** acceptable.
6. Be fair and respectful at all times. Encourage all fellow peers.
7. Follow class expectations and be aware of consequences due to your decision making.
8. Abide by the school rules and be aware of consequences due to your decision making.
9. Make no criticisms towards your peers either by word or gesture.
10. Recognise and celebrate peers on their achievements in a polite manner.

- I have read the Student Code of Behaviour carefully with my teacher and I understand it.
- I am aware that not following the Student Code of Behaviour will result in further consequences.
- I agree to comply with the Student Code of Conduct at all times.

Child's Name: _____ Signed: _____

Date: _____

KING PARK PUBLIC SCHOOL

Student Wellbeing Procedures



WHOLE SCHOOL APPROACH

Aligned with the DOE commitment to wellbeing, King Park Public School supports students to connect, succeed and thrive at each stage of their development and learning; to provide opportunities that are age rigorous, meaningful and dignified; and to do this in the context of individual and shared responsibility underpinned by productive relationships that support students to learn (NSW Department of Education and Communities |The Wellbeing Framework for Schools).

A whole school approach to student wellbeing depends on three essential factors in an enabling school environment, these are:

- **Connect:** Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.
- **Succeed:** Our students will be respected, valued, encouraged, supported and empowered to succeed.
- **Thrive:** Our students will grow and flourish, do well and prosper.

We aim to ensure that our school environment is pivotal to the growth and development of our most important assets – our children and young people. Our schools strive for excellence in teaching and learning, connect on many levels and build trusting and respectful relationships for students to succeed. Our commitment to our students, parents and members of the community is that our school will be teaching and learning environments that enable the development of healthy, happy, successful and productive individuals.

In turn, our students will be expected to contribute to their own wellbeing, the wellbeing of their peers and the collective wellbeing of their community. In this way our school in partnership with parents and carers will equip children and young people to be active and positive contributors to the society in which they live.

Wellbeing needs to be considered against a background of how we feel and function across several domains, recognising the multi-dimensional nature of wellbeing. These domains include cognitive, emotional, social, physical and spiritual wellbeing.

King Park supports the domains within the wellbeing framework with peer support programs and our Keys to Success to: be resilient, be collaborative, be reflective, be a problem solver and to be an inquirer. The students will be explicitly taught these learners qualities throughout each year. Our school behaviour and award systems will align to celebrate student success in these qualities.

WELLBEING DOMAINS				
Cognitive	Emotional	Social	Physical	Spiritual
<ul style="list-style-type: none"> • achievement and success • informed judgements made • motivation • persistence • attaining knowledge • positive learning 	<ul style="list-style-type: none"> • self-awareness • emotional regulation • resilience • self-reflection 	<ul style="list-style-type: none"> • positive relationships • connectedness to others • pro-social behaviour • empathy towards others 	<ul style="list-style-type: none"> • physically safe • healthy nutrition • preventative health care • physical activity • physical safety • security • positive health outcomes 	<ul style="list-style-type: none"> • sense of meaning and purpose • connection to culture religion or community • includes the beliefs, values and ethics we hold

KING PARK KEYS TO SUCCESS

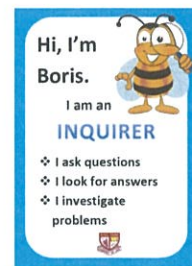
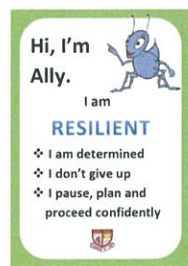
Collaborative	Resilient	Reflective	Problem Solver	Inquirer
<ul style="list-style-type: none"> • I listen carefully • I contribute ideas • I work well with others 	<ul style="list-style-type: none"> • I am determined • I don't give up • I pause, plan and proceed confidently 	<ul style="list-style-type: none"> • I achieve my best • I make good choices • I learn from my mistakes 	<ul style="list-style-type: none"> • I am curious • I make connections • I find possible solutions 	<ul style="list-style-type: none"> • I ask questions • I look for answers • I investigate problems

AWARD SYSTEMS

MERIT AND BEHAVIOUR

CLASS LEVEL	STAGE ASSEMBLY	WHOLE SCHOOL ASSEMBLY
Teachers to create own class reward system eg sticker charts, Class DOJO	Stage assemblies will occur in Weeks 3, 6 & 9	Whole school assembly will occur each term in Week 8
Teachers clearly outline and follow their behaviour management strategies	K-2 to give 3 awards per classroom teacher presented for academic (merit) and behaviour	Principal to present one Principal's Award per class. Student to be presented with an award and a book
Clearly promote through visible learning and display expectations	3-6 to give 3 awards per classroom teacher presented for academic (merit) and behaviour	Principal badges presented after receiving a total of five awards from any Assistant Principal and/or the Principal, merit or behaviour award or any award approved by the principal.
Follow the whole school behaviour approach process	Assistant Principal to present two awards per assembly.	

KEYS TO SUCCESS



Opportunities will be available for all students to receive keys to success awards when in the classroom and when in the playground. Teachers will observe and identify when students are displaying the qualities of the school Keys to Success: be collaborative, be resilient, be reflective, be a problem solver and be an inquirer.

CLASS / PLAYGROUND	15 KEYS COLLECTED	30 KEYS COLLECTED	40 KEYS COLLECTED
Each class will have posters displayed in their classroom	15 keys collected, students will receive a teachers class Keys to Success Award	30 keys have been collected student will receive an assistant principal Keys to Success Award	40 keys have been collected student will receive a Principal's Keys to Success Badge
Each class will have a class Keys to Success reward chart to record student key attainment	Keys to Success class awards will be presented in class when achieved	Presented at Monday morning assembly	Presented at Monday morning assembly
All teachers will be able to present small tokens to students when displaying the correct behaviour			

ATTENDANCE RECOGNITION

Student attendance will be monitored according to the departmental guidelines. At the end of each term students who have received 100% attendance will be invited to a morning tea with the Principal and be presented with a small certificate. The teachers with support of Assistant Principals will monitor and identify the students to receive the invitation to the Principals morning tea. Students who have received 100% all term will be presented with a big award during recognition day assemblies at the end of the year.