



Respect

Responsibility

Personal Best

Beaumont Road Public School

Behaviour Management & Wellbeing Procedures



This document details the procedures for the management of student behaviour and wellbeing at Beaumont Road Public School. It is informed by community consultation with students, teachers and parents. This document is informed by the following Department of Education documents:

- **Student Behaviour Policy**

<https://education.nsw.gov.au/policy-library/policies/pd-2006-0316>

- **Behaviour code for students**

<https://education.nsw.gov.au/content/dam/main-education/policy-library/public/supporting-documents/pd-2006-0316-01-behaviourcodestudents.pdf>

- **Suspension and expulsion procedures**

<https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-06>

- **The Wellbeing Framework for Schools**

https://education.nsw.gov.au/content/dam/main-education/student-wellbeing/whole-school-approach/Wellbeing_Framework_for_Schools.pdf

- **School Community Charter**

<https://education.nsw.gov.au/public-schools/going-to-a-public-school/school-community-charter>

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DoE Wellbeing Framework for Schools

Like all NSW public schools, we provide safe learning and teaching environments to encourage healthy, happy, successful and productive students who share a sense of belonging to the school and community. We are guided by The NSW Department of Education (DoE) in creating quality learning opportunities for children and young people. This includes strengthening their cognitive, physical, social, emotional and spiritual development.

The DoE commitment to wellbeing is for our schools to support 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.



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.

ENABLE

The 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.

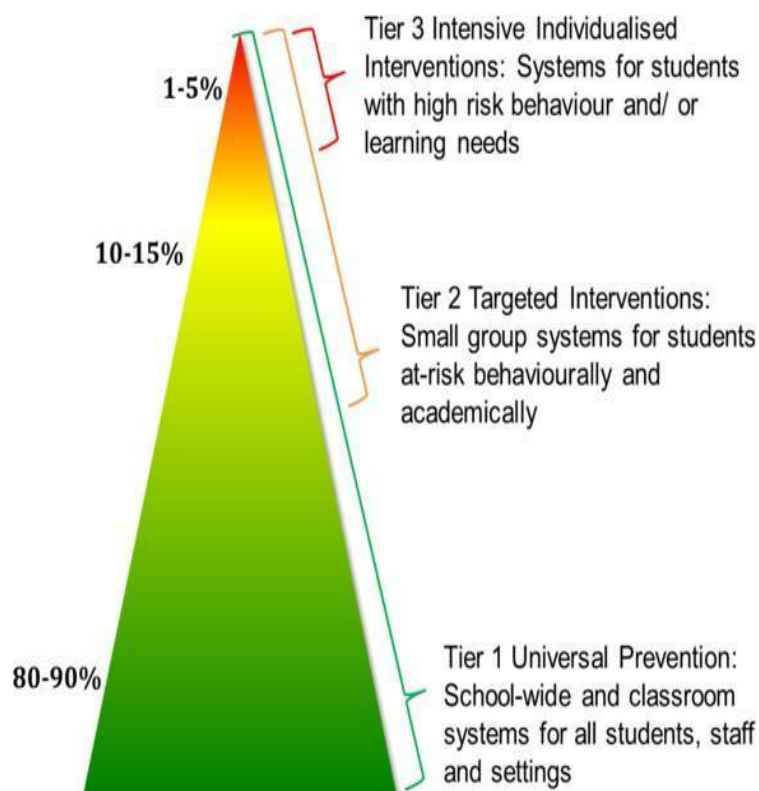
Positive Behaviour For Learning

At our school, we use Positive Behaviour Engaging Learners (PBEL), a whole-school approach for creating a positive, safe and supportive school climate where students can learn and develop. Our whole school community works together to establish expected behaviours and students are explicitly taught these expectations of behaviour. PBEL provides students and staff at Beaumont Road Public School with a positive and proactive system for defining, teaching and supporting appropriate student behaviours.

Students who meet the expectations are rewarded regularly and acknowledged through whole school merit systems.

Students whose behaviour does not meet the expectations are guided to reflect on how their behaviour could be improved to match the Beaumont Road Public School community's standards.

The PBEL continuum aligns to the care continuum and facilitates the implementation of a whole-school, prevention-focused, and positive approach to behaviour support to meet the needs of all students. PBEL establishes strong school-wide universal systems that promote early intervention, and the teaching and acknowledging of social-emotional skills. PBEL helps schools to develop consistent systems to discourage unproductive behaviour.



School Expectations & Responsibilities

Our school expectations are aligned to our core school values which are:

- RESPECT
- RESPONSIBILITY
- PERSONAL BEST

Student responsibilities

Students are expected to comply with the '**Behaviour code for students: NSW public schools**' by

- **Respecting** others by treating one another with dignity, speaking and behaving courteously, and developing positive and respectful relationships.
- Being **safe** by resolving conflict with empathy, taking responsibility for their behaviour and actions, and caring for themselves and others.
- **Engaging** in their education by attending school every day, arriving on time and actively participating in learning to achieve their personal best.

Teacher responsibilities

Teachers are expected to support the cognitive, physical, social, emotional and spiritual development for all students. At Beaumont Road Public School the expectation is that all teachers:

- **Connect** students to engaging and rewarding personalised learning experiences through respectful relationships.
- Support students to **succeed** in striving towards meaningful goals in a positive, supportive and encouraging learning environment.
- Encourage students to **thrive** in a learning environment which fosters and develops choice, accomplishment, positive relationships, enjoyment, growth, health and safety.

Parent and carer responsibilities

At Beaumont Road Public School, parents and carers are expected to work in partnership with the school, service providers and the wider school community to support their child's behavioural development and successful engagement in learning consistent with the School Community Charter. They are expected to support and encourage positive student engagement in learning by:

- Ensuring their child attends school every day, follows the school and class rules, and respects all members of the school community.
- Accepting shared responsibility for their own child's behaviour and communicate with school staff regarding learning or discipline concerns.

BEAUMONT ROAD PUBLIC SCHOOL BEHAVIOUR EXPECTATIONS MATRIX

	Respect - Be kind, caring and polite - Support and include others, and value difference - Positively contribute, and proudly represent yourself and your school	Responsibility - Take care of personal belongings and the school environment - Make thoughtful choices, and be accountable for your actions - Be fair and honest - Work, move and play safely	Personal Best - Be positive, persevere and overcome challenges - Set high standards for yourself, and strive for improvement - Set a positive example for others by challenging yourself and embracing opportunities
Classrooms	Line up promptly Enter silently Follow teacher instructions promptly Whole body listening	Return items and tidy up activities Look after your own and school property Walk, don't run	Work cooperatively with others Start and complete all tasks to the best of your ability Know your learning goals
Library	Use inside voices Follow teacher instructions promptly	Treat books and technology with care and use appropriately No food or drinks	Borrow a variety of texts frequently
Hall	Enter and sit quietly Whole body listening Follow teacher instructions promptly	Walk, don't run No food or drinks	Applaud achievements Showcase your own and appreciate other students' performance skills
Office	Use polite manners Use inside voices	Walk, don't run	Ask for help when needed
Canteen	Use polite manners	Return canteen tubs Queue and wait your turn	Ask for help when needed
Playground	Stay in bounds Move when you hear the music Resolve conflict appropriately Put your rubbish in the bin	Sit under the COLA to eat Wear a school hat or play under cover Walk on hard surfaces Play safely	Play fairly and include others Tell the teacher on duty if you see inappropriate behaviour
Toilet	Respect the privacy of others Use soap and toilet paper appropriately	Flush, wash hands and go No food or drinks	Tell the teacher on duty if you see inappropriate behaviour

Strategies & procedures for unacceptable behaviour

Along with the Student Expectations Matrix and Behaviour Management System flowchart, The Beaumont Road Code is displayed in every classroom. It outlines what is deemed a minor yellow incident or a major yellow incident. The Behaviour Management System outlines the expectations for teachers when dealing with unacceptable behaviours. Depending on the frequency and severity of the unacceptable behaviour, strategies such as time out or loss of privilege or leadership position, may also be used in addition to those on the flowchart. Teachers and members of the teaching executive will decide on the most appropriate behaviour intervention.

Beaumont Road Code - Inappropriate Behaviours

A minor incident card (YELLOW) is given out if a student has already been cautioned (twice) either verbally or nonverbally about their inappropriate behaviour and then continues that behaviour.

Including but not limited to:

AGGRESSIVE BEHAVIOUR

- ☐ Mocking/teasing peers – inappropriate comments, name calling etc.
- ☐ Unfair play
- ☐ Unsafe play
- ☐ Being rude or mean on purpose
- ☐ Swearing (indirect – not at someone)

DISOBEDIENT BEHAVIOUR

- ☐ Off task/non-compliant
- ☐ Not following teacher instructions
- ☐ Interrupting teaching and learning/calling out
- ☐ Property misuse
- ☐ Out of Bounds/Absconding
- ☐ Disregarding the ICT Responsible Usage Agreement
- ☐ Littering
- ☐ Not staying under cover when not wearing a hat

A major incident card (RED) is given out for one of the below or similar incidents in the classroom or playground.

Including but not limited to:

AGGRESSIVE BEHAVIOUR

- ☐ Deliberate damage of school property or another student's property
- ☐ Insolence to a staff member / adult
- ☐ Dangerous play
- ☐ Physical aggression (fighting, punching, hitting, slapping, scratching, hair pulling, biting, restraining, spitting, smacking)
- ☐ Bullying (including cyber-bullying)
- ☐ Racism
- ☐ Swearing or threatening language directed at someone
- ☐ Repeated 'put downs' or exclusion of others
- ☐ Inappropriate behaviour in/around school
- ☐ Verbal and physical confrontation/intimidation
- ☐ Having a weapon at school/using an item as a weapon

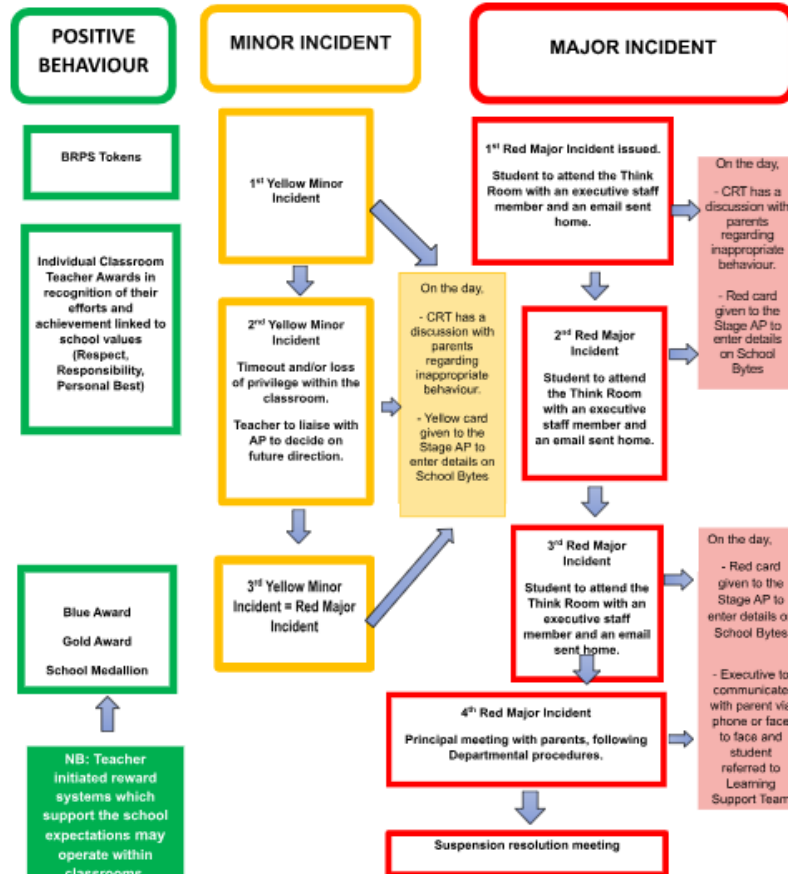
NB: Following investigation, appropriate action will be taken depending on the severity and nature of the incident. If the incident requires further investigation, discuss with the stage supervisor.



Behaviour Management System

Teachers use professional judgement to manage and engage students in the classroom and playground taking into consideration the student's age and needs. Teachers use a variety of verbal and non-verbal strategies including the 5Ls, positive reinforcement, proximity, redirection, their own classroom management, social stories, etc.

Minor incident management system resets each term, major incident management system resets each semester.



Think Room Reflection Time

Students who display a major red behaviour or who are issued 3 yellow minor incidents are to conference with an executive staff member in the Think Room. As well as being called by the classroom teacher (as per the behaviour flowchart), parents and carers are sent an email with details of the think room discussion and resolution actions.

Monitoring Student Behaviour

Incidents and behaviour interventions applied are recorded in the class teacher's behaviour management log and on School Bytes. All minor yellow and major red incidents must be entered onto School Bytes within the week of occurrence. This is essential to keep records, keep track of trend data and to effectively cater to the needs of all students.

Suspension and Expulsion of School Students

Beaumont Road Public School's suspension and expulsion procedures are consistent with the DoE Suspension and expulsion procedures. There may be circumstances where an individual student's behaviour is of such concern that formal communication with parents or carers will be required including a formal caution of suspension, in writing, to the parents or carers. The principal may also determine that a student must be suspended without first issuing a formal caution to suspend due to immediate and significant risks to students or staff, or unacceptable risks posed to teaching and learning, that cannot be mitigated with the student at school.

Suspension allows the student's time to reflect on their behaviour, to acknowledge and accept responsibility for the behaviours which led to the suspension and to accept responsibility for changing their behaviour to meet the school's expectations in the future. It also allows time for school personnel to plan appropriate support for the student to assist with re-entry.

Whole School Reward Systems

BRPS Tokens Reward System



At Beaumont Road Public School, our school expectation for each classroom teacher is:

- To hand BRPS tokens out frequently for students engaging in expected behaviour, making reference to why they receive it.
- There is no limit on the number of BRPS tokens handed out in a day.
- To hand out BRPS tokens when a whole class has engaged in expected school behaviour.

Collection of BRPS tokens

- Classroom Teachers replenish tokens from a centralised spot in the staffroom.
- Casual teachers and other staff members have access to BRPS tokens and guidelines for how to use them.

BRPS Token Trade-In

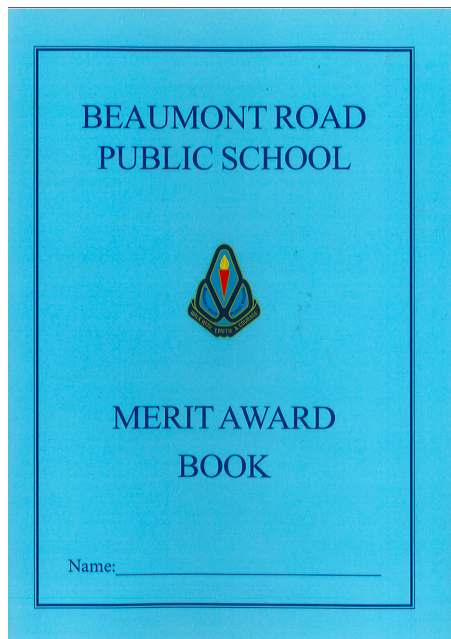
Students place their token into their sport house token collector located in the office. On Fridays, tokens are counted and totals are announced at the whole school assembly on Mondays. The winning house is allocated 1 star and a running total is displayed during the term. The sport house with the most points receives a muffi day on the last day of that term.

Recognition of Student Achievement System

Our Recognition of Student Achievement System here at Beaumont Road Public School aims to encourage, acknowledge and reward all students for their efforts and achievement. The expectation is that each student receives a school medallion by the end of Year 6. We hold Gold Awards Assemblies every term where the whole school community, including parents, are invited to share in acknowledging student achievements. Students who receive Gold Awards and School Medallions are acknowledged in the Newsletter.

Implementation:

1. Individual Classroom Teacher Awards.
2. Blue Merit Awards
3. Gold Awards
4. School Medallion



Our school expectation for each classroom teacher is:

- To ensure they hand out **Individual Classroom Teacher Awards** in recognition of effort and achievement in all aspects of school life. Teachers are to keep a record of awards issued and to ensure that the award system is applied consistently and fairly, with all students receiving awards regularly.
- To issue a **Blue Awards** when a student has 5 **Individual Classroom Teacher Awards**. Sign and date the back of each Individual Classroom Teacher Awards. Send the student to the Principal with their Blue Merit Awards and 5 **Individual Classroom Teacher Awards** to sign and be congratulated.
- To issue 2 Blue **Awards** at weekly K-2 Assemblies OR 4 Blue Awards at Assemblies. Teachers are to keep a record of awards issued and to ensure that the award system is applied consistently and fairly, with all students receiving awards regularly.
- To issue a **Gold Award** when a student has accumulated 3 Blue Awards. Students take their Merit Award Book to the office for the Principal to fill out and present a Gold Award at the next Gold Awards Assembly.
- Award a School Medallion for 3 Gold Awards. Students take their Merit Award Book to the office for the Principal to fill out. Students are presented with a Medallion at the next Gold Awards Assembly.

By the end of 2024, we aim to have a consistent approach and style of Individual Classroom Teacher Awards that aligns to our new school values and expectations, similar to the ones below, to ensure that there is a consistent quota handed out by teachers each week and an explicit criteria for recipients.



UR Strong School

Beaumont Road Public School is in the implementation phase of our whole-school friendship curriculum, including teacher and parent training, that examines social-emotional wellbeing through the lens of friendship.

Through the process of social-emotional learning, students develop self-awareness, self-control, and interpersonal skills that are important for school, work and life outcomes. Social-emotional competence helps students cope with everyday challenges and improves learning and wellbeing.

Students will develop understanding and skills to:

- nurture a positive sense of self
- promote respectful relationships
- build capacity to manage emotions, behaviours and interactions with others.

