



Black Hill Public School

School Behaviour Support and Management Plan

This plan is an operational document which outlines the behaviour support and management processes and practices at Black Hill Public School and reflects the NSW Department of Education's Student Behaviour Policy and Procedures. Our school behaviour support and management procedures published on our school's website is available to all students, school staff, parents/carers and community.

Overview

Black Hill Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

Our goal is to inspire every child to participate positively in the school community and beyond. We focus on promoting excellence, equity, opportunity and success for every student, every day. We value and strive to develop safe, respectful learners in a caring learning community.

Principles of positive behaviour support, trauma-informed practice, inclusive practice, and social emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

Black Hill Public School is committed to creating quality learning opportunities for children and young people. This includes strengthening their cognitive, physical, social, emotional and spiritual development. Parents and carers entrust their children and young people to principals, teachers and school staff with confidence that schools will deliver on this agenda.

In line with effective practice, as outlined in the [Wellbeing Framework for Schools](#), interventions used by Black Hill Public School to prevent, reduce, or address behaviours of concern will:

- be fair, equitable, and inclusive
- consider the diverse learning and wellbeing needs of students, including reasonable adjustments for students with disability and additional needs
- be proportionate to individual student needs and leverage their strengths in the context of providing a safe and respectful physical and emotional school environment.

To achieve our mission, key programs prioritised and valued by the school community are:

- Positive Behaviour for Learning (PBL)

The school implements school-wide Positive behaviour for Learning (PBL) practices which focuses on the core values of Respect, Safety and Excellence. The school uses PBL to reinforce positive expectations using a school-wide matrix, fast and frequent rewards (called Blueys), all-inclusive rewards days, assemblies of recognition and management flowcharts for all staff. PBL is evaluated annually with updates and refinements made as needed.

- Growth Mindset
- Trauma Informed Practice

In 2025 staff will also undertake training in the **Berry Street Education Model**. This program was started in 2020, however due to Covid and constraints with accessing trainers, the decision was made to put the initiative on hold.

These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying.

Black Hill Public School rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive, and respectful learning community that promotes student wellbeing. Staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. All school staff actively respond to student bullying behaviour.

Partnership with parents and carers

Black Hill Public School promotes high levels of parental and community involvement. Staff, families and students work together to acknowledge and continually improve students learning, wellbeing, attendance and behaviour. Black Hill Public School partners with parents and carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, by:

- regular and direct communication with families via phone calls, text messages on school mobile, emails or face to face meetings as required for individual students
- whole school communication through School Bytes, newsletters, Facebook and at Parents and Citizens (P&C) meetings and events
- inviting parent/carers and student feedback through formal and informal means, such as Tell Them From Me surveys, school surveys, focus groups, consulting with the P & C and the local Maitland AECG
- using concerns raised through parent/carers feedback and complaints procedures to review school systems, data and practices

Black Hill Public School will communicate and promote these expectations to parents/carers through the school newsletter and school website. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

School-wide expectations and rules

Black Hill Public School has the following school-wide Positive Behaviour for Learning (PBL) expectations and values:

The students, staff and community at Black Hill Public School show Respect, Safety and Excellence in all areas and at all times.

Respect

Use your manners and be kind.

Care for each other and our school.

Listen carefully and follow instructions.

Safety

Move safely, right place, right time.

Keep hands, feet, body, objects to yourself.

Make healthy choices.



Excellence

Know your strengths.

Be the best you can be.

Be self-motivated.

Behaviour code for students

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01>. This document translated into multiple languages is available here: [Behaviour Code for Students](#).

Whole school approach across the care continuum

Our school embeds student wellbeing and positive behaviour approaches and strategies in practices across the care continuum to promote positive behaviour and respond to behaviours of concern, including bullying and cyber-bullying behaviour.

These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships. Classroom management refers to the strategies teachers use to support and facilitate learning in the classroom. Effective classroom management is important for student achievement because it creates an environment that minimises disruptions, maximises teaching and learning time, supports student and teacher focus and concentration, and encourages students to engage in learning.

The evidence indicates that classroom management requires both preventative and responsive strategies, with an emphasis on preventative strategies.

Preventative strategies are proactive and encourage students to be on-task, motivated and prosocial.

Preventative practices and strategies at Black Hill Public School include:

- creating and maintaining a positive classroom environment.
- maximising opportunities for active engagement with learning.
- stating and explicitly teaching classroom and playground expectations.
- establishing predictable routines and procedures that are communicated clearly to students.
- encouraging expected behaviour with positive feedback and reinforcement.
- providing active supervision of students.
- offering pre-corrections to remind students of expectations.
- discouraging inappropriate behaviour.

Responsive strategies include corrective responses to disruptive or inappropriate behaviours. They support students to re-engage in learning.

Responsive practices and strategies at Black Hill Public School:

- are given calmly and respectfully.
- are consistent and expected.
- seek to identify why the student is disengaged or being disruptive.
- ensure the student understands the corrective response.
- are proportionate to the context and level of behaviour displayed.

Care Continuum	Strategy or Program	Details	Audience
Prevention	PBL (Positive Behaviour for Learning)	School-wide consistent expectations, tiered schoolwide and classroom systems of support, fast & frequents rewards (Bluey Tokens), Behaviour Management Plan (matrix), weekly focus lessons	Students, Staff, Community
Prevention	Classroom Management	Strong teacher/student relationships Consistent teacher expectations, routines, modelling and responses to behaviour.	Students, Staff
Prevention	Classroom Adjustments	Differentiated, Supplementary, Substantial or Extensive (NCCD)	Students
Prevention	Playground Social Groups	Supported by SLSOs, at times student led	Students, SLSOs
Prevention	Child Protection	Teaching Child Protection education is a mandatory part of the syllabus.	Students, Teachers
Prevention	Signage and Posters	Signs and posters displayed in playground and classrooms reinforcing behavioural expectations and providing a point of reference for students as well as for staff, when addressing behavioural concerns	Students, Staff, Community

Care Continuum	Strategy or Program	Details	Audience
Prevention / Early Intervention	Communication with Parents/Carers	Phone calls, emails, texts or School Bytes contact	Staff, Parents/Carers
Prevention / Early Intervention	School Support Dog	Sadie, our School Support Dog, visits regularly and provides emotional and wellbeing support.	Students, Teachers
Early Intervention	Classroom Management	Explicit teaching and modelling of specific skills including behaviour expectations and social skills. Social stories, visual clues and self-regulation strategies (such as brain breaks, quiet spaces, opportunity to calm down and reset and receive support through co-regulation).	Students, Teachers
Early Intervention	Student Plans	Behaviour Management, Risk Management, Health Care	Students, Staff, Families, Ext. Services
Targeted Intervention	Buddy Class / Time-out	For students who are not following repeated instructions by the teacher.	Students
Targeted intervention	Attendance Support	The principal will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Student, Teachers, Principal, Parent/Carer
Targeted Intervention	Counsellor Referral	Parent/carer permission for child to access school counsellor.	Student, Parent/Carer, School Counsellor, Staff
Targeted / Individual Intervention	Learning Support	The LST works with teachers, students and families to support students who require personalised learning and support.	Students, Teachers, Families
Individual Intervention	Communication Book	Written communication between classroom teacher and parent/carer.	Teacher, Parent/Carer
Individual Intervention	Access Requests	Completed by the school for either Support Class placement, Integrated Funding Support, or Itinerant Teacher Support	Students with a disability or health needs
Individual intervention	Individual Behaviour Support Planning	This may include developing, implementing, monitoring and reviewing behaviour support, behaviour response and risk management plans.	Student, Parent/Carer, LAST, Principal
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner <u>Toolkit for Schools</u> to prevent and respond to cyberbullying	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	All

Planned responses to positive appropriate behaviour, inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying

Identifying behaviour of concern, including bullying and cyberbullying

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour. The school PBL Consistency Guide supports staff in determining if specific behaviours are low level or of concern.

Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm.

Black Hill Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- directly observing a student's behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
- a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
- concerns raised by a parent, community member or agency.

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support, for Black Hill through the school counselling service.

Responses to all behaviours of concern apply to student behaviour that occurs:

- at school
- on the way to and from school
- on school-endorsed activities that are off-site
- outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
- when using social media, mobile devices and/or other technology involving another student or staff member.

Preventing and responding to behaviours of concern

Planned responses to behaviour that does not meet school expectations are either teacher or principal managed. Staff use their professional judgement and the school PBL Behaviour Consistency Guide in deciding whether a behaviour is teacher managed or principal managed. Staff will consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

- Teacher managed – low level inappropriate behaviour is managed by teachers in the classroom and the playground
- Principal managed – behaviour of concern is managed by principal

Corrective responses are recorded on our Behaviour / Wellbeing system – School Bytes and include:

Classroom	Non-classroom setting
<ul style="list-style-type: none">• rule reminder• re-direct• offer choice• error correction• prompts• reteach• seat change• stay in at break to discuss/ complete work• time in a quiet space to reset• time in a buddy classroom• reflection and restorative practices• communication with parent/carers	<ul style="list-style-type: none">• rule reminder• re-direct• offer choice• error correction• prompts• reteach• play or playground re-direction• walk with teacher• reflection and restorative practices• communication with parent/carers

Black Hill Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. PBL consists of evidence-based strategies used daily by staff to teach self-regulation and social skills, reduce impulsivity, increase focus and strengthen peer networks. Planned responses to positive, appropriate behaviour are encompassed within our PBL Rewards Framework.

We acknowledge that not all students are encouraged by the same thing or in the same ways. Younger students may be more motivated by adult attention while older students are typically more motivated by peer attention, activities, privileges, or freedom. When learning new skills, students need immediate and frequent reinforcement and as they develop mastery they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts.

Black Hill Public School uses the following strategies to recognise and reinforce positive student behaviour and behavioural expectations:

The use of verbal and non-verbal specific positive feedback is the most powerful way to:

- help adults and learners to focus on positive social behaviour
- increase the likelihood that students will use the expected behaviours and skills in the future
- decrease unexpected behaviour and reduce the need for corrective responses
- enhance self-esteem and build an internal focus of control.

Specific positive feedback may not be sufficiently reinforcing for some students, so the school-wide continuum provides the opportunity to pair verbal or non-verbal feedback with a positive, tangible consequence.

The school-wide continuum for acknowledging expected behaviour includes:

- free and frequent – for everyday use by all staff in all settings
- moderate and intermittent – awarded occasionally
- significant and infrequent – semester or annual types of recognition.

<u>Prevention</u> Responses to recognise and reinforce positive, inclusive and safe behaviour	<u>Early Intervention</u> Responses to minor inappropriate behaviour	<u>Targeted/Individualised</u> Responses to behaviours of concern
1. Behaviour expectations are taught and referred to regularly. Staff model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.	1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	1. Seek help from principal or other staff member if there is a risk to safety. Otherwise notify principal ASAP, and before the end of the school day, and document incident on School Bytes.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer (PBL Blueys, merits) in a school-wide continuum for acknowledging expected behaviour.	2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback	2. Principal/teacher to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirecting to another area or activity, providing reassurance or offering choices. Incident review and planning is scheduled for a later time determined by the context and nature of the incident.
3. Tangible reinforcers include those that are: <ul style="list-style-type: none"> • free and frequent (Bluey's) • moderate and intermittent (Merit/Principal Awards, Assembly Awards) • significant and infrequent (End of term whole school PBL Acknowledgement/Celebration Days) 	3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before a low-level consequence is applied.	3. Principal collects information and reviews the incident from multiple perspectives and determines next steps. Principal records the incident on School Bytes and contacts parent/carer by email or phone. Principal may consider further action e.g. formal caution/suspension.

4. PBL Focus Lessons (school expectations, social and emotional learning lessons) are taught weekly.	4. Teacher records on School Bytes by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the Principal and / or school's anti-racism contact officer (ARCO).	4. For persistent behaviours of concern, referral to the school's Learning and Support Team may be required, considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support plan.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher (or principal) contacts parent through phone calls home, emails through School Bytes, texts messages through school mobile are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at weekly school assemblies. Photos of students are published on the school Facebook page and in the newsletter to acknowledge student success.	Teacher (or principal) contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning and Support Team may be discussed.	Parent/carer contact is made by teacher or principal to discuss any support and behaviour responses. This may include individual planning, referral to the Learning and Support Team, School Counsellor, outside agencies or Team Around a School.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on the centralised school Bytes system.

Responses may include:

- discuss, review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- communication and collaboration with parents/carers (phone, email, meeting)
- refer/monitor the student through the school Learning and Support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- reflection and restorative practices (outlined in section below)
- liaise with [Team Around a School](#) for additional support or advice
- formal caution to suspend, suspension or expulsion.

The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion Procedures](#) apply to all NSW public schools.

Reporting and recording behaviours of concern

When reporting and recording behaviours of concern, staff at Black Hill Public School will comply with reporting and responding processes outlined in the:

- [Incident Notification and Response policy](#)
- [Incident Notification and Response Procedures](#)
- [Student Behaviour Policy](#) and [Suspension and Expulsion procedures](#)

Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](#) and reporting links for most sites, games and apps can be found at the [eSafety](#) Guide.

Reflection and restorative practices

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

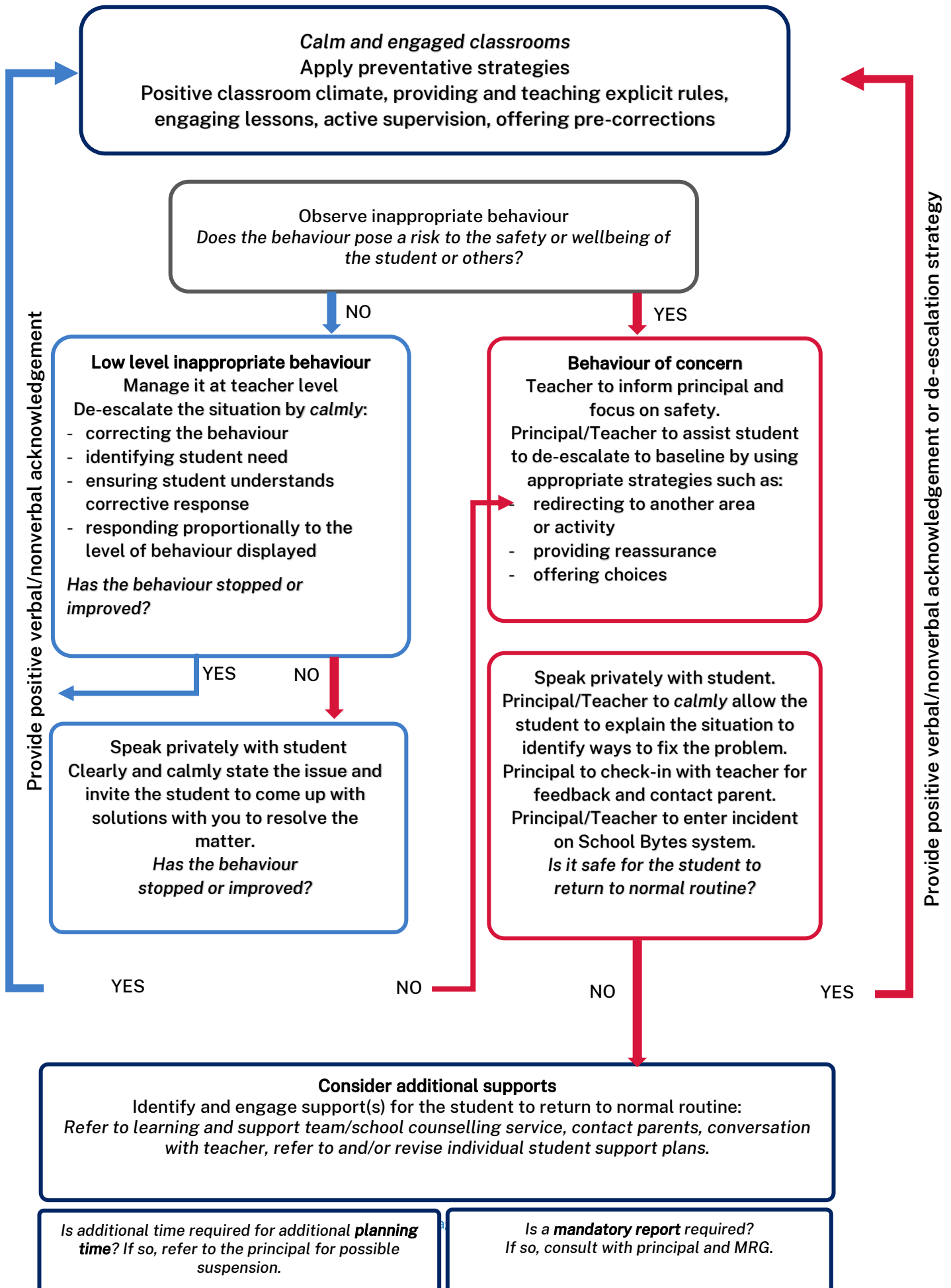
Strategy	When and how long?	Who coordinates?	How are these recorded?
Time in Quiet Space within classroom – a de-escalation strategy that provides opportunity for student to self-regulate and return to learning.	5-10 minutes as required for student	Teacher	Not recorded unless frequent – then in School Bytes
Time in Buddy Class - a de-escalation strategy that provides opportunity for the student to have time away from their own classroom setting when they engage in disruptive behaviours, to self-regulate and then return to learning.	5-10 minutes as required for the student	Teacher / buddy class teacher and/or Principal	Not recorded unless frequent – then in School Bytes
Reflective and Restorative Discussions – a teacher/principal-led discussion to support students in resolving conflict, reflecting on choices, empathising with each other, understanding each other's points of view and experiences and repairing friendships / social structures.	Same day or next day at either lunch break	Teacher / Principal	Documented in School Bytes
Alternate play plan – withdrawal from free choice play and re-allocation to office or classroom for supervised play following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices.	Next break	Principal	Documented in School Bytes

Review dates

Last review date – Term 2, Week 2, 2025

Next review date – Term 4, Week 2, 2025

Behaviour management flowchart



Bullying Response Flowchart

The following flowchart explains the actions Black Hill Public School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.





BLACK HILL PUBLIC SCHOOL

BEHAVIOUR CONSISTENCY GUIDE



Response to ALL student problem behaviour is: calm, consistent, brief, immediate, respectful, and private

Prompt – low key responses

Redirect – restate the matrix behaviour

Reteach – tell, show, practise, acknowledge

Provide choice

Consequences need to relate to behaviour being corrected

Expectation: Positive acknowledgement – Bluey rewards and verbal praise

Green: Teacher to correct: conversation, reminder of expectations, recorded when the behaviour is continual from the same student.

Purple: Record on School Bytes (minor): teacher applies appropriate immediate consequence, recorded at the time of incident, CT is advised of the behaviour.

Red: Record on School Bytes (major): Principal advised, possible warning letter of suspension, possible suspension.

<p>Disrespectful Manner/Swearing Use your manners and be kind</p> <p>Swearing as an exclamation Indistinct mutterings Isolated lack of respect in manner</p> <p>Repeated lack of respect/challenging manner Swearing amongst peers</p> <p>Verbally aggressive Swearing abusively at adult/peer</p>	<p>Intimidation/ Harassment/ Exclusion Care for each other</p> <p>Isolated name calling, put downs, intimidation or exclusion</p> <p>Repeated name calling, put downs, intimidation or exclusion</p> <p>Sustained name calling, put downs, intimidation or exclusion Threatening harm</p>	<p>Inappropriate use of Property (Equipment /Resources) Care for our school</p> <p>Careless use or accidental breakage of property</p> <p>Accidental breakage of property and/or reckless misuse</p> <p>Intentional breakage or damage of property through destructive use</p>
<p>Defiance or Dishonesty Listen carefully and follow instructions</p> <p>Slow to comply with requests or complete tasks</p> <p>Refusal to follow instructions Removal of self without compliance Intentional dishonesty</p> <p>Intentional and persistent refusal to follow instructions Repeated dishonesty</p>	<p>Physical violence/ Aggressive play/Rough games Keep hands, feet, body and objects to yourself</p> <p>Unintentional contact</p> <p>Intentional contact - Pushing/shoving/ grabbing</p> <p>Tackling/striking with intent Pursuing to strike Spitting on or at somebody</p>	<p>Touching Keep hands, feet, body and objects to yourself</p> <p>Inappropriate touching without intent</p> <p>Inappropriate touching with intent</p> <p>Deliberate, targeted, inappropriate touching</p>
<p>Toilet Play Make healthy choices</p> <p>Playing in the toilet</p> <p>Inappropriate use of toilet area and facilities</p> <p>Repeated inappropriate use of toilet area and facilities, or damage to area Invading privacy</p>	<p>Climbing Move safely, right place, right time</p> <p>Climbing without supervision</p> <p>Climbing or swinging after a warning</p> <p>Intentional climbing and refusal to follow safety instructions</p>	<p>Out of Bounds Move safely, right place, right time</p> <p>Careless wandering</p> <p>Repeated presence in out of bounds area</p> <p>Absconding Intentionally evading supervision</p>

Black Hill Public School Behaviour Consistency Flowchart





Incident reporting guide:



Black Hill Public School

The following applies to all incidents depending on the number of incidents in the term or the type of incident.

All students start on zero at the start of a school term.

Minor- Warning



Minor- Warning incidents are monitored by teachers and entered when they find the same issue happening continually from the same student (usually 3 times).

Once the student has had **three written warnings** for the same behaviour, that then becomes a **Minor- School Bytes** incident and a note is sent home regardless of it being the first **Minor- School Bytes** incident for that student.

Minor- School Bytes



Minor- School Bytes incidents are teacher managed, entered into School Bytes and a timeout (10 minutes) is given to any student responsible.

The Prompt, Redirect, Reteach, Provide Choice and Consequences response should be followed for the first incident. Then notes will go home for the next three **Minor- School Bytes** incidents as they occur.

When **four Minor- School Bytes** incidents have been recorded for any student, the classroom teacher, with the Principal's advice, will organise a meeting with the child's parents or carers.

Major- School Bytes



Major- School Bytes incidents are to be teacher managed at the time of the incident and the appropriate immediate consequence is applied. The principal should be advised immediately. The classroom teacher is also notified of the incident.

These **Major- School Bytes** incidents will be recorded on School Bytes. The principal will then advise the appropriate action to be taken.

A **time-out, suspension caution letter** or a **suspension** may be applied for these behaviours. It is at the **principal's discretion** how many of these incidents are allowed in a term depending on the nature of the incident.



Minor Incident reporting guide:



Minor- Record on School Bytes

The following incidents are to be teacher managed at the time of the incident and the appropriate immediate consequence is applied. A timeout will be issued for these behaviours and the PBL Minor Behaviour Response should be followed.

These minor incidents will be recorded on School Bytes. Classroom teacher is notified of the incident.

A note will be sent home regarding the second incident of this nature, and any that follow.

Minor- School Bytes Disrespectful Manner/ Swearing	Repeated lack of respect. Failure to respond to adult requests (yelling no when asked to do something). Student displays a challenging manner. Swearing amongst peers, messages or use of words in an inappropriate way for the developmental age of the student (name calling, teasing).
Minor- School Bytes Intimidation/ Harassment/ Exclusion	Repeated name calling or put downs. Intimidation or exclusion from activities, minor in nature and the situation has become a reportable incident.
Minor- School Bytes Inappropriate use of Property (Equipment/Resources).	Accidental breakage of property and or reckless misuse of property. Student deliberately destroys another student's equipment or possessions (e.g. snaps a pencil, scribbles on belongings). Student damages school equipment on purpose. There is a continual incidence of the behaviour and the behaviour is on purpose. The event is minor in nature, but reportable.
Minor- School Bytes Defiance or Dishonesty	Refusal to follow instructions, defiance, disrespect and non-compliance are evident Removal of self without compliance, student leaves the classroom on purpose without the teacher's permission. The behaviour is not accidental or explainable, but the student does not leave the school grounds. Intentional dishonesty, a student lies to a teacher about an incident.
Minor- School Bytes Physical violence/ Aggressive play, Rough games.	Intentional contact- pushing, shoving, grabbing. Mild level physical contact with another student. Inappropriate game play. Deliberate and continued interference with other people's games.

Minor- School Bytes Touching	Inappropriate touching with intent (over affectionate, rough gameplay, grabbing). The student doesn't stop the behaviour when requested to.
Minor- School Bytes Toilet Play	Inappropriate use of the toilet area or facilities. Aggressive play in the toilet (pushing, grabbing, trapping others). Intentional damage to the toilet area. Student doesn't leave when asked to do so,
Minor- School Bytes Climbing	Climbing or swinging after being warned not to. Walking on seats or other school property after being warned not to. Recurring incident. Swinging on, or climbing trees after being warned not to.
Minor- School Bytes Out of Bounds	Repeated presence in an out of bounds area. Student has been asked not to go into an out of bounds area, <u>but</u> <u>ignores</u> the instruction.

Minor- Record on School Bytes: Other

Minor- School Bytes Late to class	Missing the beginning of class time by more than 10 minutes, there is no valid explanation for being late. Student encourages others to be late to class.
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Major Incident reporting guide:



Major- Record on School Bytes

The following incidents are to be teacher managed at the time of the incident and the appropriate immediate consequence is applied. The principal should be advised immediately. The classroom teacher is also notified of the incident.

These major incidents will be recorded on School Bytes. The principal will then advise the appropriate action to be taken. A time-out, suspension caution letter or a suspension may be applied.



Major- School Bytes Disrespectful Manner/ Swearing	Verbally aggressive towards another student, adult or teacher. A time-out will be issued for messages that include high level swearing, name calling or use of words in an inappropriate way for the developmental age for the child. Highly offensive level of words and actions or swearing abusively at an adult or peer, will be reviewed by the principal.
Major- School Bytes Intimidation/ Harassment/ Exclusion	Sustained name calling, put downs, intimidation or exclusion of others (student delivers highly disrespectful messages, verbal or gestural, to others). Threatening harm to others. A time-out will be issued unless the principal advises otherwise.
Major- School Bytes Inappropriate use of Property (Equipment/Resources).	Intentional breakage or damage of property through destructive use. Any form of injury or damage caused to people or property due to the intentional misuse of equipment/resources. A time-out will be issued unless the principal advises otherwise.
Major- School Bytes Defiance or Dishonesty	Intentional and persistent refusal to follow instructions. Removal of self without compliance, student leaves the classroom on purpose without the teacher's permission. The behaviour is not accidental or explainable and the student leaves the school grounds. Intentional dishonesty, a student repeatedly lies to a teacher about an incident. A time-out will be issued unless the principal advises otherwise.
Major- School Bytes Physical violence/ Aggressive play, Rough games.	Tackling/striking with intent. High level physical contact with another student where injury may occur (fight situation). Pursuing another student to strike them, fighting and aggressive behaviour are included. Spitting on or at somebody. A time-out will be issued unless the principal advises otherwise.

Major- School Bytes Touching	Deliberate, targeted, inappropriate touching. The principal reviews the incident to recommend a consequence. A time-out will be issued unless the principal advises otherwise.
Major- School Bytes Toilet Play	Repeated inappropriate use of the toilet area or facilities. Intentional, high level damage to the toilet area. Invading another person's privacy. A time-out will be issued unless the principal advises otherwise.
Major- School Bytes Climbing	Intentional climbing and refusal to follow safety instructions. A time-out will be issued unless the principal advises otherwise.
Major- School Bytes Out of Bounds	Absconding- leaving the school grounds, attempting to run away, hiding from staff to the extent where it is a serious issue. A time-out will be issued unless the principal advises otherwise.

Major- Record on School Bytes: Other

Major- School Bytes Suspension	Criminal or delinquent behaviour may include, but not limited to: <ul style="list-style-type: none"> - Possession or use of a prohibited weapon. - Custody of a knife at school. - Stalking and cyber stalking. - Use of technology to intimidate and harass. - Criminal damage. A suspension will be issued on the advice of the principal.
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BLACK HILL PUBLIC SCHOOL

POSITIVE BEHAVIOUR FOR LEARNING



PBL Expectations

Respect

1. Use your manners and be kind.
2. Care for each other and our school.
3. Listen carefully and follow instructions.

Safety

1. Move safely, right place, right time.
2. Keep hands, feet, body and objects to yourself.
3. Make healthy choices.

Excellence

1. Know your strengths.
2. Be the best you can be.
3. Be self-motivated.

Acknowledgements:

A STUDENT CAN:

- receive Blueys
- receive merit certificates and awards
- participate in celebration days

Consequences:

A STUDENT CAN:

- receive a warning
- be given time out
- lose privileges
- be given detention
- further consequences as per Department of Education policies

We as parents/caregivers have read and explained the expectations and consequences above to our child.
We also agree to support the school in encouraging these expectations with all students.

Student Name: _____
(Please Print)

Signed: _____ Date: _____
(Parent/Caregiver)

Signed: _____ Date: _____
(Parent/Caregiver)





Merit and Award Guide 2024:



Black Hill Public School

The following is a guide to the current PBL and school-based Merit Award structures.

For general Principal Awards and Class Awards the following applies:

10 x  or  = 

25 x  or  = 

For PBL Awards the following applies:

1 x  = 

5 x  = 