

# BRONTE PUBLIC SCHOOL



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## **Bronte Public School Student Behaviour Guidelines**

### **Strategies to Promote Positive Behaviour and Effective Learning**

*All students at Bronte have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, and discrimination. To achieve this at Bronte it is necessary to maintain high standards of discipline. Our school's Positive Behaviour and Effective Learning Policy aims to support good behaviour and manage inappropriate behaviour.*

### **School Rules**

**Respect Yourself  
Respect Others  
Respect our Environment**

### **School Values**

The school values developed through student, teacher and parent voice. They are values that reflect the school community. We:

- *Have fun!*
- *Believe in Ourselves*
- *All belong!*
- *Have a go!*
- *Use our imagination*
- *Keep healthy*
- *Stand up for others*
- *Work together*
- *Work to our very best*
- *Look after our world*

### **Whole school strategies to promote and support positive behaviour**

- Fortnightly assembly awards recognising student achievements and behaviour including; Principal's awards, Gold Cards, blue cards and House Points.
- Commendations/ special awards at assemblies and at school activities.
- Promotion of achievement in Bronte school newsletter, local media, and the school sign.
- Annual programs such as the Buddy system, Peer Support, SRC and Stage 3 Leadership programs to teach school rules and social skills.
- Explicit lessons include teaching of school and classroom rules and the school merit system.
- **Regular Learning Support meetings** to identify and support students requiring social, emotional and academic support or extension. Providing appropriate support programs such as UR Strong, counselling and Peaceful Kids.

- Distribute anti-bullying policy to parents annually.
- Personal Development lessons on a stage basis focus on the differences between bullying and conflict, and bystander and upstander behaviour including an awareness of racism and discrimination. Inform parents via the newsletter.
- Individual student learning and behaviour plans are created at the commencement of the school year and updated each term. Saved in Sentral.
- Communication of individual learning and behaviour plans at scheduled meetings with parents and relevant staff.
- Year 6 leadership program, students given roles and responsibilities, and participate in citizenship and civics.
- Year 5 aspiring leaders program to support a fair and conscientious preparation for becoming leaders.

### **Merit system**

Each classroom will reward positive behaviour and high effort aligning with the school merit system. These may include:

- Specific feedback and recognition
- Class stickers/ stamps
- Class incentives – such as a checklist to earn free time
- Blue cards/ Dojos/ ticks

5 Blue Cards = 1 Gold Card

10 Gold Cards = Book Award

Principal's Awards are handed out every fortnight at Friday assembly for high quality work or effort.

### **Strategies for Resolving Unacceptable Behaviour in the Classroom**

**Reference: Student Behaviour Procedures Kindergarten to Year 12 DoE 2022**

#### **Responsible: Teacher**

##### **Class Rules**

- Each class will review school rules at the commencement of the school year and negotiate a set of clear and simple rules that are displayed in the classroom.
- Teacher displays rewards and consequences.

#### **Level 1**

- Should a student ignore direction to comply on **three** occasions they will be directed to a *Thinking Time* area (timeout/reflection) in the classroom. (K-2 – 5 minutes, 3-6 10 -20 minutes)
  1. Each time the student does not comply they will be given a **warning**. The **first warning** will be recorded\* by the teacher. (Optional methods for providing warnings)
  2. The **second** time they do not comply with the teacher's request a record is kept.
  3. The **third time** they do not comply the student goes to the **Thinking Time/Time Out** area.

*(if a student refuses to go to the Thinking Time area in the classroom - student is sent directly to AP. Teacher and student discuss with AP at the nearest break)*

#### **Level 2**

- Should a student continue unacceptable behaviour after 'time out' they will be given another warning. They will be then sent to **Thinking Time/ Time Out in another classroom** where they will be required to reflect on their behaviour and complete class work. Students will stay at the **Thinking Time** class until the next break. On return to

class, the teacher will conference with the student, record the incident and communicate to Assistant Principal. Teacher communicates with parent/carer.

### Level 3

- Should a student continue unacceptable behaviour after returning from the 'time out' classroom they will then be given only **one** warning. If behaviour continues, they will be sent to the Assistant Principal for further **Thinking Time**.
- Teacher to discuss support strategies for student with AP and call Parent/ Carer. Record in Sentral. If steps 1-3 are repeated on subsequent days, the teacher attends LS meeting. Teacher/ AP/ Principal assess appropriate support strategies for student and communicate with family.

### Level 4

- Students may require a **daily behaviour contract**. This will be monitored by the classroom teacher and the Stage Assistant Principal for a predetermined time.
- In the case of repeated unacceptable behaviour **withdrawal** from the classroom or playground will be conducted with the Assistant Principal.
- Student may be **excluded** from the classroom, playground, incursions, excursions, camps, and school functions. The degree of exclusion will be at the discretion of the **Executive and/ or Principal**.

### Level 5

- If the student's behaviour is causing harm to others or self with a range of support strategies and a behaviour plan already in place, a **Formal caution** will be issued (includes meeting with parents/ Principal/ teacher/ AP) Following this, and with daily monitoring and communication with the student and parent/s, a **suspension** from school or at school can be implemented when all strategies have been exhausted. The student may not take part in one or several activities based on the Executive discretion. Students may be excluded from taking part in regular classroom, playground and sporting activities. This includes excursions, camps and other school functions. Following a Resolution meeting the student will be monitored on a behaviour contract for a predetermined time with restricted access to school activities and routines.

**FOR ALL SITUATIONS THERE EXISTS A CLAUSE WHICH MAY SEE A STUDENT BYPASS EARLIER LEVELS AND PROGRESS STRAIGHT TO ANOTHER LEVEL. THE PRINCIPAL RESERVES THE RIGHT TO MAKE THE DECISION TO SUSPEND IF AND WHEN ACTS OF UNACCEPTABLE BEHAVIOUR ADVERSELY AFFECT OR ENDANGER THE HEALTH AND SAFETY OF THE STUDENT, OTHER STUDENTS, STAFF OR PARENTS.**

\*The ARCO will address any situation involving racism and/ or discrimination.

### **Strategies for Resolving Unacceptable Behaviour in the Playground**

The playground rules are displayed in all classrooms and on the noticeboard. Students who are following school rules may be rewarded with a blue card.

The bottom grass is allocated to active play and ball games. The undercroft will remain a handball court for any stage. Playground equipment is to be borrowed from classrooms.

During eating time a Playground Bag with a behaviour book and Band aids will be collected by the teacher on duty. It will be the 2<sup>nd</sup> half duty teacher's responsibility to return the bag to the office. Students who display incorrect behaviours on the playground should be addressed and reminded of what is expected of them. Refer to school rules displayed in playground bags. Teachers will discuss any inappropriate behaviour with the child using the Restorative Practices framework. **Physical abuse between students results in immediate withdrawal from the playground.**

If inappropriate behaviour is repeated students will be given a warning.

If unacceptable behaviour is displayed for a second time a quiet spot with 5 minutes of thinking time is issued. Suggested areas for **Playground Thinking Time** include:

Bottom Grass	Top Grass	Canteen
Wooden tiered sleepers	Courtyard silver seats near the little basketball hoop	Silver seat under fire steps

Any incident, listed below, that occurs on the playground is to be written into the Playground behaviour book.

Unacceptable behaviours include:

- Peer conflicts – physical and/ or verbal fighting
- Bullying like behaviour - for example, threats, teasing or discrimination.
- Regular defiance - students who refuse to wear their hats, back chatting etc.
- In the wrong place
- Behaving unsafely
- Disrespecting themselves, others or property

If Playground rules are not followed, students' actions are recorded in the Playground behaviour book on a behaviour slip. The behaviour books will be checked by APs on a regular basis and recorded in Sentral to monitor students' behaviour in the playground.

A repeat of unacceptable behaviour will involve **withdrawal** with one of the Assistant Principals involving Restorative questions and a reflection sheet.

#### Playground Exclusion

If a students' behaviour continues to cause risk to self or others on the playground they may be excluded from the playground until their behaviour is modified to match the school rules. A meeting will be arranged with parents, students and the Principal in this situation. **Level 5 from the classroom procedures is followed from this point.**

## Restorative Justice

Bronte Public School uses a Restorative Practice approach to modify student behaviour. It has been developed with one specific goal in mind; to support and facilitate the building of healthy relationships. It has been proven beyond doubt that when individuals live in healthy relationships with significant others, there is abundant personal growth, capacity for character building and a high level of achievement in all areas of endeavour.

**Negative student behaviour will be explored through the use of the Restorative Questions. They are:**

1. **What happened?**
2. **What were you thinking of at the time?**
3. **What have you thought about since?**
4. **Who has been affected by what you have done? In what way?**
5. **What do you think you need to do to make things right?**