



CARLTON PUBLIC SCHOOL



STUDENT WELFARE POLICY

This policy articulates what the school community will do to support and promote student behaviour and wellbeing for every learner at Carlton Public School.

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Policy Overview

Statement of Purpose

At Carlton Public School we aim to develop creative and critical thinkers. We hold high expectations to ensure that students achieve their learning goals in an inclusive, collaborative learning environment.



This policy aims to communicate our focus on developing the following:

- A safe and caring school environment that is free from bullying and any form of discrimination.
- Students that are self-reliant, responsible and active citizens of our community
- Clear expectations for student behaviour.
- Clear procedures for acknowledging student achievement and citizenship.
- Programs to enhance student wellbeing.

Carlton Public School is dedicated to creating a supportive school environment which fosters the academic, social, and emotional growth of students. The vision for behaviour support is based on our Positive Behaviour for Learning (PBL) expectations. Behaviour support strategies are designed to meet the diverse needs of all students, providing everyone with the opportunity to succeed. Whole school wellbeing programs are implemented to promote mental health and social-emotional learning, further enhancing our supportive learning environment. A significant aspect of our approach is the use of restorative practices, alongside preventative strategies. Restorative practices focus on repairing and rebuilding relationships, while preventative strategies help students develop self-regulation skills and manage their emotions effectively. This dual approach ensures that students are equipped with the tools they need to navigate challenges and promotes a positive learning environment. At Carlton Public School we work collaboratively with students, staff and in partnership with families to create a school culture that encourages positive behaviour and helps all students become responsible and active members of the community.

Carlton Public School will implement the procedures and expectations within the Student Behaviour Policy to students by:

- Communicating the policy to students within the classroom.
- Discussing our Rules, Rights and Responsibilities and appropriate behaviour and consequences with students.
- Reminding students of their Responsibilities during school assemblies.
- Using the procedures of this policy in our interactions with students.

Parents will:

- Be made aware of the Student Behaviour Policy through the newsletter, information flyer, school website, school app and Meet the Teacher evenings.
- Be involved in the evaluation of the policy and asked to provide comment regarding future directions.
- Support the principles of the policy at home and when required to attend meetings at school.

Teachers will:

- Ensure that they are familiar with all aspects of the Student Behaviour Policy.
- Contribute to the provision of a caring, well-managed, safe environment for all students, fellow staff and parents.
- Participate in the school community's implementation of the Student Behaviour Policy.



DoE Behaviour Code

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

In NSW public schools students are expected, to the best of their ability, to:

- show respect to 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
- act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- resolve conflict respectfully, calmly and fairly
- meet the school's agreed uniform policy or dress code
- attend school every day (unless legally excused)
- respect all property
- be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools
- not bully, harass, intimidate, or discriminate against anyone in our schools.

Schools take action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning

All students have a right to:

- safety at school
- access and fully participate in their learning
- be treated with respect by other students, teachers and school staff
- express their views, set goals and self-advocate.



The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments and apply an appropriate action when students are not meeting these expectations. The department is responsible for the provision of a policy framework and resources such as legal issues bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context, the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level. To meet the expectations set out above, students in NSW public schools, to the best of their ability, should adhere to the following principles.

Respect

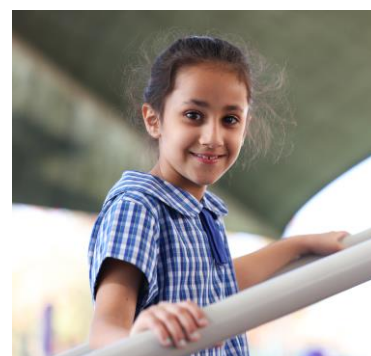
- Treat one another with dignity.
- Communicate and behave courteously.
- Act and work cooperatively with other students, teachers, and school staff.
- Develop positive and respectful relationships.
- Value the interests, ability and culture of others.
- Respect the learning needs of other students.
- Dress appropriately by wearing the agreed school uniform or dress code.
- Take care with school property and the property of staff and other students.

Safety

- Model and follow school and class rules and expectations around behaviour and conduct.
- Negotiate and resolve conflict.
- Be aware of and take responsibility for how their behaviour and actions impact others.
- Care for self and others.
- Be safe and help others to make safe choices that do not hurt themselves or others.

Engagement

- Aspire and strive to achieve the highest standards of learning.
- Arrive at class and school on time.
- Be prepared for every lesson.
- Actively participate in learning.



Core Values, Rights and Responsibilities

Core Values

The Student Behaviour Policy at Carlton Public School will centre on the following core values:

- Be Safe
- Be Respectful
- Be an Engaged Learner



Student Rights and Responsibilities

Core Values	Student Rights	Student Responsibilities
SAFETY	I have the right to feel safe and secure in the classroom and playground.	I am responsible for working and playing safely with peers in the classroom and playground.
CARE	I have the right to be educated in a caring and supportive learning environment.	I have the responsibility of caring for other people, my classroom and the playground environment.
RESPECT	I have the right to belong and feel respected. I have the right to be treated with respect, understanding and tolerance.	I have the responsibility to respect and cooperate with all members of the school community.
FAIRNESS	I have the right to speak and to be heard. I have the right to be treated fairly and equitably.	I have the responsibility to listen to others and treat others fairly and equitably.
ENGAGEMENT	I have the right to be educated in an environment which maximises my learning potential and provides me with a broad range of learning experiences.	I have the responsibility to actively participate in all aspects of school life and take responsibility for my own learning.



Positive Behaviour for Learning (PBL)

Positive Behaviour for Learning (PBL) is implemented to improve the learning and wellbeing of all students in all school settings.

Positive Behaviour for Learning is a whole school approach for creating a positive, safe and supportive school climate in which students can learn and develop. This approach involves the school community working together. Students are empowered to participate in decision-making through active involvement in the school's leadership of PBL.

All staff are responsible for teaching the behaviour expectations, providing consistent positive feedback to students, and delivering consistent corrective feedback and consequences when expectations are not followed. The entire school, including the classrooms, all learning areas, corridors, canteen, playground and toilets. At Carlton Public School we will work in partnership with parents and carers to create a school culture that encourages positive behaviour and helps all students become responsible and active members of the community.

When PBL is implemented well, a safe and supportive learning environment is provided for all students. Students and staff benefit from:

- increased academic instructional time for students
- improved social climate of the school
- increased numbers of students displaying positive behaviours
- support for students, teachers and families which is matched to their needs
- systems that support an instructional approach
- consistent delivery of effective programs and practices that are sustained over time.





PBL Matrix of Expected Behaviours

Carlton Public School

	Be Safe	Be Respectful	Be Engaged Learners
General Expectations	<p>We are responsible for our choices</p> <p>We take care of each other and our school</p> <p>We follow all instructions</p> <p>We move quietly and sensibly</p>	<p>We respect our school, the staff and our community</p> <p>We show empathy and use our manners</p> <p>We celebrate success</p> <p>We are inclusive</p>	<p>We use our learning time wisely</p> <p>We are active listeners</p> <p>We are problem solvers</p> <p>We collaborate and participate</p>
Learning Areas	<p>We ask for permission to leave the room</p> <p>We keep our belongings and areas organised</p> <p>We use equipment correctly</p>	<p>We listen to the ideas and opinions of others</p> <p>We support the learning of others</p>	<p>We are focussed and ready to learn</p> <p>We strive to achieve our learning goals</p> <p>We are resilient learners</p>
Outdoor Areas	<p>We are sun smart</p> <p>We stay in the playground</p> <p>We play carefully around others</p>	<p>We use appropriate language</p> <p>We are fair and show kindness to others</p> <p>We keep our school environment clean</p>	<p>We resolve conflicts together</p> <p>We make healthy food choices</p> <p>We move to class quickly</p>
Toilets	<p>We keep the toilets a 'play-free' zone</p> <p>We flush, wash and leave</p>	<p>We respect the privacy of others</p> <p>We leave the area clean and tidy</p> <p>We only use what we need</p>	<p>We use the toilet at break times</p> <p>We are water wise</p>
Representing Our School	<p>We stay with the group</p> <p>We stay alert</p> <p>We make safe choices</p>	<p>We wear the correct uniform</p> <p>We acknowledge the importance of formal events</p> <p>We are respectful of those we meet</p>	<p>We are good role models</p> <p>We take advantage of opportunities</p>
Online	<p>We follow & the CPS Online Code of Conduct</p> <p>We report unsafe behaviours to adults</p> <p>We maintain our privacy online</p>	<p>We respect the privacy of others</p> <p>We take care of devices and use them appropriately</p> <p>We 'Stand up and speak out' about online bullying</p>	<p>We creatively use technology to enhance our learning</p> <p>We avoid distractions when learning online</p>



Merit Scheme

Carlton Public School believes that fundamentally, students are rewarded intrinsically when they try their best and are motivated to succeed. This is achieved through the creation of a quality learning environment and when students are engaged in experiences that possess intellectual quality and significance. At Carlton PS, intrinsic rewards are coupled with our extrinsic merit scheme which rewards students for actively demonstrating our school's core values and trying their best academically.

Students can work towards the achievement of a series of reward levels. Achievement of these levels is earned by upholding the school's PBL expectations, exemplary behaviour, outstanding citizenship and working to potential within learning programs. In order to work towards the various reward levels, students earn tokens which are then recorded on class commendation charts. Tokens are to be valued by students and it is recommended that students only receive one token at a time unless there are exceptional circumstances where two may be given out.

Tokens are rewarded to students who follow the PBL expected behaviours of being safe, respectful and engaged learners (as outlined on the PBL Matrix).

The following numbers of tokens need to be earned in order to achieve the commendation levels of Bronze, Silver, Gold and Principal's Awards:



POSITIVE BEHAVIOUR AWARD SYSTEM



BRONZE AWARD
25 TOKENS



SILVER AWARD
50 TOKENS



GOLD AWARD
100 TOKENS



PRINCIPAL'S AWARD
150 TOKENS





Whole School Approaches to Wellbeing

The Care Continuum



The care continuum facilitates the implementation of a whole-school, prevention-focused, and positive approach to behaviour support to meet the needs of all students. The care continuum includes interventions for:

- all students - creating a safe and respectful learning and play environments for all students. Along the care continuum this is known as prevention or universal interventions.
- some students - providing early intervention and targeted support for disruptive student behaviour, including students at risk of developing negative behaviours. Along the care continuum this includes early and targeted interventions.
- a few students - supporting students with complex and challenging behaviour needs, including students who have been diagnosed with particular conditions, through intense, individual interventions.

<p>Prevention</p>	<p>Whole-school proactive and prevention approaches aim to establish and maintain safe, respectful learning environments for all students. Proactive approaches include explicit teaching of the expected behaviours. These learning environments include classrooms, playgrounds, online and any other school endorsed events and should encourage prosocial behaviour. These interventions underpin effective teaching and will reduce minor behaviours of concern when applied consistently.</p>
<p>Early Intervention</p>	<p>Some students require early intervention to deal with emerging, low-level behaviours of concern. Early interventions provide early support for students or groups of students who are identified as being at risk of developing behaviours of concern. Schools need to develop a range of initial responses and approaches to work with students displaying emerging, low-level behaviours of concern. Early responses to behaviours of concern include preventive strategies, explicit teaching of expected behaviours, logical consequences, and consultation.</p>
<p>Targeted Intervention</p>	<p>Some students may require targeted support to encourage positive behaviours, particularly if they exhibit more complex and challenging behaviours, or where the frequency of the behaviour of concern may put students' learning and social success at risk if it is not addressed quickly. School staff should facilitate positive behavioural supports, including explicit teaching of expected behaviours as well as making targeted and reasonable adjustments in the classroom to support effective teaching and learning practices.</p>
<p>Individual Intervention</p>	<p>Students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents, Team within a school and Team Around a School. Strategies for these students require individual assessment, planning, implementation, monitoring and evaluation. Schools need to build capacity of school teams and teaching staff to be able to undertake functional behaviour assessments (FBA), develop individual student support plans and risk management plans for individual students.</p>

The table below is used by teachers to identify the types of behaviour students might be displaying along the care continuum.



Prevention	Early Intervention	Targeted	Individual
<p>Students engage in developmentally appropriate behaviour, including appropriate risk-taking behaviour</p> <p>Students respond positively to explicit teaching of expectations</p> <p>Students accept correction and feedback</p> <p>Students acquire new interpersonal and social skills that support engagement with learning</p> <p>Low-level behaviours easily managed by the teacher.</p>	<p>Difficulties with concentration</p> <p>Continuous low-level disruptive behaviour, also known as minor behaviours in PBL, may include:</p> <ul style="list-style-type: none"> • calling out • out of seat • low-level teasing • out of bounds • lack of personal space/boundaries • not following instructions • under-developed learning behaviours • incomplete tasks • off task behaviour • lateness <p>unprepared for learning.</p>	<p>Under-developed social skills:</p> <ul style="list-style-type: none"> • sharing and turn-taking • friendship skills • conversational skills. <p>Language and communication difficulties</p> <p>Self-regulation difficulties</p> <p>Poor conflict resolution skills</p> <p>Bullying others or being bullied</p> <p>Poor attendance</p>	<p>Behaviours of concern, also known as major behaviours in PBL, are defined as challenging, complex or unsafe behaviour that requires more persistent or intensive interventions. This may include:</p> <ul style="list-style-type: none"> • continued / persistent disobedient and/or disruptive behaviour • verbal abuse • physical aggression • severe self-injurious behaviour • malicious damage to or theft of property • severe risk-taking behaviour • shut down response • bullying and cyber-bullying • mis-use of technology <p>discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity.</p>

Positive Student Feedback

The "5:1 positive feedback model" is a general pedagogical principle that suggests educators should provide at least five positive or reinforcing comments for every one piece of corrective or critical feedback given to a student, aiming to create a more supportive learning environment and improve feedback effectiveness. While not a specific model from the [NSW Department of Education](#) (DoE), it's a widely adopted practice that aligns with the goal of fostering positive interactions and student growth. In some circumstances, teachers are required to adopt a 14:1 positive feedback strategy to further support students with additional behavioural needs.

Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. It recognises that a variety of factors influence behaviour and seeks to address the underlying influences through empathy, relationship-building, communication, social and emotional learning and finding ways to respectfully hold one another accountable. A restorative approach focuses on building, maintaining and restoring positive relationships.



What happened?

disrespectful mean shouting took my things something else?

Who has been (or could have been) affected by what happened?

me me friend the class someone else?

In what way? How do you/ they feel?

sad frustrated embarrassed rejected ashamed

annoyed confused unsure upset I don't know

What will repair this? What do you need to move forward?

sorry talk to an adult work together think it over another idea

What happened?

Who has been (or could have been) affected by what happened?

In what way? How do you/ they feel?

What will repair this? What do you need to move forward?



RESTORATIVE PRACTICES

QUESTIONING PROMPTS

GUIDELINES

Restorative conversations focus on the behaviour of concern or incident, promote a positive approach to resolving conflict and stabilise the identity of all students involved in the matter of concern.

Effective questions elicit empathy, remorse and learning.

IT IS IMPORTANT TO:

- ✓ **ASK QUESTIONS THAT ENCOURAGE SELF-REFLECTION AND PROBLEM-SOLVING**
- ✓ **BE EMPATHETIC AND PUT THINGS INTO PERSPECTIVE**
- ✓ **LISTEN TO, UNDERSTAND AND VALIDATE STUDENTS' EMOTIONS**
- ✓ **AVOID INTERROGATION AND PERSONAL JUDGMENTS**
- ✓ **RECOGNISE THAT SOME SITUATIONS MAY REQUIRE FURTHER INTERVENTION OR SUPPORT TO SEE POSITIVE BEHAVIOUR CHANGE.**



REFLECTIVE

CONVERSATION SCRIPT



Can you tell me what happened?

Value the student's voices and perspectives. Focus on the timeline of events without blame. Understand and identify the triggers.

What did you want to happen?

Establish the need. We all behave to meet specific needs.

Is it okay to want _____?

Validate the need.

Did what you do work for you?

Identify behaviour of concern

Who has been affected by what happened?

The key question to trigger empathy and remorse. Think beyond those directly involved to see the 'ripple effect' of actions and consider the personal impact.

What do you think you need to do to make things right?

Devise agreed, realistic and meaningful resolutions to heal the harm.

If the same thing happened again, what would you do differently?

De-escalation Strategies

It is often possible to minimise behaviours from escalating by acting early immediately before as behaviours begin to escalate. Ignoring escalation and not addressing its cause can increase the frequency and/or severity of the behaviour.

At Carlton Public School, it is important for teachers to identify the triggers that cause concerning behaviour and to recognise the early signs of escalation. This provides opportunities to apply strategies that reduce, rather than heighten, an emerging situation.

Strategies for de-escalation include:

- ✓ Keeping verbal instructions simple and minimal, using a calm tone of voice
- ✓ Using clear, direct language or the student's preferred method of communication
- ✓ Reinforcing the desired behaviour or positive alternatives when demonstrated
- ✓ Acknowledging the student's underlying or expressed emotion
- ✓ Use active listening skills
- ✓ Problem-solving with the student to address the issue
- ✓ Using non-verbal cues
- ✓ Providing options to help the student feel they are in control of their decisions
- ✓ Allow the student to access an alternate space with school staff that is less stimulating or removes access to triggers of behaviour in order to self-regulate and problem-solve.

Discipline Policy and Procedures

Statement of Purpose

All students at Carlton 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 it is necessary to maintain high standards of discipline. Our school's Discipline Policy aims to intervene when managing inappropriate behaviour, determined by the intensity, frequency and duration of the behaviour, within the learning context.



Responsibilities

All members of our school community are responsible for ensuring that high standards of discipline are maintained.

The Principal and Members of the School Executive are responsible for:

- providing a safe, secure and harmonious work environment for students and staff;
- developing, implementing and monitoring the school's policy;
- ensuring school discipline code procedures are implemented in all classes and that all teachers are informed of procedures;
- communicating with parents and carers in regards to school discipline policy and procedures.

Teachers are responsible for:

- supporting the effective implementation of the school discipline code;
- communicating with parents/carers in regard to school procedures and the school discipline code.

Parents are responsible for:

- supporting the school in the implementation of the school discipline policy;
- communicating with school staff in regard to their child's behaviour and circumstances which may influence this behaviour.

Students are responsible for:

- following the discipline code and school rules, rights and responsibilities and to comply with staff directions regarding discipline and appropriate behaviour;
- demonstrating respect for teachers, fellow students, other staff and school visitors and not engage in any form of harassment or intimidation.

Strategies for Managing Inappropriate Student Behaviour

All students at Carlton Public School are expected to:


- ✓ attend every school day and be in class on time and prepared to learn.
- ✓ behave safely and responsibly at all times.
- ✓ show respect at all times for their peers, teachers and other school staff, including following class rules, speaking courteously and cooperating with instructions and learning activities;
- ✓ care for property belonging to themselves, the school and others.

LEARNING AREAS	
Behaviour	Action/Consequences
<p><u>The student:</u></p> <ul style="list-style-type: none"> • does not follow class or school rules; • disrupts the learning environment. 	<ul style="list-style-type: none"> • Proximity and nonverbal cues. • Verbal redirection to an appropriate behaviour or cueing the student to class rules. • Calm down and provide choice.
<p><u>The student:</u></p> <ul style="list-style-type: none"> • continues to display inappropriate behaviour by disrupting learning or breaking rules. 	<ul style="list-style-type: none"> • Setting limits for a student by stating a positive direction and then giving a simple choice or consequence direction. • The student's name is written on the board as a visual reminder with a cross (X) against their name.
<p><u>The student:</u></p> <ul style="list-style-type: none"> • continues to display inappropriate behaviour by disrupting learning or breaking rules despite the previous warning. 	<ul style="list-style-type: none"> • Further reminder of appropriate behaviour. • A second cross (XX) is placed against the student's name on the board. • Student is provided an opportunity to reregulate behaviour in the classroom.
<p><u>The student:</u></p> <ul style="list-style-type: none"> • continues to display inappropriate behaviour by disrupting learning or breaking rules; • behaviour has not been modified as a result of the classroom timeout. 	<ul style="list-style-type: none"> • Final reminder of appropriate behaviour. • A third cross (XXX) is placed against the student's name on the board. • Student receives a behaviour reminder and is sent to <u>buddy class for self-reflection time</u>. • Behaviour is recorded in School Bytes. • Teacher contacts parent or carer to notify of the behaviour comment. • This includes language, RFF and library teachers. • Student now has 1 entry (formal warning)
<p><u>The student:</u></p> <ul style="list-style-type: none"> • repeatedly displays inappropriate behaviour and has their name recorded in School Bytes three times within a term. • is involved in behaviours such as fighting, hurting others, stealing or any other behaviour deemed serious. 	<ul style="list-style-type: none"> • Stage supervisor and student engage in a reflective conversation and set behaviour goals. • At the stage supervisor's discretion, the student will be placed on <u>Level 1</u> and if necessary placed on a <u>behaviour contract</u>. • The Stage Supervisor contacts the parent/carers to discuss the behaviour.

PLAYGROUND AREAS

Behaviour	Action/Consequences
<p><u>The student:</u></p> <ul style="list-style-type: none"> • does not follow the PBL expectations for outdoor areas. 	<ul style="list-style-type: none"> • Proximity and nonverbal cues. • Verbal redirection to an appropriate behaviour or cueing the student to the rules • Provide choice.
<p><u>The student:</u></p> <ul style="list-style-type: none"> • continues to display inappropriate behaviour despite the previous warning. 	<ul style="list-style-type: none"> • Student is provided an opportunity to reregulate and reflect on behaviour on the 'Calm Down Bench' in that area for 5 minutes. • Teacher engages in a restorative conversation to redirect the behaviour. Student re-enters the playground.
<p><u>The student:</u></p> <ul style="list-style-type: none"> • continues to display inappropriate behaviour • behaviour has not been modified as a result of the calm down bench. 	<ul style="list-style-type: none"> • Final reminder of appropriate behaviour. • Student receives a behaviour reminder and is sent to the 'Calm Down Bench' for the remainder of that break. • Behaviour is recorded in School Bytes by the teacher on duty for further monitoring.
<p><u>The student:</u></p> <ul style="list-style-type: none"> • misbehaves while on the 'Calm Down Bench' 	<ul style="list-style-type: none"> • Recording teacher to have restorative conversation with the student • Behaviour is recorded in School Bytes by the teacher on duty with all details of the behaviour included and attempts to redirect/calm stated. Reporting teacher <u>must</u> notify classroom teacher promptly. Classroom teacher will contact parents to notify them of the warning. • Behaviour entry becomes a formal warning.
<p><u>The student:</u></p> <ul style="list-style-type: none"> • is involved in behaviours such as fighting, hurting others, stealing, vandalism or any other behaviour deemed serious. • The student receives 3 entries in a 2 week period. 	<ul style="list-style-type: none"> • Stage supervisor and student engage in a reflective conversation and set behaviour goals. • At the stage supervisor's discretion, the student will be placed on <u>Level 1</u> and if necessary placed on a <u>behaviour contract</u>. • The Stage Supervisor contacts the parent/carer to discuss the behaviour.

Classroom Behaviour Management



CLASSROOM

CONTINUUM OF RESPONSE

- 1 PROXIMITY & NONVERBAL CUES**
- 2 VERBAL RE-DIRECTION**
 Set limits by stating a positive direction and then giving a simple choice or consequence direction.
- 3 VISUAL WARNINGS**
 This may include writing the student's name on the board or another clear 3 warnings system.
- 4 CALM DOWN/REFLECTION**
 Student is sent into a buddy class.
- 5 BEHAVIOUR NOTIFICATION**
 Teacher enters on School Bytes and contacts parent/carer. Note: This includes language, EAL/D and library teachers.

Playground Behaviour Management




PLAYGROUND

CONTINUUM OF RESPONSE

- 1 PROXIMITY & NONVERBAL CUES**
 Verbal redirection to an appropriate behaviour
- 2 RE-REGULATE & REFLECT**
 5 minutes on the 'Calm Down Bench'
 Restorative conversation to redirect the behaviour.
 Student re-enters the playground.

If behaviour is repeated/reoccurring or misbehaving on bench:

- 3 CALM DOWN BENCH**
 The rest of the break is spent on the bench
- 4 CONFERENCE & BEHAVIOUR NOTIFICATION**
 Referring teacher enters into School Bytes and engages in a reflective conversation.
 Referring teacher notifies CT and gives details.



PLAYGROUND

SUPPORT REQUIRED (SEVERE BEHAVIOUR)

- 1 CALM DOWN**
 Prompt to calm down. Remove if needed
- 2 SEND FOR SUPPORT**
 Send the red card in green bag to the office
- 3 MONITOR & SUPPORT**
 Wait for help and support students
- 4 BEHAVIOUR NOTIFICATION**
 Referring teacher enters into School Bytes
- 5 REFLECTION WITH AP**
 Responsibility for actions taken

Discipline Levels

Inappropriate behaviour in the classroom is address by the classroom teacher in a restorative conversation with the student and continued misbehaviour will result in behaviour reminders (three cross system) and further conversations with the student. If behaviour continues, a behaviour notification will be made in School Bytes and parents/carers will be contacted by the classroom teacher.

Students are placed on discipline levels as a consequence of inappropriate repeated behaviour in the classroom, playground or during any school activity (generally after 3 entries in School Bytes). They are placed on levels through the classroom behaviour management system or by referral to the Stage Supervisor, Deputy Principal or Principal. The names of students placed on levels will be recorded on the whole school welfare tracking system for monitoring purposes and further restorative conversations with the student.

Level	Behaviour	Action/Consequences
LEVEL 1 Referred to the Stage Supervisor	<u>The student:</u> <ul style="list-style-type: none"> has 3 behaviour notifications recorded on School Bytes within 2 weeks. is referred to the <u>Stage Supervisor</u> for being involved in behaviours such as fighting, hurting others, stealing, inappropriate language or any other behaviour deemed serious. 	<ul style="list-style-type: none"> The student is placed on lunch time <i>Reflection</i> for 1 or 2 days (at AP's discretion) where they complete a PBL reflection activity with an Assistant Principal. The student's parents are contacted by the classroom teacher (after each incident is recorded) or stage supervisor (when placed on Level 1) to discuss the behaviour. Behaviour is monitored for a week.
LEVEL 2 Referred to the Deputy Principal	<u>The student:</u> <ul style="list-style-type: none"> persists with inappropriate behaviour while on Level 1; is referred to the <u>Deputy Principal</u> for being involved in behaviours such as fighting, hurting others, stealing, vandalism, arguing with staff, serious bullying, inappropriate language or any other behaviour deemed serious. 	<ul style="list-style-type: none"> The student is placed on lunch time <i>Reflection</i> for up to 3 days. The student's parents are contacted by the Deputy Principal to discuss the behaviour and a letter is emailed to the parents/ caregiver. Involvement in extra-curricular activities and excursions are determined by the principal.
LEVEL 3 Referred to the Deputy Principal and/or Principal	<u>The student:</u> <ul style="list-style-type: none"> persists with inappropriate behaviour while on Level 2; is referred to the <u>Deputy Principal or Principal</u> for being involved in behaviours such as fighting, hurting others, stealing, vandalism, arguing with staff, serious bullying, inappropriate language or any other behaviour deemed very serious. 	<ul style="list-style-type: none"> The student is placed on lunch time <i>Reflection</i> for up to 5 days. An interview with the student's parents is held and possibly a formal caution to suspend is issued. A behaviour support plan may be put in place as required. Involvement in extra-curricular activities and excursions are determined by the principal. If behaviour continues to escalate, a referral to the Learning Support Team will be made and a Personalised Learning and Support Plan may be created with the Deputy Principal and/or Principal.
SUSPENSION Referred to the Principal	<u>The student:</u> <ul style="list-style-type: none"> displays serious inappropriate behaviours as outlined in the DoE Suspension and Expulsion of Students policy. 	<ul style="list-style-type: none"> The student will be suspended at the discretion of the Principal and in accordance with DoE Suspension and Expulsion of Students policy and procedures.

BEHAVIOUR LEVELS



	MINOR (CT) 3 X ENTRIES IN 2 WEEKS = LEVEL 1	MODERATE (AP) LEVEL 1	MAJOR (DP) LEVEL 2 OR 3
SAFE	<ul style="list-style-type: none"> • Being in undesignated areas without permission. • Physical contact • Unsafe movement around the school • Climbing (fences, railing, trees, verandas, seats, classroom furniture) • Running through gardens • Playing in the toilets • Play fighting • Rough Play (tackling, pushing, wrestling) • Throwing unsafe objects • Misuse of school equipment 	<ul style="list-style-type: none"> • Aggressive physical contact with intent (eg fighting) • Unsupervised in a classroom • Intentional dangerous play • Continuous unsafe classroom behaviour 	<ul style="list-style-type: none"> • Possession of weapons or illegal substances (e.g vapes) • Absconding
RESPECTFUL	<ul style="list-style-type: none"> • Arguing with and insulting others • Inappropriate language (swearing) • Spitting on the ground • Social disagreements (excluding, name calling, yelling at others, teasing and taunting others) • Ignoring teachers' instructions • Carelessly damaging the school or others' property (including digital devices) • Not being truthful • Disrupting others' games • Unfair play 	<ul style="list-style-type: none"> • Deliberate disobedience • Stealing • Disregarding Privacy of others • Spitting at directly other people • Inappropriate language directed at others including name calling • Abuse of power imbalance • Deliberate damaging school or others' equipment with intent • Bullying & Harassment of others • Disrespecting staff and community members • Capturing voice recordings or footage of others without permission • Accessing or creating offensive online material • Cyber-bullying 	<ul style="list-style-type: none"> • Severe Bullying (emotional, verbal, cyber and physical) • Severe Harassment (sexual/physical) • Racism • Vandalising school property • Violence causing serious injury • Premeditated assault • Threatening staff and community members • Accessing, distributing or creating highly offensive online material • Posting defamatory, racist, threatening comments • Sustained cyber-bullying
ENGAGED LEARNERS	<ul style="list-style-type: none"> • Disrupting learning (talking at inappropriate times, disturbing others, interrupting) • Not valuing learning time (leaving the classroom and dawdling back, refusal to complete tasks) • Using phones during school time • Playing online games without permission 	<ul style="list-style-type: none"> • Deliberate disobedience • Repeated non-compliance of rules in all learning areas. • Inappropriate behaviour while representing the school. • Deliberate mis-use of digital devices (using inappropriate websites, social media) 	<ul style="list-style-type: none"> • Truancy • Violent, unsafe and disruptive behaviour in learning areas.



BEHAVIOUR LEVELS

1

- Stage Assistant Principal will call parents to notify them of a 'Level 1 Behaviour Notification' (Class teachers will have already notified parents of incidents)
- Following 3 behaviour entries or a major behaviour incident.
- Student attends **1-2 reflective sessions** (determined by AP to complete a PBL reflection activity during lunch time with an Assistant Principal.
- Any further behaviour incidents may result in further restorative practice or progress to a Level 2.

2

- Deputy Principal will call parent and email to notify them of a 'Level 2 Behaviour Notification' following continued or persistent behaviour incidents whilst on a Level 1.
- Student attends **3 reflective sessions** where an Assistant Principal will discuss incidents with student using relevant PBL expectations and the Restorative Practice script to set behaviour goals with the student.
- Involvement in extra-curricular activities will be at the discretion of the principal and determined by the behaviour.

3

- The student is placed on lunch time Reflection for up to 5 days (DP's discretion)
- An interview with the student's parents is held and possibly a formal caution to suspend is issued.
- A behaviour support plan may be put in place as required.
- Involvement in extra-curricular activities and excursions are determined by the principal.
- If behaviour continues to escalate, a referral to the Learning Support Team will be made and a Personalised Learning and Support Plan may be created with the Deputy Principal and/or Principal.

Suspension

- Displays serious inappropriate behaviours as outlined in the DoE 'Suspension and Expulsion of Students Policy'
- Student will be suspended at the discretion of the principal in accordance with the DoE Suspension and Expulsion Policy and Procedures.

Management of Lunch time-Reflection Room

The Reflection room operates in the classrooms of the executive teachers (Assistant Principals) 1.30pm – 2.00pm every day and is supervised by a designated teacher. A Behaviour reflection sheet is filled in for each student attending the reflection room to record their attendance, behaviour and note the reflection activities undertaken by the student. Students are given time prior to attending the Reflection Room to eat their lunch and afterwards to ensure they have a break.

During the Reflection room, students will engage in a restorative conversation with the supervising teacher and complete a reflection sheet which includes setting a behaviour goal which is monitored by the class teacher and stage supervisor.

Student Reflection and Goal Setting (Stage 2 & 3)



Name: _____ Class: _____ Date: _____

What PBL expectation did you break?

Safe Learner	Respectful Learner	Engaged Learner
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What did you do?

Behaviour Goal:

To improve I am going to:

To achieve my behaviour goal I will:

- *
- *
- *
- *

Student: _____ Teacher: _____

Progress Report

Behaviour Goal Completion

Complete	Further action required (please specify)
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Student Reflection and Goals K-2



Name _____ Class _____ Date _____

What PBL Expectation did you break?

Safe Learner	Respectful Learner	Engaged Learner
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What is your behaviour goal for the next 5 days?

I am learning to

Progress Stamp Card:

Day 1	Day 2	Day 3	Day 4	Day 5
Teacher initial	Teacher initial	Teacher initial	Teacher initial	Teacher initial



Code of Conduct for Sport (Botany Bay PSSA Official Policy)

Players' Code of Conduct

Representing the school in PSSA Competitions provides an opportunity for talented athletes to extend their skills and compete against similarly skilled students from other schools. Representing the school is an honour and students have a responsibility to compete at all times in a manner that brings credit to themselves and their school. The following Code of Conduct has been devised to guide the achievement of this outcome.

As a Carlton Public School student, I agree to the following:

- Play for the fun of it.
- Work equally hard for yourself and your team.
- Be a good sport and encourage your fellow team members.
- Cooperate at all times with your coach, team mates and opponents.
- Compete by the rules and always abide by referees/umpires or touch judge decisions.
- Control your temper and behaviour whilst on and off the playing field and make no criticism either by word or gesture.
- Whilst on the sidelines do not touch any sporting equipment. Sit and support your participating school mates.
- Be modest in success and generous in defeat (i.e. don't show off when successful or be a bad sport when defeated).

Parents' and Spectators' Code of Conduct

The support of parents and spectators at PSSA events is a welcomed and highly valued contributor to students' overall enjoyment of their involvement in school sport. The following Code of Conduct has been devised by the Botany Bay PSSA Association to ensure that high levels of student enjoyment are maintained.

As a Carlton Public School parent/spectator, I agree to the following:

- Encourage children to participate, do not force them.
- Focus on the child's efforts and performance rather than winning or losing.
- Encourage children to always participate according to the rules and the officials' decisions.
- Only use positive, respectful comments to motivate the children to do their best.
- Applaud good performance and efforts from each team and congratulate all participants upon their performance regardless of the game's outcome.
- Show respect for your child's opponents for without them there would be no game.
- Show appreciation of volunteer coaches, officials and administrators for without them, your child could not participate.
- Always respect the decisions made by the referees and umpires.
- If you disagree with an official raise the issue through the appropriate channels in writing rather than questioning the official's judgement and honesty in public.





Programs to Enhance Student Well-Being



Carlton Public School is a Positive Behaviour for Learning (PBL) school and is committed to providing proactive welfare programs which enhance student wellbeing at all levels and provide students with explicit skills and training in all areas of their personal, social and emotional development. Outlined below are some of the wellbeing programs available to students at Carlton.

Peer Mediation Program

Peer mediation is one of the conflict resolution strategies used by the school. Peer mediation invites students (disputants) to take responsibility for their actions by working together to find solutions to conflict. It involves two trained students from Years 4 and 5 (mediators) leading the disputants through a structured process. The Peer Mediation program aims to:

- increase awareness of how conflict can affect peoples' lives
- improve communication between students and between teachers and students
- teach students skills such as listening, critical thinking and problem solving
- empower students by having them take greater responsibility for resolving their own disputes.



More information can be found at: <https://education.nsw.gov.au/schooling/school-community/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-teachers/restorative-practices/peer-mediation>

Gotcha 4 Life

The Gotcha4Life program equips and supports mentally fit staff and school structures to foster an inclusive school culture where students feel welcomed and supported, with a strong emphasis on mental fitness and wellbeing. It provides targeted education and engagement opportunities for parents and community members to build awareness and capacity around mental health and wellbeing. This coordinated approach aims to strengthen the whole-school community's resilience, promote positive mental health practices, and enhance wellbeing outcomes for all students.

Breakfast Club

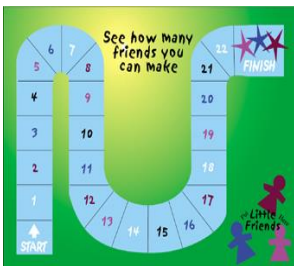
The breakfast club is funded by Foodbank and parent donations and is run by the P&C along with teachers to supply high-quality breakfast foods to support all students to enter the classroom well-fed, energised, focused and ready to learn. Breakfast Club is on every Wednesday, Thursday (8.30am – 8.55am) and Friday (8.15am-8.55am), in The Basement.

Theragames Program – Teaching Positive Social Skills

Theragames is a social skills development program which runs during lunchtimes each term. The aim of the program is to provide positive and specific social skill development for targeted children. Students identified by the Learning Support Team as needing specific social skills development or assistance are identified for the program. Stage 3 students are also trained in leadership skills to teach the games. These peer leaders, 'Theraleaders', are identified as students who would benefit from the continued development of self-confidence, self-esteem and/or specific social skills as taught throughout the training and program. A list of student participants, a timetable and a peer leader roster will be provided for teachers.

The program involves explicitly teaching 10 specific skills using skill cards and social stories. These skills are practiced and reinforced through short activities, games, role-plays and activities. The skills taught are listening, following rules, problem solving, sharing, joining in, offering help, accepting consequences, being honest, relaxing and rewarding yourself.

WHAT DO THERAGAMES LOOK LIKE?



Little Friends: The simplest game for young children - basic friendship skills, emotional vocabulary - small groups - 4-9 y/o



Think Again: A game that explores alternatives to aggression and anger management strategies - small groups - 7-14 y/o

When children are targeted for extra help in developing socio-emotional skills, then a skilled game leader is required in order to ensure a meaningful, therapeutic experience is provided. By modelling skills and coaching for emotional control, leaders guide children to a deeper level of experience. More information is available at the following link.

<http://theragames.com/>



Resources/ Weblinks

DoE Behaviour Code: <https://education.nsw.gov.au/behaviour-code-for-students/english-student-behaviour-code.pdf>

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

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