

# Manly Village Public School

## Positive Behaviour for Learning (PBL) Procedures



Respect

Integrity

Excellence

‘The Manly Village Way’

## Contents

	Page
Statement of Purpose	3
Rationale	3
Positive Behaviour for Engaging Learning (PBL)	4
School-wide expectations	4
Positive Behaviour Incentives	5 & 6
Individual Class and Specialist Staff Systems	7
Consequences and Management of Negative Behaviour Incidents	8
Recording of Incidents	9
Corrective Responses, Reflection Rooms and Restorative Practices Guidelines	9 & 10
Parent/ Caregiver Code of Enquiry	11
Appendix 1 – Flow Chart of Managing Inappropriate Behaviour	12 & 13



## The MVPS Positive Behaviour for Learning Procedures

### Statement of Purpose

At Manly Village Public School, we are committed to the pursuit of excellence. We provide a safe and positive learning environment, which allows students to develop the knowledge and skills to be respectful citizens who demonstrate integrity for themselves and their community. The school's Positive Behaviour for Learning Procedures have been created alongside the MVPS School Behaviour Support and Management Plan ([School Behaviour Support and Management Plan 2024 DRAFT DEC 24.docx](#))

### Rationale

Effective teaching and learning is best achieved in a safe, secure, well managed and positive environment in which staff, students, parents and the wider community work together to improve outcomes for all.

Every student has the right to feel safe and happy at school in a learning environment free from bullying and intimidation. Students have the right to be treated fairly and with dignity. The same rights apply to teachers, staff and community members.

At Manly Village Public School, we reward positive behaviour and provide consequences for negative behaviour. Students are consistently recognised for their effort, achievements and performance in their school life at Manly Village Public School. Clear expectations of positive behaviours are communicated to all students who have a responsibility to adhere to them.



**Positive Behaviour for Engaging Learning (PBL)**  
Positive Behaviour for Learning (PBL)

At Manly Village Public School, we use a research-based approach to student behaviour management. This approach is called Positive Behaviour for Learning (PBL). PBL ensures a consistent and equitable approach to behaviour management and encourages positive behaviour in all areas of school life. PBL brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture.

PBL provides students and staff at Manly Village Public School with a set of ‘values’ which underpin a positive and proactive system for defining, teaching and supporting appropriate student behaviours. Manly Village Public School’s values are Respect, Integrity and Excellence. These values are supported by clearly defined ‘expectations’.

**School-wide expectations**

Manly Village Public School has the following school-wide expectations:

Respect	Integrity	Excellence
Be kind	Think about what values you care about	Give your best to whatever you do
Treat others as you want to be treated	Stand strong for what you believe in	Give your best to relationships
Speak courteously and listen attentively to everyone.	Willingly clean up mistakes	Set noble and realistic goals
Take special care of other people’s belongings	Do the right thing even when no one is watching	Remember to plan and practice
Honour the values of your school, family and community	Think for yourself and make good choices	Develop your special gifts
Expect respect for your body and your rights	Be your own leader	
Show respect for school property		

Expectations replace ‘rules’. Expectations are applied across all school environments. Through explicit instruction and teaching of these expectations, students gain a thorough understanding of the behaviours they should display in each environment. Our values and expectations provide for a consistent and fair approach to behaviour management for students and staff.

Students who adhere to expectations will be rewarded regularly and acknowledged through our school merit system. Students whose behaviour does not meet expectations will be encouraged to reflect on their behaviour. Students will use the school values to underpin their reflection and modify their behaviour.

At Manly Village Public School, we acknowledge that students come to school with a wide variety of individual differences, abilities and special needs. These are taken into account when implementing our behaviour system.

## Positive Behaviour Incentives

### Manly Village Awards

Students earn awards based on the school values of Respect, Integrity and Excellence to progress through a five-tiered award system.

### Mini Merits

Students receive awards called Mini Merits. Teachers hand out a specified number of Mini Merits in their classroom each week (see chart below).

Year Group	Number of Mini Merits to be handed out each week
Kindergarten	15
Year 1	17
Year 2	18
Year 3-6	23

Staff	Number of Mini Merits to be handed out
Specialist Teachers (e.g. HSIE, Music)	X 1 per lesson
Support Group Teachers	X 1 per lesson
Playground Duty Teacher	Where deemed appropriate
Executive Staff	Where deemed appropriate

Students store their Mini Merits at school in their individual Mini Merit pouch. Each student is responsible for ensuring his or her Mini Merits go into their individual mini merit pouches. Mini Merits will not be replaced if lost. Once students have accumulated ten Mini Merits, they should notify their teacher to exchange them for a Bronze Merit Award.

### Bronze Merit Awards

Bronze Merit Awards are handed out weekly at stage assemblies. Each teacher selects two students who are demonstrating the school values of Respect, Integrity and Excellence to receive a Bronze Merit Award each week.

Bronze Merit Awards will also be awarded to students who have earned ten Mini Merits. These awards are presented in class. Classroom teachers record all Bronze Merit Awards on our online recording system. Mini Merits that have been traded in for Bronze Merit Awards are placed in the class teacher's PBL box to be reused.

### Silver Merit Awards

Silver Merit Awards are received when students have earned three Bronze Merit Awards. Classroom teachers record Silver Merit Awards on our online recording system. Silver Merit Awards are handed out by the principal at whole school assemblies on Monday mornings.

### Principal's Gold Merit Awards

Principal's Gold Merit Awards are received when students have earned three Silver Merit awards. Classroom teachers record Gold Merit Awards on our online recording system. Gold Merit Awards are handed out by the principal at whole school assemblies on Monday mornings.

### Manly Village Medal

This is the school's most prestigious award. The Manly Village Medal is awarded to students who have achieved or performed at an outstanding level over a period of time, indicated by the accumulation of three Gold Merit Awards. The Manly Village Medal is presented by the principal at whole school assemblies on Monday mornings.






Names of Silver Award winners, Gold Awards winners and Manly Village Medal winners are published in our weekly school newsletter, The Sea Sider. Award winners whose names are published in the newsletter will receive their award at the next whole school assembly. Parents are encouraged to attend.

### Award Recording and Tracking System

Mini Merits are collected and stored within classrooms. Bronze, Silver, Gold and Medal Awards are taken home and tracked on our online recording system by the classroom teacher at school.

### Award Summary

- 10 x Mini Merit cards are traded up for a Bronze Merit Award
- Bronze Merit Awards are also presented at stage assemblies for students demonstrating the school values
- 3 x Bronze Merit Awards are traded up for a Silver Merit Award
- 3 x Silver Merit Awards are traded up for a Gold Merit Award
- 3 x Gold Merit Awards are traded up for a Manly Village Medal

Mini Merit	Bronze Merit Award	Silver Merit Award	Principal's Gold Merit Award	Manly Village Medal
				
Awarded for showing our school values of Respect, Integrity and Excellence everyday	10 x Mini Merit cards are traded up for a Bronze Merit Award  Bronze Merit Awards are also presented to students demonstrating the school values	3 x Bronze Merit Awards result in a Silver Merit Award	3 x Silver Merit Awards result in a Gold Merit Award	3 x Gold Merit Awards result in a Manly Village Medal

### Individual Class and Specialist Staff Systems

All teachers develop and use positive reinforcement systems within their own classrooms. These systems vary in each classroom but are all based upon the school values of Respect, Integrity and Excellence. Some of these systems may include:

- verbal praise
- prize boxes
- table points
- stickers
- Dojo points
- peg charts
- behaviour contracts
- stamps
- written comments in books
- special time with class
- individual and/or class charts
- showing achievements to other teachers, students and executive staff members
- individual awards systems in class

### Consequences and Management of Negative Behaviour Incidents

Planned responses to behaviour that does not meet school expectations are either teacher managed or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. Teachers consider whether the behaviour poses a risk to the safety or wellbeing of the student or others. Inappropriate behaviour is behaviour that is not in line with the school's values of Respect, Integrity and Excellence it falls into three categories – Teacher Managed, Executive Supported or Executive Managed.

- Teacher Managed – Low level inappropriate behaviour is managed by teachers in the classroom and the playground.
- Executive Supported - A more significant incident that teachers require advice or support from an executive member
- Executive Managed – Does the behaviour pose a serious risk to the safety or wellbeing of the student or others? Behaviours of concern are managed by school executive by an assistant principal, the deputy principal and/or the principal.

### Examples of Teacher Managed, Executive Supported & Executive Managed Behaviours

Teacher Managed Examples	Executive Supported Examples	Executive Managed Examples
<ul style="list-style-type: none"> <li>• Not following classroom expectations and/or ongoing disruptions in learning time</li> <li>• Disrespect and/or disobedience to teachers, visitors and parents</li> <li>• Inappropriate, rough or dangerous play (Depending on the severity of the incident this might be Executive Supported)</li> <li>• Inappropriate use of school equipment or sticks</li> <li>• Put downs / negative comments</li> <li>• Not being in the right place at the right time (e.g. late to class after breaks or out of bounds)</li> <li>• Moving inappropriately (e.g. in the halls or stairs)</li> <li>• Littering</li> <li>• Minor swearing (e.g. idiot, shut up)</li> <li>• Mobile phone use</li> <li>• Lying</li> <li>• Teasing / Excluding others</li> <li>• Stealing (e.g. pencil)</li> <li>• Inappropriate use of the toilets (e.g. playing)</li> </ul>	<ul style="list-style-type: none"> <li>• Violence against students/staff (e.g. hitting, biting, punching, kicking, fighting) with intention to hurt (Depending on the severity of the incident this might be Executive Managed)</li> <li>• Inappropriate, rough or dangerous play (Depending on the severity of the incident this might be Teacher Managed)</li> <li>• Two Executive Managed incidents within a term (Refer to Learning Enrichment Team)</li> <li>• Not following road safety rules</li> <li>• Swearing at students / teachers</li> <li>• Inappropriate use of the toilets (e.g. invasion of privacy / damaging facilities / unhygienic practices)</li> </ul>	<ul style="list-style-type: none"> <li>• Violence against students/staff (e.g. hitting, biting, punching, kicking, fighting) with intention to hurt (Depending on the severity of the incident this might be Executive Supported)</li> <li>• Damaging school property (e.g. graffiti)</li> <li>• Inappropriate use of technology (e.g. mobile phone, laptops) including cyberbullying</li> <li>• Dangerous out of bounds (e.g. leaving school grounds, this includes before school)</li> <li>• Five Teacher Managed incidents within a term (Executive to phone parents/ carers)</li> <li>• Weapons</li> <li>• Inappropriate touching or any child protection incident</li> <li>• Bullying (repeated / targeted)</li> <li>• Stealing (e.g. money, technology)</li> </ul>



### Flowchart of Managing Inappropriate Behaviour

For details on how these incidents are managed and the consequences for negative behaviour, please see the Flowchart for Managing Inappropriate Behaviour (Appendix 1).

### Recording of Incidents

Negative behaviour incidents that take place in the classroom, playground or other areas of the school will be recorded on our online recording system, School Bytes.

### Corrective Responses, Reflection Rooms and Restorative Practices Guidelines

At times, it may be necessary to apply fair, reasonable and proportionate disciplinary strategies to address inappropriate student behaviour. Such strategies should enable the school to provide timely support to students to assist them to achieve the desired behaviour, to reflect on their choices and make positive decisions if in a similar situation in the future.

Listed in the table below, are some examples of corrective responses to incidents of negative behaviour.

Classroom & Non-classroom Setting
<ul style="list-style-type: none"><li>• Expectation reminder</li><li>• Re-direct</li><li>• Offer choice</li><li>• Error correction</li><li>• Prompts</li><li>• Reteach</li><li>• Seat change</li><li>• Play or playground re-direction</li><li>• Conference</li><li>• Reflection and restorative practices</li><li>• Communication with parent/carer</li><li>• Walk and talk (shadow the reporting teacher on duty)</li><li>• Time off the playground (with reporting teacher)</li><li>• Time out (sitting in a designated area supervised by teacher)</li><li>• Reflection Room (written reflection to be completed)</li><li>• Loss of privilege (e.g. class game, buddies, technology, art)</li></ul>

### Reflection Rooms and Restorative Practices Guidelines

Restorative practice is a whole-school teaching and learning approach that encourages behaviour that is supportive and respectful behaviour. Restorative practices remove power imbalances by focusing on building positive relationships. Students that attend a Reflection Room session, will engage in restorative practice.

Restorative practice focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur. Restorative practices are high in accountability and high in support as they draw out what harm has been

caused and about being able to repair that harm. Below are details of our Reflection Room procedures at Manly Village Public School.

Reflection Room Guidelines Manly Village Public School	
When and how long will they occur?	<ul style="list-style-type: none"> <li>• Reflections Rooms will take place on a weekly basis, with separate Reflections Rooms for students in K-3 and 4-6.</li> <li>• Sessions will take place on Wednesdays at 1.05pm in a classroom of a designated executive member.</li> </ul>
What is the maximum length of time appropriate to the student's age or developmental level?	<ul style="list-style-type: none"> <li>• Sessions for K-2 students will be 10 mins in duration</li> <li>• Sessions for 3-6 students will be 20 mins in duration</li> </ul>
How will food and toilet breaks be managed?	<ul style="list-style-type: none"> <li>• Opportunities for students to go to the toilet will be provided before and after sessions</li> <li>• Students will be allowed to drink and eat their lunch during these sessions</li> </ul>
What teachers are authorised by the principal to coordinate them?	<ul style="list-style-type: none"> <li>• Executive members are authorised to conduct these sessions</li> </ul>
How will MVPS record them?	<ul style="list-style-type: none"> <li>• School Bytes will be used to record details of who has attended a Reflection Room</li> </ul>
What activities will students do when in the Reflection Room?	<ul style="list-style-type: none"> <li>• Students will complete a written reflection sheet based on restorative practice, a teaching and learning approach that encourages behaviour that is supportive and respectful</li> <li>• Reflection sheets and questions will be differentiated for K-2 students and 3-6 students</li> </ul>

## Parent/Caregiver Code of Enquiry

Who do I speak to if I have a concern regarding my child at school?

1. The classroom teacher should always be consulted first. Please contact the teacher via note, email, or leave a message with the office to make an appointment. Teachers will endeavour to return your enquiry within 48 hours.
2. If your concern is related to an incident dealt with by a teacher other than the class teacher (e.g. playground duty teacher or a specialist teacher), please email that teacher or contact the School Office and make an appointment to contact that person.
3. Each stage has an Assistant Principal who would be your next contact point.

Kindergarten	Michelle Stewart (Mon – Wed) & Bonnie Shepherd (Thurs – Fri)
Stage 1 (Year 1 & 2)	Peter Gray
Stage 2 (Year 3 & 4)	Grant Turner
Stage 3 (Year 5 & 6)	Lauren Andronicos (Mon – Thurs) & Natalie Hanlon (Fri)

4. Any concerns that require further investigation or are of a whole school nature should be addressed to the Deputy Principal or the Principal.

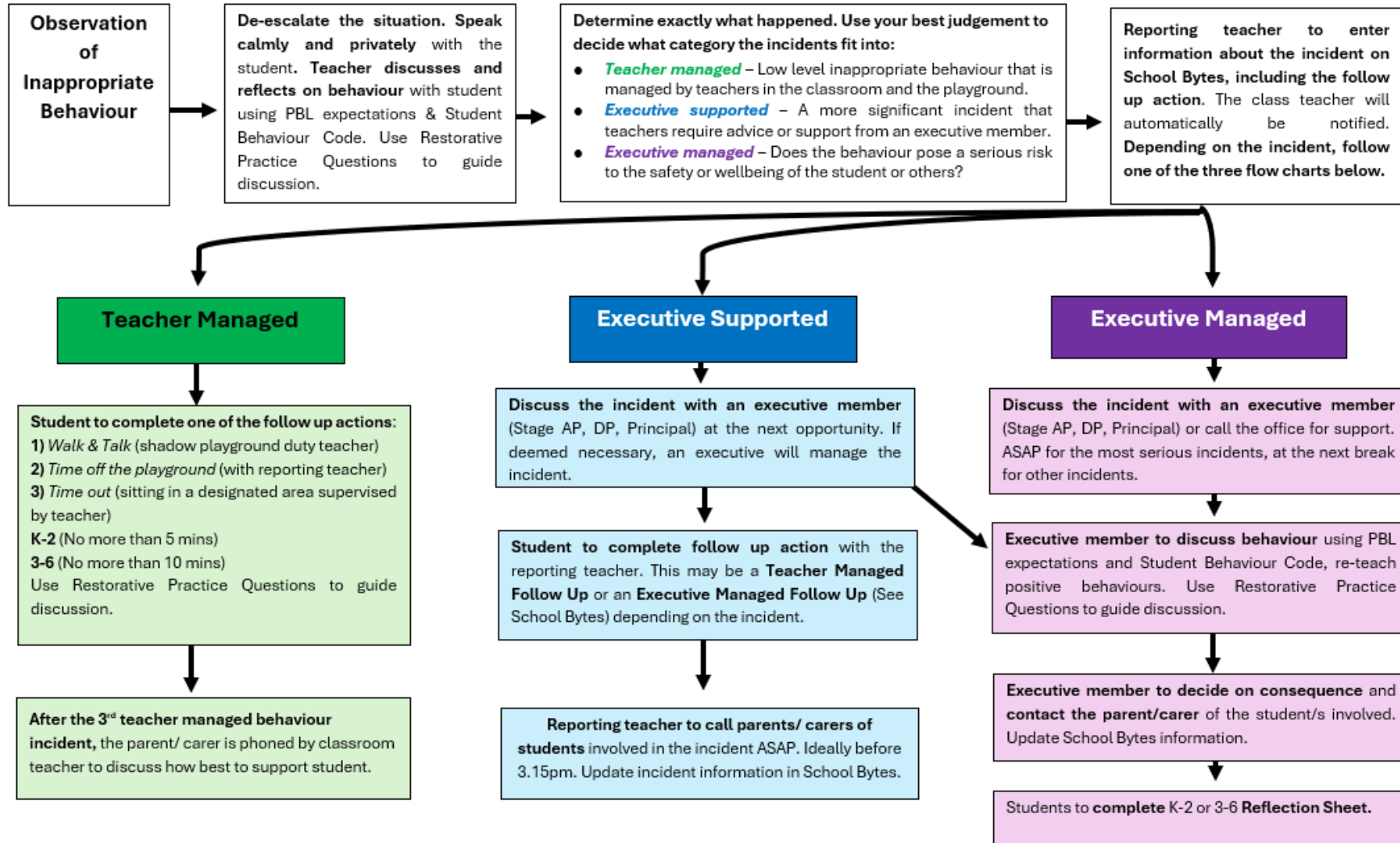
Deputy Principal	Sally Robinson
Principal	Mark Gigli

PBL Procedures Updated: December 2024





## Flowchart for Managing Inappropriate Behaviour





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