

## **SHERWOOD RIDGE PUBLIC SCHOOL BEHAVIOUR SUPPORT AND MANAGEMENT PLAN**

### **Overview**

Sherwood Ridge Public School is committed to explicitly teaching and modelling positive behaviours, supporting all students to be engaged with their learning. A key program prioritised and valued by the school is Positive Behaviour for Learning (PBL) which supports the positive and respectful behaviours expected at Sherwood Ridge Public School.

### **Partnership with parents/carers**

Sherwood Ridge Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by using concerns raised and through complaints procedures to review school systems, data practices and student management.

Sherwood Ridge Public School will communicate these expectations to parents/carers through the school website, School Bytes app and regular correspondence. Our school proactively builds collaborative relationships with families and the community to create a shared understanding of how to support student learning, safety and wellbeing.

### **Promoting and reinforcing positive student behaviour and school wide expectations**

The school's motto 'From Each Their Best' underpins our comprehensive and integrated support of the cognitive, emotional, social, physical and spiritual wellbeing of students in a context of quality teaching, leading and learning. Sherwood Ridge Public School's expectations are consistent with the values of Public Education in NSW.

**SRPS has the following school-wide rules and expectations.**

### **Core Values:**

- Learning - demonstrates a commitment to learning
- Respect - displays respect and good manners
- Community - involved in activities across the school

### **Expectations of Positive Behaviour:**

- Safe
- Respect
- Learner

In order to achieve this, we value the following:

- Students, teachers and staff, and members of the wider school community have a shared understanding of the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.
- Individuals care for self and contribute to the wellbeing of others and the wider community.
- Effective leadership guides the development of a highly effective school.
- The resources and expertise of the system at every level are targeted to meet the wellbeing needs of all students.
- Quality teaching and effective professional practice are evident in every learning environment.
- Teaching and learning occur in environments that celebrate difference and diversity and recognise, respect and respond to identity and cultural background.

The following expectations describe the standard of behaviour that is essential in our school.

Role	Expectation	Rights	Responsibilities
<b>Student</b>	Safe	All students have a right to feel safe at school.	All students have the responsibility to play safely, behave sensibly and help and care for others.
	Respectful	All students have a right to be respected by one another.	All students have the responsibility to treat other people with respect, fairness and kindness.
	Learner	All students have a right to learn.	All students have the accountability to actively participate in all aspects of school life and take responsibility for their own learning. All students have the responsibility to focus, concentrate and work to their potential while allowing others to do the same.

Role	Expectation	Rights	Responsibilities
<b>Parent</b>	Safe	All parents and community members have the right to feel safe when on school grounds.	All parents and community members have the responsibility to act in a safe manner when on school grounds.
	Respectful	All parents and community members have the right to be respected by one another.	All parents have the responsibility to model and teach respect to other people through fairness and kindness.
	Learner	All parents have the right to expect that their child will receive a quality education.	All parents have the responsibility to promote the values of education, ensure that their child attends school and supports their child's learning at home.

Role	Expectation	Rights	Responsibilities
<b>Staff</b>	Safe	All staff have the right to work in a safe environment.	All staff have the responsibility to comply with Health and Safety policies, procedures and processes.
	Respectful	All staff have the right to be respected by others.	All staff have the responsibility to model effective leadership and respect in their interactions with staff, students, parents and community.
	Learner	All staff have the right to continuously develop their knowledge and skills.	All staff have the responsibility to participate in relevant professional learning and work collaboratively with their colleagues.

The Positive Behaviour for Learning (PBL) Framework is a significant approach for actively supporting student learning and for building student capacity at Sherwood Ridge Public School. PBL is a positive and proactive learning and behaviour framework. At SRPS we want our students to be actively engaged in their learning.

Data is used to evaluate our systems and practices so that purposeful, successful and multi-dimensional strategies are employed and appropriate enhancements and interventions are put in place with regards to learning and behaviour. The aim is to create an optimum learning environment in which the diverse needs and abilities of all students are effectively met. This demands the use of a range of strategies and provisions as seen in the Three-Tiered Continuum.

PBL philosophy is based upon a **three-tiered prevention model**. Attention is focused on creating and sustaining systems of support that improve both academic and social results for all students by preventing the development of inappropriate behaviour, reducing the intensity of existing problem behaviour and increasing the likelihood of academic success. At Sherwood Ridge Public School we are, **Safe, Respectful Learners**.

Sherwood Ridge Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- Positive Behaviour Award System linked to our school values.
- In-class and whole-school focus on school expectations each fortnight.

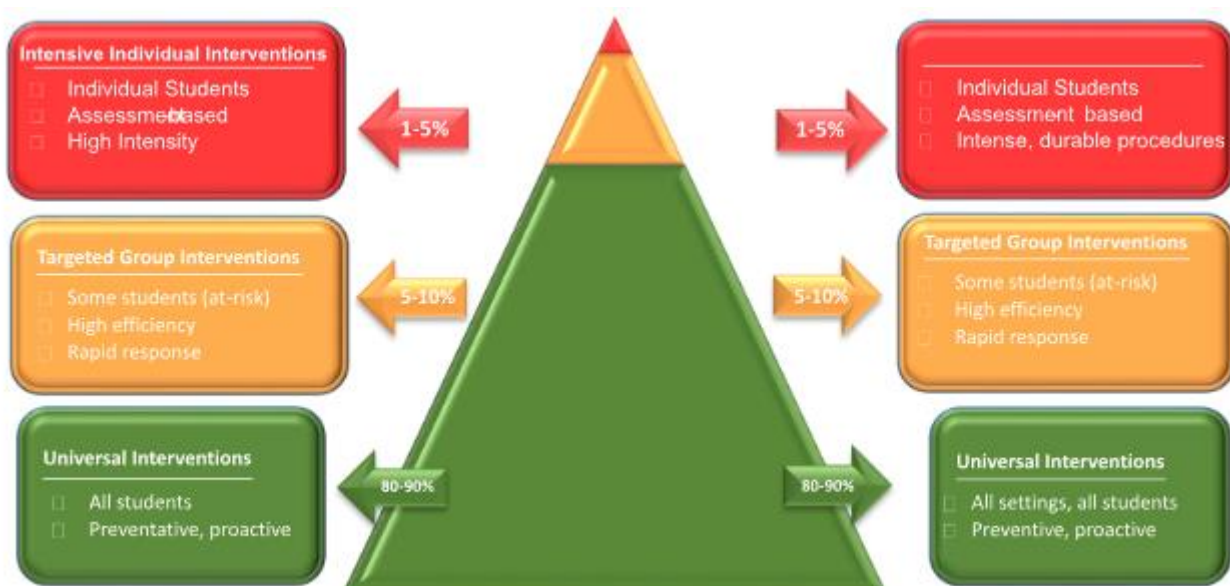
There are three specific aspects to PBL Multi-Tiered Systems of Support:

- Tier 1: Universal Prevention – to create a preventative, positive learning environment for all students
- Tier 2: Targeted Interventions – to improve social-emotional skills for students who need additional support
- Tier 3: Individualised Intensive Supports - for students who have experienced academic and behavioural difficulties over an extended period of time.

The three-tiered prevention approach includes:

### Academic Systems

### Behavioural Systems



## Behaviour Code for students

### Behaviour Code for students

The Behaviour code for students can be found at:

<https://education.nsw.gov.au/public-schools/going-to-a-public-school/translated-documents/behaviour-code-for-students>

This document translated into multiple languages is available here:

<https://education.nsw.gov.au/schooling/translated-documents/behaviour-code-for-students>

High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

## Whole School Approach to supporting students across the Care Continuum

### 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. Students may require different types of intervention delivered in different ways along a continuum of need to best meet their needs. This is called the Care Continuum.



<https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-teachers/the-care-continuum>

Care Continuum	Strategy or Program	Details	Audience
Prevention	PBL Matrix Fortnightly Expectations	Whole school focus is on one of the PBL expectations each fortnight. The expectations are explicitly taught and reinforced in class and at assemblies. Students are recognised in learning spaces and the playground for exhibiting the school's expectations with Caught You Being Good (CYBG) tokens and Sherwood Stars. Positive behaviour is recognised during assemblies and celebrated in the school newsletter.	Whole School
	Bounce Back!	Whole school focus is on the implementation of the evidence-informed program, Bounce Back! It uses blended learning and provides teachers with practical strategies to explicitly teach wellbeing and resilience skills to help students 'bounce back' and cope with the complexity of everyday life.	

Care Continuum	Strategy or Program	Details	Audience
<b>Prevention</b>	Classroom Management	School and class expectations are explicitly taught and regularly referred to. Learning goals are set for each student to support student engagement. Learning intentions, success criteria and effective feedback are used to guide student learning.	Whole School
	Annual handover and transition meetings	To support the transition of students with high needs into a new year with a new teacher, the following transition strategies are in place: <ul style="list-style-type: none"> <li>• Student to teacher transition.</li> <li>• Teacher to teacher transition meetings for the sharing of student information in preparation for the new year.</li> <li>• Transition Planning Checklist completed for students with very high needs. This information passed on to next year's teacher.</li> </ul>	
	Whole-school wellbeing check-in system	To support the wellbeing needs of students, opportunities are provided for students to identify if they need a check-in with a staff member. This ensures staff put strategies in place for the student. This supports students to be known, valued and cared for.	
	Whole-school Anti-bullying program	To be implemented in all mainstream and support classrooms on a yearly basis. This supports students to be empowered to identify inappropriate behaviour/s.	
	Restorative Practices	To enquire and ensure restoration. <ul style="list-style-type: none"> <li>• What happened?</li> <li>• What are our core values?</li> <li>• What core value/s has/have not been followed?</li> <li>• Who has been upset because of what happened?</li> <li>• What do you need to fix the problem?</li> </ul>	
<b>Early Intervention</b>	Supported / Structured Play Activities (SPA)	A range of supported and supervised activities are offered to students K-6 during lunch breaks, to encourage teamwork, social skills, engagement and positive behaviour.	
	Student Behaviour Data Tracking	The Wellbeing Mentor (PBL team representative) analyses student negative incident data in School Bytes and shares this with stage teams. Trend, cohort and individual student data is discussed in team meetings and targeted interventions are implemented.	

Care Continuum	Strategy or Program	Details	Audience
<b>Targeted Intervention</b>	Supported/Structured Play Activities (SPA)	A range of supported and supervised activities are offered to students K-6 during lunch breaks to encourage teamwork, social skills, engagement and positive behaviour.	
	Social Skills Groups	The Wellbeing Mentor (or identified teacher) engages targeted students in social skills groups to further develop social skills and cooperation for those students with an identified need.	
	Intensive Learning and Support Team	Our Intensive Learning and Support team (comprised of LaST, EAL/D, School Counsellor, classroom teacher, AP C&I) supports teachers, students and families to identify student needs and access to school counsellor support or specialist allied health professionals.	
	Get Lost Mr Scary Program	This is an early intervention program for anxious students, implemented by the School Counsellor. The program helps students develop skills to cope with fears and worries.	
	Flourish	When appropriate, the program will be run by school counsellor with referral from the Intensive Learning and Support team.	
<b>Intensive Individualised Intervention</b>	Intensive Learning and Support Team	Our Intensive Learning and Support team (comprised of LaST, EAL/D, School Counsellor, classroom teacher, AP C&I) supports teachers, students and families to identify student needs and access school counsellor support or specialist allied health professionals. Applications for integration funding support (IFS) through Access Requests, as required.	
	Class and Playground Monitoring	Playground/Behaviour Cards used to monitor individual students' progress and identified behaviour goals both in the classroom and playground.	
	Functional Behaviour Assessment	The Learning and Support team may request a Functional Behaviour Assessment to be conducted. Results from this intervention will be analysed and applied accordingly with Behaviour Support Plans.	

Care Continuum	Strategy or Program	Details	Audience
<b>Intensive Individualised Intervention</b>	Behaviour Support Plans	→ PLaSP (behaviour goals) → Individual Behaviour Support Plans → Behaviour Response Plan → Risk Management Plan  These plans will be written in consultation with the teacher, executive, Intensive Learning and Support team and parents/carers.	
	Department of Education - Team around a school	There will be, on occasion, opportunities to access departmental specialists to support students in creating successful learning opportunities at school. These specialists may include: Assistant Principal Learning Assistant (APLA), Learning and Wellbeing Officer, Behavioural Specialists and NDIS coordinators.	
	Attendance Programs	Attendance is monitored regularly, with contact being made with parents should there be attendance concerns. Assistance from the Home School Liaison Officer (HSLO) is requested when necessary.	
	Suspension and Expulsion	As per the Department of Education Suspension and Expulsion procedures.	

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

Action	When and How Long?	Who coordinates?	How are these recorded?
<b>PBL</b>	At all times	Staff	School Bytes - Wellbeing Incidents
<b>Restorative Questions</b> To enquire and ensure restoration What happened? What are our core values? What core value/s has/have not been followed? Who has been upset because of what happened? What do you need to fix the problem?	When needed	Staff	N/A
<b>Positive Redirection</b> <ul style="list-style-type: none"> <li>Staff member has a conversation with a student around school expectations (Safe, Respectful, Learner)</li> </ul> E.g. We walk on hard surfaces, we wear our hat to play, we are kind to others.	As soon as possible after the initial incident for the shortest time required.	Staff	N/A



Action	When and How Long?	Who coordinates?	How are these recorded?
<b>Restorative Reflection Time</b> <ul style="list-style-type: none"> <li>Staff member has a restorative conversation with a student, or a group of students.</li> <li>Students use their time to take action to remediate the impact of their negative behaviour.</li> </ul> <p>E.g. Student is late back to class, work unfinished during learning time, disrespectful to others.</p>	As soon as possible after the initial incident for the shortest time required.	Supervising teacher	Repeated pattern of incidents need to be recorded on School Bytes - Wellbeing Incidents.
<b>Student-Directed Time-Out</b> <ul style="list-style-type: none"> <li>Student on an existing Individual Behaviour Support Plan OR with permission, removes themselves from a situation causing stress e.g. time away, chill out, cool down, re-focus</li> <li>Intended to prevent an escalation of behaviour so that student can regulate emotions and behaviour.</li> <li>Student must be monitored by a teacher.</li> </ul> <p>E.g. Student with an Individual Behaviour Support Plan indicates the need for time-out and goes to a chill zone in the classroom or walks to the front office to see a DP.</p>	Students should return to their classroom/activity after an agreed timeframe or as indicated by their Individual Behaviour Support Plan.	Student with teacher consultation	<p>May be used as part of a Individual Behaviour Support Plan.</p> <p>Documented as an agreed strategy in class profile.</p> <p>If not part of student's Behaviour Support Plan (BSP), repeated occurrences to be recorded on School Bytes - Wellbeing Incident. BSP to be developed.</p>
<b>Teacher Directed Time-Out</b> <ul style="list-style-type: none"> <li>Teacher directs a student away from a situation causing stress e.g. time away, chill out, cool down, re-focus</li> <li>Student must be monitored by a teacher</li> <li>Possible referral to school executive / Intensive Learning Support team</li> </ul>	<p>Only after other de-escalation strategies have been tried.</p> <p>Consistent or continued behaviour may require an Individual Behaviour Support Plan/ Behaviour Response Plan.</p>	<p>Teacher</p> <p>Teacher in consultation with AP/DP/P</p>	<p>May be used as part of a Individual Behaviour Support Plan/ Behaviour Response Plan.</p> <p>Documented as an agreed strategy in class profile.</p> <p>If not part of student's Behaviour Support Plan (BSP), repeated occurrences to be recorded on School Bytes - Wellbeing Incident. BSP to be developed.</p>



Action	When and How Long?	Who coordinates?	How are these recorded?
<b>Student Reflection</b> Conference with student regarding incident and strategies to improve. Review SRPS Behaviour Expectations.	No longer than half of recess or lunch.	Assistant Principal and Teacher	Incident recorded on School Bytes. Teacher/Assistant Principal to update the outcome.
<b>Detention</b> <ul style="list-style-type: none"> <li>Student will complete a written reflection using SRPS proforma.</li> <li>As planned and processed</li> <li>Teacher&gt;AP&gt;DP&gt;P.</li> <li>Attendance marked on detention roll from School Bytes.</li> </ul>	All of lunch break*	Executive	School Bytes  Parent communication
<b>Suspension and Expulsion</b> <ul style="list-style-type: none"> <li>DoE Behaviour Policy - Suspension and Expulsion procedures followed by Principal or delegate.</li> </ul>	As per policy	Principal or delegate	School Bytes  Parent Communication

\***Detention, 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 (as determined by \_\_\_\_).

### Responses to serious behaviour of concern

- The NSW Department of Education Student Behaviour policy and Suspension and Expulsion procedures apply to all NSW public schools.
- 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 clear and close connect between the school and student conduct
  - when using social media, mobile devices and/or other technology involving another student or staff member.

### Reporting and recording behaviours of concern

Staff 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](#).

## School Anti-bullying Plan (including Cyber-bullying)

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. The NSW Department of Education requires all NSW public schools to have an Anti-bullying Plan which details the strategies implemented to reduce student bullying behaviours. Our 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. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

<https://sherwood-p.schools.nsw.gov.au/content/dam/doe/sws/schools/s/sherwood-p/srps-policies/SRPS Anti-Bullying Plan 2022.pdf>

[SRPS Anti-Bullying Plan 2023 \(scan with signatures\).pdf](#)

## Reviewing dates

Last review date: 30.1.24

Next review date: (insert date: Week 8, Term 4, 2024)

## APPENDIX

### NSW Department of Education

#### ANTI-BULLYING PLAN 2024 Sherwood Ridge Public School

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm (physical/psychological). The NSW Department of Education requires all NSW public schools to have an Anti-bullying Plan which details the strategies implemented to reduce student bullying behaviours.

#### Resources

The NSW anti-bullying website (see: <https://anti-bullying.nsw.gov.au/>) provides evidence-based resources and information for schools, parents and carers, and students. Schools are encouraged to visit the website to support whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour.

#### Sherwood Ridge Public School's commitment

Our 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. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

#### 1. School culture and inclusion

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. School staff will actively respond to student bullying behaviour.

Our school engages in the following practices to promote a positive school culture.

#### 1.1 Student communication and learning

Expectations of student behaviour are embedded across school programs. Students are explicitly taught anti-bullying lessons and strategies. Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not tolerated.

Dates	Communication Topics & Methods:
Terms 1-4	PBL matrix implemented and reviewed fortnightly, including anti-bullying focused content Supported / Structured Play Areas (SPA) activities and interventions to support social skill development PBL lessons are explicitly taught at the beginning of each year.
Term 1	BYOD - explicit instruction of cyber safety expectations Whole school focus - National Day of Action against Bullying and Violence "Bullying: No Way!" - explicitly taught anti-bullying lessons and classroom activities, and community awareness and education event
Term 2	Mandatory Child Protection education lessons. School's PDHPE Scope & Sequence Cyberbullying - PDHPE: Shared - Health, Wellbeing and Relationships, Self-Compass - Interpersonal Skills Anti-bullying concepts embedded in mandatory child protection units
Sem 1&2	Anti-bullying education lessons completed by all students Cyber safety incursions for students, parent workshop - visit from Police Youth Liaison Officer

SRPS Anti-bullying Policy Revised January 2024



#### 1.2 Staff communication and professional learning

Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.

Dates	Communication Topics & Professional Learning:
Term 1	Wellbeing Policy revisited with staff
Term 1	Induction to new students/staff PBL framework
Term 1	PL session presented to staff, on anti-bullying information to define what bullying is, what bullying is not, when and how to intervene, who to go to for support - in partnership with school P&C, school counsellor, PBL committee and Police Youth Liaison Officer (where applicable)
Terms 1-4	Opt-in staff workshops "Teach Meets" upskilling staff on wellbeing principles and engagement
Term 1	PBL expectations communicated through school newsletter/parent portal - fortnightly
Term 3	Anti-bullying concepts reinforced through mandatory child protection training
Term 4	Anti-bullying Policy to be reviewed by PBL team

At Sherwood Ridge Public School, we are an inclusive environment, where diversity is affirmed, and individual differences are respected. Quality education is provided for students to meet their learning needs in a secure, ordered, and supportive school environment. Partnership with students, parents, staff, and the wider community is considered central to the success of addressing bullying when it occurs in our school community. New, temporary, and casual staff are provided information about our school's approaches and strategies to prevent and respond to student bullying behaviour by a member of the leadership team when they enter on duty, as part of the school's induction process.

Our ARCO (Anti-Racism Contact Officer) is available to support students, staff and families.

The school's Counsellor, in conjunction with the Learning Support Team provide individual, targeted support for students, staff and caregivers to assist with strategies for all stakeholders.

#### 1.3. New and casual staff

New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways:

- through school / staff induction processes, including but not limited to: staff information packages
- through staff professional development sessions, particularly on anti-bullying and PBL procedures and processes

#### 2. Partnerships with families and community

Effective schools have high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance and behaviour. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

#### 2.1 Website

Our school website has information to support families to help their children to regulate their emotions (emotional regulation) and behaviour and develop vital social skills. Information is provided to assist families if their children have been involved in bullying behaviour (as the person engaging in bullying behaviour, as the person being bullied or as the person witnessing the bullying behaviour). Information available may assist potential victims of bullying and provide support to the bully and any possible witnesses.

The following are published on our school's website.

School Anti-bullying Plan ☒ NSW Anti-bullying website ☒ Behaviour Code for Students ☒

#### 2.2 Communication with parents

Our school will provide information to families which promote a positive school culture where bullying is not accepted. Our school addresses all forms of bullying behaviour. Information is readily available on our website.

Dates	Communication Topics & Methods:
Terms 1-4	Anti-bullying information and school supports communicated to all stakeholders through school communication platforms - Bystander behaviour is embedded throughout the weekly/fortnightly PBL focus lessons/stage meetings, school-wide
Term 1	National Day of Action against Bullying and Violence "Bullying: No Way!" - awareness and education whole school community event
Semester 1	School to provide anti-bullying information sessions to define what bullying is, what bullying is not, when and how to intervene, who to go to for support - in partnership with school P&C, school counsellor, PBL committee and Police Youth Liaison Officer (where applicable)

#### 3. Support for wellbeing and positive behaviours

Our school's practices support student wellbeing and positive behaviour approaches that align with our school community's needs.

Social and emotional skills related to personal safety, resilience, help-seeking and protective behaviours are explicitly taught across the curriculum in Personal Development, Health and Physical Education (PDHPE).

Examples of other ways our school will embed student wellbeing and positive behaviour approaches and strategies in practices include the following:

School Improvement Planning: ongoing, explicit planning to progress in wellbeing.

- Positive Behaviour for Learning:
  - Reward systems, procedures and processes.
  - Data tracking
  - Data talks - executives/staff/students
- Wellbeing Mentor Initiatives:
  - Supported/Structured Play Area (SPA) supports / resources
  - Wellbeing check-ins, school-wide system

Completed by:	Greer Misela
Position:	PBL Coordinator/Wellbeing Mentor
Signature:	Date: 30.01.24
Principal name:	Jody Sullivan
Signature:	Date: 30.01.24

SRPS Anti-bullying Policy Revised January 2024

## APPENDIX

### PBL Behaviour Expectations – Fortnightly Lesson Focus - Terms 1 & 3

Weeks 1 & 2	Weeks 3 & 4	Weeks 5 & 6	Weeks 7 & 8	Weeks 9 & 10
<p><b>Be a Safe, Respectful Learner in:</b> <b>All Settings</b></p> <ul style="list-style-type: none"> <li>We walk on hard surfaces</li> <li>We listen and follow teacher instructions</li> <li>We come to school ready to learn</li> <li>We keep our hands and feet to ourselves</li> <li>We use our manners when we ask for things</li> <li>We wear our hat correctly on our head</li> <li>We wear the correct school uniform</li> <li>We stay in-bounds within supervised areas</li> <li>We place rubbish in the bin</li> <li>We take care of our belongings</li> <li>We know when and where to use our equipment safely</li> <li>- <b>Small balls</b></li> <li>o ALL playground areas</li> <li>- <b>Big balls</b></li> <li>o Soccer &amp; Footballs – Top Grass &amp; Bottom Grass</li> <li>o Basketballs &amp; Netballs – MPC, Top Grass &amp; Bottom Grass</li> <li><b>Mornings &amp; Hard Surface Play - *Small balls ONLY*</b></li> </ul>	<p><b>Be a Safe, Respectful Learner in:</b> <b>The Classroom and Indoor Learning Spaces</b></p> <ul style="list-style-type: none"> <li>We do the 5L's (<i>Looking, Listening, Legs, Lips &amp; Laps</i>)</li> <li>We interact with <u>others</u> in a positive way</li> <li>We keep our learning area tidy</li> <li>We try our best and ask for help</li> <li>We walk in the classroom</li> <li>We ask for permission to leave the room</li> <li>We use our inside voice</li> </ul>	<p><b>Be a Safe, Respectful Learner in:</b> <b>The Playground</b></p> <ul style="list-style-type: none"> <li>We sit to eat before we play, in designated areas (COLA, Asphalt &amp; MPC)</li> <li>We place rubbish in the bin</li> <li>We wear our hat to play</li> <li>We play under the COLA if we do not have a hat</li> <li>We walk on hard surfaces</li> <li>We share equipment and space</li> <li>We allow others their personal space</li> <li>We know the rules of a game and ask others to join in</li> <li>We store our belongings in class baskets</li> <li>We stay in-bounds within supervised areas</li> <li>We know when and where to use our equipment safely</li> <li>- <b>Small balls</b></li> <li>o ALL playground areas</li> <li>- <b>Big balls</b></li> <li>o Soccer &amp; Footballs – Top Grass &amp; Bottom Grass</li> <li>o Basketballs &amp; Netballs – MPC, Top Grass &amp; Bottom Grass</li> <li><b>Mornings &amp; Hard Surface Play - *Small balls ONLY*</b></li> </ul>	<p><b>Be a Safe, Respectful Learner at:</b> <b>The Toilets</b></p> <ul style="list-style-type: none"> <li>We use the toilets safely, flushing when we finish</li> <li>We keep the toilets clean and tidy</li> <li>We go to the toilet during break times</li> <li>We respect the privacy of others</li> <li>We use the toilet for its intended purpose</li> <li>We use our inside voice</li> <li>We walk on hard surfaces</li> </ul>	<p><b>Be a Safe, Respectful Learner on:</b> <b>Walkways &amp; When Lining Up</b></p> <ul style="list-style-type: none"> <li>We <u>walk on the left at all times</u></li> <li>We stay on walkways to move between areas.</li> <li>We use handrails for support when walking</li> <li>We move to our classroom when we hear the music play</li> <li>We sit quietly in class lines when the music plays/bell rings</li> <li>We move quietly during class time</li> <li>We stay with our class/group to the best of our ability</li> <li>We store our bags safely, clear of the walkway</li> </ul>



#Week 11 – revise expectations, as needed for your class.

## PBL Behaviour Expectations – Fortnightly Lesson Focus - Terms 2 & 4

Weeks 1 & 2	Weeks 3 & 4	Weeks 5 & 6	Weeks 7 & 8	Weeks 9 & 10
<p><b>Be a Safe, Respectful Learner in:</b> <b>The Hall &amp; at Assembly Areas</b></p> <ul style="list-style-type: none"> <li>We listen to the person speaking/leading the assembly</li> <li>We enjoy the achievements of others and applaud sensibly</li> <li>We sit quietly during transition times</li> <li>We respectfully stand for the School Song, National Anthem, Acknowledgement of Country and the Pledge of Australian Citizenship</li> <li>We sit safely in our class lines, keeping walkways clear</li> </ul>	<p><b>Be a Safe, Respectful Learner when:</b> <b>Completing Messages, Jobs and when Visiting the School Office</b></p> <ul style="list-style-type: none"> <li>We use an inside voice</li> <li>We walk into the office</li> <li>We use our manners by saying please and thank you when we ask for things</li> <li>We line up quietly and wait our turn</li> <li>We return directly to class after completing our job</li> </ul>	<p><b>Be a Safe, Respectful Learner in:</b> <b>The Playground</b></p> <ul style="list-style-type: none"> <li>We sit to eat before we play, in designated areas (COLA, Asphalt &amp; MPC)</li> <li>We place rubbish in the bin</li> <li>We wear our hat to play</li> <li>We play under the COLA if we do not have a hat</li> <li>We walk on hard surfaces</li> <li>We share equipment and space</li> <li>We allow others their personal space</li> <li>We know the rules of a game and ask others to join in</li> <li>We store our belongings in class baskets</li> <li>We stay in-bounds within supervised areas</li> <li>We know when and where to use our equipment safely               <ul style="list-style-type: none"> <li><b>Small balls</b> <ul style="list-style-type: none"> <li>ALL playground areas</li> </ul> </li> <li><b>Big balls</b> <ul style="list-style-type: none"> <li>Soccer &amp; Footballs – Top Grass &amp; Bottom Grass</li> <li>Basketballs &amp; Netballs – MPC, Top Grass &amp; Bottom Grass</li> </ul> </li> </ul> </li> <li><b>Mornings &amp; Hard Surface Play - *Small balls ONLY*</b></li> </ul>	<p><b>Be a Safe, Respectful Learner at:</b> <b>The Canteen</b></p> <ul style="list-style-type: none"> <li>We line up and wait our turn</li> <li>We buy and eat our own food</li> <li>We say please and thank you to the canteen staff</li> <li>We go to the canteen at the designated time</li> <li>We use our own money to purchase items</li> </ul>	<p><b>Be a Safe, Respectful Learner at:</b> <b>Pick Up &amp; Drop Off Areas</b></p> <ul style="list-style-type: none"> <li>We wait in the designated area</li> <li>We listen to the teacher and follow instructions</li> <li>We know what to do if there is a problem (go to the school office)</li> </ul>



#Week 11 – revise expectations, as needed for your class.

## Sherwood Stars and Badges

Sherwood Stars are awarded to students for demonstrating school expectations. A student who receives, on average, one Sherwood Star per week, will receive one badge per year. For every 10 Sherwood Stars a certificate or badge is achieved. See below for levels of awards.

*While we encourage students to follow the expectations and do their best for intrinsic reward, we also recognise that students enjoy an external awards system.*

*Guideline: Rewards are given throughout the week, in all classroom settings, by all classroom teachers, as deserved.*

## PBL Reward System - 2024

GRADE	10 SHERWOOD STARS	20 SHERWOOD STARS	30 SHERWOOD STARS	40 SHERWOOD STARS	50 SHERWOOD STARS	60 SHERWOOD STARS
K	Green 1	Green 2		Green 3	Green 4	
1	Red 1	Red 2		Red 3	Red 4	
2	Blue 1	Blue 2		Blue 3	Blue 4	
3	White 1	White 2		White 3	White 4	
4	Bronze 1	Bronze 2		Bronze 3	Bronze 4	
5	Silver 1	Silver 2		Silver 3	Silver 4	
6	Gold 1	Gold 2		Gold 3	Gold 4	

PBL Recognition Award for achieving / completing the PBL system, presented at Presentation Day to Year 6 students who have achieved at least one badge per year since being at Sherwood Ridge Public School.

### Sherwood Stars, Badges and Caught You Being Good tokens

Sherwood Stars are awarded to students for demonstrating school expectations.

A student who receives, on average, one Sherwood Star per week, will achieve the nominated coloured

**Star Badge** per year.

*Guidelines:*

- At the commencement of each year – each student begins working towards the coloured star badge for their grade (in the order outlined above).
- Rewards are given throughout the week, in all classroom settings, by all teaching staff, as deserved.
- For every 10 Sherwood Stars - a certificate of recognition or badge is achieved (see chart above).
- It is expected that every student receives a coloured star badge each year for displaying positive, expected behaviours.
- Exceptional student behaviour could see a student earn an additional coloured badge.
- For each set of 10 Sherwood Stars after a student receives their 2nd badge, coloured 'Recognition Awards' are given.
- At the completion of each year – Sherwood Stars are sent home for celebration with parents and families.
- A PBL Recognition Award is to be presented to Year 6 students who have earned at least 1 star badge per year (since beginning st SRPS) at Presentation Day.

In conjunction with our Sherwood Stars, our **Caught You Being Good (CYBG) tokens** are given to students as an instant reward.

Each week, these tokens are collected in grade/stage containers. After which, tokens are drawn, and students receive a school canteen voucher.

The remaining tokens are collected and become part of the grade/stage reward system. Once the grade/stage fills their container, a whole grade/stage reward is given, decided on by the students (student voice).

While we encourage students to follow the expectations and do their best for intrinsic reward, we also recognise that students enjoy an external awards system.

The school's PBL reward system will be reviewed in 2025 by the PBL team.





