



Kariong Public School  
VIEW TO THE FUTURE

2020

# Kariong Public School Student Wellbeing and Discipline Policy

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Kariong Public observes NSW Department of Education policies. The procedures outlined in this document align with expectations stated in:

- Student Discipline in Government Schools Policy  
<https://education.nsw.gov.au/policy-library/policies/student-discipline-in-government-schools-policy?refid=285835>
- The Wellbeing Framework for Schools  
[https://www.det.nsw.edu.au/wellbeing/about/16531\\_Wellbeing-Framework-for-schools\\_Accessible.pdf](https://www.det.nsw.edu.au/wellbeing/about/16531_Wellbeing-Framework-for-schools_Accessible.pdf)
- Behaviour Code for Students  
<https://education.nsw.gov.au/policy-library/associated-documents/behaviourcode.pdf>
- School Excellence Framework  
<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

# Contextual Statement

The Student Wellbeing policy and procedures at Kariong Public School is underpinned by the Positive Behaviour for Learning framework PBL. The learning community of Kariong Public School has been involved in the development and implementation of this strategy to ensure that the policy and procedures included are relevant to the specific needs of our students, teachers and parents. The school community has established a set of shared values and common language that sets out the expectations of student involvement and behaviour at school. These values are embedded in all teaching and learning practices and form the framework for all school policy and procedures on Behaviour Management and Student Wellbeing.

## Student wellbeing at Kariong Public School:

- Encompasses everything the school community does to meet the personal, social and learning needs of the students
- Creates a safe, caring school environment in which students are nurtured as they learn
- Embedded through the school curriculum and the way it is delivered
- Incorporates effective discipline
- Incorporates preventative health and social skills programs
- Values collaborative early intervention when issues are identified
- Provides ongoing educational services to support students
- Recognises the diversity within the school community and provides inclusive programs and support which acknowledge differences and promotes harmony
- Recognises the role that the school plays as a resource to link families with community support services
- Provides opportunities for students to:
  - Enjoy success and recognition
  - Make useful contributions to the school community and activities
  - Derive enjoyment from their learning



# Kariong Public School Core Expectations

Our school community has developed a statement of core expectations that support Positive Behaviour for Learning and play an integral role in the structures and function of the Kariong Public School Wellbeing and Discipline Procedures. The core expectations underpin the interactions between members of our broader school community, aiming to guide our students in the development of positive and acceptable behaviours and attitudes.

## Respect

Take pride in yourself  
and your school



## Responsibility

Take ownership of  
your actions

## Personal Best

Challenge yourself to  
do better

# Student Wellbeing

## OVERVIEW

Students learn most effectively in a positive, safe and calm environment. Our discipline system has been designed to help achieve this predictable environment. We aim to have clearly defined expectations, rewards and procedures, which enable students to connect, succeed and thrive in order to develop ownership of their behaviour and wellbeing.

### At Kariong Public School:

- Wellbeing can be shaped by a number of broad influences including the degree to which there is an experience of choice, achievement of meaningful goals, positive relationships, enjoyment, personal growth and development, health and safety.
- The whole school approach to Positive Behaviour for Learning ensures that the wellbeing needs of all students are targeted so that they can connect, succeed and thrive. At Kariong Public School, the comprehensive, integrated and evidence based strategy of Positive Behaviour Learning is in place to support the cognitive, emotional, social, physical and spiritual wellbeing of students in a context of quality teaching and learning.
- Students, teachers, staff and community members contribute to the leadership of the school and 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.
- Positive relationships foster connectedness and feelings of belonging and are essential for wellbeing. These relationships are characterised by constructive interactions that provide enthusiastic and genuine support. They are important because they help build social and emotional skills which in turn nurture other positive, caring and respectful relationships.
- There is a heightened awareness of, and commitment to culturally sensitive, personalised and differentiated learning and support for every student to succeed. There is targeted support at the system and school levels to maintain equity in learning.
- As a NSW Department of Education public school, our commitment to wellbeing is to support students to connect, succeed and thrive at each stage of their development and learning; to provide opportunities that are age rigorous, meaningful and dignified and to do this in the context of individual and shared responsibility underpinned by productive relationships that support students to learn. All staff undertake mandatory training to comply with legislative and policy requirements.

## **Rights and responsibilities that promote positive wellbeing**

### **Community Participation**

- Acknowledging parents as partners in school education
- Encouraging parents and community members to actively participate in the education of students and in the life of the school
- The school community shares a commitment to provide opportunities for students to take responsibility for their actions and develop respectful relationships
- The school community acknowledges learning programs as relevant and beneficial

### **Student Rights**

Students at Kariong Public School have the right to:

- learn and reach their potential
- be proud of their school
- feel safe in the classroom and playground
- participate and contribute in a fair and supportive environment
- be heard and treated fairly by the whole school community
- be accepted for individual differences and diversity, irrespective of gender, race, religion or ability
- be recognised for their individual endeavors and excellence

### **Student Responsibilities**

Students at Kariong Public School are expected to:

- attend school on time, regularly, in correct school uniform
- be prepared with correct equipment for all school activities and events
- treat everyone with courtesy, kindness and respect
- follow the school rules, procedures and values
- take responsibility for their actions and accept consequences

- represent our school with pride and sportsmanship

### **Staff Responsibilities**

Staff at Kariong Public School will:

- provide a stimulating and safe learning environment for all students
- ensure effective supervision of students at all times
- be punctual and vigilant when carrying out playground duties
- promote positive relationships that respect and accept individual differences and diversity
- model and foster respectful relationships at all times within the school community

### **Parent Responsibilities**

- Ensure that their child attend school on time

Every day, unless sick or excused from school

- To read and be supportive of the Kariong Public School Wellbeing and Discipline Policy
- Support the Kariong Public School Uniform Policy by ensuring their child wears the correct school uniform
- Support their child in all aspects of learning
- Model and encourage respectful relationships at all times within the school community
- Be aware of and respond to school communication

# Promoting Positive Behaviour at Kariong Public School

Kariong Public School is a Positive Behaviour for Learning (PBL) school.

PBL is a whole school approach to supporting the learning and wellbeing needs of all students. Our school PBL matrix communicates consistent core expectations that support students in connecting, succeeding and thriving.

Respect	<ul style="list-style-type: none"><li>• Take pride in yourself and your school</li><li>• Use your best manners</li><li>• Listen and follow instructions</li><li>• Respect the rights and properties of others</li></ul>
Responsibility	<ul style="list-style-type: none"><li>• Be prepared and punctual for all school activities</li><li>• Look after your belongings and the school environment</li><li>• Take ownership of your actions</li><li>• Work and play safely</li></ul>
Personal Best	<ul style="list-style-type: none"><li>• Be willing to have a go and try your hardest</li><li>• Be a positive role model</li><li>• Challenge yourself to do better</li><li>• Be resilient</li></ul>

All staff, students and community members are expected to show respect, responsibility and personal best. See attached appendix 5 and 6 for the complete Kariong Public School PBL matrix in the playground and in classrooms.

# Acknowledging and Rewarding Positive Behaviour and Achievement

Our school believes in the value of acknowledging and rewarding positive student behaviour, work habits and achievement. We consistently encourage all students to strive to uphold our core expectations – to be safe, respectful learners.

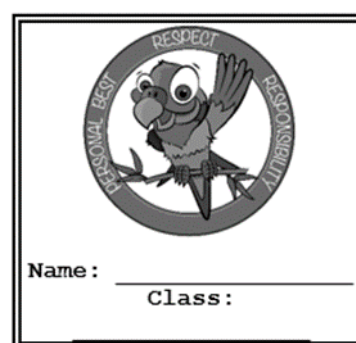
Teachers use a variety of strategies to reinforce and encourage expected behaviours and attitudes. These include positive verbal and non-verbal feedback and praise. Below is an overview of the Kariong Public School positive reward scheme.



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## Positive Rewards at KPS

- ✓ Students are awarded a PBL point for each day they show Respect, Responsibility and Personal Best. Bronze, Silver, Gold and Diamond awards are presented to students throughout the year at whole school assemblies.
- ✓ 'Citizen of the Month' is awarded from each class at a whole school morning assembly. These students are displayed in the school office foyer and enjoy a morning tea with the Deputy Principal.
- ✓ Staff hand out PBL Lori tickets frequently to acknowledge expected behaviours. These tickets are then traded in at the end of term for rewards.
- ✓ Merit Certificates are given out at Stage Assemblies – 2 per class.
- ✓ Sports Awards are given out at Stage Assemblies – 2 per class.
- ✓ House / Sports trophies are presented during special assemblies.
- ✓ Individual in-class reward systems including house points/ table points/ DoJo points
- ✓ The Principal's Gold Book.
- ✓ Best behaved class at stage assembly is rewarded
- ✓ At the end of each academic year selected students from each class are recognised at Annual Stage Presentation Ceremonies.





# Positive Behaviour for Learning

**Diamond 175 points**

A diamond pin and/or a day at the movies and lunch with the Principal

**Gold 150 points**

Certificate, wristband and/or reward

**Silver 100 points**

Certificate and/or reward

**Bronze 50 points**

Certificate and/or reward



Remember to follow  
our school values

**Respect**

**Responsibility**

**Personal Best**


Must be achieved by set dates.

	<h1 style="margin: 0;">PBL Lori Ticket Rewards 2020</h1>	<p style="margin: 0;">Respect Responsibility Personal Best</p>
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***PBL Rewards Menu Term 1 2020***

Reward	Number of Lori's 
Play Session Oval	55
Just Dance Hall	70
Play session Peppermint Park	95
Mufti for the day	110
Slushie from Canteen	145


***PBL Rewards Menu Term 2 2020***

Reward	Number of Lori's 
<u>CrazyHair/Hat/Socks for the day</u>	60
Art/Technology session	90
Free Time Session on Laptops	100
Movie in the hall	130
Morning tea with principal	150

***PBL Rewards Menu Term 3 2020***

Reward	Number of Lori's 
Play Session Oval	55
Boardgames/Lego Play Session	60
Free Time Session on Laptops	100
Movie in the hall	130
Lunch order from canteen	200

***PBL Rewards Menu Term 4 2020***

Reward	Number of Lori's 
Disco in the hall	60
Free Time Session on laptops	100
Slushie from Canteen	145
Water fun on oval	200
Niagara Park Sports Centre or Tenpin Bowling	350

# Managing Inappropriate Behaviour

Effective behaviour management enables and enhances student learning and is based on a fair, consistent approach to behaviour management. NSW Public Schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

**In NSW public schools students are expected to:**

- Respect 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
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

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

## **Behaviour Code for Students: Actions**

Promoting the learning, wellbeing and safety of all students is a high priority for Kariong Public School. We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respect, responsibility and personal best.

### **Respect**

- Take pride in yourself and your school
- Use your best manners
- Listen and follow instructions
- Respect the rights and properties of others

## **Responsibility**

- Be prepared and punctual for all school activities
- Look after your belongings and the school environment
- Take ownership of your actions
- Work and play safely

## **Personal Best**

- Be willing to have a go and try your hardest
- Be a positive role model
- Challenge yourself to do better
- Be resilient

See appendix 1 for playground notification slip

See appendix 2 for orange class behaviour notification slip

See appendix 3 for behaviour reflection sheet 1

See appendix 4 for behaviour reflection sheet 2

See appendix 5 for classroom PBL matrix

See appendix 6 for external PBL matrix

## Responding to Inappropriate Behaviour

Inappropriate student behaviour will be addressed in a timely manner. The strategies and practices to manage inappropriate behaviour will be determined according to the severity and any repercussion of the behaviour, the location where the behaviour took place (e.g. classroom or playground), as well as the frequency with which the behaviour occurs. These strategies will be supported by the school's Anti Bullying policy and the Department of Education's Suspension and Expulsion Procedures.

[Link to DOE suspension policy](#), [Link to KPS Anti-bullying Policy](#),

In line with the NSW Department of Education policy, Kariong Public School Teachers follow a documented procedures flowchart to address and correct inappropriate behaviour.

See appendix 7 for Planning Room - Consequences Flowchart

See appendix 8 for Playground– Consequences Flowchart

See appendix 9 - for Orange Slip/Red Card Consequences Flowchart

See appendix 10 for Classroom – Consequences Flowchart

See appendix 11 for Blue slip consequences flowchart

# Responding to Serious Misbehaviour

The document, “Suspension and Expulsion of School Students—Procedures” outlines consequences of serious misbehaviour. Some excerpts of this document that will be considered when there is evidence of serious misbehavior include:

5.1 Suspension is not intended as a punishment. It is only one strategy for managing inappropriate behaviour within a school’s student welfare and discipline policies.

6.1.3 In some circumstances the principal may determine that a student should be suspended immediately. This will usually be due, but not limited to, reasons such as the safety of students or staff.

6.1.4 With consideration having been given to the factors outlined (including age, individual needs, any disability and developmental level of students)...principals must suspend immediately...any student who: Is physically violent, resulting in injury...; Is in possession of a firearm, prohibited weapon...or knife (without reasonable cause); Uses, supplies or is in possession of, a suspected illegal substance (not including alcohol or tobacco) or supplies a restricted substance; engages in serious criminal behaviour related to the school.

6.2.1 Short suspensions may be imposed for the following reasons and will be reported in the following categories: Continued disobedience. This includes but is not limited to, breaches of school discipline code such as: refusal to obey staff instructions; defiance; disrupting other students; minor criminal behaviour related to the school; use of alcohol or persistent use of tobacco. Aggressive behaviour. This includes, but is not limited to: hostile behaviour directed towards students, members of staff or other persons..., bullying (including cyberbullying), verbal abuse and abuse transmitted electronically such as by email, Facebook, Twitter, SMS text messages or by other electronic means. As outlined in the Student Discipline in Government Schools Policy:

3.8 The school discipline policy may apply outside of school hours and off school premises where there is a clear and close connection between the school and the conduct of students.

# Appendix 1

## Playground Notification Slip

**Student Name:** \_\_\_\_\_ **Class:** \_\_\_\_\_  
**Teacher on Duty:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Session:**   ☐ Morning   ☐ Recess   ☐ Eating Time   ☐ Lunch   ☐ Home Time

**Place:** ☐ Walkway   ☐ Courtyard   ☐ Oval   ☐ Lower Playground   ☐ COLA   ☐ Toilets  
☐ Quiet Area

**Minor Behaviour Dealt With** (please tick)

- ☐ Refusal to follow a request
- ☐ Inappropriate comments – Put downs, teasing, name calling
- ☐ Inappropriate tone/attitude – answering back
- ☐ Swearing
- ☐ Minor physical contact – pushing in lines, rough play
- ☐ Unsafe behaviour
- ☐ Inappropriate use of playground equipment
- ☐ Littering
- ☐ No hat – must stay in designated areas
- ☐ Out of Bounds

**Extra Details (Optional)**

This completed slip needs to be placed in the **Playground Notification Box** located on staff sign on table.

# Appendix 2

**Buddy Class**  
**Orange Notification Slip**

Respect	Responsibility	Personal Best
<b>1. Classroom teacher to complete before sending student to Buddy Class</b>		
Student's Name:	Class:	Time:
Teacher's Name:		Date:
<b>Offending Behaviour</b>	<i>Warning given</i> Tick box	<i>Sent to Buddy Class for</i> Tick box
	<i>Work supplied</i> Tick	
Disrupting class		
Non-compliance or refusing to do work		
Other		
<b>2. Buddy class teacher to complete</b>		
	<b>Yes</b>	<b>No</b>
1. Student returned to their class without issue		
2. Stage Supervisor intervention		
3. Red Card to office		
<b>Teacher comment</b>		
<b>Return this slip to the student's classroom teacher for recording</b>		

## Appendix 3



### REFLECTION SHEET 1



*What happened? What did YOU choose to do?*

*Circle the values that you were not following.*

**PERSONAL BEST**

**RESPECT**

**RESPONSIBILITY**

*Draw a picture of yourself making a better choice and following our school values of Respect, Responsibility and Personal Best.*



## Appendix 4



### REFLECTION SHEET 2



What happened? What did YOU choose to do?

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Circle the values that you were not following.

**PERSONAL BEST**    **RESPECT**    **RESPONSIBILITY**

What can you do to make a better choice next time and follow our school values of Respect, Responsibility and Personal Best.

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What do you need to do now to make things better?

Apologise (say sorry)	Complete Work	Make a plan
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Appendix 5

Kariong Public School PBL Classroom Matrix 2020															
KPS S&S	Weeks Term 1	3	3	4	5	7	7	8	9	10	11				
	Weeks Term 2	9	9	10							1	2	3	4	5
	Weeks Term 3				1	3	3	4	5	6	7	8	9	10	
	Weeks Term 4														1
	All settings	Entering the classroom	Eating Time	Scripture Time	Start of Day	STEM	Library	End of Day	Laptops & tablets	Class Transitions	Handing out Equipment	Whole class discussions	Leaving the classroom	Yarning Circle	Computer Lab
Respect	Take pride in yourself and your school Use best manners Listen to and follow directions Accept the rights and differences of others	Wait and Listen and follow instructions  Be organised with equipment	Remain seated in allocated area Talk quietly	Wait at the door in two silent lines Listen and value the opinions of others Eyes to the speaker	Listen to teacher instructions	Listen and follow teacher instructions  Walk at all times	Take care of the books and furniture Listen and follow instructions from teachers and library monitors	Listen to teacher instructions Walk silently around the room when packing up	Only use allocated laptop Keep equipment as you found it Report damage to a teacher	Listen to instructions Walk at all times	Follow teacher instructions	Raise your hand Wait your turn	Listen to teacher instructions Walk at all times	Listen and be respectful to speakers	Listen to the teacher Use gentle hands when touching the keyboard Touch computer only when asked
Responsibility	Work and play safely Take ownership of your own actions Look after your belongings and the school environment Be prepared and punctual for all school activities	Silently form two lines  Eyes to the front	Place rubbish in bin and keep area clean Listen for teacher instructions	Have equipment organised Listen and follow all teacher instructions Keep the room as you found it	Put bags away Get items ready for the day Hand in any notes to the teacher	Leave the room clean and tidy  Care for equipment  Return equipment to where it belongs	Bring your library bag Return books on time Walk at all times Line up silently in two lines at the door	Push chairs in Tidy desks Bag zipped up Have all equipment needed to take home	4 people at a time in shared room Carry the laptops with both hands and the lid closed Use carry bags when leaving the classroom Shut down and charge	Move quietly Be mindful of others	Know your job  Know where the equipment belongs  Look after the equipment	Listen to others Eyes to the speaker	Move silently to the door with bag Walk at all times	'Check in' before the yarn starts 'Check out' when the yarn is complete	Log off the computer Keep your area tidy Walk in the computer lab
Personal Best	Be willing to have a go and try your hardest Be a positive role model Challenge yourself to do better Be resilient	Enter the room silently	Wait for your teacher to dismiss you Walk to the playground or COLA	Actively participate in all activities Stay on task	Sit quietly, ready to learn	Be an active participant and try new activities  Stay on task	Put books back in the right place Stay on task at desk	Leave the room tidy	Use your time wisely Complete allocated tasks only	Move immediately Start work	Leave area tidy	Contribute positively	Leave room quietly	Form a complete circle.  Everyone is seated equally and everyone can see all participants in the circle.	Stay seated Work quietly

# Appendix 6

Kariong Public School PBL External Matrix 2020																				
KPS S&S	T1 Weeks	2	2	4	5	6	6	6	7	8	9	9	9	10	10	11				
	T2 Weeks	9	9													1	1	2	3	4
	T3 Weeks			1	2	2	2	3	4	5	5	5	6	6	7	8	9	10		
	T4 Weeks																			1
Respect	All settings	Transition s	Walking on the left	Lining Up	Before School	Oval	Morning Assembly	Bottom Playground	Toilets	Exiting the school	Quiet area	COLA	Bottom Fixed Equipment	Buddy Bench	Recess/lunch transitions	Canteen	Listening to teachers	Bubblers	Office	Assembly
	Take pride in yourself and your school	Move silently	Move silently	Eyes to the front	Polite talk	Polite talk	Eyes to the front	Include others	Respect others' privacy	Walk sensibly	Quiet polite talk	Quiet area	Wait your turn	Say, 'Yes', go and play	Move quietly	Use best manners	Face the teacher	Take turns	Use best manners	Eyes to the front
	Use best manners	Knock, open the door and wait		Hands in laps	Rubbish in the bin	Be kind to others	Sit silently					Sit down to eat			Keep hold of any equipment	Wait your turn	Listen carefully			Sit silently
	Listen to and follow directions			Listen to the teacher			Listen													Listen
Responsibility	Work and play safely	Walk on the path	Keep to the left	Fill the space in front of you	Always walk	Line up	Be on time	Wear your hat	Go, flush and wash	Take your belongings with you	Wear your hat	Walk at all times	Play safely	Looking for a friend – sit on bench.	Walk on the path	Buy and leave	Wait until teacher is finished speaking before you respond	Turn off taps	Enter silently	Be on time
	Take ownership of your own actions	Keep to the left		Sitting in lines before 2 <sup>nd</sup> bell	Stay in bounds	Food free zone	Hands and feet to yourself	Sit to eat		Keep to the left on footpaths and stairs	Stay in bounds	Keep stairways and ramps clear		Invite to play	Keep to the left	Spend only your money	Wait your turn to talk		Wait your turn	Hands and feet to yourself
	Look after your belongings and the school environment			Wear your hat	Ask teacher to go to the toilet and canteen	Stay in bounds		Keep area clean			Always walk									
	Be prepared and punctual for all school activities					Wear your hat		Stay in bounds												
Personal Best	Be willing to have a go and try your hardest	Right time, right place	Look to the front	Walk to your line on 1 <sup>st</sup> bell	Right place, right time	Play fair	Right time, right place	Play fairly	Keep area clean	Leave the school promptly		Stay in bounds	Play fairly	Smile and say, 'Thank you' and play	Right time, right place	Know what you want	Keep your body still	Right time, right place	Wait patiently	Right time, right place
	Be a positive role model			Sit silently				Line up on bell		Remember you are representing the school in uniform		Keep area clean								
	Challenge yourself to do better																			
	Be resilient																			

Kariong Public School PBL External Matrix 2020																			
KPS S&S	T1 Weeks																		
	T2 Weeks	5	6	6	7	7	8	8											
	T3 Weeks																		
	T4 Weeks	2	3	3	4	4	5	5											
	All settings	Class transitions External	Courtyard	Mobile Devices	Representing Our School	sandpit	Scripture Transitions	Bus lines											
Respect	Take pride in yourself and your school	Eyes to the front	Polite talk	Electronic device free playground	Be polite	Take care of the equipment	Walk to and from scripture silently	Sit and wait in 2 lines quietly											
	Use best manners	Be silent	Rubbish in the bin		Listen and follow instructions														
Responsibility	Work and play safely	Walk on the path	Always walk	Mobile phones in bag and switched off	Stay with group	Keep and in the sandpit	Wait silently outside until invited in	Wait for teacher instruction											
	Take ownership of your own actions	Keep up	Wear your hat	Students are accountable for the safety of their own electronic device	Board and exit safely	Water free area	Sit down silently	Opal card ready											
Personal Best	Look after your belongings and the school environment		Keep walkways and stairways clear		Remain seated														
	Be prepared and punctual for all school activities		Handball games at recess and lunch only																
Personal Best	Be willing to have a go and try your hardest	Walk in 2 lines	Right time, right place	Use classroom electronic devices sensibly	Be a good sport	Play sensibly	Right place, right time	Right place, right time											
	Be a positive role model	Keep to the left			Participate fully			Use your manners											
Personal Best	Challenge yourself to do better																		
	Be resilient																		

# Appendix 7

## Consequences Flowchart – Planning Room

KARIONG PUBLIC SCHOOL



Where to the Future

Respect

Responsibility

Personal Best

### Incident 1 and 2 Child's name appears on Sentral

**ACTION** Letter (see template 1 & 2) sent home and if deemed necessary, a follow up phone call made by executive.



### Incident 3 Playground Passport

**ACTION** Letter (3) sent home and executive call made to caregiver to notify of behaviour and intended Playground Passport.

Executive and /or SLST devise 5 day Playground Passport.

Notification posted on ~~Sentral~~ Dashboard to inform all staff

### Playground Passport Procedure

**MORNING:** Child collects passport from front office.

**RECESS:** Beginning of recess the child presents their passport and 'checks in' with Planning Room staff in Library.

Signed in morning session ✓	Not signed in morning session ✗
The child may return to the COLA/EQUIPMENT area.	Child remains in PR for recess.
If appropriate behaviour is displayed then the Passport is signed at the end of recess by that duty teacher.	

**LUNCH:** Beginning of lunch the child presents their passport and 'checks in' with executive at the office.

**END OF SCHOOL DAY:** Passport must be sighted by an executive in the office. Passport remains in office until pick up the next morning.

**FAILURE TO PRESENT PASSPORT = Planning Room (Recess) and Office time (Lunch)**  
Playground Passport is sent home at the end of 5 day period.



### Incident 4 on Sentral

**ACTION** Deputy Principal to contact caregiver for phone interview or onsite meeting. Letter (4) sent home. Student is off the playground in PR for a period of up to a minimum 3 to a maximum 5 days. Student is unable to 'represent' school during this week.

### Incident 5

**ACTION** Deputy Principal to intervene and use discretion as to appropriate actions and consequences.  
Student is unable to 'represent' school during this week.

### Incident 6

**ACTION** Principal to intervene and use discretion as to appropriate actions and consequences.  
Student is unable to 'represent' school during this week.

# Appendix 8

## Consequences Flowchart – Playground

KARIONG PUBLIC SCHOOL



View to the Future

**Respect**

**Responsibility**

**Personal Best**

### Teacher managed

### Executive managed

#### Behaviours

Refusal to follow a request

Inappropriate comments - Put Downs, teasing, name calling

Inappropriate tone/ attitude – answering back

Swearing

Minor physical contact – pushing in lines, rough play

Unsafe behaviour

Inappropriate use of playground equipment

Littering

No hat – must stay in designated shaded areas

Out of Bounds



#### Issues:

Approach the child in a calm and respectful manner.



Ask the child if they know why you are approaching them – give them the chance to say what they have done wrong.



**Prompt the child about PBL values** of respect, responsibility and personal best. Encourage them to articulate which value they have not shown.



**Immediate Resolution** - 'putting things right' and apology given.

Walk with teacher to spot value/s being shown by others  
**or**

Ask them to sit in designated sitting area (**within your duty area**) for them to reflect on their behaviour.



**Complete Playground Notification slip** and post in the **Playground Notification Box** on the staff sign on table.

#### Planning

#### Room

#### Offences

Aggressive physical contact

Threatening comments - offensive swearing

Bullying and harassment of individuals

Intent to harm

Vandalism/ Graffiti/Theft

Possession of alcohol/drugs/ weapons

Inappropriate use of electronic devices/ toys

Unauthorised photography

Leaving school grounds without permission

Teacher request is blatantly ignored

Racism – refer to ARCO

#### Issues:

Approach the child in a calm and respectful manner.



**Give immediate brief, respectful feedback.**

Inform child about PBL value violation. Eg. You have not shown the value of Respect, Responsibility or Personal Best because...



Give child opportunity to explain in either oral or written form.



Notify child of their attendance at Planning Room (recess at Library)

**or**

seek immediate Executive intervention if child or others are at danger or risk. **Send red card to office for assistance.**



**Record behaviour on Sentral** for recess Planning Room and if incident occurs at recess notify DP (so student will be on lunchtime time out at office).

# Appendix 9

## Consequences Flowchart – Orange Slip/ Red Card

### Term Basis

#### 1<sup>st</sup> Incident

<b>Student</b>	No PBL point Finish work in buddy class or at teachers discretion Return orange slip to teacher who issued it
<b>Teacher Who issued orange slip</b>	Enters orange slip on <del>Sentral</del> and record on google Doc Letter sent home Phone call or dojo if letter not returned the following day

#### 2<sup>nd</sup> Incident

<b>Student</b>	No PBL point Finish work in buddy class or at teachers discretion Return orange slip to teacher who issued it 1 <sup>st</sup> half time out in planning room complete reflection sheet
<b>Teacher Who issued orange slip</b>	Enters orange slip on <del>Sentral</del> and record on google Doc Letter sent home Phone call or dojo to parent

#### 3<sup>rd</sup> Incident

<b>Student</b>	No PBL point 2 days' time out planning room, complete reflection sheet Return orange slip to teacher who issued it
<b>Teacher Who issued orange slip</b>	Enters orange slip on <del>Sentral</del> and record on google Doc Letter sent home Tier 2 referral submitted Inform AP
<b>AP</b>	Have an interview with teacher and parents AP discusses consequences with parents and Tier 2 referral Inform SLST


#### 4<sup>th</sup> Incident

<b>Student</b>	No PBL point 3 <del>days</del> time out planning room, complete reflection sheet Return orange slip to teacher who issued it Social Skills room determined by DP Withdrawal of class and school privileges ( loss of leadership, representing school) length of time determined by principal
<b>Teacher Who issued orange slip</b>	Enters orange slip on <del>Sentral</del> and record on google Doc Letter sent home Inform DP and AP
<b>DP</b>	Have an interview with teacher and parents Review Tier 2 interventions Discuss possible suspension warning/ suspension if behaviour continues

#### 5<sup>th</sup> Incident

<b>Student</b>	No PBL point Time out planning room, complete reflection sheet determined by tier 2 team Return orange slip to teacher who issued it Social Skills room at lunch determined by tier 2 team Withdrawal of class and school privileges ( loss of leadership, representing school) length of time determined by principal Possible suspension warning/suspension
<b>Teacher</b>	Enters orange slip on <del>Sentral</del> and record on google Doc Letter sent home
<b>P</b>	Have an interview with teacher and parents Decide on consequences

# Appendix 10

Consequences Flowchart – Classroom			
KARIONG PUBLIC SCHOOL  View to the Future			
<b>Respect</b> <b>Responsibility</b> <b>Personal Best</b>			
Teacher managed Minor behaviours		Executive managed Major behaviours	
Behaviours	Management	Behaviours	Management
Refusal to follow a request	▼ Approach the child in a calm and respectful manner	Threatening comments	▼ Approach the child in a calm and respectful manner.
Refusal to complete tasks	▼ Prompt child about PBL Values by pointing to the class rules. Redirect them to the task	Offensive swearing directed at someone	▼ Prompt child about PBL Values and class rules pointing to the class rules
Consistently calling out	▼ If behaviour continues issue student with a warning for time out.	Vandalism/ Graffiti/Theft	▼ Evacuation of class if necessary
Consistently out of seat/ in the wrong place	▼ If behaviour does not improve, have a time out in classroom and <b>lose PBL point</b>	Bullying and harassment of individuals	▼ If behaviour continues then a red card will be sent to the office
Inappropriate comments - Put Downs, teasing, name calling	▼ <b>If behaviour continues, orange slip issued and note sent home. Student sent to buddy class with work</b>	Racism – refer to ARCO	
Inappropriate tone/ attitude – answering back	▼ <b>If they refuse to go to buddy class or they return to class and the behaviour continues send orange card to the office.</b>	<b>Leave classroom without permission out of teacher's sight</b>	<b>Send Red card to the office for executive assistance.</b>
Swearing		<b>Aggressive physical contact</b>	
Minor physical contact		<b>Throwing of furniture or equipment</b>	
Unsafe/disruptive behaviour		<b>Intent to harm others or self</b>	
Leave classroom without permission (within teachers sight)			
Misuse of school or personal property			



# Appendix 11

KARIONG PUBLIC SCHOOL



## Blue Slip Flowchart

### PBL Blue Slip Interventions

#### Step 1

When a child has had **3 Blue Slips** on the playground in a term, the executive/teacher monitoring blue slips informs Class teacher and AP. The child is then on a **BLUE Playground Card** for 5 days. This is monitored by CICO teacher. Student is still allowed into the playground, however must have card signed by teacher on duty. If the child has no further incidents while on playground card they are then on the playground as normal.

#### Step 2

If student has negative comments they **stay on the blue playground card** until they receive 5 days of positive comments.

If no significant improvement is made or if the child comes off the playground card and gets a **fourth blue slip** go to Step 3.

#### Step 3

Students who have had **4 blue slips** have 3 days' time out in the planning room or games group. If a child receives a **5<sup>th</sup> blue slip** a planning room letter will be sent home and parents notified. **Any further blue slips go to step 4.**

#### Step 4

Any further blue slips will be handled by Deputy Principal or Principal. Parents will be informed. Student off playground.

