



FRENCHS FOREST PUBLIC SCHOOL

Positive Behaviour for Learning (PBL) Procedures

Statement of Purpose

At Frenchs Forest Public School we strive to make our school environment a happy and safe place. We aim to provide a positive teaching and learning environment which is guided by a core curriculum and implemented with consistent expectations for all students across the whole school.

Our school behaviour expectations of *Respectful, Responsible, Learner*, apply to our students in all settings across the school.

Implementation

School Wide Reward System

Student success, whether academic, social or behavioural, is consistently acknowledged and reinforced by providing positive feedback. To acknowledge positive behaviour we have implemented the following reward systems across the school.

Classroom Awards

Each classroom teacher has their own reward system to promote positive behaviour, application, and being a respectful, responsible learner.

Above and Beyond Awards

Students achieving a personal best may be awarded with an *Above and Beyond*. The teacher writes a citation on the back of the award; awards are taken home to share with parents.

Green Award

Students who maintain the school values of *respectful responsible learner* and achieve a personal best may be awarded with a *Green Award*. The teacher writes a citation on the front of the award; awards are taken home to share with parents.

School Medal

Students in years 5 and 6 may work towards the attainment of a school medal through application to serve the school, students and the community. Students keep a journal of their achievements. All students in years 5 and 6 have equal opportunity to be successful and work toward receiving a school medal.

House Points

House points are awarded during class sport lessons, Friday PSSA and school sport and at sporting events such as school carnivals. House points are collected and tallied each week. House points are included in the overall point score for each sport house. At the end of the year the winning sport house is announced and a shield is awarded to acknowledge this success.



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Behaviour management

To support all students to make good choices we aim to respectfully teach the expected behaviour using positive, clear and specific language.

White Slips

If a student is requiring extra support to make good choices, verbal reminders are given. It is important students are made aware of their behaviour and through discussion reminded of appropriate behaviour choices. If the behaviour continues, a *reflection sheet* is completed in the classroom or a *walk with me* strategy is given by the supervising teacher in the playground. This provides time for the student to reflect and be redirected to make good choices.

If there is a further incident during that same session a *white slip* is issued. The *white slip* provides an opportunity for the classroom teacher to have an individual conversation with the student to discuss the behaviour then provide strategies and support.

Thinking Room

A *thinking room* is a consequence to support escalated student behaviour. An executive meets with the student during recess or lunch to carry out the *thinking room*. During this meeting, the student is encouraged to take responsibility for their behaviour, recognise how behaviour choices impact others then formulate an action to make amends for the behaviour. The aim is to support students to make good choices through respectful discussion and instruction.

Following a *thinking room* the executive teacher will contact the student's parent/caregiver with a brief overview of the reason for the thinking room and a copy of the student's reflection sheet. This gives parents an opportunity to have a discussion about making good choices and help provide strategies to gain success at school. Consistency between home and school reinforces behaviour expectations.

Following three *thinking rooms* the student's parents will be contacted to attend a meeting the aim of which is to work together to build an individual framework for success within the school context. A further *thinking room* within the same five week block may result in a *formal caution* and the removal of privileges as decided by the Principal.

If the behaviour continues to escalate, the Principal will manage a *suspension* from school.

We are committed to support our students to achieve success in all aspects of their school life by encouraging all students to be *respectful, responsible, learners*.



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Responsibilities

At Frenchs Forest Public School teachers, students and parents will work together to ensure all students feel safe, respected and valued so that they can reach their full potential.

Related Documents

FFPS School wide procedures for managing student behaviour (in school document)

FFPS Anti-Bullying procedures

Student Discipline in Government Schools' policy

DoE Suspension and Expulsion of School Students – procedures 2011

FFPS award procedures