



**Lansvale East Public School**  
**Positive Behaviour for Learning Procedures**  
**Document**



**Responsible**   **Respectful**  
**Resilient**

**Date: April 2020**

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# The LEPS Positive Behaviour for Learning Policy

## Statement of Purpose

At Lansvale East 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.

## 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 Lansvale East 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 Lansvale East Public School. Clear expectations of positive behaviours are communicated to all students who have a responsibility to adhere to them.

In 2020, our school updated the discipline policy and created a new merit award system.

## Positive Behaviour for Engaging Learning (PBL)

At Lansvale East 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 provides students and staff at Lansvale East Public School with a set of 'rules' which underpin a positive and proactive system for defining, teaching and supporting appropriate student behaviours. Lansvale East Public School's rules are **Be Responsible**, **Be Respectful**, and **Be Resilient**. These values are supported by clearly defined 'expectations'.

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

## Positive Behaviour Incentives

Early Stage 1 (Kindergarten)	15
Stage 1 (Year 1 & 2)	20
Stage 2 (Year 3 & 4)	25
Stage 3 (Year 5 & 6)	25
Support Unit K - 6	5

### Lansvale East Public School Awards

Students earn awards based on the school values of **Be Responsible**, **Be Respectful**, and **Be Resilient** to progress through a five-tiered award system.

#### Class Merits

Students receive awards called Class Merits. Teachers hand out a specified number of Class Merits in their classroom each week (see chart). Specialist teachers hand out 1 Class Merit per lesson. Executive staff are able to hand out Class Merits where deemed appropriate. Students store their Class Merits at school in the class. Each student is responsible for his or her Class Merits while at school. Class Merits will **not be replaced if lost**.

#### Bronze Merit Awards

Bronze Merit Awards are presented during assembly to students who have earned ten Class Merits. **Classroom teachers record Bronze Merit Awards on Sentral**. Bronze Merit Awards are handed out weekly at whole school assemblies. Class Merits that have been used for Bronze Merit Awards are hole punched so they are not 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 Sentral**. The Assistant Principal initials and dates the back of the Bronze Merit Awards to indicate that they have been traded up to a Silver Merit Award. Silver Merit Awards are handed out weekly at whole school assemblies.

#### Principal's Gold Awards

Principal's Gold Awards are received when students have earned three Silver Merit awards. **Classroom teachers record Gold Merit Awards on Sentral.** The Principal initials and dates the back of the Silver Merit Awards to indicate that they have been traded up to a Gold Merit Award. Gold Merit Awards are handed out by the Principal at Week 9 whole school assemblies only.

### **The LEPS Medallion**

This is the school's most prestigious award. The LEPS Medallion is awarded to a student who has achieved or performed at an outstanding level over a period of time, indicated by the accumulation of three Gold Merit Awards. **The Principal records the LEPS Medallion on Sentral** The LEPS Medallion is presented by the Principal on Presentation Day.

### **Award Recording and Tracking System**

Class Merits are collected and stored within classrooms. Bronze, Silver, Gold and Medallion Awards are taken home and tracked on Sentral by the classroom teacher / executive staff at school.

### **\*Assembly Merit Awards\***

Assembly Merit Awards are presented during assembly for students demonstrating the school values. They can also be used in conjunction with the Class Merits. One Assembly Award is equivalent to 2 Class Merits. Teachers will hand out three Assembly Awards at each whole school assembly. Classroom teachers record Assembly Awards on Sentral.


### **\*Gotcha! Awards\***

Gotcha! Awards are reward to students who are demonstrating the three school rules during lunch and recess: Be Responsible, Be Respectful, and Be Resilient. Students will place these coloured awards into a designated area (TBC) as a visual representation to the students and wider community on how well they are performing. This will also be used to collect data for the school. Canteen voucher?

## Award Summary

- 5 Class Merit cards of each expectation are traded up for a Bronze Merit Award (15 collective).
- Another 5 Class Merits of each expectation are traded up for a Silver Merit Award (30 collective).
- Another 5 Class Merits of each expectation are traded up for a Gold Merit Award (45 collective).
- After collecting 1 Bronze, 1 Silver and 1 Gold award, students will receive a Principal Award.
- 2 Principal Awards are traded up for a LEPS Medallion.
- Students also receive an academic classroom award at whole school assemblies which are not counted towards the merit system.
- All bronze, silver and gold awards are to be inputted into Sentral.

**Class Merit**



**Responsible**  
**Respectful**  
**Resilient**

\_\_\_\_\_  
Student

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Date




**RESPONSIBLE RESPECTFUL RESILIENT**

\_\_\_\_\_  
STUDENT

\_\_\_\_\_  
CLASS

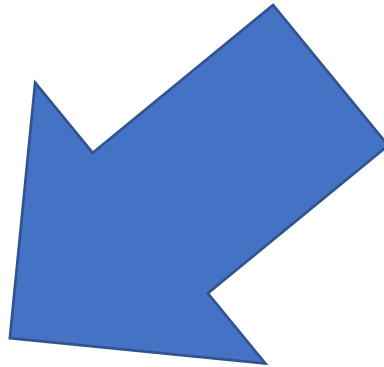
\_\_\_\_\_  
TEACHER

\_\_\_\_\_  
DATE



LANSVALE EAST PUBLIC SCHOOL

**BRONZE AWARD**




**RESPONSIBLE RESPECTFUL RESILIENT**

\_\_\_\_\_  
STUDENT

\_\_\_\_\_  
CLASS

\_\_\_\_\_  
TEACHER

\_\_\_\_\_  
DATE



LANSVALE EAST PUBLIC SCHOOL

**SILVER AWARD**




**RESPONSIBLE RESPECTFUL RESILIENT**

\_\_\_\_\_  
STUDENT

\_\_\_\_\_  
CLASS

\_\_\_\_\_  
TEACHER

\_\_\_\_\_  
DATE



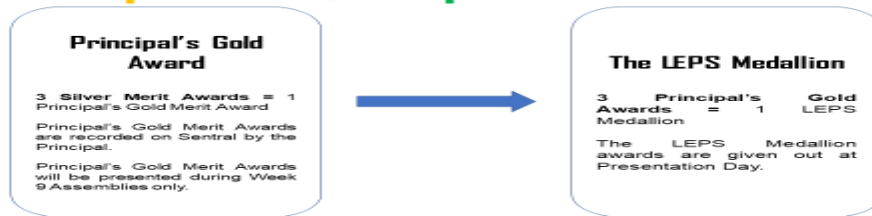
LANSVALE EAST PUBLIC SCHOOL

**PRINCIPAL'S GOLD AWARD**



# LEPS PBL Awards Flowchart

## Responsible, Respectful, Resilient



### 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 **Be Responsible, Be Respectful, and Be Resilient**. Some of these systems include:

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



## Consequences for Negative Behaviour

Inappropriate behaviour is behaviour that is not in line with the school's values of Respect, Integrity and Excellence it falls into two categories – Minor or Major.

### Examples of Minor and Major Behaviours – Mainstream Classes and Support Unit Classes (K-6)

Minor	Major
<ul style="list-style-type: none"> <li>➤ No hat</li> <li>➤ Playing out of bounds</li> <li>➤ Name calling/teasing</li> <li>➤ Inappropriate language</li> <li>➤ Punctuality</li> <li>➤ Not sharing equipment</li> <li>➤ Careless regard of others' or school property</li> <li>➤ Littering</li> <li>➤ Rude attitude</li> <li>➤ Unsafe play</li> <li>➤ Unfair play</li> <li>➤ Incorrect uniform</li> <li>➤ Playing in the toilet</li> <li>➤ Playing in canteen area</li> <li>➤ Not following school/classroom rules</li> <li>➤ Classroom disruptiveness e.g. talking</li> <li>➤ Mean on purpose</li> </ul>	<ul style="list-style-type: none"> <li>➤ Any consistent and ongoing minor behaviour</li> <li>➤ Not following rules consistently</li> <li>➤ Leaving school grounds</li> <li>➤ Aggression/physical violence with intent               <ul style="list-style-type: none"> <li>- biting</li> <li>- punching</li> <li>- throwing chairs etc</li> </ul> </li> <li>➤ Swearing <b>at</b> any member of the school community</li> <li>➤ Bullying/cyber bullying</li> <li>➤ Inappropriate access of online material</li> <li>➤ Vandalism of others' and school property</li> <li>➤ Stealing</li> <li>➤ Escalation of unsafe play:               <ul style="list-style-type: none"> <li>- Pushing</li> <li>- Kicking</li> <li>- Shoving</li> <li>- Tripping</li> <li>- Tackling</li> <li>- Hat stealing</li> </ul> </li> </ul>

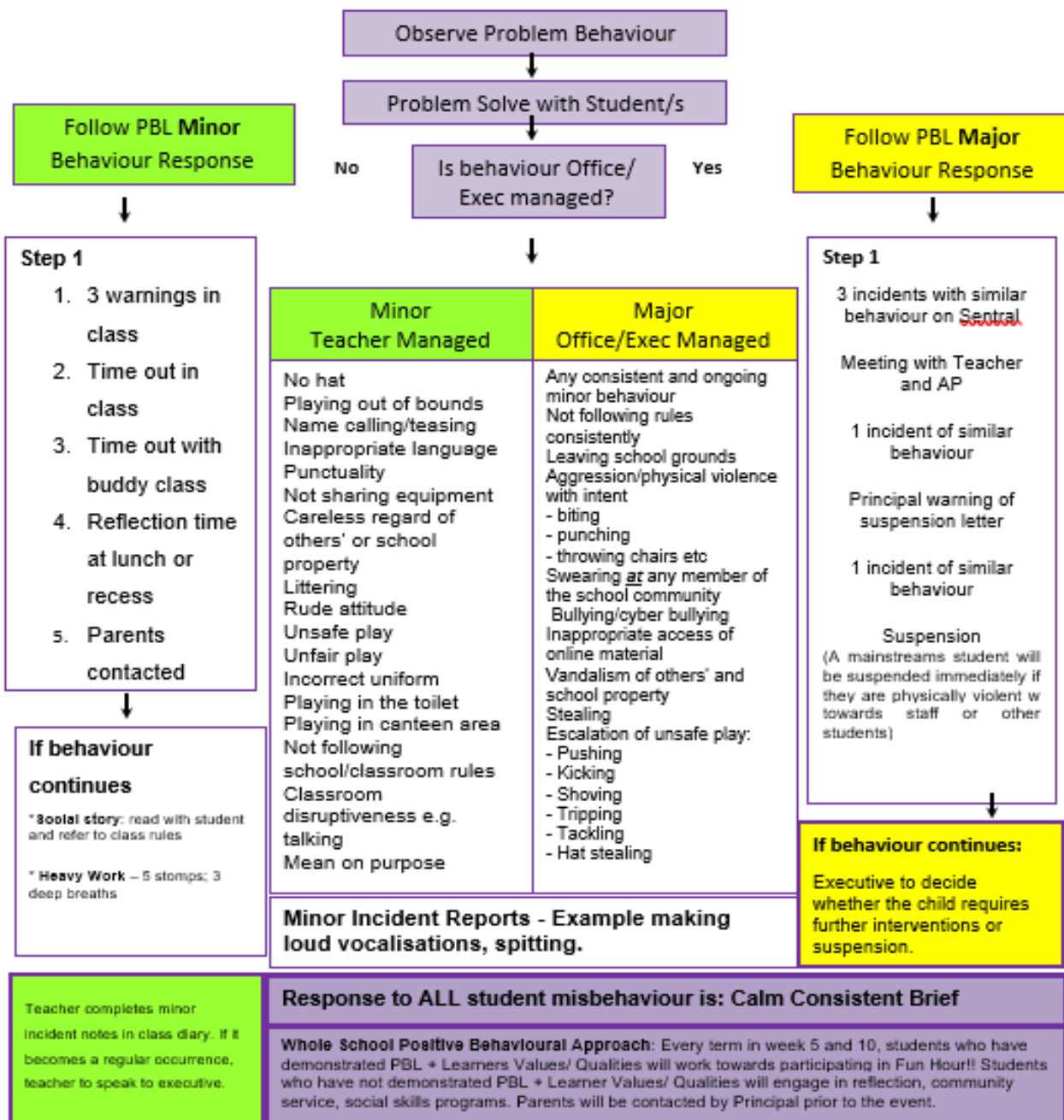
# Responsible Respectful Resilient



## Student Behaviour Management Procedure Mainstream Classes

### Positive Teaching Strategies

- Consistently **PRAISE** students for keeping to the **RULES** (catch them being good).
- **IGNORE** inappropriate rule related behaviour initially while praising other students engaged in appropriate rule related behaviour.
- **REPRIMANDS**: Reprimand infrequently in a climate that is mostly positive. Reprimand quietly, calmly and privately.



## **FlowChart for Managing Inappropriate Behaviour**

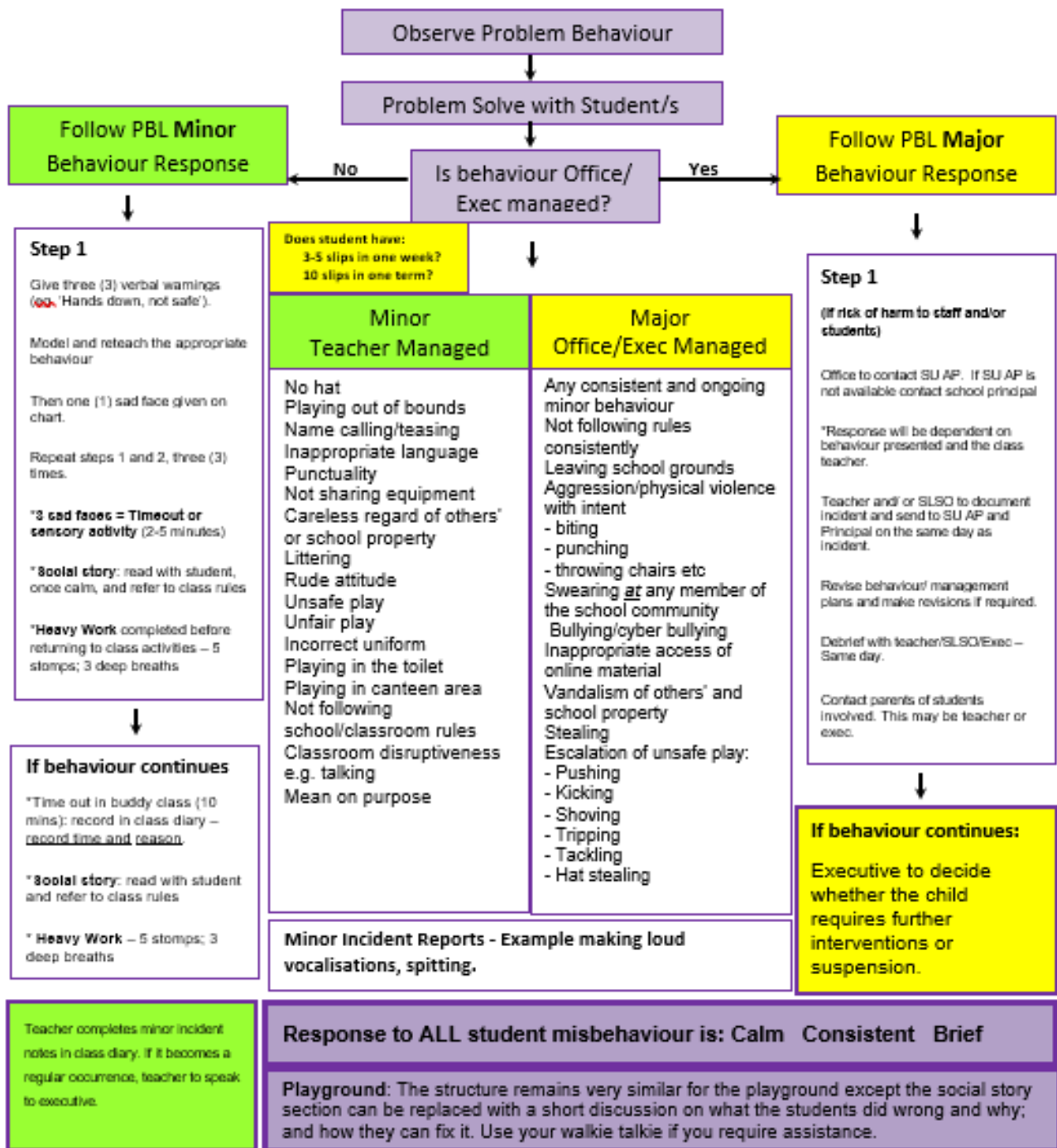


# Student Behaviour Management Procedure

## Support Unit

### Positive Teaching Strategies

- Consistently **PRAISE** students for keeping to the **RULES** (catch them being good).
- **IGNORE** inappropriate rule related behaviour initially while praising other students engaged in appropriate rule related behaviour.
- **REPRIMANDS**: Reprimand infrequently in a climate that is mostly positive. Reprimand quietly, calmly and privately.



## **Incident Reports**

### **Minor Incidents**

For a Minor Incident students will be given a warning and reminded of the school expectations. If the inappropriate behaviour continues the teacher observing completes an incident report on Sentral. Minor Incidents result in time off the playground in the office for Reflection with an Executive staff member.

## Recording of Minor and Major Incidents

The class teacher will track the date of all Minor Incidents occurring on Sentral for their class. Any teacher/SLSO that is on duty will record and add Minor Incident on Sentral by at the end of the current working day.

Class Teachers and Executive Staff Members will record Major Incidents on Sentral. Major Incidents will require students to fill in a Reflection Sheet that will be signed by the student and Executive Member and sent home to parents.

## Reflection Zones for Minor Incidents

Students who are not adhering to the school rules (**Be Responsible, Be Respectful, Be Resilient**) are given time off the **Playground in the office with the class teacher for 'Reflection Time' and to discuss their behaviour.** The length of time spent for Reflection is dependent on the severity of the behaviour displayed. For most minor incidents this will be 10 minutes (K-2) and 20 minutes (3-6)

## Five Minor Incidents in a Term

Five Minor Incidents in any one term results in a Major Incident being recorded.

## Major Incidents

For a Major Incident an incident report will be completed by the teacher on Sentral. The student will be sent with the student to a member of the School Executive/Principal.

Students who are not adhering to the school rules (**Be Responsible, Be Respectful, Be Resilient**) are given time off the Playground in the office with the Principal or another Executive for 'Reflection Time' and to discuss their behaviour. The length of time spent for Reflection is dependent on the severity of the behaviour displayed. This will result in the loss of a lunch or recess break.

Major incidents may result in **loss of privileges or suspension.**

## Green Events

Students who attend reflection 5 times within one term will be unable to attend the whole school green event occurring every term in weeks 9 or 10. However, an alternative activity based on the PBL rules/expectations will be organised for those students.

## Reflection Zone for Major Incidents

Students complete a Reflection Sheet in the office with an Executive staff member or the Principal to reflect on their behaviour. The student takes the Reflection Sheet home to be signed by their parent/caregiver. It is returned the following day to the Executive staff member supervising the reflection process.

## Suspension and Expulsion

1. In determining whether a student's misbehaviour is serious enough to warrant suspension, the Principal will consider the safety, care and welfare of the student, staff and other students in the class.

2. In most cases other than those outlined in (4) below, a range of appropriate student welfare and discipline strategies will have been implemented and documented before a suspension is imposed.

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.

4. Principals must suspend immediately and consistently with these procedures, any student who:

➤ **is physically violent:**

Any student who is physically violent, resulting in pain or injury, or who seriously interferes with the safety and well being of other students, staff or other persons, is to be suspended immediately. The matter may need to be reported to NSW Police.

➤ **is in possession of a firearm, prohibited weapon (as defined by Schedule One of the Weapons Prohibition Act), or knife (without reasonable cause):**

Any student in possession of a prohibited weapon, firearm or a knife (without reasonable cause) is to be suspended immediately. The matter must be reported to NSW Police immediately.

➤ **uses, or is in possession of, a suspected illegal substance (not including alcohol or tobacco) or supplies a restricted substance:**

The NSW Government firmly believes that schools must be places which are free of illegal drugs. Suspension is to occur immediately if the substance is being represented by the student as an illegal substance, or on confirmation that the substance is, in fact, illegal. Students who assist other students to obtain illegal substances or supply restricted substances, such as prescription drugs, are also to be suspended. Under arrangements with NSW Police, the substance will generally be identified within 48 hours of the material being handed to the police by the Principal.

5. In circumstances other than those outlined in (3) and (4) above, suspension will occur after the Principal has:

➤ ensured that appropriate school student welfare strategies and discipline options have been applied and documented

➤ ensured that appropriate support personnel available within the school system and externally have been involved

➤ ensured that discussion has occurred with the student and parent(s) or carer(s) regarding specific misbehaviour which the school considers unacceptable and which may lead to suspension

➤ developed, in conjunction with the school learning support team or appropriate school or Departmental personnel, a specific behaviour management plan to assist the student to manage inappropriate behaviour

➤ provided a formal written caution dealing inappropriate behaviours, as well as clear expectations of what is required of the student in future, and



- recorded all action taken.

6. In circumstances where measures detailed in (5) above have been unsuccessful in resolving the inappropriate behaviour, the principal may choose to impose a short suspension of up to four school days. Short suspensions may be imposed for the following reasons:

- **Continued Disobedience.**

This includes, but is not limited to, breaches of the 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, including verbal abuse and abuse transmitted electronically such as by email or SMS text messages.

NB For further information please refer to the Suspension and [Expulsion of School Students - Procedures Information for Parents](#) document produced by the Department of Education.

## Parent/Carer 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 or email, or leave a message with the office to make an appointment.

2) If your concern is related to an incident dealt with by a teacher other than the class teacher (e.g playground duty teacher), please contact the School Office and make an appointment to contact that person.

3) Each grade has a supervisor (Assistant Principal or Instructional Leader) who would be your next contact point.

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