



*Strive for Excellence*  
**LAKE HEIGHTS**

P U B L I C S C H O O L



B E H A V I O U R C O D E F O R S T U D E N T S

The Lake Heights Public School Behaviour Code for Students sets out all aspects of our approach to behaviour management. It provides information on how the school recognises and supports the actions that students choose.

All staff follow the procedures in their dealings with students, both in class and on the playground.

## School Values

Our school discipline code is based on the values of:

# Care   Respect   Safety

In the classroom / learning environment the 6 L's of learning apply. They are:

**LOOK** at the speaker

**LISTEN** for information

**LIPS** are closed

**LAPS** hands are in them

**LEGS** are still

**LEARN**

We provide **encouragement** and **recognition** to those who demonstrate the values of care, respect and safety (Page 3).

We provide **support** when those values are not shown (Page 7).



## Encouragement and Recognition

### Praise, Prizes and Incentives

- Individual teachers will have their own way of indicating a job well done by a student. It may be through the use of:
  - verbal praise,
  - a smile,
  - positive feedback on work,
  - stamps or stickers,
  - bell marks (leaving right on the bell),
  - privileged seating position or leader of the line,
  - bonus computer time,
  - a merit certificate presented at a weekly assembly,
  - a visit to another staff member to show work, etc.



### Class Dojos

- Class Dojo is an interactive behaviour management system, displayed on big screens in each classroom, that allows teachers to encourage a range of positive behaviours within their classroom.
- Students are given their own character on the website [classdojo.com](http://classdojo.com) and are encouraged with points for positive behaviour in class.
- Class Dojo also allows teachers to track a student's behaviour over a period of time, keeping a record of



# BEHAVIOUR CODE FOR STUDENTS

behaviours they gained, or lost, points for. Teachers are able to customise their Class by adding different skills they wish to encourage within their room.

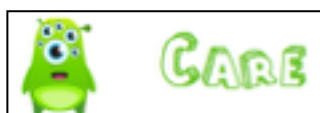


## Playground Dojos

- Students are able to earn Dojos on the playground when they are observed demonstrating the school values of care, respect and safety.

1 POINT ON CLASS DOJO

FOR EXCELLENT BEHAVIOUR ON THE PLAYGROUND





## Presentation Day

Our end of year Presentation Day recognises students' academic, cultural and sporting achievements for the year.

Prizes are awarded for:

- Class citizenship, most improved and a teacher's award (certificate)
- Grade academic achievement (framed certificate and a \$20 book voucher)
- Reading Recovery and English Second Language (certificate)
- Quiet Achiever K-2 and 3-5 (\$50 cheque + \$50 school voucher, individual trophy and certificate)
- Year 6 Endeavour Award (\$75 cheque from P&C and certificate)
- Year 6 School Spirit Award (\$50 cheque from P&C and framed certificate)
- Year 6 Dux of School (\$50 cheque from P&C, Individual trophy and framed certificate)
- School Captains and Vice Captains for the following year (badge, certificate and name on Honour Board)



### **Annual School Picnic**

Each year, our school treats students to an end of year picnic. Travel to the selected venue and lunch is provided free of charge by the school.





## Support

### **In class:**


- Teachers use subtle techniques such as eye contact, an auditory sound such as a clap or click, verbal redirecting to indicate a student's need to adjust their behaviour.
- Consistent processes displayed in each classroom based on a "three strikes" approach.
- Multiple "Time Outs" in a week are recorded on an "Incident Report"
- Continued misbehaviour after or during a Time Out will result in referral to an Executive staff member.
- Procedures are explained and reinforced regularly.

### **On the playground:**

- Students should be encouraged to "tell the teacher" on duty if they see behaviour which does not show care, respect or safety.
- Teachers:
  - will be visible to all students when on duty and respond to any issues raised.
  - use strategies such as, praise, Playground Dojos, verbal correction, warning, walk with teacher, time out on seat, cooling off time.
  - may record behaviour of concern if warranted on an "Incident Report".
  - Can send for Executive or colleague for assistance.

## Incident Reports

Behaviour that causes concern in class or on the playground is recorded on an Incident Report. A description of the incident, follow up actions and outcomes are noted on the report which is entered onto a school Incident Register.

Incident report for		<input type="checkbox"/> Class	<input type="checkbox"/> Playground	
Date	Student's _____			
Time	_____			
Teacher	Class/ies _____			
Incident	_____			
_____				
_____				
Teacher Action <span style="float: right;">(continue over if necessary)</span>				
<i>Continuum of interventions</i>				
<input type="checkbox"/> Talk / Caution / Warning	<input type="checkbox"/> See teacher at break	<input type="checkbox"/> Class timeout	<input type="checkbox"/> Buddy-class timeout	
<input type="checkbox"/> Complete work at break	<input type="checkbox"/> Parent phone call/text/chat			
<input type="checkbox"/> With/pend time with teacher	<input type="checkbox"/> Clean up work or play area	<input type="checkbox"/> NO play/watch from the side		
<input type="checkbox"/> Thinking Time (Use sparingly for repeated misbehavior and only when it's a meaningful consequence to the student)				
<input type="checkbox"/> Level 1 (letter home, parent phone call, 1 week loss of privileges as per School Behaviour Code)				
<input type="checkbox"/> Other _____				
Admin _____				
<input type="checkbox"/> Recorded on Incident Register				
Send this report to the Assistant Principal				

## Thinking Time

Thinking Time is run during 2<sup>nd</sup> half of lunch in a room with a supervising teacher. The teacher discusses the Incident Report with the student and helps them to reflect on ways they could handle situations differently.





## **Levels**

All students start each term on Level 0.

A welfare committee consisting of the Co-ordinator, Assistant Principal and Principal meet weekly to review student levels and welfare concerns.

### **Level 1**

A student can be placed on level 1 by any teacher for not showing care, respect or safety. Examples of these could include:

- inappropriate behaviour such as:
  - refusal to follow a teacher's instructions
  - throwing objects
  - repeatedly playing out-of-bounds
  - disruptive behaviour
  - leaving school grounds without permission
  - bullying. (See related anti bullying policy)
- repeated misbehaviour.

Attempts will be made by all members of the school community to assist in modifying the student's behaviour.

*Support while on Level 1 includes:*

- Student interview with the investigating teacher.
- Level 1 letter (signed by the investigating teacher) sent home with the student to inform parents
- Loss of privileges
- "Thinking time" for 2 days

- Remaining on Level 1 until review by Student Welfare Committee
- When relevant, restricted playground conditions may apply.

## **Level 2**

Placement on this level is a result of:

- escalation of Level 1 behaviour
- bullying (more aggressive or continued)
- low level aggression (hitting, kicking, retaliated violence)
- stealing.

*Support while on Level 2 includes:*

- A phone call or meeting with parents by Student Welfare Coordinator explaining the placement.
- Follow up letter posted home to confirm matters discussed.
- Loss of privileges
  - No playground for 2 days
  - Remain on Level 2 until review by Student Welfare Committee
  - Loss of School, House Captain's or Student Council badge while on the level
  - Permanent loss of School or House Captain's/ Student Council badge for students who are on Level 2 more than twice in the year
- For some students, support may mean that their playground areas are restricted to certain confines.



- School Counsellor support may follow discussion with parents.
- Learning Support Team intervention may be appropriate for some behaviours.

### Level 3

#### Suspension

Suspensions may be imposed for the following reasons and will be reported to the Department of Education and Training in the following categories:

- **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 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.

*Support while on Level 3 includes:*

- Phone call from the Principal to the parent
- Suspension letter sent home to inform parents of inappropriate behaviour and to arrange an interview
- Return from suspension interview to take place with Principal, Assistant Principal or School Counsellor (if appropriate), parents and student in an attempt to resolve the issue
- Permanent loss of School or House Captain's/Student Council badge

- Loss of privileges
  - Return to school on level 2
  - Attend “Thinking Time” session
- Remaining on Level 2 until review by Student Welfare Committee

## **Individual Behaviour Programs**

Students who experience continual problems will have Individual Behaviour Programs developed in an effort to encourage more consistently acceptable behaviour and successful patterns of learning. Such programs will follow the same basic principles as the Fair Discipline Code but will have variations to suit the particular needs of the student for which it is designed.

These behaviour programs could include:

- Behaviour Book
- Communication Book (a contract between student, teacher and parent)
- Goal setting program
- Playground incentive.





## Anti Bullying Plan

### What is Bullying?

Bullying is a repeated misuse of power over an individual by one or more people. A one-off incident between students with equal power is not considered bullying.

Bullying can be:

**Verbal** eg name calling, teasing, abuse, putdowns, sarcasm, insults, threats.

**Physical** eg hitting, kicking, scratching, tripping, spitting.

**Social** eg forming gangs, ignoring, excluding, alienating, making inappropriate gestures.

**Psychological** eg spreading rumours, hurtful looks, hiding or damaging possessions, malicious text or email messages, inappropriate use of mobile phone cameras or social networking sites in or outside of school.

### Our Responsibilities

Students, teachers, parents, caregivers and members of our wider school community have a responsibility to:

- promote positive relationships that respect and accept individual differences and diversity within the whole school community
- support the Anti-bullying Plan through words and actions
- actively work together using the school's established

procedures to resolve incidents of bullying behaviour when they occur.

## **Managing Bullying**

Students can expect to

- know that their concerns will be responded to by school staff
- be provided with appropriate support (for both the subjects of and those responsible for the behaviour)
- take part in learning experiences that address key understandings and skills relating to positive relationships, safety, gender equity, discrimination, bullying and harassment. These experiences will be guided by the Personal Development, Health and Physical Education syllabuses and other Key Learning Areas.

Students have a responsibility to

- report bullying when they see it happen or experience it
- behave appropriately, respect individual differences and follow the school Anti-bullying Plan
- respond to incidents of bullying according to our school Anti-bullying Plan.

Parents and caregivers have a responsibility to

- support their children in all aspects of their learning
- be aware of the school Anti-bullying Plan and assist their children in understanding bullying behaviour
- support their children in developing positive responses to incidents of bullying consistent with the school Anti-bullying Plan
- support all students of the school to deal effectively with bullying through the strategies of our Anti-bullying Plan.



Our school has a responsibility to:

- deal with bullying in the classroom and playground
- provide students with strategies to respond positively to incidents of bullying behaviour, including responsibilities as bystanders or observers
- follow up complaints of bullying, harassment and intimidation.

### **Strategies to prevent bullying**

Our school strives to teach skills and understandings that will lead to eliminating bullying behaviours.

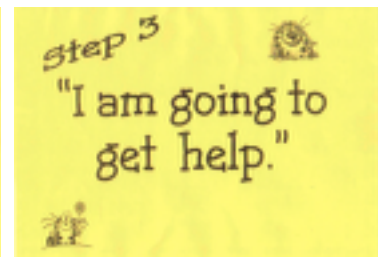
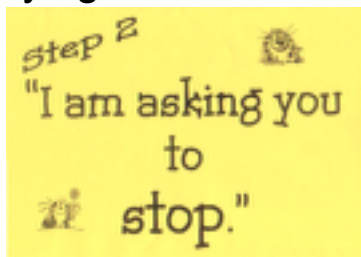
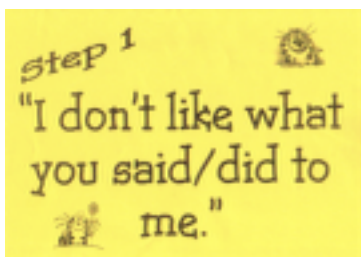
The strategies are:

- taught across key learning areas
- reinforced consistently through school practices that promote respectful relationships.

CCTV cameras throughout the school provide a deterrent to would-be bullies. They help staff to ensure that students are in the right place at the right time, monitor the location of property and assist in providing an environment where students feel secure.

### ***Sample Prevention Strategies***

- In class, discuss bullying; what it is, what can be done.



- Display classroom posters that identify what bullying is, the different types of bullying and strategies for dealing with bullying when it occurs.

- From Day One, teach students what bullying is and reinforce constantly that bullying (verbal, physical, social, psychological) is not tolerated in our school. Everyone is expected to ensure that it does not happen and has the responsibility to tell - this is not telling tales.
- Students may do a school survey to find out what children, teachers and staff think about bullying. Is it a problem, should it go on, should children tell if they are being bullied? Students compile the survey and report the results at a school assembly
- Discuss ways to help the bullies become part of the group.
- Teach students to be assertive using programs such as “Friends”, “Life Education”. Differences should be acceptable and never a cause for bullying.
- Reward and encourage children for individuality.
- Teach ‘self protective’ strategies that might include:
  - Staying away from the bully, or places where bullying occurs.
  - Being with friendly, supportive friends.

## Strategies to deal with bullying

Our school can deal with bullying quickly and effectively **when it is reported**. Students need to be reminded regularly of this.

- If bullying is happening, teachers will find out the facts, talk to the bullies and victims individually and take steps
- If necessary teachers may break up the group dynamics by altering class seating positions, monitor or restrict access to certain playground areas
- Use counselling, ‘think time’ and ultimately apply other consequences in accordance with the School Discipline Code.