



STUDENT WELLBEING

Behaviour

The staff at Liverpool West Public School is committed to creating quality learning opportunities in a positive environment for all students. This includes strengthening their cognitive, physical, social, emotional, and spiritual development. Parents/carers entrust their children and young people to principals, teachers, and school staff with confidence that schools will deliver on this agenda. This document clearly outlines the Liverpool West Public School rules, strategies, and practices to promote positive, appropriate student behaviour, and strategies and practices to manage inappropriate behaviour. Parents/carers, teachers, and children must work together to ensure the development of self-disciplined students.

At Liverpool West Public School, we implement a Positive Behaviour for Learning systems approach (PBL) which aligns with the Wellbeing Framework, the Student Behaviour Strategy, and the current Strategic Improvement Plan with a focus on providing the highest quality education to uplift the performance of all students across a well-connected community which fosters life-long learners.

SCHOOL RULES

■ Be Safe ■ Be Respectful ■ Be a Learner

These rules incorporate the [Behaviour Code for Students NSW Public Schools](#) (see Appendix A). They are also underpinned by the [Values in NSW Public Schools](#) (see Appendix B).

POSITIVE STUDENT BEHAVIOUR

All students start fresh every year. There are 4 levels that can be achieved: Bronze, Silver, Gold, and Super Gold (see Appendix C). While there are opportunities for all students to move through the levels only those students who are safe, respectful learners consistently are expected to achieve Super Gold by the end of the year. Bronze, Silver, and Gold Awards are presented at K-2 and 3-6 assemblies. A special assembly is held at the end of the year for those students who have achieved Super Gold.

Moving Through the Levels:

Option 1 – [ClassDojo](#) – Students earn points for Being Safe, Being Respectful or Being a Learner. Teachers decide on how many points are needed for each level based on the frequency of points given. Non-classroom teachers can be given access to a particular class's ClassDojo.

Option 2 – Mini Certificates (see Appendix D) – Each mini certificate is equal to 1 point. Mini certificates are given to students who are displaying one of the three rules without prompting from the teacher. Teachers on playground duty or staff members who do not have access to that student's ClassDojo can use these. Students can place these Mini Certificates into their House Group box outside the library. One name is drawn out from each House Group and those students receive a reward during Monday Morning Assemblies.

Option 3 – Level Charts (see Appendix E) – Charts are displayed in the classroom, one per student. Teachers can use these in conjunction with ClassDojo points or mini certificates, for example 5 points/5 Mini Certificates = 1 stamp. Conversely teachers can use the stamp charts on their own. (This option is more suitable for students who need a visual record.)



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STUDENT ACHIEVEMENT

Student achievement is acknowledged and celebrated in several ways, including:

- Every fortnight each class teacher selects two students to receive a Student of the Week Award. These are presented at K-2 and 3-6 assemblies.
- Student achievements are shared on ClassDojo.
- Uniform and Attendance Awards are handed out at Monday Morning Assemblies, weekly.
- Throughout the year awards are presented for extracurricular activities as students achieve them, for example regional sport representation, School Spectacular representation, other external competitions, etc.
- At the end of the year, Presentation Day, Attendance and Super Gold Assemblies are held. Classroom teachers and support staff present students with awards celebrating achievement, effort, improvement, citizenship.

INAPPROPRIATE STUDENT BEHAVIOUR

These are the steps that are followed for those students who are unable to follow the school rules. Teachers may adjust at the class level to suit the needs of their students.

Note: Students start with a clean slate every day.

1. *Warning* – Verbal Explanation/Redirection in reference to one of the three school rules (teacher).
2. *Warning 2* (for example name on board) – Verbal Explanation/Redirection in reference to one or more of the three school rules (teacher).
3. *Behaviour reflection time in Classroom* (for approx. 5 minutes) – The student completes a Behaviour Reflection Sheet (see Appendix F) and discusses this with the teacher and then returns to normal lessons. **This incident is added to SENTRAL → Wellbeing.**
4. *Behaviour reflection time* (with a buddy teacher/class) – If the student's behaviour continues that day, they are sent to a buddy class for reflection time. The time should be no longer than 10 minutes. The class teacher must inform parents via phone on the day. An interview may be conducted via phone, or a face-to-face meeting may be arranged. **This additional information is added to the SENTRAL → Wellbeing incident already created in Step 3.**
5. *Play Break behaviour reflection time* (for 15 minutes with class teacher) – The student reviews the Behaviour Reflection Sheet with the class teacher and classroom behaviour expectations are discussed. A behaviour letter should be sent home on the day by the teacher (Letter template: SENTRAL Wellbeing, student incident entry, print letters, select behaviour to be used) ensuring parents are informed in a timely manner. **This additional information is added to the SENTRAL → Wellbeing incident already created in Step 3.**
6. *Team Leader Level* (2 play break + reflection time) – A letter is sent home from the team leader on the day (Letter template: Behaviour Concern → Executive Level – in SENTRAL to be used). A parent meeting is arranged. The parent meeting includes the team leader, the classroom teacher, the student, and the parents/carers. A Warning of Suspension may need to be given



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particularly for repeated misbehaviour. **This additional information is added to the SENTRAL → Wellbeing incident already created in Step 3.**

7. *Office Managed* – Deputy Principal and Principal – All non-confidential follow up related to the student is entered on SENTRAL → Wellbeing. Consistent repeated misbehaviours may lead to suspension.

NOTE: Once the incident has been added to SENTRAL at Step 3, if the student continues moving through the steps on the same day do not create a new incident, keep adjusting the original one.

EXTREME BEHAVIOURS

In exceptional cases, an Individual Behaviour Plan may need to be created by the classroom teacher and team leader and implemented by all staff. Assistance may also be required from the AP Learning and Support.

Extreme Behaviours are **exempt** from the steps above and they must be directed to a team leader or a senior executive immediately. Examples of these include:

- Violent behaviour (senior executive) and aggressive behaviour (team leader)
- Illegal activity (senior executive)
- Sexualised behaviour (senior executive)
- Serious threats of violence (team leader)
- Racism (senior executive)

PLAYGROUND REWARDS SYSTEM

- Mini Certificates (see *Appendix D*) are given out to students on the playground, teachers write their own name on the Mini Certificate.
- Students are responsible for putting their name on the back of the Mini Certificate and place it in the correct House Group box outside library by Friday each week. Students may exchange the token for ClassDojo points as usual in class and then place into the appropriate box.
- At Monday Morning Assembly each week, the house captains draw one Mini Certificate from each house group. Students (4) are presented with a reward.
- One teacher from the four Mini Certificates drawn, above, is randomly selected to have a 30 min duty covered or an additional 30 min of RFF.



APPENDIX A

Behaviour Code for Students

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 in NSW Public Schools is a high priority for the Department of Education.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

Engagement

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

[Adobe InDesign Workshop \(nsw.gov.au\)](https://www.nsw.gov.au/adobe-indesign-workshop)

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APPENDIX B

Values in NSW Public Schools

INTEGRITY: Being consistently honest and trustworthy.

EXCELLENCE: Striving for the highest personal achievement in all aspects of schooling and individual and community action, work and life-long learning.

RESPECT: Having regard for yourself and others, lawful and just authority and diversity within Australian society and accepting the right of others to hold different or opposing views.

RESPONSIBILITY: Being accountable for your individual and community's actions towards yourself, others and the environment.

COOPERATION: Working together to achieve common goals, providing support to others and engaging in peaceful resolution of conflict.

PARTICIPATION: Being a proactive and productive individual and group member, having pride in and contributing to the social and economic wealth of the community and the nation.

CARE: Concern for the wellbeing of yourself and others, demonstrating empathy and acting with compassion.

FAIRNESS: Being committed to the principles of social justice and opposing prejudice, dishonesty and injustice.

DEMOCRACY: Accepting and promoting the rights, freedoms and responsibilities of being an Australian citizen.

[Values in NSW public schools](#)

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APPENDIX C



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Super Gold



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APPENDIX D

Name: _____

I am
Safe

Teacher: _____ Date: _____

Name: _____

I am
Respectful

Teacher: _____ Date: _____

Name: _____

I am a
Learner

Teacher: _____ Date: _____

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APPENDIX E

Bronze Award				
I am a Safe, Respectful Learner				

Silver Award				
I am a Safe, Respectful Learner				

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APPENDIX F

Student Reflection Sheet	
Name: _____	Date: _____
1. Which rule did you break? _____	
2. What did you do? _____	

3. How should you have solved the problem without breaking the school rules? _____	

Teacher Signature: _____	
Student Signature: _____	