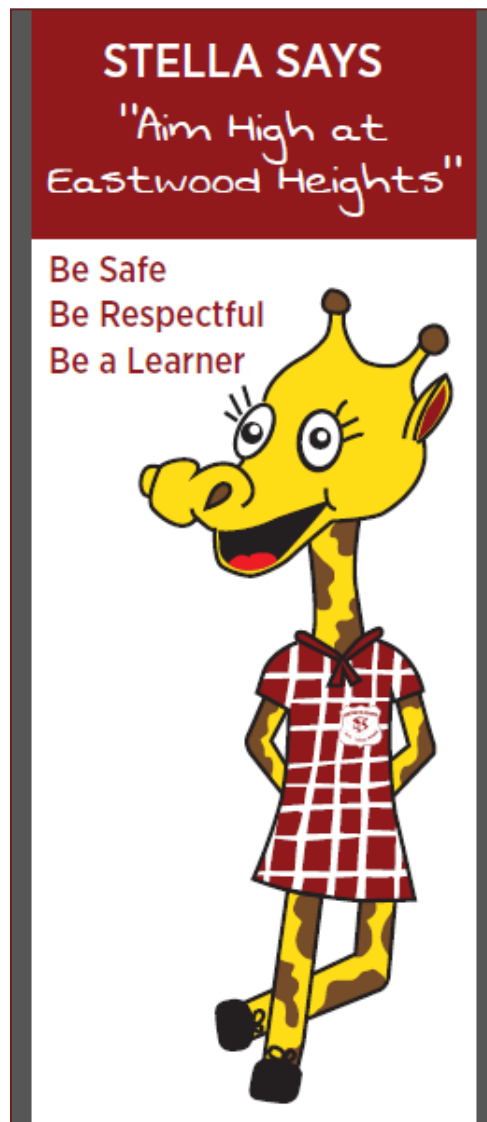


Stella Student Behaviour Code



Wellbeing Policy

Endorsed by:
Eastwood Heights School Parents & Citizens Association
School staff
Student Representative Council

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STUDENT WELLBEING POLICY

The Student Wellbeing Policy of Eastwood Heights Public School provides the programs, structures and support to ensure that all students achieve high standards of self-discipline, personal conduct and social responsibility.

EHPS is a 'You Can Do It' (YCDI) school, taking a school-wide, systemic and proactive approach to explicitly teach expected behaviour.

Introduction

Student wellbeing encompasses everything the school community does to meet the needs of their students and to enhance their happiness and safety. It is reflected in the way we demonstrate care, ensure safety and provide opportunities for success and recognition of each student. The Student Wellbeing Policy, procedures and programs of this school emphasise the value of prevention and early intervention.

Student wellbeing at Eastwood Heights Public School will:

- provide honest, open communication across the school community.
- provide opportunities for students to enjoy success, make a contribution to the life of the school and derive enjoyment from their learning.
- develop leadership and citizenship skills.
- create a safe, caring school environment in which students are nurtured as they learn.
- include preventative health and social skills programs.
- stress the value of collaborative early intervention when problems are identified.
- provide ongoing educational accommodations to support student needs.
- recognise the diversity within the school community and provide programs and support which acknowledge difference and promote harmony.
- recognise the role that the school plays as a resource to link families with community support services.
- follow a school-wide awards system
- include effective discipline and behaviour management strategies.

Eastwood Heights Public School provides effective learning and teaching within a secure, well-managed environment, in partnership with parents and the wider school community. The objectives and outcomes that follow therefore relate to:

- Effective learning and teaching
- Positive climate and good discipline
- Community participation

Our Student Discipline & Wellbeing Policy is supported by the Department of Education and Communities' policies:

- **Bullying: Preventing and Responding to Student Bullying in Schools Policy**
https://www.det.nsw.edu.au/policies/student_serv/discipline/bullying/PD20100415.shtml?level=
- **Student Discipline in Government Schools Policy**
https://www.det.nsw.edu.au/policies/student_serv/discipline/stu_discip_gov/PD20060316.shtml?level=Schools
- **Student Welfare Policy**
<https://education.nsw.gov.au/policy-library/policies/student-welfare-policy>
- **Wellbeing Framework for Schools**
<https://education.nsw.gov.au/leadership-pathways/leadership-roles/principal/at-a-glance/at-a-glance-wellbeing-for-learning/wellbeing-framework-for-schools>
- **Inclusive, Engaging and Respectful Schools**

SCHOOL VALUES

This policy is based on the values and beliefs of the school community.

- Be Safe
- Be Respectful
- Be a Learner

POSITIVE BEHAVIOUR FOR LEARNING SCHOOL-WIDE EXPECTATIONS: EASTWOOD HEIGHTS PS

As a member of Eastwood Heights Public School, students will be safe in the way they behave, respectful in the way they act towards others and a learner by having the right attitude.

The following **Stella Code** of behaviours has been taught explicitly to the students and is displayed appropriately around the school. These expectations form the core of our school discipline code.

Positive Behaviour for Learning School-wide Expectations: Stella Code	Be Safe	Be Respectful	Be A Learner
All Settings	<ul style="list-style-type: none">• Keep hands and feet to yourself• Move safely and sensibly• Wear the school uniform• Stay inbounds• Allow for personal space	<ul style="list-style-type: none">• Be well-mannered and speak politely• Take care of our school and the things in it• Listen to and follow teacher instructions• Take pride in your appearance	<ul style="list-style-type: none">• Be a responsible student• Participate in all activities• Do your best• Be prepared
Assembly and Hall	<ul style="list-style-type: none">• Stay in lines as you enter and leave• Sit sensibly in your class lines• Keep hands and feet to yourself	<ul style="list-style-type: none">• Stand to attention during the national anthem• Listen to and follow teacher instructions• Take pride in all achievements	<ul style="list-style-type: none">• Be involved and engaged• Participate and do your best• Listen to and look at the speaker
Front Office	<ul style="list-style-type: none">• Walk sensibly• Enter and exit carefully• Have a sick bay pass to attend sickbay	<ul style="list-style-type: none">• Be well mannered and speak politely• Wait quietly• Be considerate of others• Place YCDI cards in K-2 or 3-6 box quietly	<ul style="list-style-type: none">• Have clearly addressed notes and money• Place notes and money in specified areas• Take notes home on the day
All Weather Court	<ul style="list-style-type: none">• Use correct equipment at the right time on the surface• Wear your school hat• Spectators stand to the side	<ul style="list-style-type: none">• Consider other's games and activities• Put rubbish in the bin• Take turns and play fairly	<ul style="list-style-type: none">• Encourage others to join in• Set and follow rules for games• Follow the bell times
Bubblers	<ul style="list-style-type: none">• Use for the right purpose• Keep hands and feet to yourself	<ul style="list-style-type: none">• Be considerate of others• Use appropriate language• Turn bubblers off	<ul style="list-style-type: none">• Wait your turn• Use at the right time• Be sensible

Bus travellers	<ul style="list-style-type: none"> Stand along the fence Listen to and follow the teacher's instructions Sit down when travelling 	<ul style="list-style-type: none"> Use manners and kind words Consider others on the bus Allow parents and younger students on first 	<ul style="list-style-type: none"> Be prompt to bus lines Have your Opal card ready Go home promptly
Canteen	<ul style="list-style-type: none"> Wait behind the yellow line Keep hands and feet to yourself Avoid sharing food 	<ul style="list-style-type: none"> Be well-mannered and speak politely Wait your turn Follow instructions 	<ul style="list-style-type: none"> Have your money or order ready Label lunch orders clearly Be a responsible lunch monitor
COLAs	<ul style="list-style-type: none"> Keep hands and feet to yourself Stay in bounds Walk Sit on the seats 	<ul style="list-style-type: none"> Be well-mannered and speak politely Listen to and follow teacher instructions Place rubbish in the bin 	<ul style="list-style-type: none"> Encourage others to join in Sit to eat Follow bell times Play fairly
Computer Use	<ul style="list-style-type: none"> Only access approved sites Ask your teacher for assistance when required Stay in your seat 	<ul style="list-style-type: none"> Take turns when appropriate Keep noise to a minimum Keep your area tidy 	<ul style="list-style-type: none"> Log on and log off own account Use safely and sensibly Stay on task
Library	<ul style="list-style-type: none"> Be in the right area Line up appropriately Walk 	<ul style="list-style-type: none"> Listen to and follow teacher instructions Use a quiet voice Use books and equipment responsibly 	<ul style="list-style-type: none"> Use your time wisely Bring your library bag Borrow and return books
Lining Up	<ul style="list-style-type: none"> Move on the bell and walk to lines Hold your equipment still Line up in designated areas 	<ul style="list-style-type: none"> Place bag safely Be well-mannered and speak politely Be considerate of others 	<ul style="list-style-type: none"> Stay in your own class line Look after belongings Be sensible
Oval/Grass Areas	<ul style="list-style-type: none"> Stay in bounds Wear school hat Use equipment safely 	<ul style="list-style-type: none"> Be well-mannered and speak politely Share and play fairly Place rubbish in the bin 	<ul style="list-style-type: none"> Find the teacher on duty if required Follow the bell times Use equipment appropriately
Ausplay/Fixed Equipment	<ul style="list-style-type: none"> Take turns Be aware of others Wear school hat 	<ul style="list-style-type: none"> Move on first bell Follow teacher instructions Use under teacher supervision 	<ul style="list-style-type: none"> Keep hands and feet to yourself Use all equipment for its purpose Go down the slide Walk to each section
M Block and Stairs	<ul style="list-style-type: none"> Walk up and down stairs Stay in bounds Stay off veranda rails 	<ul style="list-style-type: none"> Be considerate of others Listen to and follow teacher instructions Assist when necessary 	<ul style="list-style-type: none"> Move quietly Keep left Walk

To and From School	<ul style="list-style-type: none"> Walk safely and directly to and from school Avoid strangers Follow road and pedestrian rules 	<ul style="list-style-type: none"> Take pride in your school Be considerate of others Be well mannered and speak politely 	<ul style="list-style-type: none"> Wear your helmet for bikes and scooters Use correct gates Once you have arrived at school, stay in bounds
Toilets	<ul style="list-style-type: none"> Use for the right purpose Finish food before entering toilets Consider other's privacy 	<ul style="list-style-type: none"> Keep the toilets clean Be water wise Use resources appropriately 	<ul style="list-style-type: none"> Use recess and lunch Leave immediately after use Report problems
Passive Play	<ul style="list-style-type: none"> Sit on seats to eat and drink Only walk on asphalt areas Use toys and equipment for the right purpose 	<ul style="list-style-type: none"> Take care of toys and equipment Listen to and follow adult instructions Be well mannered and polite 	<ul style="list-style-type: none"> Share toys and equipment with others Take turns and play fairly Pack up and be responsible
Classroom	<ul style="list-style-type: none"> <i>See below for each Stage</i> 	<ul style="list-style-type: none"> Use respectful language with everyone 	<ul style="list-style-type: none"> Allow others to get their work done
<p>Teachers draw from the school-wide expectations when collaborating with students to determine additional class rules. These rules form part of the expected rules for students in that class.</p>			
ES1	<ul style="list-style-type: none"> Keep hands and feet to yourself Walk in, out and around the classroom Use equipment for its purpose 	<ul style="list-style-type: none"> Follow staff instructions Care for and return equipment Use school talk 	<ul style="list-style-type: none"> Hand up to speak and wait your turn Listen and look when others are speaking Do your best book work
STAGE 1	<ul style="list-style-type: none"> Keep hands and feet to yourself Walk in, out and around the classroom Use equipment safely and for its purpose 	<ul style="list-style-type: none"> Follow teacher instructions Care for and return equipment Listen and look when others are speaking Use school talk 	<ul style="list-style-type: none"> Do your best book work Stay on task and complete your work
STAGE 2 & STAGE 3	<ul style="list-style-type: none"> Walk in the classroom and hallway Keep hands and feet to yourself Use equipment for its purpose Ask permission to leave the classroom Leave the classroom in pairs 	<ul style="list-style-type: none"> Care for and return equipment Follow teacher instructions Only use technology devices for classwork Listen and look when others are speaking Raise hand and wait your turn to speak Use school talk 	<ul style="list-style-type: none"> Stay on task and complete your best work

CORE RULES FOR STUDENTS IN NSW GOVERNMENT SCHOOLS

Students in NSW government schools are provided with a high quality education so that they may learn to the best of their ability and become self-disciplined, tolerant, enterprising and contributing members of the school and community. Core expectations for student behaviour have been developed to establish consistent expectations in all government schools in support of these aims. These expectations are based on our core values of integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy. The critical role of parents and care-givers is recognised as the primary influence on each child's character and behaviour and as essential partners in supporting the core expectations and the successful education of their children. These core expectations are an integral part of our policy and are reflected throughout.

THE CORE RULES

All students in NSW government schools are expected to:

- Attend every school day, unless they are legally excused, and be in class on time and prepared to learn.
- Maintain a neat appearance, including adhering to the requirements of the school's uniform policy.
- Behave safely, considerately and responsibly, including when travelling to and from school.
- Show respect at all times for teachers, other school staff and helpers, including following class expectations, speaking courteously and cooperating with instructions and learning activities.
- Treat one another with dignity and respect.
- Care for property belonging to themselves, the school and others.

Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated.

Our Wellbeing Policy has four sections:-

- Our Code of Behaviour and school wide expectations
- Strategies to promote positive behaviour for effective learning
- Recognising and reinforcing student achievement
- Strategies for dealing with unacceptable behaviour

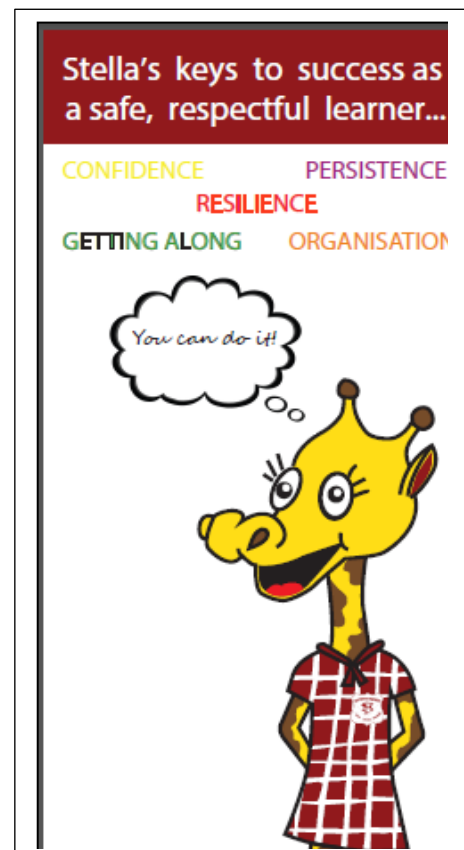
Our School Pledge and Stella, our school mascot, underpin our school's wellbeing goals:

Be a SAFE, RESPECTFUL, and ENGAGED LEARNER.

SCHOOL PLEDGE

*I am responsible for my own actions.
I respect the rights of others.
I will care for my country, my community and my school.
I will act safely at all times.
I will always do my best and keep learning.*

The Students' Representative Council (SRC) co-developed the School Pledge, in consultation with staff and P&C to align with the Wellbeing Framework's core values and to be more inclusive of our diverse student population. The pledge was endorsed by staff, students and P&C and is implemented at assemblies K-6.



Student Welfare Processes

One of the key teams related to student well-being is our Learning Support Team (LST), who addresses the learning and behaviour needs of students. The team is made up of the Principal, the School Counsellor, Assistant Principals, EAL/D and LaST teachers. Their role is to work with staff members, as well as parents and carers, to advise and make recommendations regarding student learning and behaviour. Classroom teachers are encouraged to make referrals to the LST, and the LST team will then recommend strategies to support students. Reviews are conducted on a regular basis.

‘You Can Do It’ for Learning Team

You Can Do It team address not only the behavioural needs, but also the learning needs of all students and aims to achieve universal systems, procedures and expectations across the school. The team is led by an Assistant Principal is made up of a mix of staff members. The purpose of this is to have a range of decision makers on the team that best represent the school as a whole and that can adhere to the needs of the entire school. The YCDI team promotes a sense of shared responsibility for learning where teachers, students and parents work together to ensure the best possible outcomes for all students.

The YCDI team encourages all students to demonstrate characteristics of a ‘Stella Student’. We believe the recognition of student achievement plays a vital role in the development of an effective learning environment, and subsequently, we promote students to be rewarded free and frequently with Stella Star reward system.

Whilst the YCDI team’s primary goal is to promote a positive setting for learning behaviour, we are also understanding of the need to have procedures in place to ensure that unacceptable behaviour is handled effectively and fairly.

Student Support Network

There are a number of support networks and personnel available for the benefit of the school and community.

Within the School	Outside of the School	District Support
<ul style="list-style-type: none">• Principal• School Executive• Learning Support Team• Learning and Support Teachers• English as an Additional Language/Dialect (EAL/D) Teachers• Aboriginal Education Team• Classroom Teachers• School Counsellors• School Learning Support Officers• Office Staff• Student Leaders• Parents• Anti-Racism Officer• Complaints Handling Officer	<ul style="list-style-type: none">• Family and Community Services• Stewart house• Community Nurse• Non-Government Agencies	<ul style="list-style-type: none">• Student Welfare Consultants• Home School Liaison Officer• District Guidance Officer• Learning and Support Team AP• Community Liaison Officer• Aboriginal Community Liaison Officer



RECOGNISING AND REINFORCING STUDENT ACHIEVEMENT

All students in our school are expected to cooperate with staff and other students and to achieve work to a high standard. As such, everyone is recognised. As a YCDI school, teachers at EHPS explicitly teach expected behaviours covering the many different school settings. The **'You Can Do It'** program is implemented K-6 at EHPS and the program's core purpose is the development of young people's social and emotional capabilities, including: Confidence (academic, social), Persistence, Organisation, Getting Along, and Emotional Resilience. The **'You Can Do It'** program effectively aligns to, **The Wellbeing Framework** for NSW public schools and aims to ensure our students **connect, succeed and thrive** at each stage of their development and learning.

This is reinforced by both our formal and informal recognition system outlined below.

TIER 1: CLASSROOM REWARDS

As developed and implemented by classroom teachers. These classroom rewards are many and varied and individually designed to complement the teaching style and strategies utilised by the teacher. Example: Dojo points, raffle ticket prize box, banking system and class chart of merit stickers.

TIER 2: SCHOOL AWARDS

The School Awards are those given for special effort in various areas of achievement. (eg. academic, social, cultural and sporting) They are to be earned by the students and the;

- Students realise the hierarchy of awards in the school
- school community is aware of the status and importance of the school awards.
- Award winners are published in the fortnightly school newsletter.

Merit Awards

- To recognise special positive behaviour/effort/achievement
- Two are awarded for each class at K-2 and 3-6 school assemblies
- Reasons for the Merit Awards are clearly and concisely written on certificate and awards are aligned to the YCDI **'Five Keys to Success'**.

Presentation Day Awards

- Recognise student academic achievement across curriculum, sporting and citizenship.
- Awards include: certificates, medals, trophies, gifts and special recognition awards.

PRINCIPAL'S AWARD:

This system can be used by any teacher at any time for individual student work or behaviour to be recognised by the Principal.

YOU CAN DO IT: STELLA STAR AWARDS

Classroom: Stella Stars are used within the classroom to encourage and recognise the development of the **'Five Keys to Success'**. The individual chart moves on with the student as they progress through their years of learning. The awards are recorded on Sentral and aligned to the **Five Keys to Success'** for individual students.

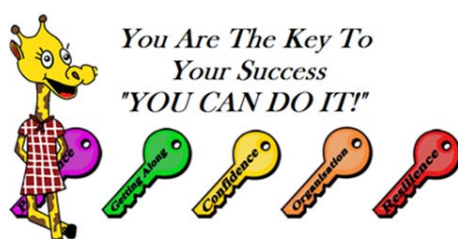
Teachers award Stella Stars on individual Stella Star Class Reward Charts which are visibly displayed in the classroom either on a door or a dedicated wall.

- When 5 stars have been coloured/covered, teacher present students with a Stella Key certificate.
- When 15 stars have been coloured/covered, students are presented a bronze award at their K-2 or 3-6 assembly.
- Once 30 stars are awarded students will be presented with a Silver award at their K-2 or 3-6 assembly.
- Once 45 stars are awarded students will be presented with a Gold award at their K-2 or 3-6 assembly.
- Once the student has attained all 60 stars they will be presented with a Principal's Award and invited to a Principal's morning tea.
- (External Principal Award and prize basket)

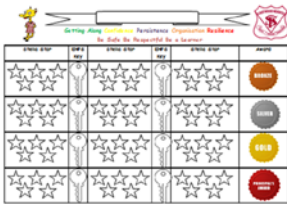




Playground:


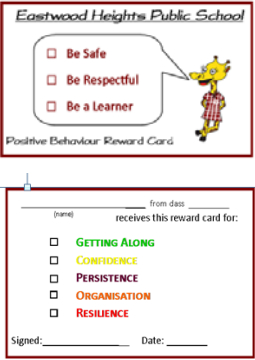
Staff distribute The Positive Behaviour Reward card to acknowledge playground behaviour that reflects the **'Five Keys to Success'**

Getting Along	Organisation	Persistence	Confidence	Resilience
<ul style="list-style-type: none"> • Lending / sharing equipment • Playing cooperatively • Working well within a group • Offering assistance • Giving other students "build-ups"(encouraging words) 	<ul style="list-style-type: none"> • Having necessary classroom equipment • Being ready for learning • Setting to tasks quickly • Taking effective leadership of groups or tasks • Applying themselves independently to early finishers tasks • Placing classroom items in correct locations • Leaving their space clean and tidy 	<ul style="list-style-type: none"> • Giving challenging tasks a go • Continuing with tasks that are incomplete or challenging • Trying different approaches to tasks • Progress in skill or concept development 	<ul style="list-style-type: none"> • Speaking clearly during 'News' Presentations • Approaching unfamiliar teachers for assistance or advice • Undertaking tasks that you are aware the child will find challenging • Dealing with conflicts in a mature manner • Guiding friends through problems • Addressing community members • Leading initiatives 	<ul style="list-style-type: none"> • Dealing with social issues in a mature manner • Recovering quickly from disappointment • Using language that indicates that they are moving on from a situation ie. It's okay, there's always next time. • Demonstrating bravery when injured • Shrugging off hurtful words • Joining different groups when there is no space in groups with their friends • Controlling their emotional thermometer






Eastwood Heights Public School Reward System

What do I need?	How do I receive the award?	What award will I receive?	When will I get my award?	What else do I need to know?
	For demonstrating the Five Keys to Success: Confidence (academic, social), Persistence, Organisation, Getting Along, and Emotional Resilience.	Stickers or markers on chart	When the Five Keys to Success are demonstrated in the classroom.	Individual Stella Star Class Reward Chart is displayed in the classroom.
	When 5 stars have been coloured/covered on the individual Stella Star Class Reward Chart.	Stella Keys certificate.	Class teachers present Stella Keys Certificate as students attain them.	Award recorded on Sentral Awards are located on the shelf above the staff sign on book.
	When 15 stars have been coloured/covered on the individual Stella Star Class Reward Chart.	Bronze Award	Students are presented the Bronze award at K-2 and 3-6 assembly.	Award recorded on Sentral Award winners are published in the school newsletter
	Once 30 stars have been coloured/covered on the individual Stella Star Class Reward Chart.	Silver Award	Students are presented the Silver award at K-2 and 3-6 assembly.	<p>Award recorded on Sentral</p> <p>Award winners are published in the school newsletter</p> <p>Principal Award winners will attend a special morning tea with the Principal.</p>
	Once 45 stars have been coloured/covered on the individual Stella Star Class Reward Chart.	Gold Award	Students are presented the Gold award at K-2 and 3-6 assembly.	<p>Award recorded on Sentral</p> <p>Award winners are published in the school newsletter</p>

	<p>Once 60 stars have been coloured/covered on the individual Stella Star Class Reward Chart.</p>	<p>Principal's Award</p>	<p>Students are presented the Principal award at K-2 and 3-6 assembly.</p>	<p>Award recorded on Sentral</p> <p>Award winners are published in the school newsletter</p>
	<p>For demonstrating the Five Keys to Success: Confidence (academic, social), Persistence, Organisation, Getting Along, and Emotional Resilience in the playground.</p>	<p>The Positive Behaviour Reward card</p>	<p>Outside the classroom during:</p> <ul style="list-style-type: none"> • Before school • Recess • Lunch • Assemblies 	<p>Awards are placed in the K-2/3-6 Reward box in the office foyer.</p> <p>Canteen prizes are drawn by the Principal at weekly K-6 Wednesday morning assembly.</p>



Eastwood Heights Public School Awards

	<p>Individual students demonstrate the Five Keys to Success: Confidence (academic, social), Persistence, Organisation, Getting Along, and Emotional Resilience.</p>	<p>Class Merit Awards</p>	<p>Students are called out by the Principal /Assistant Principal to accept their award on stage. Awarded students are photographed.</p>	<p>Award winning students for the week are published fortnightly in the school newsletter.</p>
	<p>The class as a whole demonstrates the Five Keys to Success: Confidence (social), Persistence, Organisation, Getting Along, and Emotional Resilience.</p>	<p>K-2 Class of the Week award</p>	<p>The award is presented at the end of K-2 Wednesday assembly (12-12:30) by the teacher leading the assembly.</p>	<p>The class of the week is published fortnightly in the school newsletter.</p>
	<p>The class as a whole demonstrates the Five Keys to Success: Confidence (social), Persistence, Organisation, Getting Along, and Emotional Resilience.</p>	<p>3-6 Class of the Week award</p>	<p>The award is presented at the end of 3-6 Wednesday assembly (2-2:30pm) by the teacher leading the assembly.</p>	<p>The class of the week is published fortnightly in the school newsletter.</p>

K-2 Presentation Day Awards	Individual, academic, sporting and team achievements.	<ul style="list-style-type: none"> • Class Awards • EAL/D • Science 	Awards are presented at K-2 Presentation Day Assembly Term 4	Parents are informed of award winners before the Presentation Day Assembly.
3-6 Presentation Day Awards	Individual, academic, sporting and team achievements.	<ul style="list-style-type: none"> • Class Awards • EAL/D • PUBLIC SPEAKING • ACADEMIC ACHIEVEMENT AWARD (Stephenie Mison Trophy) (most improved Numeracy and Literacy) • PERFORMING ARTS AWARD • CONSISTENT ACHIEVEMENT AWARD (Jason Smith Memorial Trophy) (achievement maintained for 2yrs - stage 2) • OUTSTANDING ACHIEVEMENT AWARD (Ryde Council Award) (outstanding academic achievement - stage 2) • CITIZENSHIP AWARD (Geoff Denton Memorial Trophy) • LITERACY AWARDS (Donated by the Kweit family) • MUSIC AWARD (John Canty Trophy) • YOU CAN DO IT AWARD • HEALTHY LIVING AWARD (Life Education Prize) • HOUSE POINTS TROPHY • CHAMPION HOUSE: (SPORTSMANSHIP, SWIMMING, CROSS COUNTRY, ATHLETICS) • SPORTIN AWARDS (GIRLS POINT SCORE, BOYS POINTSCORE) • AGE CHAMPIONS: SWIMMING (JUNIOR GIRL/BOY, 11YR GIRL/BOY, SENIOR GIRL/BOY) • AGE CHAMPIONS - ATHLETICS (JUNIOR GIRL/BOY, 11YR GIRL/BOY, SENIOR GIRL/BOY) • PSSA MOST IMPROVED (Marsfield Bluebellies Trophy) (Baseball Club) • "BLUE" AWARDS • PREMIER'S SPORT MEDAL • SPORTSTAR OF THE YEAR (Macquarie Dragons Trophy) • 2 CAPTAINS & 2 VICE CAPTAINS EACH HOUSE: (DAINTREE, GAMBIER, NULLABOR, ULURU) • MATHS OLYMPIAD Highest Score, Top 10%, Top 25% • DUX OF THE SCHOOL • SRC CERTIFICATES • 4 OUTGOING CAPTAINS & VICE CAPTAINS • 4 INCOMING CAPTAINS & VICE CAPTAINS • YEAR 6 BAND 	Awards are presented at 3-6 Presentation Day Assembly Term 4	Parents are informed of award winners before the Presentation Day Assembly.

Behaviour Management

Students who are in breach of the expected behaviour for our school will have the breach recorded on Sentral as an incidents. The classroom management system is also detailed on the following page. All recorded inappropriate behaviours are tracked through our Sentral data.

These behaviours are categorised as either minor or major incidences.

Examples of minor incidents are outlined below:	Examples of major incidents are outlined below:	Consequences If a student is in breach of our expected rules, a consequence will be issued, depending on the nature and severity of the incident and also depending on the circumstances and age of the individual student. Consequences may include:
<ul style="list-style-type: none"> • Not wearing a hat in active play • Non-completion of classwork • Calling out in class • Picking up sticks in the playground • Digging holes on the oval • General low-level rough play in the playground • Eating in the wrong place • Small student verbal disagreements • Inappropriate language • Leaving seat without permission • Other low-level behaviours 	<ul style="list-style-type: none"> • Physical violence and aggression • Aggressive and threatening behaviour • Persistent disobedience • Direct, inappropriate language • Non-compliant behaviour • Inappropriate language directed at a staff member or parent • Persistently leaving the classroom without permission • Disrupting the learning of others • Deliberately damaging school property • Other higher-level behaviours 	<ul style="list-style-type: none"> • Verbal warnings • Playground withdrawal/restrictions • Reflection • Reparation (eg. repair or replace broken item; clean up the area that has been affected) • Referral to Principal • Formal caution or suspension (in keeping with the suspension and expulsion procedures)

EHPS BEHAVIOUR STEP CHART: Teacher Sheet

The EHPS behaviour step chart has been designed by the YCDI team and aligns to our school values of being **Safe, Respectful, Learners**. The step chart is displayed in all learning spaces across the school including all classrooms, library and hall. The step chart is used consistently by all staff to support and monitor student behaviour in all learning contexts.

Implementation Guide:

- Posters laminated and displayed on/beside whiteboards in classrooms where all students/staff can see it.
- Student names displayed on chart. This could be on pegs, laminated and blu-tacked/velcroed, written on in whiteboard marker when needed etc. Classroom teachers to decide at their own discretion.
- Teacher to decide whether to move names down themselves or have the student move their own name down.
- Students **cannot move back** up the step chart during the day. Each morning all students start on the chart at **Safe, Respectful, Learners**.

Step Guidelines:

Safe, Respectful, Learners - all students begin each day on this level. It is communicated to students that they should be ready to learn in a safe, respectful manner.

Step 1: Verbal warning - students are moved down to this level if the teacher gives them a verbal warning for negative behaviour. During this time, the negative behaviour should be stated and expectations reiterated. I.e. "student name' calling out is distracting, please raise your hand when you would like to speak."

Step 2: Name on board - if a student needs to be spoken to again about negative behaviour, the teacher will write their name on the board. This can be written on the card, or under a 'sad face' on the class whiteboard; this is up to the teacher.

Step 3: Self Reflection in classroom - if negative behaviour continues, students are sent to work quietly by themselves within the classroom for approximately 10 minutes. After this, the student joins in with the rest of the class and continues on with the lesson.

Step 4: Self Reflection in buddy classroom - if further negative behaviour is displayed, the student will be sent to their Stella Code Buddy Class. They will be given a Reflection **Card** to fill in during their time in the buddy classroom. The buddy classroom teacher then fills out the opposite side of the card before sending the student back to their classroom.

Please note: See attached **Stella Code Buddy Class Self Reflection Supervision List** – Also uploaded on the **EHPS Wellbeing Google Drive**

Step 5: Self Reflection with Assistant Principal - if the student returns to the classroom and continues to display negative behaviour, the student will be sent with the same **Self Reflection Card** to their stage Assistant Principal. The Assistant Principal fills out the opposite side of the card before sending the student back to their classroom.

Please note:

- If a Stage Assistant Principal is off class, students are still sent to them.
- If the Stage Assistant Principal is away, the student goes to another Assistant Principal.

Step 6: Lunchtime reflection - after all steps have been taken to encourage the student to display positive behaviour and they continue to display negative behaviour, the teacher is required to log the behaviour into Sentral and give the student a lunchtime reflection. This should be communicated with the student and the stage Assistant Principal. Students will reflect on school values and review/ discuss YCDI strategies with the Assistant Principal who will then log the reflection process onto Sentral to finalise the reflection process.

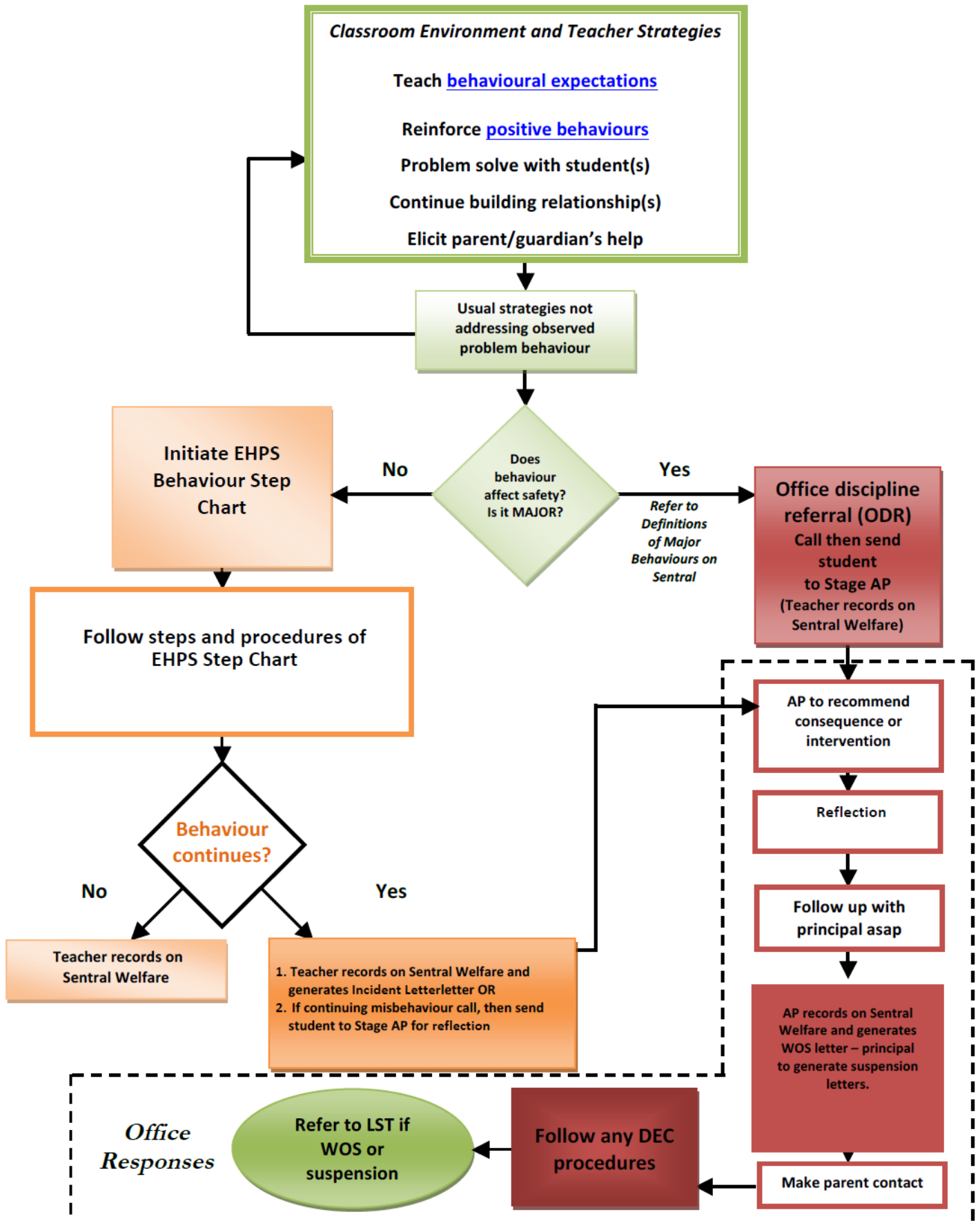
Step 7: Suspension - One of the following consequences, to be determined in consultation with the principal, will follow more serious negative behaviour as outlined in the Department's behaviour policy.:

- In-School Suspension
- Short Suspension 1-4 days
- Long Suspension 5-20 days

Suspension is not intended as a punishment. Suspension allows time for school staff to plan and/or review learning and behaviour supports to assist a student engage positively with school and learning.

<https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/suspension-and-expulsion>

Eastwood Heights PS Classroom Discipline Procedure Flowchart



APPENDIX 1: 3-6 Reflection and EHPS 3-6 Self Reflection CARD

Which school values did you break? Please circle

SAFE RESPECTFUL LEARNER

Why did you need you Self Reflection?

What GOOD CHOICES are you going to make in the future?

EHPS SELF REFLECTION CARD

Name: _____ Class: _____ Date: ____ / ____ / ____

Behaviour: Please tick

<input type="checkbox"/>	been disruptive to lessons	<input type="checkbox"/>	caused harm to a peer
<input type="checkbox"/>	used rude disrespectful language	<input type="checkbox"/>	abused classroom equipment
<input type="checkbox"/>	refused to follow instructions	<input type="checkbox"/>	caused danger to others

Steps followed: please tick

☐ Verbal warning ☐ Name on board ☐ Self Reflection in classroom ☐ Self Reflection with buddy class

- Please supervise this student for 10 mins and direct them to complete the reverse of this card.
- During SELF REFLECTION this student behaved appropriately: **YES / NO**

Buddy teacher: **Sign** _____

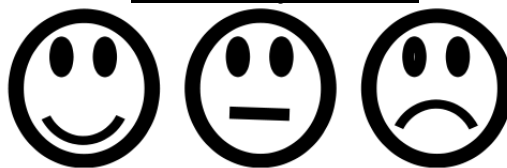
- Please supervise this student for 10 mins and direct them to complete the reverse of this card.
- During SELF REFLECTION this student behaved appropriately: **YES / NO**

Assistant Principal **Sign** _____

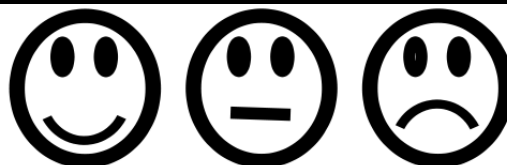
- Assistant Principal to record on Sentral: Initial _____ Date _____

APPENDIX 2: K-2 Reflection and EHPS K-2 SELF REFLECTION CARD

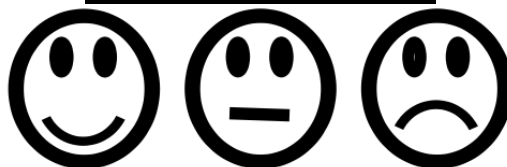
How did you feel?



How do you think the other person felt?



How do you feel now?



EHPS SELF REFLECTION CARD

Name: _____ Class: _____ Date: ____ / ____ / ____

Behaviour: Please tick

<input type="checkbox"/>	been disruptive to lessons	<input type="checkbox"/>	caused harm to a peer
<input type="checkbox"/>	used rude disrespectful language	<input type="checkbox"/>	abused classroom equipment
<input type="checkbox"/>	refused to follow instructions	<input type="checkbox"/>	caused danger to others

Steps followed: please tick

☐ Verbal warning ☐ Name on board ☐ Self Reflection in classroom ☐ Self Reflection with buddy class

- Please supervise this student for 10 mins and direct them to complete the reverse of this card.
- During SELF REFLECTION this student behaved appropriately: **YES / NO**

Buddy teacher: **Sign** _____

- Please supervise this student for 10 mins and direct them to complete the reverse of this card.
- During SELF REFLECTION this student behaved appropriately: **YES / NO**

Assistant Principal **Sign** _____

- Assistant Principal to record on Sentral: Initial _____ Date _____

EHPS REFLECTION SUPERVISION BUDDY LIST 2022

When a student reaches Step 4 on the behaviour chart (Self Reflection with buddy class), please send them to the following class/teacher.

Note: No teacher is to send their students to their own Stage Assistant Principal for this step.

Your class	Buddy class for Self Reflection (Step 4)
KC	3G
KAP	3D
KS	3K
1/2F	4/5K
1L	4S
1M	5J
1A	4H
2G	6L
2E	6G
5R	6R

APPENDIX 2: CLASS MANAGED TO EXECUTIVE MANAGED BEHAVIOURS

THIS IS A GUIDE FOR TEACHERS, PLEASE USE YOUR PROFESSIONAL JUDGEMENT AT ALL TIMES

BEHAVIOURS OF CONCERN	MANAGED BY TEACHER (teacher judgement for RISC entry)	TEACHER JUDGEMENT (SENTRAL entry)	REFER TO EXECUTIVE MEMBER
Back-chatting	•		
Bullying		•	
Passing notes	•		
Cyber bullying via emails/texting/SMS			•
Sexual harassment			•
Racism			•
Calling out	•		
Harassing/annoying behaviours	•		
Pushing/shoving	•		
Talking and disturbing	•		
Defacing personal property		•	
Lying	•		
Forging notes	•		
Cheating	•		
Making silly noises/actions	•		
Tapping/stamping	•		
Verbally silly noises	•		
No equipment	•		
Non-compliance to staff	•		
Not attempting task	•		
Out of bounds	•		
Out of seat	•		
Physically aggressive		•	
Pushing with intent		•	
Hitting/punching		•	
Kicking		•	
Spitting		•	
Fighting		•	
Throwing furniture etc		•	
Repeated non-compliance			•
Stealing			•
Swearing	•		
Swearing at other students		•	
Swearing at staff			•
Talking at inappropriate times	•		
Unsafe behaviours		•	
Vandalism of school property		•	
Verbally aggressive			•
Victim of bullying		•	
Withdrawn/Isolated	•		

On the playground at Eastwood Heights we are ...

Safe

- We stay in-bounds
- We use playground equipment properly
- We move around the school carefully and considerately

Respectful

- We follow all teachers instructions
- We play fairly
- We include others

Learners

- We play by the rules
- We use kind words and speak clearly
- We line up on time



At Eastwood Heights Public School we are ...

Safe

- . We keep our hands and our feet to ourselves
- . We walk in our classrooms
- . We use our classroom equipment properly

Respectful

- . We follow our teachers instructions
- . We use kind words when talking to others
- . We sit on the floor quietly

Learners

- . We come to class on time
- . We keep our belongings organised
- . We try our best at everything we do



Safe, Respectful, Learners



Step 1: Verbal Warning

Step 2: Name on board

Step 3: Self Reflection in classroom

Step 4: Self Reflection in buddy classroom

Step 5: Reflection with Assistant Principal

Step 6: Lunchtime Reflection