

RPS

RIVERWOOD PUBLIC SCHOOL

Riverwood Public School
Student Wellbeing Policy

WORK HARD BE KIND PLAY FAIR

STUDENT WELLBEING POLICY OVERVIEW

This policy is based on agreed processes that bring together the Riverwood Public School community to contribute to developing a positive, safe and supportive learning culture. This framework improves social, emotional, behavioural and academic outcomes for all students through evidence-based practices. School-wide data identifies patterns of student behaviour, monitors student progress, reflects on teaching effectiveness and informs decisions that strengthen the learning environment.

Through effective implementation of this policy, teachers and students have more time to focus on positive relationships and learning.

Students and staff benefit from:

- Reduced problem behaviours
- Increased time focused on learning
- Improved social-emotional wellbeing
- Positive and respectful relationships amongst students and staff
- Better support for teachers to teach, model and respond effectively to student needs
- A more predictable learning environment where staff and students know what is expected.

Our Student Wellbeing Policy clearly articulates our expectations around learning and behaviour. Clear consequences are described for choices which our students make.

This overarching policy document comprises the following documents:

- Policy Overview
- Our Aim
- PBL General Information
- Recognition & Responsibility Levels
- Classroom Step Charts
- Playground Step Charts
- Expectations for all Stakeholders
- Anti-Bullying Plan
- Resources
 - Sample PBL Script
 - Star Award Information
 - Star Award Nomination Form
 - Values & Expectations Classroom Poster
 - Line of Choice Visuals
 - 'Fix it Fingers' Visual

AT RIVERWOOD PUBLIC SCHOOL WE:

Work Hard

Be Kind

Play Fair

OUR EXPECTATIONS

- . Follow instructions**
- . Don't use words to hurt others**
- . Be safe**
- . Be a learner**
- . Take care of yourself, others and resources**

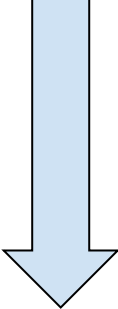
PBL GENERAL INFORMATION FOR STAFF

<p>Active and positive acknowledgement of appropriate behaviour</p>	<p>Tokens - playground - go towards house points - winner each term</p> <p>Dojo points (5 dojos = a token) *at the end of the day, hand out tokens - student responsibility to post in house box, reset dojos everyday*</p> <p>Casual teacher - 10 tokens to hand out daily</p> <p>Rotating class to be responsible for monitoring & refilling tokens for playground duty bag - check timetable</p> <p>Positive attendance: recognition</p>
<p>PBL Merits (not to be confused with fast and frequents)</p>	<p>Awarded to those who go above the expected behaviours *these do not count towards a higher level, students accumulate them.</p> <p>PBL merits will not be awarded for: “follow instructions / be safe / don’t use words to hurt others / take care of yourself, others and the environment / be a learner”</p>
<p>Negative behaviour:</p>	<p>Use PBL Script to ensure consistency when students do not follow teacher instructions. Refer to separate Steps and Coloured Levels documents.</p> <p>*ONLY the teacher is allowed to move a student's name on the chart/write & record tally marks against a student's name.</p> <p>Resets are to be recorded in Sentral as Step 3/4/5.</p>
<p>PBL Steps</p>	<p>Have the posters visible - teach students about the steps Have the coloured level chart visible - students see the movement along.</p>
<p>Teach</p> <p>Pre-correct</p> <p>Monitor</p>	<p>Ensure explicit lessons are taught - done every morning in the morning circle - 15mins max. + PBL learning intention</p> <p><u>Pre-correct</u> before coming into the classroom / going out to breaks / to the hall</p> <ul style="list-style-type: none"> • Before going out to breaks - 2-5mins about expected behaviour on the playground - be safe, follow

	<p>instructions, don't use words to hurt others, take care of yourself, others and resources. The consequence for not following is time out with the teacher or sent off the playground.</p> <p><u>Monitor</u></p> <ul style="list-style-type: none"> • Active supervision on the playground - walk around, wear hi viz jacket & bumbag + whistle (own) • Acknowledge when you see expected behaviours
Star Student - assembly 3x / term	<p>Teacher or students nominate student for star award. Teachers to review nominations & award (see attached additional information).</p>
PBL Lessons	<p><u>Terms 1-4</u></p> <ul style="list-style-type: none"> • Each Friday, data will be harvested from Sentral by a PBL member. Analysed data will determine fortnightly PBL focus. • Each class will receive their data with a comment for their fortnightly focus e.g. one class may focus on following instructions in the classroom and another class may focus on don't use words to hurt others in the playground • PBL rep / Principal to deliver focus lesson for the week at the beginning of the week

RECOGNITION & RESPONSIBILITY LEVELS

	How do I get there?	Consequences and Support
Green	The way we start every term / every day	<ul style="list-style-type: none"> Students are recognised for demonstrating behaviours aligned to our expectations and Riverwood Public School core values - Be kind. Play fair. Work hard with tokens and dojo points. <ul style="list-style-type: none"> 5 dojos = 1 token PBL Merits will be given for positive behaviours that go above and beyond the expectations of <ul style="list-style-type: none"> Follow instructions Do not use words to hurt others Be safe Come to school to learn Take care of yourself, others and our school Star student (given out at Friday assembly held twice per term) <ul style="list-style-type: none"> Student nominated to receive a star student award Peer nominated - explain why that student should receive the award - staff to discuss nominated students.
Steps 1 and 2	<p>Minors are tally marks against a name</p> <p>Students will be given a verbal warning and expectation reminder, then a 2nd warning in the classroom or playground, the next time they will then need to reset in another class / shadow walk with teacher on duty</p> <p>Minor behaviours include:</p> <ul style="list-style-type: none"> Being unsafe Rude gestures or swearing Out of bounds Not following instructions Littering Interrupting the learning of 	<ul style="list-style-type: none"> Reset time to reflect in a buddy class with a reset sheet to fill out or shadow walk with the teacher on duty. Students return to class or the playground when they show the teacher they are ready to learn and return. Daily progression up the "Steps" resets each day 3 Sentral entries in one week for resets - reflection room

	<p>others</p> <ul style="list-style-type: none"> • Rough play • No hat • Pushing in lines • Chewing gum • Running under the COLA • Taking someone's hat 	<ul style="list-style-type: none"> • Students with individualised plans/processes will be shared to all staff
<p>Step 3</p>	<p>Major behaviours are straight to reset:</p> <p>Name would go on the board with 2 tally marks</p> <ul style="list-style-type: none"> • Repetition of minor behaviours in step 1 (3 Sentral entries for resets in one week) • Directed swearing • Harassment and intimidation • Aggressive grabbing clothing/pushing • Disrespecting or destruction of school property • Disrespectful comments or name calling • Invading privacy in the toilets • Inappropriate use of toilet areas • Disrespectful behaviour towards a teacher 	<ul style="list-style-type: none"> • Teacher to enter into Sentral & move to orange level • Reset time to reflect in a buddy class • Reflection room • Classroom teacher will telephone parents or carers. • On the playground - walk with the teacher • Reset each week
<p>Step 4</p>	<p>Repetition of minor behaviours after time away with DP / P.</p>	<ul style="list-style-type: none"> • Reset time to reflect with DP / P • DP/P/Teacher to enter into Sentral & move to red level 1 or 2 (Reset end of week) • Teacher calls parent/carer • On the playground - send red card for executive • Possible Interventions: <ul style="list-style-type: none"> ◦ Behaviour plan devised ◦ Check in and out system ◦ Referral to Learning Support Team ◦ Referral to school counsellor ◦ Referral to AP Learning & Support ◦ 2 days in reflection room ◦ Tier 2/3 strategies

Step 5	<p>Repetition of major behaviours in a week:</p> <ul style="list-style-type: none"> • Physical / verbal aggression • Leaving teacher supervision without permission • Bullying • Racism • Deliberately locking doors • Repetition of major behaviours in one week 	<ul style="list-style-type: none"> • Possible Interventions: <ul style="list-style-type: none"> ○ Behaviour plan devised ○ Check in and out system ○ Referral to Learning Support Team ○ Referral to school counsellor ○ Referral to AP Learning & Support ○ 3 days in reflection room ○ Tier 2/3 strategies ○ In school measures ○ Suspension warning/suspension (return from suspension meeting after suspension) ○ Possible partial attendance •
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Classroom Step Chart – teacher version

- Rule reminder at each step (follow scripts)
- Steps 1-3 'minor' behaviours, class teacher managed – verbal / mark on board – record in Sentral in-class & buddy class reset (students with a behaviour plan may have a different process)
- Every room needs a reset spot + visual prompt (where possible engage in reflective conversation about what happened)
- Steps 4-5 – 'major / severe' behaviours – you can jump straight to this / send red card discretely
- Teacher to communicate on Sentral what step a student is on – prevent too many chances
- Follow script – following instructions

STEP 1

Verbal warning +
name on the
board with 1 tally
+ reminder of the
impact of
negative
behaviour

STEP 2

Name on the
board with 2 tally
marks + redirect to
expected
behaviour + choice

3rd tally has an
arrow to reset
time

→ reset spot

STEP 3

Reset Time

K-3 in class in reset
spot (5 mins - if it
doesn't work, go to
buddy class)

4-6 to go to
buddy class

(10mins)

A place to calm,
engage in reflective
conversation when
appropriate

*refusing – DP/P called

STEP 4

Time Away

*repeated
behaviour upon
return,
immediate time
away with DP /P

Amount of Time -
DP / P discretion

*reflection to be
completed

*reflection room
Record in Sentral

STEP 5

Office

*repeated
behaviour upon
return, immediate
time away with P

Principal

*reflection to be
completed

Red Level 1

Phone call to home
- timely

Red Level 2

In- school
consequence

OR

Suspension

Classroom Step Chart

- Rule reminder at each step
- Steps 1-3 'minor' behaviours, class teacher managed
- Go to reset spot
- Steps 4-5 – 'major' behaviours – red card
- Teacher to record in Sentral what step a student is on

STEP 1

**Name on
the board**
1 tally mark

STEP 2

Name
With 2 tally
marks
With 3 tally
marks -->
reset

STEP 3

Reset Time

K-3 in class in
reset spot

5 mins

4-6 to go to
buddy class

10mins

A place to get calm

*refusing – DP/P called

STEP 4

Time Away

Repeated
behaviour upon
return

Time – with DP/P

STEP 5

Office

Principal

Repeated
behaviour upon
return

Red Level 1

Phone call to
parents for a
meeting

Red Level 2

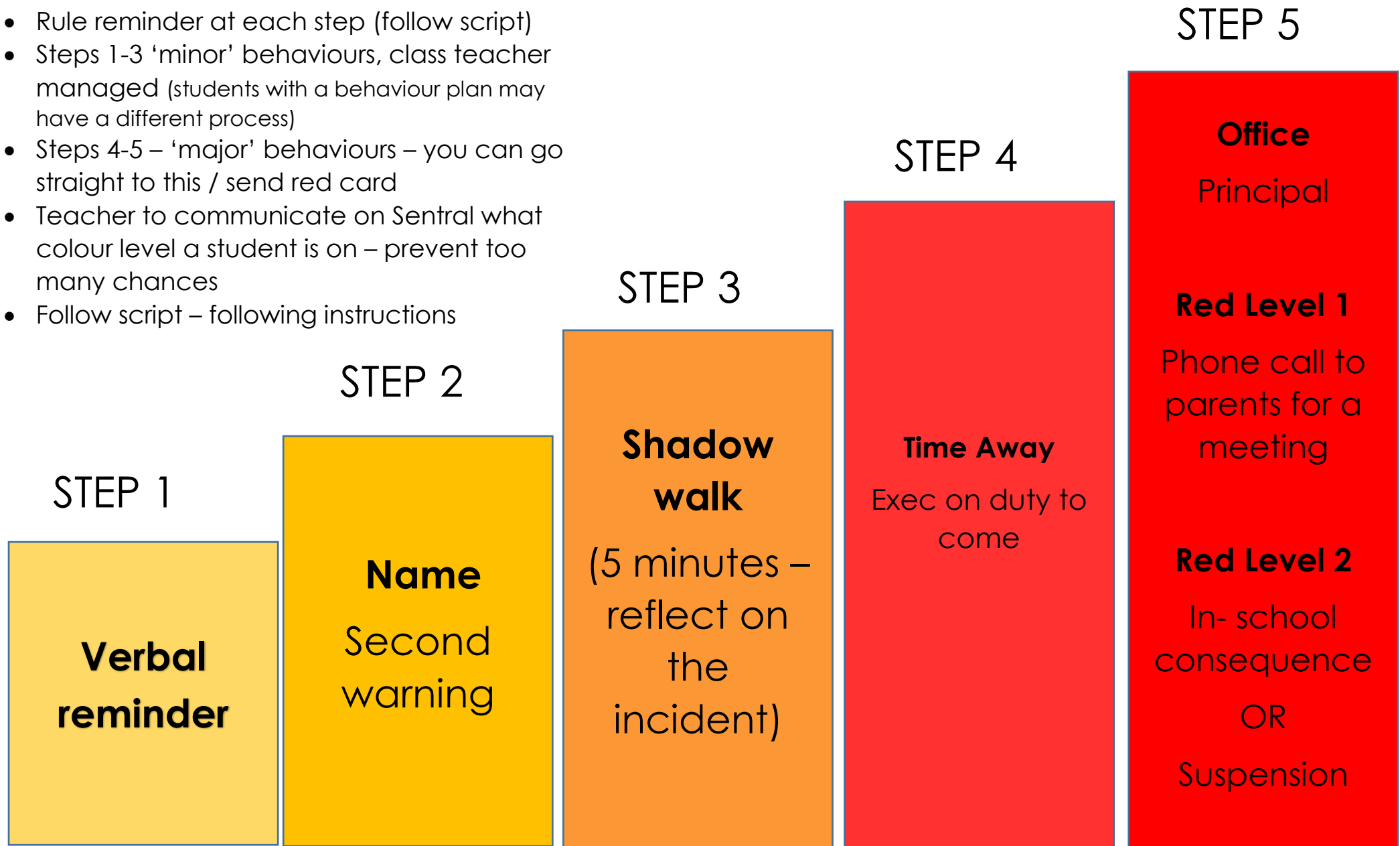
In- school
consequence

OR

Suspension

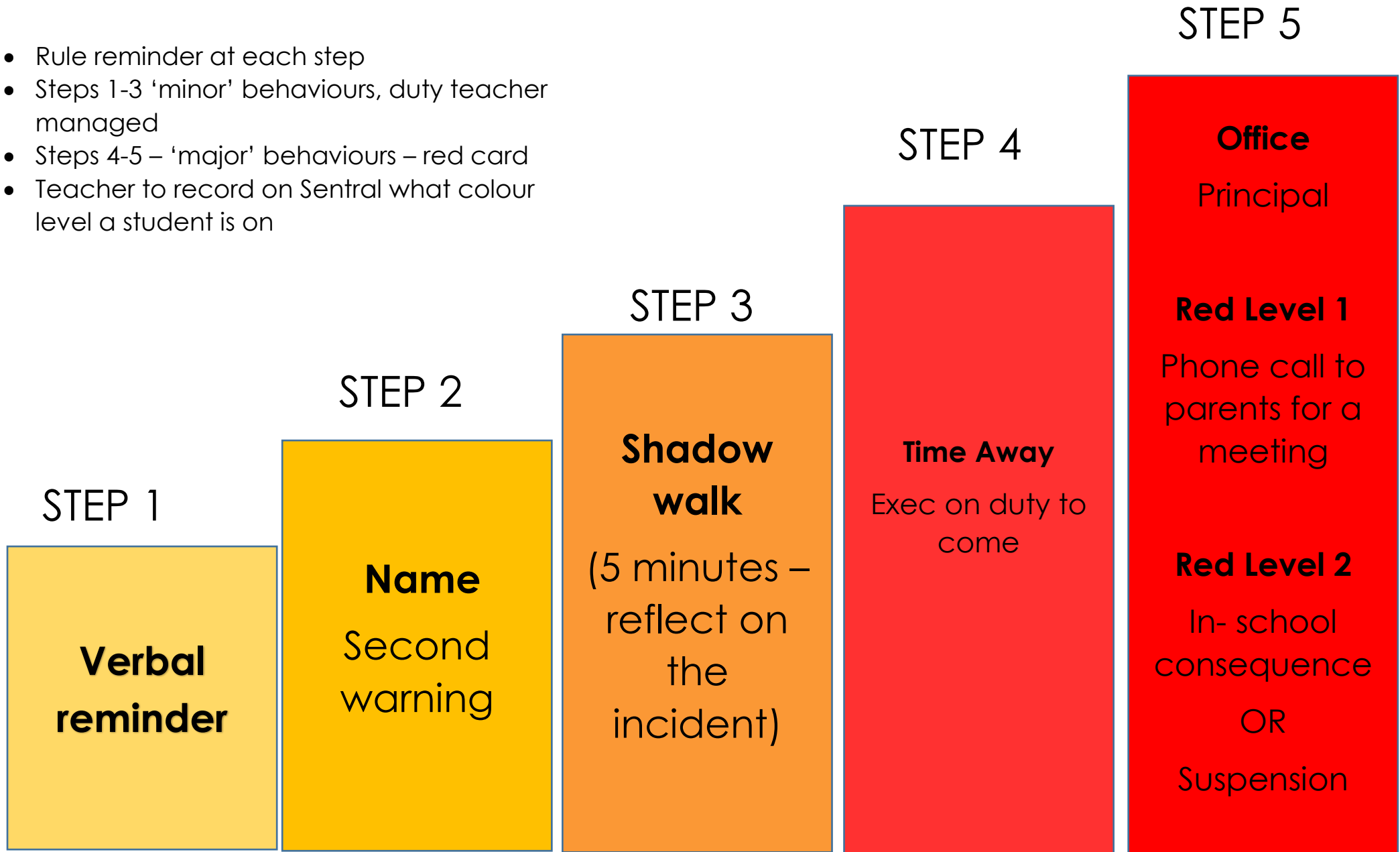
Playground Step Chart – teacher version

- Rule reminder at each step (follow script)
- Steps 1-3 'minor' behaviours, class teacher managed (students with a behaviour plan may have a different process)
- Steps 4-5 – 'major' behaviours – you can go straight to this / send red card
- Teacher to communicate on Sentral what colour level a student is on – prevent too many chances
- Follow script – following instructions



Playground Step Chart

- Rule reminder at each step
- Steps 1-3 'minor' behaviours, duty teacher managed
- Steps 4-5 – 'major' behaviours – red card
- Teacher to record on Sentral what colour level a student is on



FOLLOW INSTRUCTIONS

Staff	SLSOs	Students	Parents
<p>Staff are expected to...</p> <ul style="list-style-type: none"> - Be consistent - Make sure all instructions are reasonable - Ensure instructions are consistent - Give clear instructions - Repeat instructions when asked - instruct a student to go for reset time to their buddy class on the third warning - Instruct a student to go for further reset time when they repeat disruptive behaviours upon return - Upon return a third time and the disruptive behaviours continue, reset with the principal - In the playground: <ul style="list-style-type: none"> - The teacher will give a warning & restate expected behaviour - If the teacher has to repeat this instruction, a warning is given that they will have to shadow the teacher for 5 mins - Behaviour repeated again, shadow walk with teacher 	<p>SLSOs are expected to...</p> <ul style="list-style-type: none"> - use the same language as staff to ensure consistency of message - Report incidences where students are not following instructions to CRT / executive - Ask whether a teacher / SLSO needs support before intervening with the student - reduce elevating the situation. - 	<p>Students are expected to...</p> <ul style="list-style-type: none"> - Acknowledging the instruction and responding to the instruction appropriately <ul style="list-style-type: none"> - In the classroom <ul style="list-style-type: none"> - put your things away, line up in two lines, sit on the floor, turn and talk to your partner, sit on the floor in a circle etc - In the playground <ul style="list-style-type: none"> - Line up in two lines, when the music starts games stop and we pick up a piece of rubbish, etc <p>Students who are not following the expectations will have consequences - levels / STEPS process / reflection room</p>	<p>Parents are expected to...</p> <ul style="list-style-type: none"> - Work with the school and our efforts to help our children grow - Have an open mind when teachers raise concerns about their child's behaviour - Discuss with their child that it is important to follow instructions at school and at home - Attend any meetings requested by the school - Approach the school if they have any concerns

<ul style="list-style-type: none"> - Behaviour repeated again after this, executive called - Ask whether a teacher / SLSO needs support before intervening with the student - reduce elevating the situation. - Phone the parent / carer when a student has repeatedly not followed instructions - Playground - use whistle to signal games are over - <p>Remember: put incidences into Sentral so the PBL team can analyse data</p>			
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DON'T USE WORDS TO HURT OTHERS

Staff	SLSOs	Students	Parents
<p>Staff are expected to...</p> <ul style="list-style-type: none"> - Be consistent - Show unconditional positive regard to all students, staff and community members - Model positive language - Teach explicit lessons - Follow the scripts, using a neutral and calm voice, when dealing with student behaviours <p>Remember: put incidences into Sentral so the PBL team can analyse data</p>	<p>SLSOs are expected to...</p> <ul style="list-style-type: none"> - Show unconditional positive regard to all students, staff and community members - Model positive language - Follow the scripts, using a neutral and calm voice, when dealing with minor language behaviours - Report incidences to teachers immediately when students are using aggressive, hurtful words 	<p>Students are expected to...</p> <ul style="list-style-type: none"> - Use kind words - Use the 'Fix it Fingers' to solve problems when someone has been rude towards them - Not put down other students - Try to understand / recognise when someone else is not having a good day - Be above the line when responding to teachers - ownership, accountable, responsible - <p>Students who are not following the expectations will have consequences - levels / flowchart / reflection room</p>	<p>Parents are expected to...</p> <ul style="list-style-type: none"> - Work with the school and our efforts to help our children grow - Have an open mind when teachers raise concerns about their child's behaviour - Help set a good example - Discuss with their child that hurtful words have a negative impact on their peers - Attend any meetings requested by the school - Approach the school if they have any concerns

BE SAFE

Staff	SLSOs	Students	Parents
<p>Staff are expected to...</p> <ul style="list-style-type: none"> - Be consistent - Teach explicit lessons - Follow the scripts, using a neutral and calm voice, when dealing with student behaviours - Model safe behaviour - Use the red card for major / severe situations - call for executive - <i>send two different students</i> - Active supervision on duties - walk around the playground / preschool - Wear a hat, hi viz vest and bumbag - Blow the whistle to signal that the game has stopped <p>Remember: put incidences into Sentral so the PBL team can analyse data</p>	<p>SLSOs are expected to...</p> <ul style="list-style-type: none"> - Follow the scripts, using a neutral and calm voice, when dealing with student behaviours - Model safe behaviour - Use the red card for major / severe situations - call for executive - Active supervision on duties - shadow allocated students - Hang back to bring students up 	<p>Students are expected to...</p> <ul style="list-style-type: none"> - Not be violent or aggressive - Use the 'Fix it Fingers' - Use their safety plan / strategies - Recognise when someone else needs space / support - Report when they see something unsafe (be an upstander) <p>Students who are not following the expectations will have consequences - levels / flowchart / reflection room</p>	<p>Parents are expected to...</p> <ul style="list-style-type: none"> - Work with the school and our efforts to help our children grow - Have an open mind when teachers raise concerns about their child's behaviour - Help set a good example - Discuss with their child that violent and aggressive behaviour is not tolerated - Attend any meetings / return to school meetings requested by the school - Approach the school if they have any concerns - Not approach other students / parents / carers

BE A LEARNER

Staff	SLSOs	Students	Parents
<p>Staff are expected to...</p> <ul style="list-style-type: none"> - Be consistent - Provide learning experiences that are engaging, challenging and differentiated to meet individual needs - Create a safe, supportive, welcoming classroom environment where students feel comfortable to take risks in learning 	<p>SLSOs are expected to...</p> <ul style="list-style-type: none"> - Discuss with classroom teacher the focus for working with particular students - strategies etc - Discuss personalised learning plans for particular students 	<p>Students are expected to...</p> <ul style="list-style-type: none"> - See themselves and others as learners - Work collaboratively - Not disrupt others' learning - Participate in learning - Follow instructions 	<p>Parents are expected to...</p> <ul style="list-style-type: none"> - Work with the school and our efforts to help our children grow - Be open to participate in school learning opportunities / information sessions - Have an open mind when

<ul style="list-style-type: none"> - Teach expectations of how to work collaboratively, independently, persevere, negotiate, turn taking etc - Be prepared with all resources before the lessons / meetings - Discuss specifics of personalised learning plans and evaluate on lessons - engagement / issues - Be open to wellbeing learning and integrate into lesson design / the day - Be on time - duties, arrival and departure, attend meetings - Speak with relevant executive regarding any concerns - Timely reporting of academic / social concerns to supervisor / LST / parents <p>Remember: put incidences into Sentral so the PBL team can analyse data</p>	<ul style="list-style-type: none"> - Share feedback about student responses to plans / strategies - Ask when uncertain about what is expected when working with a student 	<ul style="list-style-type: none"> - Have a go and persevere <p>Students who are not following the expectations will have consequences - levels / flowchart / reflection room / discussions with classroom teacher</p>	<p>teachers raise concerns about their child's learning</p> <ul style="list-style-type: none"> - Help set a good example eg reading with their child - Discuss with their child what learning - Attend any meetings requested by the school - Approach the school if they have any concerns
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CARE FOR YOURSELF, OTHERS & RESOURCES

Staff	SLSOs	Students	Parents
<p>Staff are expected to...</p> <ul style="list-style-type: none"> - Be consistent - Be a caring and kind colleague - Teach explicit lessons - Follow the scripts, using a neutral and calm voice, when dealing with student behaviours - Model caring and responsible habits - Identify and name 	<p>SLSOs are expected to...</p> <ul style="list-style-type: none"> - Be consistent - Be a caring and kind colleague - Model caring and responsible habits - Identify and name 	<p>Students are expected to...</p> <ul style="list-style-type: none"> - Be kind and caring - Be self-aware - recognise and name their feelings - Ask for help when needed - Encourage others - Accept differences of all students - Show understanding of how others feel - Set goals and work towards achieving them 	<p>Parents are expected to...</p> <ul style="list-style-type: none"> - Work with the school and our efforts to help our children grow - Have an open mind when teachers raise concerns about their child - Help set a good example - Discuss with their child how they are feeling, the importance of kindness for life skills - Attend any meetings requested by the school - Approach the school if they have

<p>emotions experienced and be supportive in response - towards students</p> <ul style="list-style-type: none"> - Unconditional positive regard - Use school resources efficiently and in an environmentally friendly way <p>Remember: put incidences into Sentral so the PBL team can analyse data</p>	<p>emotions experienced and be supportive in response - towards students</p> <ul style="list-style-type: none"> - Unconditional positive regard - Report to classroom teacher/ executive any concerns 	<p>Students who are not following the expectations will have consequences - levels / flowchart / reflection room</p>	<p>any concerns</p>
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Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. The NSW Department of Education requires all NSW public schools to have an Anti-bullying Plan which details the strategies implemented to reduce student bullying behaviours.

Resources The NSW anti-bullying website (see: <https://antibullying.nsw.gov.au/>) provides evidence-based resources and information for schools, parents and carers, and students. Schools are encouraged to visit the website to support whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour.

Riverwood Public School rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

School culture and inclusion

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff will actively respond to student bullying behaviour. Our school engages in the following practices to promote a positive school culture.

- Student assemblies - Student bullying and expectations about student behaviour is regularly discussed and information presented to promote a positive school culture where bullying is not accepted.
- Staff communication and professional learning - Staff are supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.
- New and casual staff - New and casual staff are informed about our school's approaches and strategies to prevent and respond to student bullying behaviour through induction and casual staff communication folders.

Partnerships with families and community

Effective schools have high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance and behaviour. Riverwood Public School proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

Website - Our school website has information to support families help their children to regulate their emotions and behaviour and develop socially. Information is provided to assist if children have been involved in bullying behaviour (as the person engaging in bullying behaviour, as the person being bullied or as the person witnessing the bullying behaviour).

- Communication with parents – Riverwood Public School provides information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour.

Support for wellbeing and positive behaviours

Our school's practices support student wellbeing and positive behaviour approaches that align with our school community's needs. Social and emotional skills related to personal safety, resilience, help-seeking and protective behaviours are explicitly taught across the curriculum in Personal Development, Health and Physical Education (PDHPE) through our Second Step Program.

Bullying prevention is also explicitly taught throughout the year using the Second Step Bullying Prevention Program. This program is based on the latest field research and teaches Kindergarten–Grade 6 students how to recognize, report, and refuse bullying. The program is taught through the following modules.

- Recognising Bullying
- Reporting Bullying
- Refusing Bullying
- Bystander Power

Responsibility to prevent and respond to bullying

All members of our school community have a shared responsibility to both prevent and respond to bullying. Our school has clearly defined procedures to address bullying through the Wellbeing Policy.

Examples of bullying and other inappropriate behaviours

Some examples of bullying behaviours are provided below. Examples of inappropriate behaviours are also provided. While these behaviours are similarly also not tolerated, it is these behaviours which are likely to be exhibited at times of conflict between students.

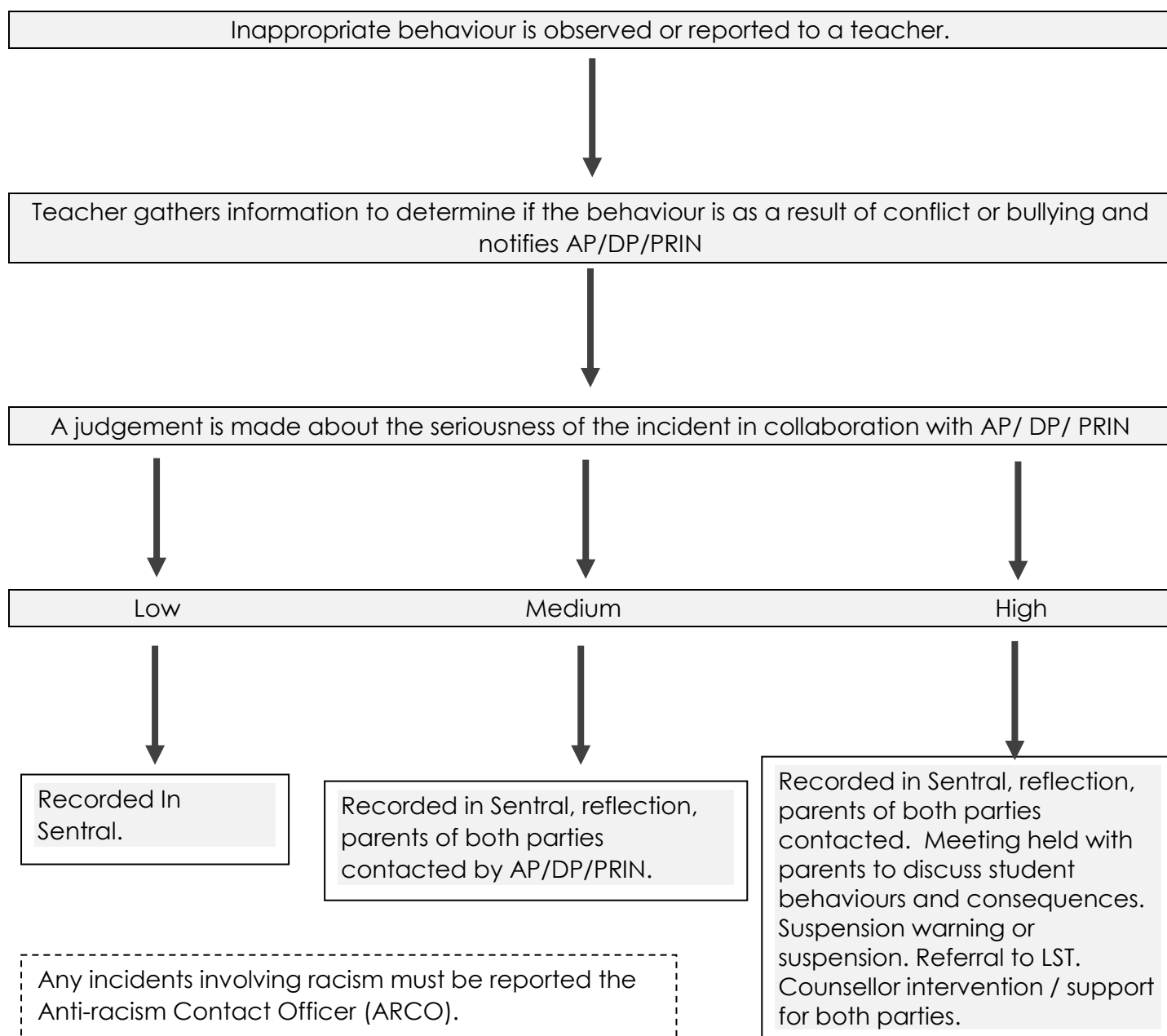
The examples highlight the underlying difference between bullying and other inappropriate behaviours, that is the repeated and inappropriate use of power by bullies, over less powerful students who in no way deserve that treatment.

EXAMPLES OF BULLYING.	EXAMPLES OF INAPPROPRIATE BEHAVIOURS BY CHILDREN WHICH ARE <u>NOT BULLYING</u> .
Ongoing name calling and ridiculing of children.	Children verbally arguing or disagreeing about something between children.
Repeatedly spreading nasty rumours about other children verbally or by physically distributing notes.	An isolated rumour e.g. something written on a whiteboard or sticking a 'kick me' note on someone's back.
Repeated physical bullying by hitting, kicking, punching or pushing.	Students hitting, kicking, punching or pushing each other during a disagreement.
Children being excluded from activities by other children on an ongoing basis.	An isolated example of a student being left out of an activity by other children.
Repeated threats made to children of what might happen in the future if they do or do not do certain things.	A one off threat made by a child to another.

Ongoing damage of or theft of a child's property, with or without the knowledge of the bullied child.	An isolated example of stealing or damaging of another child's property.
Threatening phone calls, text messages or emails repeatedly being sent to students.	A phone call between students ends when one hangs up on the other because they did not share the same opinion about a matter.
Intimidating, harassing and threatening messages (written or visual text) being posted on blogs, chat rooms, websites or social media sites.	Providing negative feedback on a fellow student's work uploaded to class wikis or blog.

Responding to bullying behaviours

This flow chart visually represents the process for addressing inappropriate behaviours at Riverwood Public School:



Following Instructions Script

TONE: Calm, Consistent, Clear, Brief, Immediate, Respectful, Neutral		
Students following instructions	Active and positive acknowledgement	<p>-Thank you for following the instructions, that's what we do at RPS</p> <p>-I can see x doing x, thank you for following the instructions</p> <p>-X is __ (name specific instruction) ____, I can see that he/she is following the instructions</p> <p>etc</p>
1st warning: Step 1	<u>Verbal:</u>	<p>(Name) the instruction was to... Is there something you are unsure of? (if no - give verbal warning. If yes - explain instructions and redirect)</p> <p>Name, this is your verbal warning. At RPS we follow the instructions.</p>
	<u>Visual reminder</u>	Record name on the board
2nd warning: Step 2	<u>Reteach verbal:</u>	<p>-Name, I can see that you are not / have not...followed the instruction to (repeat instruction).</p> <p>-At RPS we follow the instructions.</p>
	<u>Visual reminder:</u>	Put a tally mark next to their name
	<u>Choice:</u>	<p>You can follow the instruction (repeat instruction) or the consequence is that you can reset in ____ class.</p> <p>PAUSE time - provide positive feedback with wise choice. Thank you for following the instructions. Let's get back to our learning.</p>
	<u>Acknowledgement</u>	-Thank you for following the instruction.

<p>3rd time:</p> <p>Step 3</p>	<p><u>Consequence:</u></p>	<p>Name you haven't followed my instruction to ... Now you will need to reset in Class.</p> <p>(at this point it is too late to comply and follow the instruction and student will need to go to reset)</p> <p>If they refuse to reset, send a red card.</p>
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The Star Award is for students who can show they have earned the Award across multiple areas of the school.

Star awards can be given in the following areas:

- Be Kind
- Work Hard
- Play Fair.

Students need to show how they have demonstrated our 5 expectations both inside and outside of the classroom:

- Follow instructions
- Don't use words to hurt others
- Be safe
- Be a learner
- Care for yourself, others and our resources.

Teachers and students can nominate students. Students can nominate themselves or other students but they need to present their reasons and show how they have earned the Award at a class discussion.

Class teachers need to endorse the nomination as well. If a student has not quite demonstrated behaviours across all areas, the teacher will provide positive feedback to the student on how to improve.

The PBL Team meets every Friday and nominations will be discussed then. Students will then receive their award at either of the 2 assemblies held per term

NOMINATION FORM

Student name: _____ Class: _____

Date: _____



- ☐ Self-nomination
- ☐ Peer nomination
- ☐ Teacher nomination

Please tick the area/s of nomination:

- ☐ Be Kind
- ☐ Work Hard
- ☐ Play Fair

	Classroom	Out of Classroom
Follow instructions	<ul style="list-style-type: none"> • Listens carefully to understand • Follows instructions 	<ul style="list-style-type: none"> • Listens carefully to understand • Follows instructions • Plays fairly and follows the rules of the game
Don't use words to hurt others	All Areas	
	<ul style="list-style-type: none"> • Uses 'Fix it Fingers' to solve problems • When someone uses words to hurt them, they do not do the same back • Is supportive of others • Is mindful of others' feelings • Speaks politely and uses manners 	
Be safe	All Areas	
	<ul style="list-style-type: none"> • Walks inside • Sits on chairs and the floor correctly • Uses 'Fix it Fingers' to solve problems • Keeps their body to themselves • Stops when others signal 'NO' • Takes action when things are unsafe • Washes hands and coughs into elbow 	<ul style="list-style-type: none"> • Moves safely • Walks under the COLA • Uses 'Fix it Fingers' to solve problems • Stop when others signal 'NO' • Keeps their body to themselves • Uses equipment and playgrounds sensibly and carefully • Takes action when things are unsafe • Wears a hat • Washes hands

		<ul style="list-style-type: none"> • Uses toilets for the correct purpose and leaves the toilets when they are finished • Stays in bounds • Wears a helmet if they ride or scooter to school
Be a learner	<ul style="list-style-type: none"> • Listens carefully • Actively participates • Perseveres when learning is challenging • Is aware of the learning intention and success criteria • Asks for help when it is needed • Applies feedback to improve their work • Works hard in independent tasks • Works with others to learn together in groups • Is open minded to new ideas and the ideas of others • Respects the rights of others to learn • Is 'above the line' and accepts responsibility for choices and actions • Follows expectations without being asked or reminded 	
Care for yourself, others and school resources	<ul style="list-style-type: none"> • Knows when to ask for a break • Uses safety plan strategies to be in control • Lets others join in • Gives others the space they need • Is supportive of others • Is an upstander • Looks after their own, others' and the school's resources • Keeps areas clean and tidy - places rubbish in the bin • Walks around the school quietly 	<ul style="list-style-type: none"> • Encourages others and lets others to join in • Is supportive of others • Gives others the space they need • Is an upstander • Correctly uses the toilet doors, paper, soap and water • Turns off taps and bubblers • Is a good sport (be a humble winner and resilient) and accepts decisions • Shares play spaces with others • Looks after their own, others' and the school's resources • Returns equipment after use • Keeps areas clean and tidy - places rubbish in the bin • Cares for the environment and looks after our plants and animals

☐ Teacher endorsed

☐ Class approved

Teacher signature: _____

☐ Sentral records checked

AT RIVERWOOD PUBLIC SCHOOL WE:

WORK HARD

BE KIND

PLAY FAIR

OUR EXPECTATIONS:

- FOLLOW INSTRUCTIONS
- DON'T USE WORDS TO HURT OTHERS
- BE SAFE
- BE A LEARNER
- CARE FOR YOURSELF, OTHERS & RESOURCES

LINE OF CHOICE

OWNERSHIP: You own the choices you've made

ACCOUNTABLE: You accept responsibility for what you've done and you are answerable for your behaviour by explaining it or giving a reason for your choice

RESPONSIBLE: You accept the consequences for your choices and actions

LINE OF CHOICE

BLAME: You become a victim and say what has happened is someone else's fault

EXCUSES: You make excuses for what you've done and why you did it

DENIAL: You deny that you did anything wrong or anything at all

LINE OF CHOICE

Above the line thinking looks like:

- Seeking solutions
- What can I do to improve this situation?
- Finding better ways
- Seeing possibilities
- Getting and giving feedback
- Taking the right sort of action for a better result

Situation + your reaction =

POSITIVE

?

NEGATIVE

?

Below the line thinking looks like:

- Staying stuck
- Only seeing problems
- Doing nothing
- Waiting for others
- Blocking out possibilities
- Finding faults



tell them
to
STOP

Walk
away

ignore

tell them
stop or
I'll get
a teacher

get a
teacher

FIX IT!