

Burraneer Bay Public School

BURRANEER BAY PUBLIC SCHOOL



STUDENT BEHAVIOUR POLICY

Revised and updated
Term 1 2025

Introduction

Students need to learn how to connect with others, learn new skills and how to behave in positive ways. Burraneer Bay Public School and its community work together to provide a quality-learning environment that is:

- inclusive where everyone can take part.
- a place where students learn how to connect with others.
- where all students can learn new skills and how to behave in positive ways.

BBPS staff should understand what a student needs and how to support them. Staff:

- must follow laws about being inclusive and supporting students with disability, from different backgrounds, with different beliefs, of any gender – what you feel and understand about who you are as a person.
- must follow a list of rules about making fair decisions, be clear about the decisions they make and how they will fix problems.
- people must be able to get a fair decision, get information about what is happening and talk about what they think. People have a chance to appeal a decision they make.
- must collect information about student behaviour.
- keep information about student behaviour.

We support students to learn how to behave at different times, in different places and with different people. This includes supporting students to behave in positive ways if they move to a new school or different school. Behaviours of concern are things someone does that might put themselves in danger and/or other people in danger. BBPS staff must follow the plan to support students who show behaviours of concern.

Burraneer Bay Public School Behaviour Support and Management Plan

Burraneer Bay Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are Values Education, Peer Support, Buddy Program, Peer Mediation, Growth Mindset, Restorative Practices and Zones of Regulation.

Promoting and reinforcing positive student behaviour and school-wide expectations

Burraneer Bay Public School has the following school-wide expectations:

- We share voice space by listening attentively.
- We follow instructions by being in the right place at the right time doing the right thing.
- We use build ups by saying positive things to others.
- We keep our hands, feet and objects to ourselves.
- We own our own behaviour because we choose how we behave.

Burraneer Bay Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations by implementing:

- Values Education program
- School Award system
- Behaviour system
- Restorative Practice
- Peer Support

Behaviour Code for Students

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316/pd-2006-0316-01>. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Student Wellbeing Officer	A mentoring program for students K- 6 who display emerging wellbeing concerns such as anxiety, friendship and social issues connecting with families.	Targeted students and families
Prevention	Defence Force Mentor	A mentoring program for Defence Force students and their families to link to support services and agencies within the community.	Defence Force families
Prevention	Peer Support/ Buddy programs	A whole school program providing positive peer influences and increased self-esteem and self-acceptance.	Whole School
Prevention	Zones of Regulation	A framework to develop awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care and overall wellness.	Whole School
Early Intervention	Values Education	Schoolwide and classroom systems of support that brings together the whole school community to contribute to developing a positive, safe and supportive learning culture. A combination of values and rules explicitly taught through PDHPE and reinforced with playground visuals to support consistency across the school.	Whole School
Early Intervention	Growth Mindset	Incorporated into the PD/H/PE lessons across K-6 to foster a positive mindset, improve learning, reduce stress and anxiety whilst boosting emotional intelligence.	Whole School
Targeted Intervention	Learning and Support	The Learning and Support teamwork with teachers, students and families to support students who require a behaviour response plan and support in order to achieve short- and long-term goals. This includes connecting with external agencies such as Cool Kids, Zones of Regulations, Smiling Mind, Come play with me, calming areas and Be You anxiety programs. Anxiety programs 'Way Ahead' to staff and parents.	Individual students, families and staff. Teacher to include behaviour risk assessment in consultation with support personnel
Targeted Intervention	Personal Learning Pathways (PLP's)	This program has a strong cultural focus and is designed to inspire and motivate Aboriginal and Torres Strait Islander people about the importance of education and culture in helping them to achieve their personal goals.	Aboriginal and Torres Strait Islander young people.
Individual Intervention	Secret Agent Society	Where available, this program aims to support students to increase stronger connections to school and learning. Students are supported to build on personal and social capabilities.	Trained staff, parents and identified students.

Action	When and how long?	Who coordinates?	How are these recorded?
Teacher directed time-out after eating time	Up to 10 minutes following the incident	Teacher	Recorded in Behaviour Book
Reflection Room	20 minutes after eating time	Executive	Recorded in online platform by relevant executive member
Restorative Practices	Immediately after incident	Executive	In Restorative Practices Booklet (Stage based)

Guidelines for Use of Reflection Time

- Reflection time may be used to help students regulate and/or control their behaviour choices. It is used as a proactive strategy to support self-calming and to provide an opportunity for students to reflect on the impact of their behaviour choices on others and to give them time to think about how they could respond restoratively.

It is to:

Dates	Communication topics and Professional learning
Term 1	SDD; Behaviour and Wellbeing approach at BBPS
Term 1	Professional learning self paced PowerPoint Part 1, Professional learning self paced PowerPoint Part 2
Term 2-4	Project to improve Student voice

Partnership with parents/carers

Burraneer Bay Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies that proactively builds collaborative relationships to create a shared understanding of how to support student learning, safety and wellbeing.

Burraneer Bay Public School will communicate these expectations to parents/carers through parent information sessions, school website and newsletters.

School Anti-bullying Plan

[BBPS Anti-bullying Plan](#) adheres to the 'Bullying of Students – Prevention and Response Policy' which is consolidated with the Student Behaviour policy (30/1/2024).

Anti-Bullying Plan

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. 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. Our 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.

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 will be discussed and information presented to promote a positive school culture where bullying is not accepted.

Dates	Communication topics
Term 1, Week 2	Behaviour code for students
Term 1	National day of action activities and presentation at assembly. Anti Bullying incursion.
Term 1-4	Targetted social skills groups through Interrelate to continue teaching strategies for dealing with bullying as a victim and the role of a bystander.
Throughout the year	Incorporating fact sheets to parents and carers to understand about bullying.

- Staff communication and professional learning: Staff will be 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.

Dates	Communication topics and Professional learning
Term 1	SDD; Behaviour and Wellbeing approach at BBPS. Ensuring staff understand that this policy was consolidated with the Student Behaviour policy on 30/1/2024
Term 1	Fact sheets distributed to staff at staff meeting
Term 2-4	Project to improve Student voice

- New and casual staff: New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways:

Information is provided in a handout to new and casual staff when they enter on duty at the school. The deputy principal speaks to new and casual staff when they enter on duty at the school. The principal speaks to new executive staff when they enter on duty at the school, as part of the induction process.

All staff are provided with an updated 'Staff Information' folder at the beginning of each year, outlining school procedures.

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. Our 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).

The following are published on our school's website:

- Communication with parents: Our school will provide 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.

Dates	Communication methods and topic
Ongoing	Website access to BBPS policy and procedure documents
Each term	Newsletter updates each term
Term 3	P&C meeting agenda item to inform community of updated policy

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). Examples of other ways our school will embed student wellbeing and positive behaviour approaches and strategies in practices include the following:

- Respecting the diversity of the school community and implementing proactive strategies to build a cohesive and culturally safe school for all students.
- Incorporating student voice in decision-making is a key contributor to a positive school culture. Students are active participants in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.
- Engaging in professional learning to build staff capacity for preventing and responding to bullying behaviour.
- Develop a shared understanding across the school community of what bullying is and understanding how to prevent and respond to bullying behaviour.
- Promoting safe student upstander behaviour.
- Explicitly teach social and emotional skills using evidence-informed practices related to personal safety, resilience, help-seeking and protective behaviours across the curriculum.
- Collaborate with students and families to enhance wellbeing, promote safety, and counter violence, bullying and abuse in all online and physical spaces.
- Developing strategies to sustain culturally respectful partnerships with families and communities
- Building links with community organisations, services, and agencies such as 'The Family Co'.

Suspension

Principals may think about suspending a student when they have already tried to manage that student’s behaviours of concern in other ways. Principals must think about why they want to suspend the student. They need to think about the behaviour of concern, what the student needs, the student’s background and situation and how the student will keep learning. The principles of procedural fairness have been followed.

Considering proceeding with suspension

A member of the school leadership team will:

- offer/enable student to have a support person during any interviews and take notes of any interview, meetings or discussions.
- record the student’s response and written reports from staff and witness accurately based off factual details, without emotion.
- ensure the principal or acting/ relieving principal has all the information collected to inform decision making.

Students in Kindergarten to Year 2 may be suspended for up to 5 school days. Students in Year 3 to Year 12 may be suspended for up to 10 school days. A suspension can carry over into the next year if warranted, following consultation with the DEL. Sometimes a principal can suspend a student for more than 5 or 10 days, but the principal must talk to their DEL about the decision.

Where there is a shared enrolment, the principal should inform the principal of the other setting of the suspension. The suspension is negotiated as they are not automatically suspended from both

Suspending a student

A formal caution is not needed before a suspension is issued.

A new formal caution is not required if a student displays a new or different behaviour/s of concern within 50 days.

Formal cautions should not be carried over into the next calendar year without consultation with the DEL.

Where students attend special programs, formal cautions automatically apply to both settings unless negotiated between the principals or acting/ relieving principals.

Formal cautions can be made by the principal or their delegate (at the principal's discretion).

Grounds for suspension

A student has engaged in behaviour/s of concern that pose an unacceptable risk to others or to teaching and learning.

Continued/ persistent disobedience and/ or disruptive behaviour.

Malicious damage to or theft of property or verbal abuse.

Bullying and cyber bullying.

Misuse of technology.

Discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity.

Immediate suspension should be considered when a student has engaged in serious behaviour or behaviours of concern that pose an immediate and/ or significant risk of harm to others:

-being in possession of, uses or supplies tobacco, vaping devices, alcohol and e-cigarettes.

-being in possession of, uses or supplies suspected illegal/ restricted substance.

-being in possession of or using weapons including knives (excluding Kirpans) and firearms using an implement as a weapon.

-seriously threatening or engaging in physically violent behaviour.

-engaging in serious criminal behaviour related to the school.

-engaging in sexual harassment, sexual assault, or other sexualised behaviour that may pose a risk of or has caused physical, psychological or emotional harm to others.

Reporting requirements

Where appropriate the principal or acting/relieving principal will need to:

-refer to the Incident Notification and Response Procedure and call the Incident Report and Support Hotline.

-refer to the Mandatory Reporter Guide and report to either the Child Wellbeing Unit for suspected risk of harm concerns or the Child Protection Helpline if a child is suspected to be at risk of significant harm

-report the incident to the NSW police.

-complete a suspension checklist.

-within 24 hours of deciding to suspend a student, the principal must tell the student, the parents or carers and Department of Education.

-report the incident to the NSW police.

The principal must give everyone a chance to meet and talk about the suspension. Principals must make a support plan for the student. They should work with the student, the parents or carers and other school staff. Principals must record every suspension in our online system. The school must check in with the student while they are suspended. The student must have support to keep learning. Principals must let the student come back to school either on the day suspension ends or before the day suspension ends. They must also have a meeting to talk about the student coming back to school. Principals must plan how the school will support the student before, during and after the suspension.

Expulsion

Principals can expel students who show serious behaviours of concern and when plans to manage how they behave don't work. There are things a principal must do if they expel a student.

The process to expel a student is initiated by the principal and the decision to expel must be made by both the principal and the Director Educational Leadership (DEL). The DEL must co-sign a decision to expel a student with the principal.

Considering expulsion as an action

For serious behaviour/s of concern. A student who has previously been suspended should not automatically proceed to an expulsion, even if the serious behaviour/s of concern continues. The principal and DEL have the discretion to decide the appropriate next steps on a case-by-case assessment, including whether it remains appropriate to proceed to an expulsion. When considering expelling a student, the principal and DEL must:

- give particular attention to procedural fairness.
- ensure that all appropriate learning and support strategies have been developed, communicate, implemented, reviewed and documented, in partnership with the student, parent or carer, relevant school staff and appropriate support persons.
- explore all possible alternate strategies, including placing a student in alternative educational settings.
- consider the student's educational and safety needs and individual circumstances, including but not limited to disability and any reasonable adjustments already in place or required to be imposed by the Disability Standards for Education 2005 (see Inclusive Education policy for students with disability) trauma background, including domestic violence cultural and linguistic background interactions with out of home care socioeconomic disadvantage.
- initiate communications or meeting/s with the students and their parent, carer, or support person of the student's choosing, to discuss that expulsion from the school is being considered the nature of the incidents or behaviours of concern reasons or grounds for the possible action possible implications of proceeding with an expulsion.
- ensure that all relevant documents and information are shared between the principal and Director, Educational Leadership.
- ensure that advice has been sought from school counselling staff, which may be in the form of a written report with recommendations for further actions. Use of expulsion checklist is recommended when considering expulsion as an action. The information on risk management on the departments website and the Work Health and Safety (WHS) policy and associated documents provide the guidance in these circumstances.

Proceeding with an expulsion

- Once the decision to expel a student is made jointly by the principal and Director, Educational Leadership, they will:
 - complete the Expulsion checklist as soon as possible.
 - advise the student and their parent or carer of the decision to expel by phone, where possible.
 - formally notify the student and their parent or carer in writing within 24 hours of the decision and include the implications of expulsion the student's and parent's or carer's right to appeal the decision.
 - record the expulsion in the department's in-house data system within 24 hours of notifying relevant people.
 - finalise the expulsion within 15 school days of the notice of potential expulsion being issued.

- ensure all documentation is retained on file at the school. Students expelled from a particular school for a serious behaviour/s of concern may only re-enrol in that school with the approval of the Executive Director, School Performance. For students expelled from a particular school for unsatisfactory participation in learning, the school's principal has the discretion to re-enrol that student in their school at a later date.

If the principal or Director, Educational Leadership decide not to proceed with expulsion;

- the principal will advise the student and their parent or carer of the decision not to expel. By phone where possible.
- the principal will formally notify the student and their parent or carer in writing within 24 hours of the decision.
- where expulsion was being considered for serious behaviour/s of concern, the principal should return the student to school.

For students expelled for serious behaviour/s of concern. The principal and Director, Educational Leadership are obligated to arrange an alternative educational placement appropriate to the needs of the student within 15 school days from the date the student and parent or carer were notified of the expulsion.

Firstly, the principal must:

- conduct a risk assessment regarding the student's behaviour to help identify an appropriate placement where the student can access the curriculum while being safely accommodated.
- suggest any appropriate support for the student in the new setting.
- ensure that the student is provided with a learning program covering any period of time that the student is suspended.
- where a suitable alternative cannot be arranged, refer the issue to the Director, Educational Leadership for a resolution.
- within 24 hours of deciding to expel a student, they must tell the student and the parents or carers. Principals must record every expulsion in our online system. The principal must find a new school if they expel a student because of their behaviour. Principals must find a new school within 15 school days.

Appeals

Students, parents and carers can appeal a principal's decision. They must fill out an appeal form. They can ask the school for help with the appeal form. People can only make one appeal for each decision. If the appeal is for a suspension, it takes 15 school days from when the school gets the appeal form. If the appeal is for an expulsion, it takes 20 school days from when the school gets the appeal form. What can happen when you make an appeal? If we support an appeal of a suspension, the student must go back to school as soon as possible. If we support an appeal of an expulsion, the principal must let the student go back to that school if the student wants to.

Reporting unsafe behaviours

If there is an emergency at school, you can call Triple Zero. 000 If something dangerous happened at school, you can contact the Incident Report and Support Hotline. 1800 811 523 If you think a child is at risk of serious harm, you can contact the Child Protection Hotline 132 111

School Expectations

- We share voice space by listening attentively
- We follow instructions by being in the right place at the right time doing the right thing
- We use build ups by saying positive things to others
- We keep our hands, feet and objects to ourselves
- We own our own behaviour because we choose how we behave.

Be Safe, Be Respectful, Be Engaged

Each classroom will have on display

- A set of school rules and our BBPS Values Statements
- A Restorative Practice Poster (Restorative Questions)
- Student Behaviour Flowchart

BBPS implements the following initiatives to support students:

Growth Mindset is focused on acquiring learner dispositions to be able to be a lifelong learner that understands what is needed to move their own learning forward. The learner dispositions will be used for students to be able to set new learning goals with an understanding of what they need to be doing to do this.

Peer Support is a program aimed to provide students with a supportive learning environment in which to develop the skills, understandings, attitudes, and strategies to improve wellbeing. These skills include resilience, assertiveness, decision making, problem solving and leadership. Year 6 students are trained and mentored to lead this whole-school program. Peer Support empowers young people to support each other and contribute positively to society.

The Student Representative Council (SRC) is coordinated by school staff. It aims at improving the school and raising money for charities in our community. One student from each class is elected by fellow students each semester and is presented with a badge. SRC members represent all students in the school and organise ways for students to participate and contribute to their school community. These students attend meetings to discuss any issues.

Peer Mediation is a leadership program that aims to give Year 6 students the opportunity to lead and influence fellow students, and promote respectful relationships, resilience and a safe and enjoyable school environment. The program runs at recess and lunchtime daily. Students are rostered on to patrol the playground in pairs and may be involved in handling minor conflicts that might arise, assisting students who may be hurt or upset, and leading games and activities with peers. Year 6 students are all Peer Mediators. They participate in training sessions with the Year 6 teachers, which aim to equip them with the necessary leadership skills and knowledge, such as conflict resolution, decision making, observation skills and communication skills. This allows the Year 6 students to thrive in a supportive environment and contribute positively to the school.

Teachers also create lessons and activities to promote the wellbeing of students and our community throughout the year. They support events including but not limited to Harmony Day, Clean Up Australia Day, Walk Safely to School Day, ANZAC Day, NAIDOC week and Remembrance Day. Further Personal Development/Health programs implemented at our school include Child Protection, Sun Smart, Drug Education, Road Safety, Transition to School and whole school Buddy System.

RESTORATIVE PRACTICE

Burraneer Bay Public School uses a restorative approach to behaviour management. This approach is based on a 'Restorative Practices Framework'. The aim of Restorative Practices in a school community is to manage conflict and tensions by repairing harm and strengthening relationships. In the restorative approach the focus is on "What happened, what harm has resulted and what needs to happen to make things right?"

Restorative Practice:

- uses an explicit framework.
- is designed to re-establish significant relationships following behavioural incidents.
- seeks to ensure that the consequences for misbehaviour have relevance and meaning within the school community context.
- fosters individual responsibility and helps develop empathy.

The Restorative Framework uses two sets of questions that focus on a fair process.

K-2

- What happened?
- Who has been hurt?
- What can you do to make things right?

3-6

- What happened?
- What were you thinking at the time?
- What have you been thinking about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

OUR VALUES

Values influence how students learn and what they learn, the way they speak, think and behave. At Burraneer Bay Public School we have a highly effective values education program that promotes an interest in lifelong learning and contributes to positive outcomes throughout the school and wider community.

<p>PERSONAL BEST</p> <p>Orange</p>	<p>Striving for the highest Personal achievement in all aspects of schooling and individual and community action, work and lifelong learning</p>	<ul style="list-style-type: none"> • Trying your best even when the task is challenging • Having a go and never giving up • Trying to improve
<p>FRIENDLINESS</p> <p>Blue</p>	<p>Taking a genuine interest in people and making others feel welcome, whether they are part of our school community or not</p>	<ul style="list-style-type: none"> • Being helpful and kind to all people who come to our school • Offering a smile and a welcoming hand • Encouraging and supporting others
<p>RESPECT</p> <p>Green</p>	<p>Treating yourself and others with equal consideration, acceptance and courtesy</p>	<ul style="list-style-type: none"> • Treating others how you would like to be treated • Being respectful and considerate of others • Be non-violent in all contexts (on the sporting field, at school, in relationships) - be a white ribbon ambassador • Be willing to speak out about violence • Listening when someone else is talking
<p>FAIRNESS</p> <p>Purple</p>	<p>Treating people equally without showing any favouritism and accepting that everyone is different</p>	<ul style="list-style-type: none"> • Always playing fairly and being a good sport • Never criticising or making fun of others because of their difference • Including everyone equally
<p>INTEGRITY</p> <p>Red</p>	<p>Doing what is morally right, and striving to be honest, understanding and considerate at all times</p>	<ul style="list-style-type: none"> • Being honest and owning up if you have done something wrong • Being loyal to your friends and others • Considering the feelings of others and not just your own.
<p>RESPONSIBILITY</p> <p>Yellow</p>	<p>Being accountable for your actions towards others, the wider community and the environment</p>	<ul style="list-style-type: none"> • Always setting a good example • Being responsible for your own behaviour and belongings • Stopping to think before you act

Before School

Playground supervision begins at 8.40am. All students who arrive late need to report to the office for a late arrival slip. Students cannot sign themselves in, they must be signed in by a parent /carer. School bags are placed neatly outside classrooms in a designated area before school. Students who have permission to place their bags in the bag room do so and then leave the room. Handball is the only ball game permitted in the K-2 and 3-6 playgrounds in the morning. Tennis balls only. Before school music (3 min) is sounded prior to classes commencing to give children time to line up or assemble (this is not a time to go to the toilets). At 9.10am 3-6 students line up outside their classrooms or in a designated area. K-2 students line up under the K-2 COLA.

Recess (11:10am – 11:35am)

There primary playground areas are – the oval, 3-4 asphalt, 5-6 asphalt and the synthetic grass.

- The use of the oval at recess is rostered between Stage 2 and 3 students each day. If the oval is closed only the asphalt and the synthetic grass is used as a 3-6 play area.
- There are 2 separate infants playground areas – Adventure Playground (Kindergarten only) and the K-2 COLA area (Years 1 and 2 only)

Handball is the only ball game permitted in the K-2 and 3-6 asphalt playground at recess. Students are not to be in classrooms without a supervising teacher at any time. At the end of recess a bell is sounded to let the children know that it is time to line up or assemble. 3-6 students line up in an area designated by the class teacher. At 11:35am, K-2 assemble under the K-2 Cola for brief messages and forward off in lines to their classrooms.

Lunch (1.00pm-1.50pm)

Teachers supervise children when they eat their lunch (1.00pm). Students in Years 3-6 eat their lunch inside their classroom. If they choose to eat outside, they are to be seated on seats and supervised. First half lunch (1.10-1.30pm) 3-6 children line up at the compass before going to the canteen (from 1.05pm). The K-2 teacher on Cola duty monitors canteen lines. There are separate primary playground areas for 1st half and 2nd half lunch – oval, 3-4 asphalt, 5-6 asphalt and the synthetic grass. The use of the oval at lunch is rostered between Stage 2 and 3 students each day. Students are not to go onto the oval until the teacher on duty gives them permission to do so. If the oval is closed, the asphalt and synthetic grass are used as a 3-6 play area. The asphalt outside the library and Year 3 and 4 classrooms is used by Year 3 & 4; the Hall COLA and the handball courts at bottom of the steps are used by Year 6 and the asphalt under the covered walkway outside the Year 5 block is used by Year 5. The 1.45pm bell signals the end of lunch and time for students to line up.

Out of Bounds Areas (morning, recess and lunch)

- All classrooms, verandahs and bag rooms.
- All garden areas and water tanks.
- The thoroughfare/steps.
- The area at the back of the hall (kitchenette).
- Carparks.
- The area at the back of the cricket nets.
- The bike rack area.
- The area at the front of the school.
- Stairs and steps.
- Inside the canteen.

Injured Children

- ◆ All teachers on duty are expected to carry a first aid bag. These contain band-aids and other items that can be used to address slight scrapes.
- ◆ Injured children who can move without further injury should be sent with another child to the office for first aid attention.
- ◆ In the event of a serious injury, staff need to remain with the child and send for an Executive staff member. Mrs Fava, Mrs Roach and Mrs Archer are trained in first aid.

Playground Supervision

- ◆ All staff on playground duty are to wear a high visibility vest.
- ◆ Be vigilant, mobile, visible and pro-active whilst on duty. A gentle word of prevention or re-direction is far more effective than problem solving after the event.
- ◆ Ensure regular visits to 'high potential problem areas'. i.e. between buildings and near toilets etc.
- ◆ The duty teacher will advise children to clean up before leaving an area.
- ◆ Teachers on duty must notify Executive staff and classroom teacher of serious inappropriate behaviour.
- ◆ Implement behaviour system that causes or threatens harm.

Behaviour Code for Travelling to and from School, Excursions and Other School Outings

For any school excursion each student at Burraneer Bay Public School who wishes to attend must have returned a signed permission note from either parent or guardian. Verbal confirmation is subject to principal approval. Students are to respect others' rights on public transport and venues outside the school by walking in an orderly fashion, leaving areas clean, behaving sensibly in public and always using appropriate and polite language. School uniform (including a school hat) is to be worn on excursions unless otherwise specified by the teachers involved. Sport uniform (including a school hat) is to be worn to all designated sports events. Jewellery should not be worn to school or in PSSA competition sport for safety reasons. Best behaviour is always essential by Burraneer Bay students when travelling in the wider community so a good impression can be gained by the public about our school and its' students. Students are to take pride in being a representative of our school and always give their best in the wider community.

Players Code of Conduct (Primary Schools Sports Association)

Students who represent the school as part of a PSSA team sign an agreement to comply with the following code of behaviour:

- Play for the fun of it.
- Work equally hard for yourself and your team.
- Encourage your fellow team members and demonstrate good sportsmanship.
- Always co-operate with your coach, teammates, and opponents.
- Compete by the rules and always abide by referees/umpires or touch judge decisions.
- Be encouraging to others.

These expectations apply to all students during sporting activities.

STRATEGIES AND PRACTICES TO RECOGNISE AND REINFORCE STUDENT ACHIEVEMENT

Years K – 6 Individual Positive Reward System

Positive recognition, as part of the school merit system, is a valuable component of our Student Wellbeing and Good Discipline Policy. This system is cumulative and continues from Kindergarten to Year 6 as follows:

K-6		Monitored by
3 Stars on Chart	1 Star Card	Class Teachers
3 Star Cards	1 Bronze Award	Class Teachers
3 Bronze Awards	1 Silver Award	K-2 AP / 3 – 6 DP
3 Silver Awards	Gold Award + Star Patch	K-2 AP / 3 – 6 DP
3 Gold Awards	1 Principal's Merit Award + BBPS Bar	K-2 AP / 3 – 6 DP

SCHOOL ASSEMBLIES

- Student leadership responsibilities and privileges
- Presentation of Silver & Gold Awards and Certificates of Merit
- Presentation of Merit Awards, Values Certificates and Book Awards
- Presentation of White Ribbon Awards – Fostering Positive Relationships
- Class/individual displays
- Opportunities to give information
- Update and reinforce coming events
- Verbal praise

CLASSROOMS

- Material rewards (badges, star charts, award certificates).
- Special responsibilities and privileges.
- Leadership opportunities and recognition.
- House Point awards.
- Displays of special work by all children.
- Displays of work to other classes, teachers, members of the school executive.
- Reinforcement of class rules using the above praise/reward activities.

PENNANTS

- The opportunity to acknowledge outstanding achievement across a variety of areas.
K-6 awards one pennant per term per class for the first three terms. Additional pennants are given for Computer, Library, Learning and Support and Creative Arts.

VALUES CERTIFICATES

- The opportunity to acknowledge demonstration of our 6 school values- Integrity, Respect, Responsibility, Fairness, Friendliness and Personal Best.
- K-6 award one Values certificate per term per class for each of the four terms.
- Additional values awards are for Library, Learning Support, ICT and Creative Arts.

WHOLE SCHOOL ASSEMBLIES (K-6)

- Recognition of the achievement of K-6 children – Gold Awards and Bars.
- Pennant Award recipients.
- Values Award.
- Displays by the b recipients and, choir and dance troupes.
- Recognition of Regional Representatives in Band, Sport and Dance (if applicable).
- Public Speaking opportunities.
- Presentation to individual pupils and staff.
- Performances of individual and group items before a large, live audience.

PRESENTATION DAYS K-2 and 3 - 6

- Recognition of Achievement – Excellence, Consistency & Student Achievement.
- Recognition of Achievement in Creative Arts, Sports and Technology.
- Performances of individual and group items before an audience.
- Announcement of student leaders - School Captains, Vice Captains and Prefects for the following year.

Reviewing dates

Last review date: Week 6, Term 1, 2025.

Next review date: Week 1, Term 1, 2026.



BURRANEER BAY PUBLIC SCHOOL STUDENT BEHAVIOUR FLOWCHART

