



How do we promote and reinforce Acceptable Behaviour?

We want to ensure a safe and happy school for your child. Supporting student behaviour is critical for promoting, engaging and lifting student performance and wellbeing. ANPS aims to provide inclusive learning environments that are collaborative, supportive and cohesive.

Throughout the year, children will be given certificates that can be collected to reach a Bronze, Silver or Gold Level. Levels are reset at the beginning of each year.

What is our Positive Awards System?

Throughout the year, children can expect to receive one or all of the following awards:

- Merit Certificate: 5 Points**
- Achievement Certificate: 10 Points**
- PEACE Award: 5 Points**
- Excellent Attendance Award (per term): 5 Points**
- PEACE awards for any child who has not received a 'teacher fix' or 'office fix' in 5 week periods.**

What are the levels?

Children reaching **Bronze Level (15 points)** will:

- Receive a Bronze Level Certificate
- Attend a movie in the hall (Terms 1-3)

Children reaching **Silver Level (30 points)** will:

- Receive a Silver Level Certificate
- 30 minutes extra play (Terms 1-3)

Children reaching **Gold Level (60 points)** will:

- Receive a Gold Level Certificate
- Afternoon tea (Term 2)
- Principal Luncheon (Term 3)
- Monumental Ice cream (Term 3)



PERSEVERANCE

The ability to NEVER GIVE UP even when it's challenging.

EMPATHY

The ability to UNDERSTAND AND CARE about how someone else is feeling.

ACCEPTANCE

The ability to TOLERATE DIFFERENCES and accept feelings, habits, beliefs, ability, cultures and races different from your own.

COLLABORATION

The ability to JOIN FORCES, co-operate and get together.

EFFORT

The ability to TRY YOUR HARDEST, physically and mentally, to achieve a goal.

There will be Bronze, Silver and Gold Lucky Draws in Week 5 of every Term to win a canteen voucher.

How do we discourage inappropriate behaviour?

We understand that children can display difficult or unsafe behaviour at times as a normal part of growing up. Your child may have been affected by the behaviour of others or affect others by their behaviour. When managing these student behaviours at school we consider them as requiring a 'teacher fix' or an 'office fix'.

A TEACHER FIX

UNSAFE BEHAVIOUR OR CREATING A RISK TO OTHERS

- Not following teacher instructions
- Walking away from the teacher
- Playing in out of bounds areas
- late to lines

INTERFERING WITH THE LEARNING OF OTHERS

- Calling out, back chatting, yelling in class
- Wandering around the room
- Not completing school work
- Creating unnecessary distractions

HURTING OTHER PEOPLE

- Pushing, shoving, tripping, pinching
- Rough play
- Touching and/or taking things from others
- Making inappropriate comments or gestures
- Saying unkind things about other people
- Inappropriate verbal language
- Damaging equipment or using it in an unsafe or unhelpful way



AN OFFICE FIX

STOPPING THE TEACHING AND LEARNING

- Repeatedly ignoring teacher requests / instructions
- Having a "meltdown"

HURTING OTHER PEOPLE

- Punching, kicking, biting, aggressive behaviour
- Swearing at an adult or child
- Harassing, bullying, or making racist comments
- Cyberbullying

DANGEROUS BEHAVIOUR

- Damaging the classroom / playground
- Deliberate damaging of property (ipads etc)
- Climbing in unsafe areas (trees, buildings, water tank)
- Leaving the classroom without permission
- Leaving the school without permission
- Stealing

How might we manage behaviours that require a "teacher" or "office" fix?

The principal and school staff, using their professional judgment, are the best placed to maintain discipline and provide safe, supportive and responsive learning environments. When implementing the following strategies, the Principal and school staff will take into account factors such as the student's age, level of intent, individual needs, prior warnings, previous incidents, any disability and developmental level.

What are the possible strategies for a 'teacher fix'?

- Rule Reminder
- Redirection to another task or expected behaviour
- Participation in 'Restorative Meetings'
- Directing to 'refocus zones' within the classroom, in another room or playground areas
- Use of Social Stories / Social Skills Programs

What are the possible strategies for an 'office fix'?

- Lunchtime Detention
- Parent meeting to discuss concerning behaviour
- Sorting Out Room (mediation, restitution, resolution)
- Withdrawal from in school and out of school excursions and events including, but not limited to, PSSA activities, visiting artists, student performances and school representative duties
- Issuing a 'Formal Caution to Suspend'
- Suspension

What are the possible strategies for when children repeatedly display difficult behaviour?

- Referral to Learning and Support Team
- Referral to School Counsellor
- Creation of a Personalised Learning and Support Plan
- Part Day Exemption Plan
- Referral to outside school support from allied health agencies
- Alternative educational programs / settings