

# John Warby PS



**SAFE**

**RESPECTFUL**

**LEARNERS**

John Warby  
Public School  
PBIS Handbook

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## *John Warby Public School Mission Statement*

*We believe student achievement can be attained when we foster and promote a safe, consistent, learning environment and a positive school culture, through the teaching and reinforcement of positive behaviours.*

### **John Warby Public School Beliefs**

**WE BELIEVE** that John Warby Public School will provide the opportunity for students to learn in an environment that will foster **safe, respectful learners**.

**WE BELIEVE** John Warby Public School will help students develop skills that will aid in the total development of the character of our students; fostering citizenship and fairness.

**WE BELIEVE** the staff of John Warby Public School is committed to the education of the students and will do whatever it takes to assess and promote the success of all students.

**WE BELIEVE** the students and staff of John Warby Public School will exhibit the 'You Can Do It' ideals of : **Confidence, Getting Along, Organisation, Persistence, and Resilience**.

**WE BELIEVE** the success of John Warby Public School rests with the collaboration and support between staff, parents, students and community when implementing the shared mission and vision of John Warby Public School.

### **John Warby School Vision Statement**

John Warby aims to meet each child's individual set of needs as part of the total educational program. In order to meet these needs, appropriate curriculum and instruction are constructed and implemented to emphasize basic and high level thinking skills in all academic pursuits. Constant updating of instruction, the expected integrated use of technology, hands-on activities, flexible grouping of students and suitable programs are used to help students develop positive attitudes and success in academics.

Students also learn to accomplish individual goals and become lifelong learners; and are a part of the learning process. Our well-trained, passionate, highly enthusiastic, and compassionate staff accommodates high expectations in academic achievement and appropriate school behaviour. Parents are involved in their child's learning during these educational experiences. They are supported by effective and frequent communication from the school in accomplishing this outcome. The environment, cohesiveness, high expectation, goal setting, continuous learning, and appropriate social skills create the ideal educational setting for staff and learners.

## **Positive Behavioural Interventions & Supports (PBIS)**

In our efforts to establish John Warby Public School as a safe, welcoming and purposeful learning environment, we have implemented a program called Positive Behavioural Interventions & Supports (PBIS). PBIS actively encourages students to achieve their academic potential while also behaving with good character. At John Warby the focus is on teaching and encouraging appropriate behaviour in all areas of the school, concentrating on the instruction of the school's expectations: Be safe, Be respectful and Be a learner. Students who are safe, respectful learners act appropriately so they maximize their learning opportunities and do not detract or interfere with the learning opportunities of their classmates.

Students are actively involved in learning what our three expectations mean and look like in all areas of our school through activities, lesson, demonstrations, videos and role-playing. In addition to students learning the expectations, teachers and staff will recognize and reward students for better-than-expected behaviour. Staff issue 'Warbies' to students when they observe them in the act of exceptional behaviour. Once students have received enough Warbies they can then hand them in for higher level of achievement awards all the way up to receiving the Warby Medal.

### **PBIS Schools**

PBIS Schools emphasize a school-wide system of supports that include strategies for defining, teaching, and supporting appropriate behaviour. The goal is to design the most effective learning community possible with the best outcomes for all students. Attention is focused on creating and sustaining school-wide, classroom, and individual systems of support. Unlike how schools have typically responded in the past – discipline in response to student misbehaviour – PBIS teaches behavioural expectations and rewards students for following them. The goal is to establish a climate in which appropriate behaviour is the norm.

### **Classroom Management**

The key to a positive and effective learning environment is sound classroom management that addresses all aspects of the classroom. Routines will be taught to students at the beginning of the school year and revisited until it is clear that all students understand the routines and are able to perform them. Areas that may be addressed include getting the teacher's attention, using the toilet, sharpening a pencil, speaking to each other appropriately, sharing and any other routine that takes place on a daily basis.

The techniques used by educators for addressing when a student fails to abide by classroom expectations are unique to each teacher. Although it is impossible to anticipate all possible situations, general plans will be in place for dealing with any behaviours that detract from the learning environment and these will be used consistently. This will be the first line of defense in dealing with inappropriate behaviours that are considered to be minor. Note: students who persistently disrupt learning with minor offenses may require executive involvement.

### **What if the routines and procedures are not effective?**

Routines and procedures are implemented to address behaviour in a proactive manner. At times this is not enough or not effective. When all attempts to deal with a behaviour using the staff member's classroom management plan have been ineffective and the behaviour is still of a minor nature, staff members may choose to implement a time out to an "exit class". The exit class is a time-out of sorts that allows the students to reflect on and respond to the inappropriate behaviour. Consistently repeating minor offenses may be escalated to a major offense.

### **Small, Middle and Big Trouble - Incidents**

Student misconduct at John Warby Public School is categorised into 3 different levels: Small; Middle; and Big Trouble. To determine the severity of an incident please refer to pages 8, 9 and 10 of this handbook. Minor and Middle trouble behaviours will be managed and recorded onto the school's management system by the teacher who is also responsible for determining the appropriate consequence. Big Trouble incidents require more immediate solutions and/or the attention of an executive teacher. The executive teacher will speak with the student and contact the parent if needed, and determine an appropriate consequence. A variety of factors are taken into account while processing a major report, therefore, the consequences that arise will vary from student to student.

### **Important**

In order to create an environment conducive to learning we must remember that discipline procedures are not the answer to problematic behaviour but rather serve as a consequence— it is the positive **relationships** we build as a learning community between students, families and staff that make a difference. John Warby Public School staff strives to create a positive environment by making connections with our students and families. Children learn best in the context of positive relationships and a safe, comfortable atmosphere. Our staff will explain appropriate behaviour and procedures throughout the year. They detail why it is important and encourage all students to be safe, respectful, learners. By teaching students the necessary social skills for future success we set our students on a course to be lifelong learners and successful citizens. It is our job to ensure that students learn the skills needed to survive and thrive in society. This means developing students that excel in reading, math, writing and being good citizens.

	<i>Safe</i>	<i>Respectful</i>	<i>Learners</i>
<b>Classroom</b>	<ul style="list-style-type: none"> <li>• Keep hands, feet and objects to yourself</li> <li>• Move sensibly within the room.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow all staff instructions</li> <li>• Listen attentively</li> <li>• Care for everyone's property and resources</li> <li>• Be accepting of other's differences</li> </ul>	<ul style="list-style-type: none"> <li>• Be prepared and ready to learn</li> <li>• Do your best at all times</li> <li>• Ask for help when needed</li> <li>• Allow others to learn</li> </ul>
<b>Hallways/ walkways/ stairs</b>	<ul style="list-style-type: none"> <li>• Walk at all times</li> <li>• Move quietly</li> <li>• Bannisters are for hands</li> </ul>	<ul style="list-style-type: none"> <li>• Move quietly</li> <li>• Value other's personal space</li> </ul>	<ul style="list-style-type: none"> <li>• Set a good example</li> <li>• Return to class promptly</li> </ul>
<b>Canteen</b>	<ul style="list-style-type: none"> <li>• Wait patiently in line</li> <li>• Return to playground/classroom</li> <li>• No ball games</li> </ul>	<ul style="list-style-type: none"> <li>• Always use good manners</li> <li>• Buy your own items</li> <li>• Value other's personal space</li> <li>• Follow all staff instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Count your money</li> <li>• Know what you want to buy</li> </ul>
<b>Toilets</b>	<ul style="list-style-type: none"> <li>• Walk sensibly and safely</li> <li>• Use toilet correctly</li> <li>• Always wash your hands when finished</li> </ul>	<ul style="list-style-type: none"> <li>• Be mindful of the privacy of others</li> <li>• Care for the environment</li> <li>• Report any problems</li> <li>• Take your turn</li> </ul>	<ul style="list-style-type: none"> <li>• Return promptly to class or playground</li> </ul>
<b>Playground/ Riley park</b>	<ul style="list-style-type: none"> <li>• Keep hands, feet and objects to yourself</li> <li>• Play safely</li> <li>• Stay in your correct area</li> <li>• Always wear a hat</li> </ul>	<ul style="list-style-type: none"> <li>• Follow all staff instructions</li> <li>• Care for the environment</li> <li>• Value you own and other's property</li> <li>• Be accepting of other's differences</li> </ul>	<ul style="list-style-type: none"> <li>• Be a good sport</li> <li>• Follow the rules of the game</li> </ul>

<b>Assemblies/ Hall</b>	<ul style="list-style-type: none"> <li>• Sit correctly and quietly</li> <li>• Keep hands, feet and objects to yourself</li> <li>• Enter and leave quietly and sensibly</li> </ul>	<ul style="list-style-type: none"> <li>• Follow all staff instructions</li> <li>• Listen attentively</li> <li>• Allow others to listen</li> <li>• Be supportive of others</li> </ul>	<ul style="list-style-type: none"> <li>• Be role model</li> <li>• Listen to all instruction</li> <li>• Participate when required</li> </ul>
<b>Office Area</b>	<ul style="list-style-type: none"> <li>• Always go to the front office first</li> <li>• Listen to all instructions</li> <li>• Move sensibly</li> </ul>	<ul style="list-style-type: none"> <li>• Knock before entering</li> <li>• Wait patiently</li> <li>• Remove hat</li> <li>• Use your manners at all times</li> </ul>	<ul style="list-style-type: none"> <li>• Follow all instruction</li> <li>• Set a good example</li> </ul>
<b>Bear Pit</b>	<ul style="list-style-type: none"> <li>• Small ball games only</li> <li>• Walk at all times</li> <li>• Always wear a hat</li> </ul>	<ul style="list-style-type: none"> <li>• Care for the environment</li> <li>• Cooperate with others</li> <li>• Value your own and other's property</li> <li>• Be accepting of other's differences</li> </ul>	<ul style="list-style-type: none"> <li>• Play the rules of the game</li> <li>• Set a good example</li> </ul>
<b>Library/ Computer Roo</b>	<ul style="list-style-type: none"> <li>• Keep hands, feet and objects to yourself</li> <li>• Move sensibly within the room.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow all staff instructions</li> <li>• Listen attentively</li> <li>• Care for everyone's property and resources</li> <li>• Use appropriate volume when speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Be prepared and ready to learn</li> <li>• Do your best at all times</li> <li>• Ask for help when needed</li> <li>• Allow others to learn</li> </ul>
<b>Sunshine Room</b>	<ul style="list-style-type: none"> <li>• Keep hands, feet and objects to yourself</li> <li>• Move sensibly within the room.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow all staff instructions</li> <li>• Care for everyone's property and resources</li> <li>• Value you own and other's property</li> <li>• Be accepting of other's differences</li> <li>• Use appropriate volume when speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Follow all staff instructions</li> <li>• Ask for help when needed</li> <li>• Follow the rules of the game</li> <li>• Set a good example</li> </ul>

## Small Trouble: - Teacher Managed

<b>Classroom</b>	<b>Playground</b>
<ul style="list-style-type: none"><li>• Out of seat without permission</li><li>• Lateness without valid excuse</li><li>• Poor quality work</li><li>• Teasing</li><li>• Swearing by accident</li><li>• Throwing things without intent to harm</li><li>• Running in the classroom</li><li>• Leaving a mess</li><li>• Not returning to class immediately</li><li>• Inappropriate use of equipment</li><li>• Pretend fighting</li><li>• Verbal disputes</li><li>• Yelling out including silly noises</li><li>• Taking the property of others without permission</li><li>• Eating/drinking at inappropriate times</li><li>• Refusing to follow a teacher's directions</li></ul>	<ul style="list-style-type: none"><li>• Running / playing in toilets</li><li>• Interfering in the games of others</li><li>• Teasing</li><li>• Swearing by accident</li><li>• Running on the asphalt</li><li>• Out of bounds</li><li>• Inappropriate use of equipment</li><li>• Pretend fighting</li><li>• Spitting</li><li>• Littering</li><li>• Verbal disputes in games</li><li>• Taking the property of others without permission e.g. taking off someone's hat</li><li>• Playing in the sun without a hat</li></ul>

### Consequences:

- Student reflect on behaviour during time out in class
- Student must catch up with missed work in own time
- Teacher records inappropriate behaviour and action taken on Sentral
- 3 Time Outs in one week = parents contacted
- Classroom teacher implements appropriate consequence
- Verbal warning and rule reminder. Student to model the correct behaviour e.g. pick up the papers they dropped; walk instead of run etc.



## Middle Trouble: Teacher Managed

<b>Classroom</b>	<b>Playground</b>
<ul style="list-style-type: none"><li>• Continual refusal of teacher instructions</li><li>• Inappropriate body language/gestures</li><li>• Spitting</li><li>• Verbal threats to students</li><li>• Swearing at another student</li><li>• Back-chatting staff</li><li>• Repeated 'Little Trouble' behaviours (after 3 offences)</li><li>• Inappropriate use of equipment</li><li>• Leaving class without permission</li></ul>	<ul style="list-style-type: none"><li>• Inappropriate body language</li><li>• Minor graffiti</li><li>• Verbal threats</li><li>• Disobeying a teacher's instructions</li><li>• Swearing at a student</li><li>• Back-chatting staff</li><li>• Repeated 'Little Trouble' behaviours</li></ul>

### Consequences:

- Student reflects on behaviour in exit class
- Student must catch up with missed work in own time
- Teacher records inappropriate behaviour and action taken on Sentral
- Parents contacted by class teacher
- Stage supervisor notified
- Walk with the teacher
- Pick up papers
- Time out on a seat
- Clean off their graffiti
- Playground restrictions
- Class teacher contacted
- Apologising

## **Big Trouble: Teacher /Executive/Principal Managed**

<b>Classroom</b>	<b>Playground</b>
<ul style="list-style-type: none"><li>• Physical violence to another person</li><li>• Verbal threats of violence</li><li>• Graffiti/Vandalism</li><li>• Ongoing Bullying/harassment</li><li>• Deliberate mis-use of technology (cyber-bullying)</li><li>• Swearing at a staff member</li><li>• Racial abuse</li><li>• Destruction of property</li><li>• Theft of property or money</li><li>• Dangerous use of equipment etc with intent to harm</li><li>• Biting/ spitting deliberately at someone</li><li>• Absconding from teacher</li><li>• Sexual harassment</li><li>• Repeated Middle Trouble behaviours (2<sup>nd</sup> offence)</li></ul>	<ul style="list-style-type: none"><li>• Physical violence to a teacher or another student</li><li>• Repeated defiance</li><li>• Swearing at a staff member</li><li>• Racial abuse</li><li>• Destruction of property</li><li>• Theft of property or money</li><li>• Biting</li><li>• Sexual harassment</li><li>• Repeated 'Middle Trouble' behaviour/s</li></ul>

### **Consequences:**

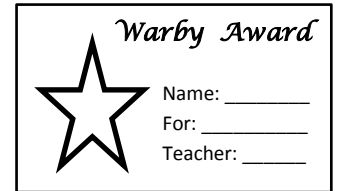
- Student is counselled about their behaviour by executive on duty
- Consequences are decided on after interview process has been completed
- Parents are contacted
- Executive teacher records inappropriate behaviour and action taken on Sentral
- Classroom monitoring book completed
- Loss of defined privileges
- Removal off the playground
- Leveled
- Referral to the principal through the assistant principals
- Suspension caution /long or short suspension
- Parents contacted
- ARCO Executive Officer (anti-racist contact officer) referral
- Police intervention
- Loss of privileges

# John Warby Award System

Warby's

(Playground or classroom)

(5 Warby's earns a Star Achiever Award)



Star Achiever Award

(Presented at Monday Assembly)

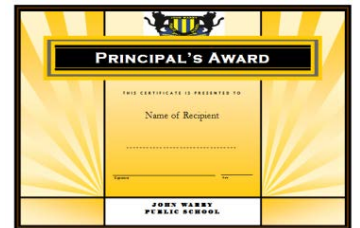
(5 Star Achiever Awards earns a Principals Award)



Principals Award

(Presented at School Assembly)

(5 Principals Awards earns a Gold Pin)



Warby Gold Pin

(Presented at Special Assembly)

(4 Gold Pins earns a Warby Medal)



Warby Medal

(Presented at Presentation Day)



# Student Welfare FAQ @ Warby

**How do students collect awards?** Students collect rewards from teachers for demonstrating positive behaviour, displaying good social skills or achieving learning goals.

**Where do students trade their awards for larger awards?** Students can hand in their awards to their class teacher who will organise their next award with the Stage Supervisor or Principal. Warbies, Star Achiever and Principal Awards will be managed by the class teacher. All higher awards will be managed by the Principal.

**Can parents watch students receive an award?** Star Achiever Awards will be handed out at Monday Assemblies, Principal's Awards at fortnightly school assemblies and special assemblies will be scheduled for Pins and Medals.

**Do students still receive You Can Do It awards?** No, this is a new award system at John Warby designed to replace the old awards.

**Is there still a Reward Day each term at John Warby?** Yes. Students who are grouped at Level 0 at the end of each term will attend the Reward Day organised for their stage group. Students who have exhibited poor behaviour during the term and have advanced to higher behaviour levels may have their Reward Day privileges revoked.

**Who keeps a record of student awards?** It is the responsibility of students and their families to collect and maintain their awards. When the correct numbers of awards are earned, the student can then redeem them for the next award with their teacher. Therefore it is extremely important that awards are kept safe as they cannot be replaced if they become lost.

**Can students keep award certificates after they have been traded?** Awards will be signed and returned to students to allow them to maintain a record of achievement.

**Can students use awards from previous years to count towards higher levels of achievement?** 2014 is the first year of the new award system at JWPS. Therefore, merit awards from previous years cannot be counted. However, students may collect awards from 2013 onwards that will contribute towards higher awards. Example: John receives a Principal's Award using two Merit Awards he received in 2013 and two Merit Awards he received in 2014. (2013/2014 merit awards will be equivalent to star achiever awards)

**How many awards should I be handing out as a teacher?** You should aim to hand out approximately 10 Star Awards per week. This may occur in your classroom or whilst on playground duty.

**How do students move to a higher behaviour level?** A student's behaviour level is escalated when they exhibit undesirable behaviour. The particular level is dependent on the severity and frequency of the behaviour. A student can only be placed on a behaviour level 1 by any teacher and level 2 or higher by the Stage Supervisor, Deputy or Principal. If a teacher believes a level 2 or greater is warranted, please discuss with the student's supervisor.

**Do students remain on this level all term or all year?** No. Once the student has completed the consequence applicable to the level and any necessary behaviour monitoring, they will return to Level 0.

**Will a student be excluded from school activities whilst on a behaviour level?** Students are not automatically excluded from school activities when placed on a behaviour level however this may occur due to safety reasons and will be determined by the Principal.

**Will parents be consulted before a student is put on a level?** Parents will be informed that their child has been placed on a behaviour level that exceeds Level 2. As with all aspects of learning at John Warby, parents are encouraged to regularly discuss their child's progress with the classroom teacher or Principal.

**Will student's behaviour be recorded on student record cards?** Only serious incidents (injury, public damage, police matters) are formally recorded by the school. All behaviour will be monitored on an electronic database viewed by John Warby staff only.