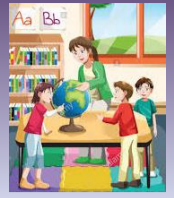




BSSS Playground Consequence System

Universals - (Staff Managed) & Staff Admin. managed



PLAYGROUND – Prompts, Proactive, Preventative

Positive Behaviour for Learning (PBL)

Classroom PBL



- Positive relationships established with students and staff
- Consistently implement PBL acknowledgement system

Uniform: I will wear a school hat at all times when outdoors and wear shoes at all times. **NO HAT, NO PLAY OUTSIDE – I must choose a place to play inside or undercover.**

BE SAFE	BE RESPONSIBLE	BE RESPECTFUL	BE A LEARNER
<ul style="list-style-type: none"> • I play games that are fair, safe and inclusive of all • I choose a place to play • I remain in bounds • I demonstrate the knowledge that toilets are out of bounds as a place to play 	<ul style="list-style-type: none"> • I stay in my chosen area • I return equipment to appropriate place when instructed 	<ul style="list-style-type: none"> • I am a team player, take turns, include others and follow agreed rules • I care for our school environment 	<ul style="list-style-type: none"> • I get along with others by listening, respecting and trying new things • I follow expected playground school-wide routines

Student Engages in Minor Misconduct - (Staff managed)

Staff on Duty respond to minor behaviours through:

Active Supervision:

The three components of Active Supervision are to:

- **Move around** – constant, randomised, target problem areas
- **Look around** by scanning all areas near and distant, observe all students, make eye contact, look and listen
- **Interact** with students effectively and efficiently
 - **Greet students** – be brief
 - **Positively reinforce** students who are following the rules by explicit, descriptive feedback eg. "That's great being safe by walking on the concrete"
 - **Positively error correct** – reteach, model, provide a choice. 'At Birkdale South – we walk to be safe – you choose, walk on the concrete or run on the oval, you choose – great choosing to walk here.

Prompt:

- Use pre-corrects prior to playtime or eating time
- Prompt by stating what you want them to do eg. We need to be sitting in this area.

Remind:

- Restate the rule
- Remind of the rule eg. 'At Birkdale South we walk to be safe'; 'Remember, we're sitting at eating time.'
- Prompting and reminding create opportunities to positively reinforce eg. 'we're sitting – well done'

Lead by Example:

- Eg. Wear a hat
- Model picking up letter etc

(Q: Do classroom teachers get informed of this? What if a minor behaviour occurs and it is not dealt with and needs referral – to whom???)

Acknowledge appropriate behaviours:

One of the best preventive tools is positive reinforcement. This can be as simple as basic verbal praise and encouragement or beestings.

Responding to playground behaviour:

Focus on the primary behaviour rather than be diverted by the secondary behaviours.

- It is best done aside to avoid embarrassing the student(s) in front of others.
- Review what you saw with the student(s) a calm, businesslike, impersonal manner.
- Pause in talk if the student commences an argument – avoid allowing yourself to get drawn into an argument
- Define the appropriate behaviour – state the rules or expectations that were violated
- Apply the least aversive consequence allowed.

Student Engages in Major Misconduct – (Admin referral.)

MAJOR (IMMEDIATE):

Safety concerns/urgency: (IMMEDIATE response required) – send a RED CARD to the office with 2 students (located in Blue Playground Duty Folder)

- Fighting/Intimidation/Threatening behaviour
- If a student is unsafe or injured
- Extreme non-compliance resulting in major disruption to the playground environment and likely harm to self and others
- Abusive and aggressive language to an adult with refusal to follow the direction to cease and move to the office

Office will deploy a classified officer to the emergency site for IMMEDIATE support

(Staff member completes Oneschool incident report as soon as is practicable or completes a white form and submits to office outlining the incident – admin already aware as they were called)

MAJOR (DELAYED):

A major behaviour has been demonstrated and requires administration follow-up but there is no risk of immediate harm of others and student is responding to staff directions to proceed to the office.

- Continual and consistent use of minor unsafe behaviours demonstrating little or no regard to previously instated consequences
- Physical harming of others
- Offensive language (eg vulgar, racist, sexist)
- Verbal abuse / directed profanity
- Major defiance (eg: persistent non-compliance, back chatting, threats, including proximity)
- See PBL Majors and Minors for other examples

Major Oneschool Referral or white form (Admin)

Completed by referring staff member **ASAP** – (if the behaviour requires actioning the same day, then admin should be contacted via phone to ensure that they see and action the referral.)

Administrative Action:

- Attending DP/HOSS investigate incident and take statements
- DP/HOSS discusses incident with the Principal
- DP/HOSS contacts parents/carers to inform of incident and consequences
- Record all contacts and actions in Oneschool
- Suspensions can only be decided by the Principal

Birkdale South SS MINOR & MAJOR BEHAVIOUR DEFINITIONS

	Area	Minor	Major
Being Safe	Movement around school	<ul style="list-style-type: none"> Running on concrete or around buildings Riding of bikes/scooters in school grounds Being out of bounds or in an unsupervised area Noise making which interrupts learning time 	<ul style="list-style-type: none"> Physical harming of others as a result of moving around the school
	Play	<ul style="list-style-type: none"> Incorrect use of equipment Playing banned games eg Red Rover, cards, toys Playing in toilets Non-compliant to the game/play rules of engagement or poor sportsmanship 	<ul style="list-style-type: none"> Throwing objects eg sticks, rocks Use/Possession of weapons, combustibles eg matches
	Physical contact	<ul style="list-style-type: none"> Minor physical contact (eg: pushing and shoving) where accidental injury may occur Poor bystander behaviour 	<ul style="list-style-type: none"> Serious physical aggression : eg Fighting involving physical contact, injury may occur, may involve object, resulting in harm, deliberate.
	Correct Attire	<ul style="list-style-type: none"> Not wearing a hat in playground Not wearing shoes outside Wearing unapproved jewellery, makeup/nail polish 	<ul style="list-style-type: none"> Consistent refusal to wear school uniform or follow school dress code, including hair, jewellery, makeup / nail polish
	Other	<ul style="list-style-type: none"> Misconduct involving an object with potential to distract or interrupt Student in the company of those using tobacco 	<ul style="list-style-type: none"> Use/Possession of illicit substances Continual and consistent use of minor unsafe behaviours demonstrating little or no regard to previously instated consequences
Being Responsible	Class tasks	<ul style="list-style-type: none"> Not completing set tasks that are at an appropriate level Refusing to work Frequent loss or destruction of belongings 	<ul style="list-style-type: none"> Persistently refusing to complete set tasks after being redirected
	Being in the right place	<ul style="list-style-type: none"> Not being punctual (eg: lateness after breaks) Not in the right place at the right time (out of bounds) 	<ul style="list-style-type: none"> Leaving class without permission (out of sight) Leaving school without permission
	Follow instructions	<ul style="list-style-type: none"> Low intensity failure to respond to adult request Non compliance Uncooperative behaviour 	<ul style="list-style-type: none"> Extreme non-compliance resulting in major disruption to the learning environment and likely harm to self and others (eg. jumping out a window, throwing furniture etc)
	Accept outcomes for behaviour	<ul style="list-style-type: none"> Minor dishonesty (eg: returning stolen objects, owning up with minimal pressure) Tells a lie not resulting in harm to others 	<ul style="list-style-type: none"> Major dishonesty (eg: Deliberate lying, stealing and not confessing after multiple opportunities given, maintaining a lie, frequent instances of disowning personal choices, forgery)
	Environment	<ul style="list-style-type: none"> Littering 	<ul style="list-style-type: none"> Destruction of others or jointly owned objects
	Mobile Phone / 3G+ enabled Devices	<ul style="list-style-type: none"> Mobile devices switched on in any part of the school at any time without authorisation (written permission from an authorised staff member) 	<ul style="list-style-type: none"> Use of a mobile device in any part of the school for voicemail, email, text messaging or filming purposes without authorisation
Being Respectful	Language	<ul style="list-style-type: none"> Inappropriate language - written/verbal (eg: toilet humour) Calling out Poor attitude Disrespectful tone 	<ul style="list-style-type: none"> Offensive language (eg vulgar, racist, sexist) Aggressive language Verbal abuse / directed profanity
	Property	<ul style="list-style-type: none"> Petty theft Lack of care for the environment 	<ul style="list-style-type: none"> Stealing / major theft Wilful property damage, destruction/disfigurement Damaging own or others clothing and/or hair Vandalism
	Others	<ul style="list-style-type: none"> Minor bullying / harassment (eg: isolated disrespectful message, name calling/ teasing /put downs, following/ spying on others) Minor disruption to class (eg: low level noise making, calling out, often speaking to neighbours) Minor defiance (eg: initial refusal, saying "no" to an adult,) Not playing fairly 	<ul style="list-style-type: none"> Major bullying / harassment (eg sustained or intensive threats, intimidation, obscene gestures, notes, pictures, cyberbullying, racism, discrimination) Major disruption to class (eg: sustained loud noises/ yelling, sustained out of seat) Major defiance (eg: persistent non-compliance, back chatting, threats, including proximity) Blatant disrespect (personal attack on others verbal/physical; encouraging other members of the class to demonstrate similar behaviour)
Be a Learner	Participation	<ul style="list-style-type: none"> Task avoidance Late arrival (eg 3 times in a month) 	<ul style="list-style-type: none"> Continual refusal to participate in learning program / complete set tasks, Truanting Late arrival (eg: more than 3 times per month)
	Co-operation	<ul style="list-style-type: none"> Interrupting teacher or peers when engaged in learning activities 	<ul style="list-style-type: none"> Constant frequent interruption which stops the learning process for peers
	Organisation	<ul style="list-style-type: none"> Unprepared with appropriate materials/equipment for learning 	<ul style="list-style-type: none"> Consistently lacking learning materials/ equipment due to disorganisation
	Problem solving	<ul style="list-style-type: none"> Not using the High Five or asking for help 	<ul style="list-style-type: none"> Repeatedly using inappropriate ways to solve a problem and not adjusting choices