



Behaviour, Discipline and Character Education Policy

DATE: Reviewed and modified February 2016

REVIEW DATE: as needed

Rationale

“The NSW Department of Education (DoE) is committed to creating quality learning opportunities for children and young people. This includes strengthening their cognitive, physical, social, emotional and spiritual development. The school environment is pivotal to the growth and development of our most important assets – our children and young people. Our school strives for excellence in teaching and learning, connecting on many levels and building trusting and respectful relationships for students to succeed.” *The Wellbeing Framework for Schools*.

Oatlands Public School has a pivotal role to play in connecting character development in children and young people to individual and collective wellbeing, which in the longer term will shape the values and attitudes of the society in which they live. Our teachers play an important role in providing learning experiences and opportunities that develop and shape the character and wellbeing of students. Experiences that develop character by promoting mindfulness (self-regulation and behaviour), curiosity, courage, resilience, ethics and leadership benefit children and young people as they grow and develop. Oatlands Public School focuses on giving our students a voice, being active learners and developing strong character qualities that will enable them to succeed, thrive and contribute positively throughout life.

The supportive and caring environment that we provide rewards positive and appropriate behaviours as well as addressing the needs of those who display negative and inappropriate behaviour. A whole school approach ensures that positive relationships will develop between students, teachers and parents. Although our Australian society strongly values individual rights, as educators we believe that it is equally important that students learn to take responsibility for their own actions.

- Oatlands Public School has comprehensive and integrated strategies in place to support the cognitive, emotional, social, physical, and spiritual wellbeing of students in a context of quality teaching and learning.
- Students, teachers and staff, and members of the wider school community have a shared understanding of the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.
- Individuals care for self, and contribute to the wellbeing of others and the wider community.
- Effective leadership guides the development of a highly effective school.
- The resources and expertise of the system at every level are targeted to meet the wellbeing needs of all students.
- Quality teaching and effective professional practice are evident in every learning environment.
- Teaching and learning occurs in environments that celebrate difference and diversity and recognise, respect and respond to identity and cultural background.

Wellbeing Framework for Schools

The Wellbeing Framework for NSW public schools contextualises wellbeing to individual students, school settings and local school communities. The concept that wellbeing is dynamic and is integral to learning is vital to embedding it in the complex multi-dimensional work of schools.

The DoE commitment to wellbeing is for our schools to support students to connect, succeed and thrive at each stage of their development and learning; to provide opportunities that are age rigorous, meaningful and dignified; and to do this in the context of individual and shared responsibility underpinned by productive relationships that support students to learn.



Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.

Our students will be respected, valued, encouraged, supported and empowered to succeed.

Our students will grow and flourish, do well and prosper.

ENABLE

The school environment is pivotal to the growth and development of our most important assets - our children and young people. Our schools strive for excellence in teaching and learning, connect on many levels and build trusting and respectful relationships for students to succeed.

- Oatlands Public School implements a comprehensive and inclusive strategy to create an environment with clearly defined behavioural expectations.
- All members of the school community should consistently implement the agreed strategies to create a positive teaching and learning environment.
- The school recognises the importance of developing and shaping the character of the individual and maximises opportunities for personal growth.
- Students have responsibility to be active learners who exercise self-regulation appropriate to their age and level of understanding.
- Parents and caregivers play an important role in working with the school to develop their child's understandings, skills and character.
- Teaching and learning is not disrupted by unacceptable behaviour in the classroom, on the playground and in activities for which the school is responsible.

Strategies

Clear Expectations of Behaviour

It is crucial that students know the behaviour that is expected of them and understand the benefits to both themselves and others when these behaviours are chosen. At Oatlands Public School, all members of the school community – students, teachers, support staff, parents, community members – are expected to do ‘Our Best Always’ to meet the three core positive behaviour expectations: Safe Respectful Learners.



(see Appendix for further explanation, context and indicators)

Teachers and support staff regularly present information to students in the form of structured social-skills lessons, organised discussions and verbal reminders about these three core positive behaviour expectations. Posters of the rules are displayed in a range of locations around the school, including all classrooms. Articles are regularly included in the newsletter to involve the school community in communication about the school's three core positive behaviour expectations.

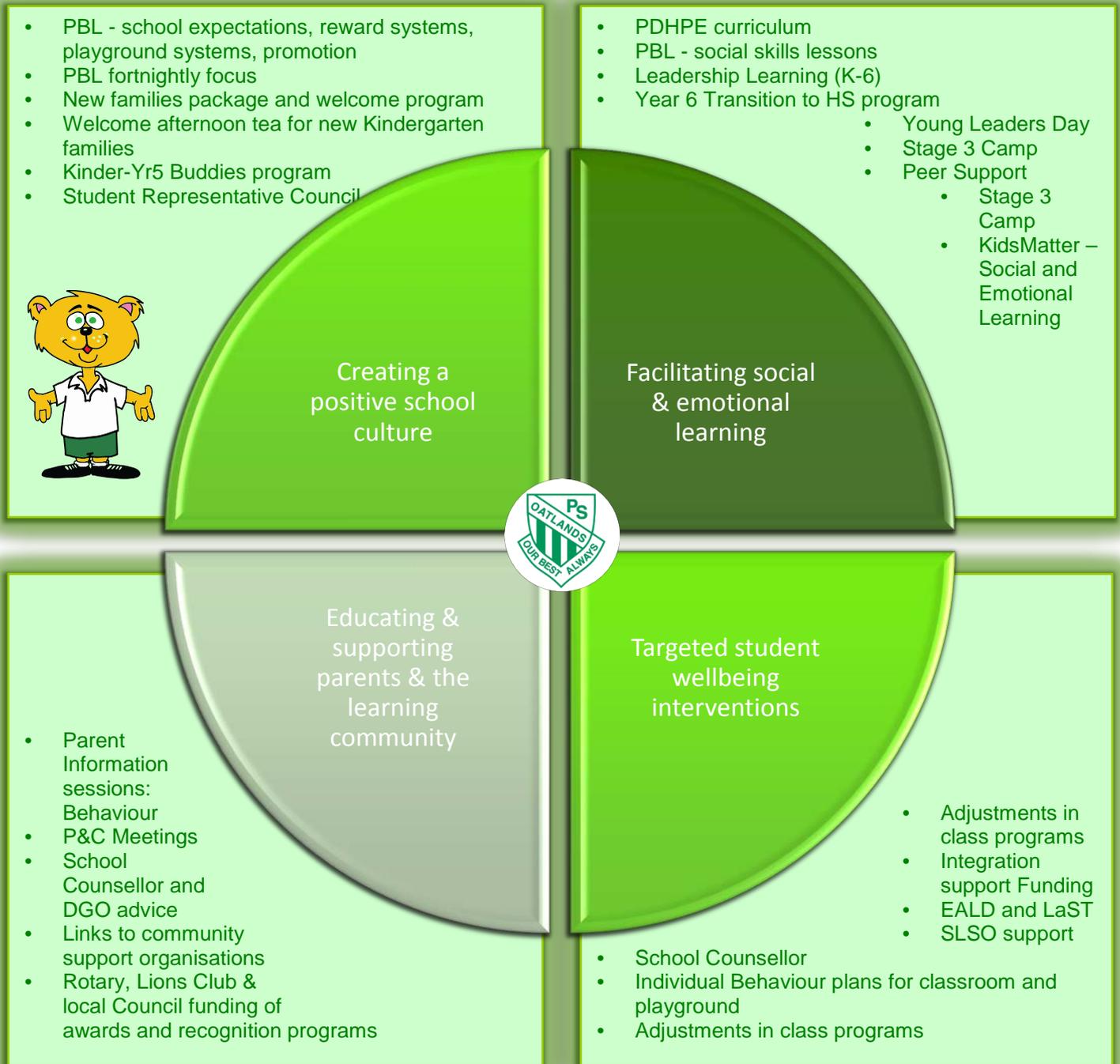
Consistent Language about Behaviour

Teaching and support staff discuss behaviour choices with students and members of the school community in the context of the three core rules. All behaviours, both positive and negative, are related to one or more of these rules and regular meetings between staff members ensure students experience consistent consequences for negative behaviour.

Recognising Positive Behaviour

At Oatlands Public School, numerous practices have been designed to promote, recognise, reward and reinforce academic achievement and positive behaviour. The following diagram represents the suite of positive behaviour reinforcements used at Oatlands Public School.

Oatlands Public School Student Wellbeing Framework



Oatlands Awards

Awards are presented every fortnight during the term to recognise characteristics possessed by students that are outside the academic areas but considered valuable by the Oatlands community. These awards highlight positive values, behaviours and habits and are publicly acknowledged and celebrated through the presentation of certificates during school assembly and listing in the school newsletter.

Assembly Merit Certificates

Each class teacher allocates a merit award to three students. These are presented at the school assembly each fortnight. The awards recognise excellence in effort, academic performance, attitude and positive behaviour within the classroom. Recipients' names are listed in the school newsletter.

V.I.P. DAY

All students who have maintained a satisfactory standard of behaviour during the term are rewarded in the last week of each term with a special V.I.P. Day. The activities on this day change each term and are selected by the teachers. Examples of activities include: special art workshops; popcorn and movies, sporting team visits, etc. Students who have been placed on red level or two or more yellow levels during the term are not eligible to take part in the activities and alternative work and supervision is provided for them.

Bear Tickets

Students who display positive behaviour in the playground and classroom may be recognised, by the teacher supervising, with a bear ticket. Each school assembly (fortnightly), four bear tickets are drawn randomly from the barrel. The first three students drawn are presented with an ice block voucher and the last student receives a 'beanie bear' toy and an ice block voucher.

Principal's V.I.P. Morning Tea

In addition to the V.I.P. Day, there is also an extra reward for two students in each class who have demonstrated outstanding behavior and effort. Teachers choose two students based on their commitment to PBL and the three school rules to attend the Principal's Morning Tea. This takes place at the end of each semester.

Scripture Rewards

Scripture teachers have access to bear tickets. These tickets recognise excellence in effort, performance or positive attitude within the Scripture classroom setting.

Principal's and Assistant Principal's Awards

Teachers may send students at any time to the Principal or Assistant Principal to show special work, improvement in their work or to be rewarded for good or improved behavior. Students will receive Principal's Award or Assistant Principal Award stickers or merit certificates to recognise their achievement.

Sports Awards

A range of sporting achievement awards are presented to students during the year for activities such as completing the *Premier's Sporting Challenge*, placing 1st, 2nd or 3rd in swimming, cross-country or athletics events, representing the school in sporting teams and for outstanding effort and performance during school sport.

Annual Presentation Assembly Awards

At the end-of-year Presentation Assembly, each teacher of Year 1-6 students has the opportunity to present two book awards - one for academic excellence and the other for citizenship. Three banners are also presented for reasons selected by the class teacher. All Kindergarten and Year 6 students receive a graduation certificate. The junior, 11 Years and senior school champion for swimming, cross country and athletics are presented with a trophy.

Westerlaken Award for Academic Excellence

Presented for Academic Excellence in Year 6 (DUX).

The Hills Council Citizenship Award

Awarded to a Year 6 student who has shown outstanding citizenship.

Marcia Hatton Award for Literacy

Awarded to a Stage 3 student who demonstrates an enthusiasm and passion for reading. This award is presented and selected by the teacher librarian.

Creative Spark Award

Awarded to a student who demonstrates outstanding performance in one or more areas of the Creative Arts.

Sportsperson of the Year

Awarded to the student who is judged to have made the greatest contribution to school sport at all levels.

P&C Environmental Leadership Awards

One student from K-2 and one student from 3-6 are nominated by teachers and staff to receive a book voucher award and certificate for demonstrating environmental leadership through positive role-modelling and consistent action.

Public Speaking Awards

Stage winners of school based public speaking competitions receive a trophy.

Premier's Sporting Challenge Medal

Awarded to the student in Stage 3 who has made the greatest positive contribution to sport at school by actively participating in sport, encouraging others and playing fairly. The medal is not presented for athletic ability.

Jill Sherlock Academic Improvement Award

Awarded for making significant improvements in literacy or numeracy throughout the year. One student in K-2 and one student in 3-6 are nominated by teachers and staff.

NSW DoE Behaviour Code for Students

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education. We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to do the same

Engagement

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

The principal and school staff are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

Minor Negative Behaviours & Consequences

*Consequences for behaviours are dependent on frequency, severity and intent of behaviour.
Staff members have the right to decide on appropriate consequences based on individual incidents.*

Type of Behaviour	First occurrence	Repeat occurrence
Dangerous play	<ul style="list-style-type: none"> • Teacher warning • 10 sec. discussion: "We work and play safely" 	<ul style="list-style-type: none"> • Teacher warning – Purple Notice on next • Time-out/reflection • Discussion: "We work and play safely"
Sticks/stones	<ul style="list-style-type: none"> • Teacher warning • 10 sec. discussion: "We work and play safely" 	<ul style="list-style-type: none"> • Teacher warning – Purple Notice on next • Time-out/reflection • Discussion: "We work and play safely"
Physical aggression	<ul style="list-style-type: none"> • Teacher warning • 10 sec. discussion: "We respect ourselves, others and our school" 	<ul style="list-style-type: none"> • Teacher warning – Purple Notice on next • Time-out/reflection • Discussion: "We respect ourselves, others and our school"
Teasing / Name-calling	<ul style="list-style-type: none"> • Teacher warning • 10 sec. discussion: "We respect ourselves, others and our school" 	<ul style="list-style-type: none"> • Teacher warning – Purple Notice on next • Time-out/reflection • Discussion: "We respect ourselves, others and our school"
Disrupting learning	<ul style="list-style-type: none"> • Teacher warning • 10 sec. discussion: "We value everyone's right to teach and learn" 	<ul style="list-style-type: none"> • Teacher warning – Purple Notice on next • Time-out/reflection • Discussion: "We value everyone's right to teach and learn"
Disrespect / rudeness	<ul style="list-style-type: none"> • Teacher warning • 10 sec. discussion: "We respect ourselves, others and our school" 	<ul style="list-style-type: none"> • Teacher warning – Purple Notice on next • Time-out/reflection • Discussion: "We respect ourselves, others and our school"
Lying	<ul style="list-style-type: none"> • Teacher warning • 10 sec. discussion: "We respect ourselves, others and our school" 	<ul style="list-style-type: none"> • Teacher warning – Purple Notice on next • Time-out/reflection • Discussion: "We respect ourselves, others and our school"
Failure to complete set tasks	<ul style="list-style-type: none"> • Teacher warning • 10 sec. discussion: "We value everyone's right to teach and learn" 	<ul style="list-style-type: none"> • Teacher warning – Purple Notice on next • Time-out/reflection • Discussion: "We value everyone's right to teach and learn"
Out of bounds	<ul style="list-style-type: none"> • Teacher warning • 10 sec. discussion: "We work and play safely" 	<ul style="list-style-type: none"> • Teacher warning – Purple Notice on next • Time-out/reflection • Discussion: "We work and play safely"
Inappropriate language	<ul style="list-style-type: none"> • Teacher warning • 10 sec. discussion: "We respect ourselves, others and our school" 	<ul style="list-style-type: none"> • Teacher warning – Purple Notice on next • Time-out/reflection • Discussion: "We respect ourselves, others and our school"

Major Negative Behaviours & Consequences

*Consequences for behaviours are dependent on severity and intent of behaviour.
The Executive staff have the right to decide on appropriate consequences based on individual incidents.*

Type of Behaviour	Purple Notice	Yellow Level	Red Level
Physical violence/ fighting/ endangering self or others	<ul style="list-style-type: none"> • Call parent • 1 day time-out/reflection • Restitution if possible 	<ul style="list-style-type: none"> • Call parent • Yellow level • 3 day time-out/reflection and possible behaviour contract • Restitution if possible • Counsellor available 	<ul style="list-style-type: none"> • Call parent • Counsellor • 5 day time-out/reflection • Possible Suspension (possibly Police) • Restitution if possible • Behaviour contract
Deliberate and repeated use of inappropriate language	<ul style="list-style-type: none"> • Call parent • 1 day time-out/reflection 	<ul style="list-style-type: none"> • Call parent • Yellow level • 3 day time-out/reflection and possible behaviour contract • Restitution if possible • Counsellor available 	<ul style="list-style-type: none"> • Call parent • Counsellor • 5 day time-out/reflection • Possible Suspension • Restitution if possible • Behaviour contract
Theft or damage to school buildings, property or another person's property (including vandalism and graffiti)	<ul style="list-style-type: none"> • Call parent • 1 day time-out/reflection • Clean off, paint or repair 	<ul style="list-style-type: none"> • Call parent • Yellow level • 3 day time-out/reflection and possible behaviour contract • Clean off, paint or repair • Restitution if possible • Counsellor available 	<ul style="list-style-type: none"> • Call parent • Counsellor • 5 day time-out/reflection • Possible Suspension • Restitution if possible • Behaviour contract • Police/DOCS
Challenging authority/ significant insolence/ wilful and persistent disobedience	<ul style="list-style-type: none"> • Call parent • 1 day time-out/reflection • Behaviour contract 	<ul style="list-style-type: none"> • Call parent • Yellow level • 3 day time-out/reflection • Counsellor available • Restitution if possible • Behaviour contract 	<ul style="list-style-type: none"> • Call parent • Counsellor • 5 day time-out/reflection • Possible Suspension • Restitution if possible • Renegotiate behaviour contract
Repeated classroom disruption	<ul style="list-style-type: none"> • Call parent • 1 day time-out/reflection • Refer to management plan for classroom rules 	<ul style="list-style-type: none"> • Call parent • Yellow level • 3 day time-out/reflection • Counsellor available • Restitution if possible • Behaviour contract 	<ul style="list-style-type: none"> • Call parent • Counsellor • 5 day time-out/reflection • Possible Suspension • Restitution if possible • Renegotiate behaviour contract
Bullying, harassing or intimidating students	<ul style="list-style-type: none"> • Call parent • 1 day time-out/reflection • Restitution if possible • Review anti-bullying program 	<ul style="list-style-type: none"> • Call parent • Yellow level • 3 day time-out/reflection and possible behaviour contract (including restitution) • Counsellor available • Social skills program 	<ul style="list-style-type: none"> • Call parent • Counsellor • 5 day time-out/reflection • Possible Suspension • Behaviour contract • Restitution if possible • Police/DOCS
Leaving the school grounds without permission	<ul style="list-style-type: none"> • Call parent • 1 day time-out/reflection • Police if required 	<ul style="list-style-type: none"> • Call parent • Yellow level • 3 day time-out/reflection • Counsellor available • Police if required • Restitution if possible • Behaviour program / playground contract 	<ul style="list-style-type: none"> • Call parent • Counsellor • 5 day time-out/reflection • Possible Suspension • Renegotiate behaviour / playground contract • Restitution if possible • Police/DOCS
Repeated/consistent lying	<ul style="list-style-type: none"> • Call parent • 1 day time-out/reflection 	<ul style="list-style-type: none"> • Call parent • Yellow level • 3 day time-out/reflection and possible behaviour contract • Restitution if possible • Counsellor available 	<ul style="list-style-type: none"> • Call parent • Counsellor • 5 day time-out/reflection • Restitution if possible • Possible Suspension • Behaviour Contract
Racism	<ul style="list-style-type: none"> • Call parent • 1 day time-out/reflection • Collaborate with anti-racism officer 	<ul style="list-style-type: none"> • Call parent • Yellow level • 3 day time-out/reflection and possible behaviour contract • Counsellor available • Restitution if possible • Collaborate with anti-racism officer 	<ul style="list-style-type: none"> • Call parent • Counsellor • 5 day time-out/reflection • Possible Suspension • Restitution if possible • Collaborate with anti-racism officer • Behavior contract

Type of Behaviour	Purple Notice	Yellow Level	Red Level
Cruelty to animals	<ul style="list-style-type: none"> • Call parent • 1 day time-out/reflection • Possible call to DOCS/police • Counsellor available 	<ul style="list-style-type: none"> • DOCS • Call parent • Yellow level • 3 day time-out/reflection and possible behaviour contract • School Education Director • Restitution if possible • Counsellor available 	<ul style="list-style-type: none"> • Call parent • Counsellor • 5 day time-out/reflection • Possible Suspension • Restitution if possible • Behavior contract • DOCS/police • School Education Director
Arson	<ul style="list-style-type: none"> • Call parent • Integration back onto the playground • DOCS/police • Restitution if possible • School Education Director • Suspension • Behavior contract 		
Weapons	<ul style="list-style-type: none"> • Action in lines with departmental guidelines • Call parent • Restitution if possible • Integration back onto the playground • DOCS/police • School Education Director • Suspension • Behavior contract 		

Modifying Negative Behavior

Minor breaches of behaviour in terms of the 'Oatlands Public School Rules' (see Minor and Major Behaviour and Consequences tables) should be addressed by teachers quickly, logically and compassionately. This often will resolve the situation with minimum disruption, confrontation and the need for follow-up. If, in the opinion of the teacher involved, a student should be placed on time-out/reflection due to a breach of the Oatlands Public School Rules it will be referred to the Assistant Principal who will:

- meet with all students involved to ascertain details of the incident and ensure all students have opportunity to express their perspective.
- record the incident in the *behaviour database (Sentral)* if necessary.
- discuss the school rule(s) breached and suggest alternative positive behaviours students could choose in the future.
- decide on an appropriate consequence for students who breached the rules
- contact the parent if deemed necessary and warn about possible behavior level if inappropriate behavior continues.

Teachers will refer all major breaches of the Oatlands Public School Rules to the Assistant Principal or Principal.

Time-Out

Students may be placed on time-out/reflection from the playground (time-out/reflection) as a consequence of breaching the Oatlands Public School rules in either a minor/repeated manner, or in the case of a major breach. Time-out/reflection procedures are as follows:

- All students placed on time-out/reflection report to the Assistant Principal at the designated break time.
- Where practical, students on time-out/reflection will discuss and reflect upon their negative behaviour and they may be required to complete worksheets designed to promote social skills and improved behaviour.

Yellow Level

If, in the opinion of the Assistant Principal, a student has been responsible for a major breach of the Oatlands Public School rules the student may be placed on Yellow Level. The Assistant Principal will:

- Call the parents of the student/s involved.
- Send home to parents a letter detailing the major breach for acknowledgement, discussion and return. The priority is for information to go home as soon as possible after the breach has occurred.
- Keep a copy of the letter sent home to parents. A minimum of three days' time-out/reflection is given.

The time-out/reflection will usually commence on the next school day and will continue for the specified number of days. Children who are placed on two or more yellow levels during the term are not eligible to take part in any further school excursions, sporting representation, or the end-of-term V.I.P. Day activities. Alternative work and supervision is provided for them during that time.

Red Level (Possible Suspension)

Consistent with the *NSW DoE Procedures for 'Suspension and Expulsion of School Students'*:

A short suspension (of up to and including 4 days) may occur for behaviour that involves:

- continued disobedience – including refusal to obey staff instructions, defiance, and disrupting other students
- aggressive behaviour

A long suspension (of up to and including 20 school days) for behaviour that involves:

- violence or a threat of physical violence
- possession of a prohibited weapon
- possession of an illegal substance

Students placed on Red Level during the term are not eligible to take part in any further school excursions, sporting representation or the end-of-term V.I.P. Day activities for that term. Alternative work and supervision is provided for them during that time.

Suspension may also occur after repeated minor breaches of the school's three rules. Please refer to the NSW DoE procedures for the *Suspension & Expulsion of School Students* for further information regarding these procedures.

Individual Behaviour Plans

Students who continue to make negative behaviour choices despite interventions may be placed on individual behaviour plans (including possible playground cards). These plans are prepared in consultation with a range of parties including the student's classroom teacher, Assistant Principal and/or Principal, School Counsellor, the Learning and Support Team and parents. Individual Behaviour Plans may involve specific behaviour modification strategies, reduced playground time, specific behaviour goals, and a range of other strategies to benefit the development of the student's positive behaviour choices.

Follow Up and Behaviour Evaluation

Both positive and negative student behaviours will be discussed as needed, during weekly administration meetings as part of our commitment to student wellbeing. During executive and learning and support meetings, specific student monitoring or developmental programs will be implemented to address concerns and trends and school procedures will be reviewed as appropriate.

Evaluation

Policy Date:

September, 2009

Reviewed:

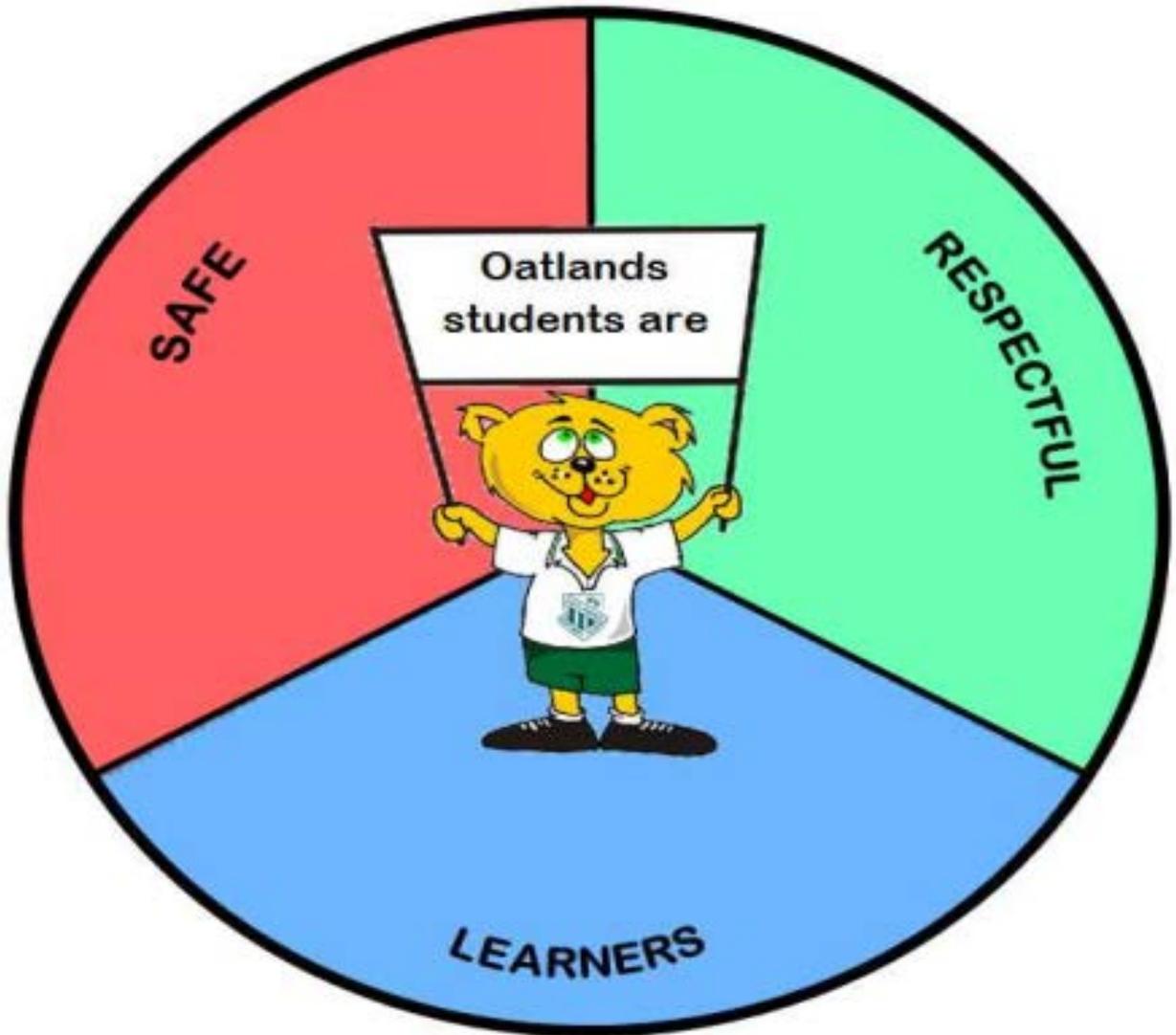
February, 2016

Formulated by:

Executive Team in consultation with all staff and school community

Minor reviews

Annually and as needed





OATLANDS PUBLIC SCHOOL RULES

LEARNER

Broad Rule	Aspects	Indicators (in context)
<p style="text-align: center;">We value everyone's right to teach and learn.</p>	<ul style="list-style-type: none"> • Strive to achieve • Allow others to learn • Be prepared and responsible • Listen to and follow instructions • Value the contributions of all • Be punctual 	<p style="text-align: center;"><u>At morning lines and assembly</u></p> <ul style="list-style-type: none"> • We organise ourselves so that we can move to class quickly • We listen quietly to announcements and messages • We leave unnecessary items in our bags or at the classroom <p style="text-align: center;"><u>In the classroom</u></p> <ul style="list-style-type: none"> • We stay on task • We complete set work including homework • We bring all required equipment and ensure it is usable • We work without interfering with others • We use a voice appropriate for the activity • We listen when others are speaking • We participate in all learning experiences • We ask for help if it is needed • We cooperate with teachers and other students • We arrive to class on time after recess and lunch <p style="text-align: center;"><u>Around the school</u></p> <ul style="list-style-type: none"> • We listen to and follow the instructions of all people in positions of authority eg: teachers, parent helpers, scripture teachers, guest speakers, peer support leaders • We arrive at school in time for morning assembly • We attend school unless legally excused <p style="text-align: center;"><u>In the canteen</u></p> <ul style="list-style-type: none"> • We organise our time so we can finish eating before lunch ends • We know our canteen timetable so we are back to class on time <p style="text-align: center;"><u>Representing Oatlands PS in the community</u></p> <ul style="list-style-type: none"> • We fully participate in excursions • We listen attentively to guest speakers and community members



OATLANDS PUBLIC SCHOOL RULES

SAFE

Broad Rule	Aspects	Indicators (in context)
<p>We work and play safely.</p>	<ul style="list-style-type: none"> ● Move around the school safely and sensibly ● Seek permission ● Follow teachers' instructions ● Keep yourself and others safe ● Use equipment carefully and appropriately ● Report unsafe situations ● Store and take medications following school procedures 	<p style="text-align: center;"><u>At morning lines and assembly</u></p> <ul style="list-style-type: none"> ● We move promptly and sensibly to lines when the bell rings ● We remain in the area allocated to our class <p style="text-align: center;"><u>In the classroom</u></p> <ul style="list-style-type: none"> ● We keep our work space tidy and clutter free ● We walk at all times ● We seek permission to leave the classroom ● We keep our hands and feet to ourselves ● We work sensibly ● We sit properly on chairs ● We use and store equipment safely <p style="text-align: center;"><u>In the playground</u></p> <ul style="list-style-type: none"> ● We stay inbounds (seek permission before going out of bounds) and play in the correct areas ● We walk on the asphalt ● We let someone know where we are at all times ● We wear a school hat when outdoors ● We play safely display good sportsmanship ● We leave sticks and stones on the ground ● We stay off trees, railings, poles, etc ● We never bring or use weapons or dangerous items <p style="text-align: center;"><u>In the canteen</u></p> <ul style="list-style-type: none"> ● We only eat our own food ● We know our canteen timetable so we are not out of bounds ● We enter and exit by the appropriate doors ● We wait for our friends outside ● We return to play areas to sit and eat <p style="text-align: center;"><u>Representing Oatlands PS in the community</u></p> <ul style="list-style-type: none"> ● We follow teachers instructions ● We follow road rules, use crossings correctly and travel safely to and from school ● We wear a correct school hat when walking to and from school



OATLANDS PUBLIC SCHOOL RULES

RESPECTFUL

Broad Rule	Aspects	Indicators (in context)
<p>We respect ourselves, others and our school</p>	<ul style="list-style-type: none"> • Be responsible for our own actions • Display good manners be kind and courteous at all times • Speak appropriately • Be respectful and tolerant of others • Respect all property 	<p style="text-align: center;"><u>At morning lines and assembly</u></p> <ul style="list-style-type: none"> • We line up in an orderly fashion • We look at and listen to the person who is speaking on the microphone • We support our peers' achievements by clapping appropriately <p style="text-align: center;"><u>In the classroom</u></p> <ul style="list-style-type: none"> • We follow instructions from teachers, support staff and helpers • We follow classroom rules • We treat others as we wish to be treated - with dignity and respect • We use language that is not offensive to peers or teachers • We respect and value the diversity of peers • We use and pack away all classroom equipment with care <p style="text-align: center;"><u>Around the school</u></p> <ul style="list-style-type: none"> • We use playground equipment safely and with respect • We stay in bounds / play in correct areas • We allow others to choose their own activities. • We ask to join in games and follow agreed rules • We maintain a neat appearance and wear correct school uniform with pride • We keep the playground clean by using the bins • We leave expensive personal items at home or in the office <p style="text-align: center;"><u>In the canteen</u></p> <ul style="list-style-type: none"> • We use our best manners and speak with a friendly voice • We line up in an orderly fashion at the end of the queue and wait for our turn • We keep our canteen clean by placing all our rubbish in the bin outside • We only buy food for ourselves with our own money • We follow instructions from teachers and other adults <p style="text-align: center;"><u>Representing Oatlands PS in the community</u></p> <ul style="list-style-type: none"> • We model appropriate behaviour when in school uniform • We are an ambassador of our school at all times • We use manners when dealing with the public • We respect others as individuals in terms of appearance, beliefs, values and abilities • We treat community equipment with care