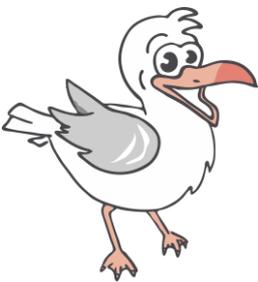




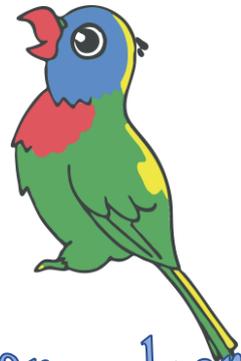
# Student Handbook



I am safe



I am kind



I am a learner

*Bonbeach Primary School & Preschool  
29 - 63 Breeze Street, Bonbeach. 3196*

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## **CONTENTS**

<b>MISSION STATEMENT</b> .....	3
<b>SCHOOL EXPECTATIONS</b> .....	3
<b>YOU CAN DO IT!</b> .....	4
<b>SCHOOL VALUES</b> .....	5
Confidence .....	5
Getting Along .....	5
Organisation.....	5
Persistence.....	5
Resilience .....	5
<b>RECOGNITION OF SUCCESS</b> .....	6
<b>THE ROLES OF SCHOOL LEADERS</b> .....	7
<b>JUNIOR SCHOOL COUNCIL (JSC)</b> .....	7
<b>RESTORATIVE PRACTICE</b> .....	8
<b>STUDENTS' RIGHTS</b> .....	9
<b>WHAT CAN MY CHILD DO IF THEY FEEL UNSAFE?</b> .....	10
<b>STUDENTS' RESPONSIBILITIES</b> .....	11
<b>TEACHERS' RIGHTS</b> .....	12
<b>TEACHERS' RESPONSIBILITIES</b> .....	12
<b>PARENTS' RIGHTS</b> .....	13
<b>PARENTS' RESPONSIBILITIES</b> .....	13
<b>WHOLE SCHOOL POSITIVE BEHAVIOUR EXPECTATIONS</b> .	14
<b>CLASSROOM EXPECTATIONS</b> .....	14
<b>CONSEQUENCES FOR BROKEN SCHOOL EXPECTATIONS</b> .	15
<b>STRATEGIES FOR SELF CONTROL</b> .....	19
<b>MISDEMEANOUR PROCEDURES</b> .....	20
<b>WHAT HAPPENS IF YOUR CHILD IS SICK OR HURT</b> .....	21
<b>DRESS CODE</b> .....	22
<b>TRAVEL TO AND FROM SCHOOL</b> .....	23
<b>BIKES AND OTHER WHEELS</b> .....	23
<b>MOBILE PHONES</b> .....	23
<b>OTHER SCHOOL POLICIES</b> .....	23

# MISSION STATEMENT

The school's mission is to provide students with a strong sense of personal identity, responsibility and positive self-esteem within a caring environment. We aim to develop each student's unique academic potential to the maximum, preparing children for an increasingly complex and changing world. We foster team work, co-operative methods of learning, strong peer support and a high level of parental involvement in all facets of school operation.

At Bonbeach Primary School, we firmly believe that learning occurs in a happy, positive and safe environment that caters for individual needs.

We aim to provide a positive and supportive environment enabling students the opportunity to strive for excellence and develop sound academic, social and emotional wellbeing.

# SCHOOL EXPECTATIONS

- **I am Safe.**



- **I am Kind.**



- **I am a Learner.**



# YOU CAN DO IT!

At Bonbeach Primary School, we use the You Can Do It Program to promote the following five foundations (or values);

**Confidence**

**Getting Along**

**Organisation**

**Resilience**

**Persistence**

The five foundations include:

- Accepting myself;
- Taking risks;
- Being independent;
- I can do it;
- Giving effort;
- Working tough;
- Setting goals;
- Planning my time;
- Being tolerant of others;
- Thinking first; and
- Playing by the rules.

# SCHOOL VALUES

## Confidence

- To develop the belief that I will be successful in my academic work, social relationships and other extra curricula activities.
- To learn to work independently and not to be afraid of making mistakes or to be concerned of what others think.
- To choose to participate in challenging and difficult activities.
- To express my opinions and stand up for what I believe.

## Getting Along

- To work cooperatively with each other.
- To solve problems through discussion.
- To manage my anger.
- To show understanding of individual differences.

## Organisation

- To value the importance of education and doing well at school.
- To set goals that are challenging.
- To plan and use my time effectively.

## Persistence

- To try hard and not give up easily when doing school work I find difficult and do not feel like doing.
- To keep trying to complete an assignment without becoming distracted.

## Resilience

- To bounce back from failure, rejection, hostility, criticism and hardship.



# RECOGNITION OF SUCCESS

Good behaviour will be acknowledged whenever possible and children will be recognised and rewarded for demonstrating success in the five foundations of the *values* program (confidence, organisation, getting along, resilience and persistence).

## Classroom

Whole School  
acknowledgment System  
Verbal Praise  
Certificates  
Stickers / Stamps  
Peer recognition  
Games / Prizes

## Whole School

Student of the Week Awards  
Whole School acknowledgment System  
Merit Awards  
Recognition in the school's newsletter

## WHOLE SCHOOL ACKNOWLEDGMENT SYSTEM

When a teacher 'catches' you displaying one of our positive expectations or school values, they may give you a token to add to your chart in your classroom. Once you receive 5 tokens, you will be able to choose a prize from the list. When you have a total of 10 tokens, you can choose from the 5 or 10 token prizes and so on. All rewards have been chosen and suggested by students.



### Positive Behaviour for Learning REWARDS

I am Kind



I am Safe



I am a Learner



5 Tokens	10 Tokens	15 Tokens	20 Tokens	25 Tokens
Chalk drawing on the ground at lunch.	Choose music for the class to listen to (15 - 30 minutes).	Choose a whole class game inside or outside.	Be the Assistant Principal's apprentice (1 session).	Be the Principal's apprentice (1 session).
Dance to your favourite song in the classroom.	Display a piece of work at the office.	Choose the game during PE.	Free time on a device at lunch outside Principal's office.	Casual clothes for the day.
Draw on the classroom whiteboard.	Two lollies from the teacher's lolly jar.	Help in a lower class (1 session).	Free time with no device (1 session).	Free Lunch Order.
Free icy pole.	Sit at the teacher's desk (1 session).	No homework day.	Rent the Principal's chair (1 session).	Free time with a device (1 session).
Lolly from the teacher's lolly jar.	Use the teacher's chair (1 session).	Work in the sensory room (1 session – BER students).	Whole class games outside and run it.	No homework for a week.
Five minutes physical activity for the class.		Free time 0.5 session.		Plan a lesson with your teacher and replace the teacher.
		Hot chocolate with a friend.		Bring your pet to class.

Confidence

Getting along

Organisation

Persistence

Resilience

# THE ROLES OF SCHOOL LEADERS

- School Captains and House Captains are leaders of the students at Bonbeach Primary School.
- They are role models for the students of Bonbeach Primary School.
- They set the example for responsible behaviour in the school.
- They support and assist teachers throughout the school.

## JUNIOR SCHOOL COUNCIL (JSC)

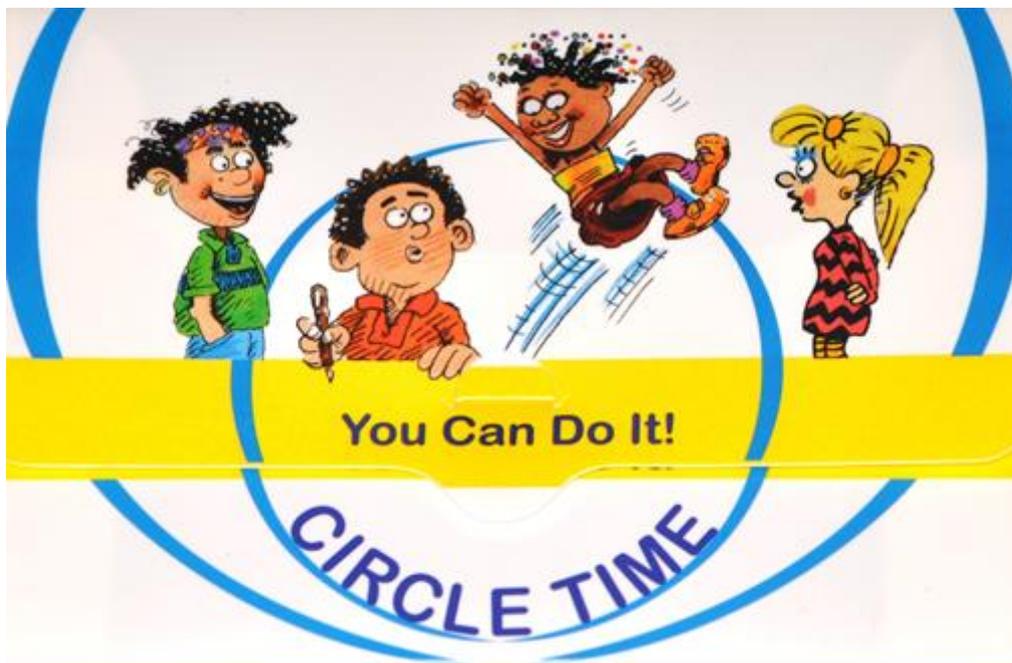
The JSC provides opportunities for students in Grades 3-6 to engage in leadership activities.

# RESTORATIVE PRACTICE

Restorative Practice is used to enable the teacher to deliver personal, social, and emotional and citizenship education in the classroom or with small groups. Circle time meetings are innately democratic, non-competitive and work to resolve issues in a positive and reassuring atmosphere.

Circle time:

- provides a chance to tell their side of the story and feel heard;
- helps to understand better how the situation happened;
- allows children to understand how it can be avoided another time;
- helps students to feel understood by the others involved; and
- supports students to move on and feel better about themselves.



# STUDENTS' RIGHTS

## **A right to a safe school**

This means that the school should provide classrooms and playground equipment which are safe and rules to ensure your child's safety at school.

## **A right to be respected and treated with kindness**

This means that others should not tease or annoy your child or hurt their feelings.

## **A right to be provided with classroom activities that promote success**

This means that your child should be given activities that they are able to complete to the best of their ability.

## **A right to express themselves**

This means that your child should be able to talk freely about their ideas and feelings when appropriate.

## **A right to tell their side of the story**

This means that your child may tell their side of a story when accused of breaking a rule.

## **A right to be an individual at school**

This means that your child should not be treated unfairly because they are tall or short, boy or girl, speak or look differently or because it takes them a little longer to get the right answer.

## **A right to be free of harassment**

This means that your child should be able to come to school and not be bullied.



# WHAT CAN MY CHILD DO IF THEY FEEL UNSAFE?

## PROTECT

**All children have the right to be safe and be protected from abuse.**

No one should behave in a way that makes your child feel unsafe or afraid, including anyone in your family, anyone at school or anywhere else in the community.

Children are encouraged to tell a teacher or any adult at the school if they feel unsafe.

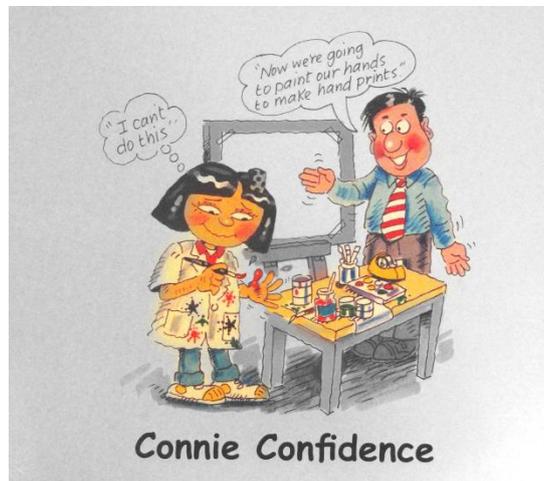


# STUDENTS' RESPONSIBILITIES

A responsibility is something someone should do without being told.

Student responsibilities are to:

- treat others with consideration and respect;
- respect their own, others and school property;
- help make our school a safe and happy place;
- be co-operative and considerate in all situations;
- follow and obey school rules;
- recognise the rights of others to learn, free from interference;
- help to keep the school environment clean and attractive;
- use common sense, consider their own safety and that of others; and
- uphold the values of the school and to obey the school rules.



## TEACHERS' RIGHTS

- A right to teach without interruption.
- A right to be respected and shown courtesy.
- A right to feel safe.

## TEACHERS' RESPONSIBILITIES

- To teach the current curriculum at an appropriate level.
- To provide a safe learning environment by ensuring equipment and procedures for its use are safe.
- To communicate effectively with parents.
- To follow all school and Department policies and procedures.
- To uphold the values of the school.



# PARENTS' RIGHTS

Parents at Bonbeach Primary School have:

- A right to be respected and shown courtesy.
- A right to be kept informed and to receive feedback in regard to their child.
- A right to expect that their children will be taught the current curriculum at an appropriate level.
- A right to communicate with teachers in an atmosphere of mutual respect.

# PARENTS' RESPONSIBILITIES

Parents at Bonbeach Primary School have a responsibility:

- To send their children to school clean, fed, rested and on time.
- To uphold the values of the school.
- To communicate when necessary with teachers in an appropriate and courteous manner.
- To be involved with their child's education.

*For further information please refer to the following policies on the school website: Child Safe Policy; Code of Conduct for Volunteers etc.*



# WHOLE SCHOOL POSITIVE BEHAVIOUR EXPECTATIONS



## Positive Behaviour Expectations

	Always 	Play areas 	Asian Garden 	Corridors/ Breezeway 	Car park 	Toilets 
<b>I am safe</b> 	<p>I will:</p> <ul style="list-style-type: none"> <li>lead by example.</li> <li>report problems to a teacher.</li> <li>follow expected positive behaviours</li> <li>be positive when learning new things</li> <li>give my best effort to achieve my goals</li> <li>ask questions to help me learn</li> <li>keep my hands and feet to myself</li> <li>encourage and support others</li> <li>use kind words with others</li> <li>use an inside voice in buildings</li> <li>always tell the truth</li> <li>be responsible for my own actions</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>be sun smart</li> <li>be mindful of others when playing</li> <li>stay in the school grounds</li> <li>play ball games in the designated areas</li> <li>ask permission before going into a building at Recess or Lunch time</li> <li>leave sticks and tanbark on the ground</li> <li>use the 'Five Finger Solution' to solve problems</li> <li>play safely</li> <li>follow game rules</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>use garden tools safely</li> <li>Walk</li> <li>use the logs for sitting or stepping</li> <li>leave any sticks, logs or rocks where I found them.</li> <li>place any found garden tools by the garden shed.</li> <li>Stay out of the garden beds.</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>walk</li> <li>Keep the doorways, stairs and ramp clear</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>walk with my class between the hall and the main building</li> <li>stop at the 'zebra' crossing</li> <li>stay on the 'zebra' crossing when moving between the hall and the main building</li> <li>I will meet mum/dad at the 'Kiss &amp; Go' zone</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>go with a partner</li> <li>flush the toilet and wash my hands</li> <li>use toilets appropriately</li> <li>Understand that toilets are not play areas</li> </ul>
<b>I am a learner</b> 	<ul style="list-style-type: none"> <li>be mindful of people around me</li> <li>use my manners</li> <li>be respectful of my property and the property of others</li> <li>only climb on the play equipment</li> <li>always walk bikes, skates and scooters when inside the school grounds.</li> <li>stay in school boundaries</li> <li>respect other's feelings</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>line up when the music goes</li> <li>have a plan for what I am going to do at break times</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>put tools away</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>play away from doorways</li> <li>move quietly, respecting other classes</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>obey road rules and look before I cross the road</li> <li>stop and wait at the zebra crossing</li> <li>stop, look, listen, think</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>report any problems or silly behaviour to a teacher</li> <li>return to class as soon as possible</li> <li>keep quiet and consider classrooms nearby</li> </ul>
<b>I am kind</b> 		<p>I will:</p> <ul style="list-style-type: none"> <li>share play equipment</li> <li>agree to and follow the rules of games</li> <li>put rubbish in the bin</li> <li>play for the fun of it</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>respect others</li> <li>share garden tools with others</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>wait my turn and allow others to pass</li> <li>always walk to the left</li> <li>allow adults to go first</li> <li>go around the building and not through the Prep area</li> <li>talk quietly</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>stay on the left of the path when others are coming towards me</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>use required amount of toilet paper and water</li> <li>put my rubbish in the bin</li> <li>respect others' privacy</li> </ul>
<b>Confidence</b>		<b>Getting along</b>		<b>Persistence</b>		<b>Resilience</b>

# CLASSROOM EXPECTATIONS

At the beginning of each year Classroom Expectations are established taking into account the following guidelines:

- Expectations are developed collaboratively between the teacher and the students.
- Expectations are written in clear and positive terms.
- Expectations are displayed prominently in the classroom.
- Expectations are communicated to parents.

# CONSEQUENCES FOR BROKEN SCHOOL EXPECTATIONS



## Positive Behaviour for Learning

I am Kind



I am Safe



I am a Learner



### Positive behaviour outcomes

Non-verbal Positive Behaviour Feedback



Explicit Positive Behaviour Feedback

I notice that...  
I see that...  
Thank you for...  
It's great that...

Visual acknowledgement



SWPBS Token system Acknowledgement

### Inappropriate behaviour outcomes

Non-verbal prompt.



See 'Classroom Behaviour Management' for infractions that result in immediate Relocation or Time Out or Principal

Ready to learn?



Positive Behaviour Interaction.



Relocated in room.



Time out-Reflection.



Sent to Principal.



Confidence

Getting along

Resilience

Organisation

Persistence



## Positive Behaviour for Learning – Yard Behaviour Management

### Minor inappropriate behaviours:

- Inappropriate / disrespectful language to students
- Not playing by the rules
- Uniform violation
- Out of bounds
- Disruption of games
- Rough play
- Littering
- Misusing equipment
- Playing/running in the toilets
- Playing/running in breezeway
- Late to line up

### First Response

- Investigate the incident, establish details.
- Is the student having ongoing issues in the yard?
  - Is this repeated behaviour?

N  
o

### Verbally Redirect

- State expectation
- Explain reasoning

Y  
e  
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### Restriction of Playtime

- State expectation
- Explain reasoning
- Explain consequence (staff discretion)
  - Walk with staff for 10mins
  - Play in different area.
- Record on compass.

### Major inappropriate behaviours:

- Violence
- Leaving school grounds
- Defiance
- Harassment
- Disrespecting staff
- Rude gestures
- Interfering with others' property
- Swearing
- Vandalism
- Stealing
- Bullying
- Racist/homophobic/disability slurs

### First Response

- Investigate the incident, establish details.
- Does this behaviour warrant immediate removal from yard?

N  
o

### Verbally Redirect

- State expectation
- Explain reasoning
- Student to walk with staff or equivalent consequence at staff discretion
- Parent contacted
- Record on Compass = automatic parent notification

### Immediate Consequences

- State expectation
- Explain reasoning
- Explain consequence
  - Removal from yard to office, consequence at Principal's discretion.
- Parent contacted
- Record on compass = automatic parent notification

# Junior Reflection Sheet

Name \_\_\_\_\_ Grade \_\_\_\_\_

**What happened? What did YOU choose to do?**

**I felt.....**

Angry    Worried    Shocked    Sad    Embarrassed



**What rule or rules did you break?**

**Draw who was affected**

**How did you make them feel?**

Angry    Worried    Shocked    Sad    Embarrassed    Other

**Draw yourself making a better choice**

**What can you do or say to make things right?**

# Senior Reflection Sheet

Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Sheet given by: \_\_\_\_\_ Parent signature \_\_\_\_\_

**What happened?**

**How were you feeling when this happened?**

Angry    Worried    Shocked    Sad    Embarrassed    Other



**What rule or rules did you break?**

## Reflection Sheet

**What did you do?**

**Who was affected by this?**

**What will you do differently next time?**

**What can you do/say to make things right?**

# STRATEGIES FOR SELF CONTROL

## Dealing with unwanted behaviour

The five finger strategy for dealing with inappropriate or unwanted behaviour will be taught and reinforced in the classroom and by yard duty teachers.



1. **Ignore**
2. **Walk away**
3. **Ask politely for the person to stop**
4. **Say firmly to stop**
5. **Ask for help**

**Recognise when you feel angry and act appropriately**

The students will be encouraged to recognise their own warning signs, e.g., feeling hot, having sweaty palms and to:



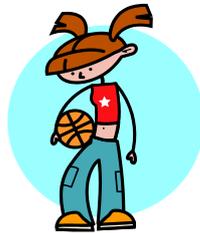
**DO**

# MISDEMEANOUR PROCEDURES

Please refer to the Student Engagement and Wellbeing Policy available on the School website for further information.

## **When dealing with student behaviour, we will:**

- Recognise and focus on encouraging the social and emotional well-being of students along with academic goals;
- Use encouragement of '*behaviours*' in preference to praise of the child;
- Recognise effort throughout a task as well as the effort for completion of the whole task;
- Ensure consistency when dealing with behaviours;
- Use positive and constructive words and phrases that direct students towards appropriate behaviours;
- Encourage students to take responsibility for their own learning and actions; and
- Provide a variety of options to encourage positive behaviours e.g., shared decision making.



# WHAT HAPPENS IF YOUR CHILD IS SICK OR HURT

## **In the playground**

Students will tell a yard duty teacher if they are sick or hurt or if they see someone else who is sick or hurt.

- The yard duty teacher will send or accompany the student to the First Aid Room if required.
- The First Aid qualified staff will decide whether the student's injury is serious and needs first aid or whether parents need to be notified.
- An Illness/Injury Parent Notification will be sent home that day.

## **In the classroom**

- Students will tell the classroom teacher if they are sick or hurt or if they see someone else who is sick or hurt.
- The teacher will decide if the student needs to go to the First Aid Room or whether parents need to be contacted.



# DRESS CODE

- The Student Dress Code at Bonbeach Primary School requires that all students wear the school uniform during school hours and when students are engaged in specific school activities out of school hours. If students are not wearing full school uniform they will not be permitted to attend excursions.
- Shoulder length hair or longer, should be tied back to lessen the risk of injury or hygiene problems. All hair accessories should be in school colours.
- To minimise the risk of loss, damage or injury, students must not wear jewellery other than watches. A single ear stud or sleeper ear ring is permitted in each ear.
- Makeup, body art, extreme hair colour or styles and visible body piercing are not permitted.
- Necklaces, chains, pendants, rings or bracelets are not permitted.
- Students are not permitted to wear thongs, open toed shoes or slip on style shoes that lack heel and ankle support. Any shoes that are a potential tripping hazard are not permitted. Students must wear sports shoes in sports/PE sessions.
- Nail polish is not permitted.
- An approved broad brimmed navy school hat or legionnaires cap is compulsory from September to May.
- On Free Dress Days, thongs, singlets, tank tops and crop tops are not permitted.
- Parents of students that need to deviate from the dress code due to religious or health reasons must contact the principal.

If students are not dressed in full school uniform the following process will be followed:

1. A formal letter stating that your child was not in appropriate school uniform will be sent home. It must be signed by a parent or guardian and returned to the school.
2. After 3 formal letters are sent home the student and parents will be contacted by the principal to arrange a meeting to explain why the student continues not to comply with the dress code.

It should be noted that if any formal letters are not returned to the school signed by the parents the staff will immediately move to step 2 in the process.

Parents who need support due to various circumstances need to contact the office.

## Uniform

- Blue and white checked dress (bike shorts can be worn under the dress as long as they are not visible and in school colours)
- Navy shorts
- Light Blue polo shirt or T-shirt, with either the school logo or no logo - Tracksuit pants
- Winter dress (navy blue tunic)
- Navy stockings or tights can be worn under a school dress in winter
- Sports shirts can only be worn on sport days
- Navy netball skirts can be worn for sport and PE

- Navy windcheater, vest or bomber jacket, with either the school logo or no logo (no hooded jumpers are permitted)
- Black closed toed shoes must be worn with socks
- Socks need to be in school colours
- Grade 6 students are permitted to wear their grade 6 polo shirts and jumpers

## TRAVEL TO AND FROM SCHOOL

It is a parent's responsibility to ensure their child arrives to and from school safely.

## BIKES AND OTHER WHEELS

- Helmets must be worn by children riding bikes or other wheels to and from school. All road rules must be observed.
- Children on bikes and scooters must enter and leave the school grounds by the gates closest to the bike shed.
- Bikes and scooters must be walked when in the school ground, including car park and hall areas.
- Rollerblades are to be carried in school grounds.
- Failure to abide by any parts of this policy may result in the student being banned from riding their bike or other wheels to school.

## MOBILE PHONES

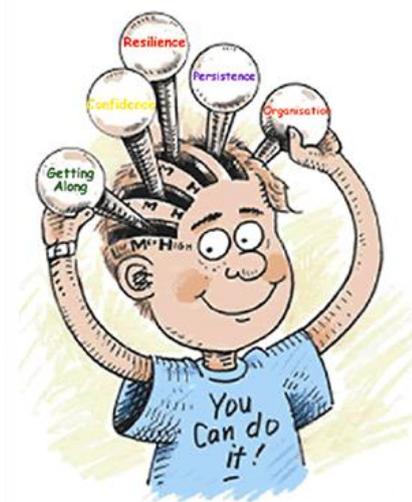
Students who choose to bring mobile phones to school must have them switched off and securely stored during school hours.

Students are required to hand in their mobile phones on arrival at school in the morning to the school administration office. All mobile phones will be placed in a lockable cupboard at the office throughout the day. Mobile phones may be collected from the office after dismissal at 3:30pm or when a child is collected from school early at the time that the student is collected by an adult.

## OTHER SCHOOL POLICIES

**All Other school policies are available on the school website, including:**

- [Bullying Prevention Policy;](#)
- [Attendance Policy;](#)
- [Child Safe Policy;](#)
- [E-Smart Policy;](#)
- [Mobile Phone Student Use Policy](#)
- [Student Engagement and Wellbeing Policy](#)
- [Uniform Policy](#)



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