

# Casuarina Street Primary School

## School Wide Positive Behaviour Policy



### Rationale

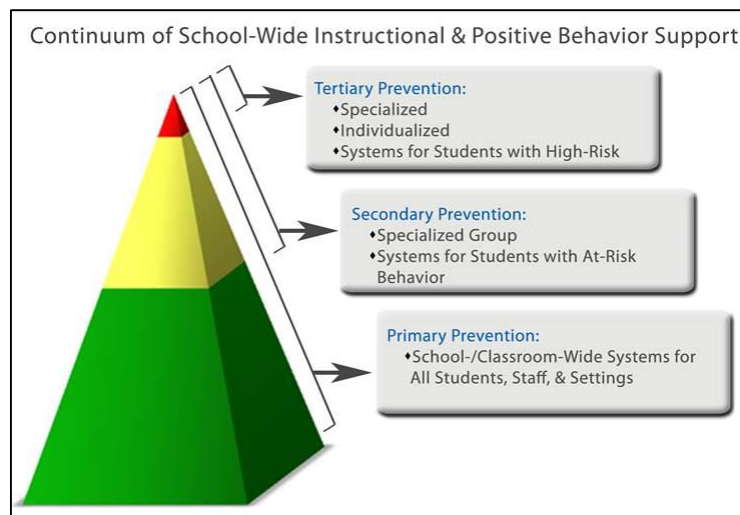
The Department of Education and Training is committed to provisions that ensure all young Territorians have a right to and receive a quality education in a safe and supportive learning and teaching environment. Research indicates that improving the quality of teaching and learning drives student behaviour improvement. The purpose of *The School Wide Positive Behaviour Support Policy* is to support quality teaching and learning.

All members of the school community are expected to respect the following rights:

- The rights of all people to be treated with respect and dignity
- The rights for all students to learn
- The rights of teachers to teach
- The rights of all to be safe

Casuarina Street Primary School has adopted the School Wide Positive Behaviour Support as an approach to encourage correct behaviours and support the modification of behaviours needing improvement.

The focus of the approach is to target and reward correct behaviours which successfully filter through the school.



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### Values

Staff, students and parents worked together to decide the four core values that they believed were important to them and to our school.

The four core values are:

- Respect
- Responsibility
- Pride
- Inclusion

The Casuarina Street Primary School Positive Behaviours Matrix was created to clarify to the students the correct behaviours that should always be displayed in the different areas of the school. These behaviours are directly aligned with the school values, respect, responsibility, pride and inclusion. The matrix is displayed in various areas around the school yard, in common areas and in all classrooms. Teachers and students refer to the core values in daily practice and assembly.

 <b>Casuarina Street Primary School- Positive Behaviours</b>							
	Whole School	Playground	Covered areas- Muster	Library	Multi-Purpose	Classrooms	Office
<b>Respect</b> 	Respect personal space. Follow instructions the first time. Treat people the way you want to be treated. Respect people, property and the environment of our school.	Always consider our own and others safety. Look after equipment. Collect sports equipment and put things away where they belong. Include others in games / play and share equipment. Use visual signs for turn talking.	Be punctual. Listen and follow instructions. Be aware of other classes working. Walk please.	Look after books and equipment. Leave the library tidy for the next group. Use inside voices. 	Look after the equipment and building, including keeping them clean. Follow instructions. Manage noise level.	Activate listening and follow instructions the first time. Respect peers personal space. Care for property.	Use inside voice. Respect all staff. Be patient and polite.
<b>Responsibility</b> 	Follow all instructions the first time. Look out for each other. Take ownership of your actions.	Wear your shoes and hat. Play safe and fair. Report an issue when it happens.	Respond to bells. Walk on the concrete areas. Sit quietly and listen.	Work in appropriate areas. Put books / materials back correctly. Treat property carefully.	Return equipment to its correct place. Make good choices. 	Take responsibility for your own learning and be aware of how your actions affect everyone else's. Keep the classroom tidy / organized. Follow routines / instructions.	Use inside voice. Respect all staff. Be patient and polite.
<b>Pride</b> 	Look after our buildings and school environment. Always try your personal best. Wear correct school uniform with pride. Sing the school song and National Anthem.	Look after all equipment. Keep the playground, buildings and gardens tidy. Display good sportsmanship. Use your manners.	Display good sportsmanship. Arrive Promptly. Keep the area clean and tidy. Sit nicely with your class group in straight lines facing the library.	Look after books and resources. Display students work.	Listen during assembly. Keep hall clean. Be proud of achievements. Stand tall. Congratulate others.	Show off your great work. Be proud of what you achieve. Keep inside and outside your classroom tidy.	Show off great work. Show courtesy to visitors.
<b>Inclusion</b> 	Encourage positive behaviour. Display tolerance to each other. Sharing / teamwork. Recognise the strengths of others.	Fair play including fair rules and sharing of equipment. Everyone is included in games (where appropriate). Look for ways for others to join games.	Help your friends to muster on time. 	Help others to find a book or what they need.	Appropriate movement to line up to enter. Everyone is involved in games. Rules are clear to everyone in games. Giving others enough space to sit comfortably.	Everyone has the right to learn. Help others. Recognise the strengths of others.	Listen to the point of view of others. 

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### SWPBS Reflection and Record Form

### SWPBS Reflection Form

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Reported By: \_\_\_\_\_ Time: \_\_\_\_\_  
Location: \_\_\_\_\_

Behaviour

Assault     Dangerous Act     Inappropriate use of Technology  
 Indecent Behaviour     Verbal Abuse     Non Compliance  
 Property Offence (including weapons)     Other  
 Neutral Behaviour - Witness

Which of our four values have you not followed?  
 Respect     Responsibility     Pride     Inclusion

1. What did you do?

2. When you did that, what did you want?

3. What are two other things you could have done instead?

4. Who did it affect?

5. What will you do next time?

### SWPBS Record Slip

For Level 4 Behaviours

Behaviour details (Completed by member of staff responding to incident):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Action Details**

Behaviour Plan  
 Inform Parents/Carer  
 Loss of Privilege  
 Withdrawal from classroom  
 Restorative Conversation  
 Suspension

Notes:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Responding Staff Member: \_\_\_\_\_ Entered into SAMS: \_\_\_\_\_

SWPBS Reflection and Record Form have been implemented for easy communication with support persons in dealing with difficult major behaviours. These are in line with the SAMS record keeping format for ease of entering data.

For Level 3 behaviours the SWPBS Reflection Form is completed in time out or buddy class. These forms need to be put into the Special Education Teachers pigeon hole at the end of the day.

For Level 4 behaviours the SWPBS Reflection Form needs to be referred straight to senior staff, who will also complete the SWPBS Record Form on the back of the form.

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### Behaviour Flow Charts

#### Playground

Student Behaviour	Teacher Response
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#### Level 1

<ul style="list-style-type: none"> <li>• Running around buildings</li> <li>• Playing in gardens/climbing trees</li> <li>• No hat in the sun</li> <li>• Minor argument</li> <li>• Dropping rubbish</li> <li>• Eating in the playground</li> <li>• Interfering with others game</li> <li>• Shouting/screaming</li> <li>• Playing out of bounds</li> <li>• Refusing a reasonable request</li> </ul>	<ul style="list-style-type: none"> <li>• Redirection</li> <li>• Reminder of appropriate behaviour</li> </ul>
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#### Level 2

<ul style="list-style-type: none"> <li>• Continuation of Level 1 behaviours</li> <li>• Rough Play/play fighting</li> <li>• Swearing</li> <li>• Teasing others</li> <li>• Back chatting</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative conversation</li> <li>• Move student away from situation</li> </ul>
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#### Level 3

<ul style="list-style-type: none"> <li>• Continuation of Level 2 behaviours</li> <li>• Defiance</li> <li>• Escalating anger towards others</li> <li>• Bullying (deliberated repeated abuse)</li> <li>• Abusive or threatening</li> <li>• Pushing and shoving</li> <li>• Dangerous play</li> <li>• Minor property damage</li> <li>• Inappropriate use of technology</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour form completed and referred to senior staff</li> <li>• Restorative conversation</li> <li>• Miss out on playtime (walk with teacher on duty)</li> <li>• Inform classroom teacher</li> <li>• Alternative play area next playtime</li> </ul>
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#### Level 4

<ul style="list-style-type: none"> <li>• Continuation of Level 3 behaviours</li> <li>• Physically assault someone (hitting, kicking, headlock)</li> <li>• Sexual Assault</li> <li>• Severe property damage</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour form completed and referred to senior staff</li> <li>• Restorative conversation</li> <li>• Parents informed</li> <li>• Suspension at Principals discretion</li> </ul>
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Minor

Major

Note: In some cases it is necessary for students to receive additional behaviour support for minor behaviours until these rules are understood.

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### Classroom

Student Behaviour	Teacher Response
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#### Level 1

<ul style="list-style-type: none"> <li>• Calling out</li> <li>• Disrupting others</li> <li>• Moving around room</li> <li>• Time wasting</li> <li>• Off task</li> </ul>	<ul style="list-style-type: none"> <li>• Redirection</li> <li>• Reminder of appropriate behaviour</li> <li>• Humor</li> <li>• Tactical Ignoring</li> <li>• Non verbal correction</li> <li>• Whole class attention</li> <li>• Standing close by/tap on shoulder</li> </ul>
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#### Level 2

<ul style="list-style-type: none"> <li>• Continuation of Level 1 behaviours</li> <li>• Swearing</li> <li>• Teasing others</li> <li>• Back chatting/disrespectful</li> <li>• Non compliance</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class reward/ remind system</li> <li>• Restorative conversation</li> </ul>
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#### Level 3

<ul style="list-style-type: none"> <li>• Continuation of Level 2 behaviours</li> <li>• Unsafe behaviour (climbing on tables, throwing things, hiding from teacher)</li> <li>• Bullying (deliberate repeated abuse)</li> <li>• Abusive or threatening</li> <li>• Inappropriate use of technology</li> </ul>	<ul style="list-style-type: none"> <li>• Time out or buddy class (form completed)</li> <li>• Missing out on privileges</li> </ul>
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#### Level 4

<ul style="list-style-type: none"> <li>• Continuation of Level 3 behaviours</li> <li>• Physically assault someone (hitting, kicking, headlock)</li> <li>• Sexual Assault</li> <li>• Severe property damage</li> <li>• Stealing</li> <li>• Refuse to go to buddy class</li> <li>• Leave the school grounds</li> </ul>	<ul style="list-style-type: none"> <li>• Principal or Assistant Principal is called.</li> <li>• Behaviour form completed and referred to senior staff</li> <li>• Parents are contacted</li> <li>• Suspension at Principals discretion.</li> </ul>
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Minor

Major

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### Reward Systems and Positive Incentives



Individual students are given Cas St Cash tokens for being caught 'doing the right thing' in the school yard and common areas of the school. Students keep their own tokens and have the opportunity to spend them at the Cas St Shop which is open once a fortnight.

Classes keep tallies of the combined amount of tokens that students have received which work towards whole class group awards. Teachers should aim to ensure that classes are receiving a whole group award at least once a semester to promote ongoing success.

Teachers organise individual merit systems for rewarding excellent behaviour in class. Students collect their Merits which go towards Class Awards, Principal Awards and Casuarina Street Awards.

10 Merits = Class Award

10 Class Awards = Principal Award

5 Principal Awards = Casuarina Street Award

### Students with High Behavioural Support Needs

Students may be identified as fitting into the Level 3 (red) range, this means they are consistently demonstrating unacceptable behaviour. For these students the process of developing an Individual Behaviour Plan (IBP) commences. This plan will be developed by a team including the student, classroom teacher, Special Education Teacher, Parents/Guardians and if appropriate Student Support Mentor, Assistant Principal and Principal will work together. The IBP will include a background and known triggers for behaviour as well as targeted goals and strategies that will be used to support the student to display appropriate behaviour. The IBP is reviewed regularly to monitor student progress and adjustments are made where necessary. The completed IBP is shared with all teachers to ensure consistency.

Targeted students will also be involved in social groups. These sessions taken by the Special Education Teachers

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### Teaching Behaviour Expectations

The Positive Behaviour Matrix is displayed in all classrooms. This is used as a regular reference point for teachers and students, as a basis for individual classroom rules and expectations and as a springboard for teaching specific lessons to improve behaviour.

A selection of lessons that address the core values and expected behaviours at Casuarina Street Primary School are being developed. These are used to support students in learning the correct school behaviours and ways to successfully deal with any issues that may arise.

Specific behaviour improvement may be targeted with individual students through the use of social stories, role plays and coaching conversations with them.

### Links with the Community

The implementation of the School Wide Positive Behaviour Systems at Casuarina Street Primary School has involved the whole school community. Staff, students and parents worked together to establish the four core values of the school. School Council has had direct input into the approach and are kept up to date with its progress.

Casuarina Street Primary School develops positive relationships with outside specialists within the community to support the individual needs of students. They include but are not limited to:

- Student Services
- Home Liaison Officer
- Pediatricians
- Counsellors
- Psychologists
- Occupational Therapists

Parents are an integral part of the working relationship and we endeavor to keep families informed as to their child's needs, support being given and progress.