



School Wide Positive Behaviour

Southern Cross Primary School

A safe and orderly school environment is important to learning. Disruptive behaviour is known to interfere with learning and is a cause of stress and concern for students, teachers and families. Southern Cross Primary School (SCPS) uses the School Wide Positive Behaviour Support (SWPBS) approach to encourage effective learning through the development of a positive, calm and welcoming atmosphere. This is an evidence-based, whole school framework that guides expected behaviours and values, through agreement by all staff, students and parents on what expected behaviour looks like and sounds like at our school.

SCPS recognise that learning social skills and socially acceptable behaviours is a process, which everybody moves through at a different pace. Learning appropriate social skills is seen in the same light as learning how to read or complete maths. Some people need more assistance in some areas and less in others.

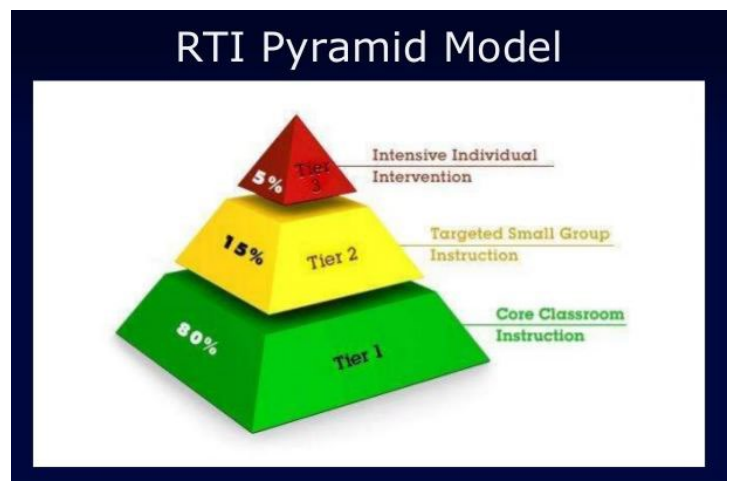
Tiered Response to Intervention (RTI)

SCPS responds to the wellbeing needs of the students using a multi-tiered system of support. The positive behaviour whole school framework takes a proactive, preventative approach to ensure all students receive the appropriate level of support to help them succeed at school. The RTI model enables teachers to identify individual learning needs and provide different types of intervention in targeted settings.

Tier 1 - Universal Support: This is the first level and includes strategies and instruction provided to all students in a general education setting. It typically involves high-quality, research-based teaching methods and classroom management practices. The majority of students succeed with this level of support.

Tier 2 - Targeted Support: If students are not making adequate progress in Tier 1, Tier 2 approaches may be utilised. Here, they receive additional, more focused interventions that are designed to address their specific academic or behavioural challenges. These interventions are often delivered in small groups or individually (in or out of the classroom) and are more tailored to the students' needs.

Tier 3 - Intensive Support: At this level, students who continue to struggle despite Tier 1 and Tier 2 interventions receive even more intensive and individualized support. This may involve one-on-one instruction, specialized programs, or assessments to pinpoint their difficulties accurately.



SCPS Tiered System of Response to Behaviour and Wellbeing

	Who is Responsible	Evidence Gathering Tools	Criteria for Inclusion	Practices	Monitoring and Review (How and When)
Tier 1	<p>Teachers Team Leaders Learning Specialist</p> <p>Overseen by Wellbeing Team: Mental Health Leader Intervention Lead Inclusion Assistant Principal</p>	<p>AToSS</p> <p>Attendance Data</p> <p>SWPBS Surveys</p> <p>Compass Chronicles</p> <p>Teacher Judgements</p>	All students	<p>Mental Health Curriculum / Scope and Sequence</p> <p>SWPBS/Wellbeing Weekly Sessions</p> <p>SWPBS Classroom Expectations Matrix</p> <p>Classroom Procedures and Routines</p> <p>Active Supervision of Students</p> <p>Student Voice – activity sequence and choice</p> <p>Differentiated learning – task difficulty.</p> <p>SWPBS Tokens (See Below)</p> <p>SWPBS Awards</p> <p>SWPBS Rewards</p> <p>Zones of Regulation</p> <p>Brain Breaks</p> <p>Trauma Informed Practices</p> <p>Cyber Safety Curriculum</p> <p>Transition Handovers</p> <p>Child Safety Standards</p> <p>Student Leaders and Student Jobs</p> <p>Student Action Team</p> <p>Attendance Competition</p> <p>Inclusive Language and Relationships</p> <ul style="list-style-type: none"> • Opportunities to Respond <p>School Wide Response to Behaviour Utilised (see below)</p> <p>Behaviour Levels of Support</p>	<p>Compass Chronicles – Termly</p> <p>Parent/Teacher Meetings – Semesterly</p> <p>SIT Meetings – Termly</p> <p>Teacher Judgements – Semesterly</p> <p>Surveys – Yearly</p> <ul style="list-style-type: none"> • SWPBS • AToS <p>Attendance Data – Fortnightly</p> <p>Suspension and IRIS Alert</p> <p>Reviews - Termly</p>
Tier 2	<p>Teachers Education Support Staff Team Leaders Learning Specialist School Psychologist School Speech Pathologist School Social Worker</p> <p>Overseen by Wellbeing Team: Mental Health Leader Intervention Lead Inclusion Assistant Principal</p>	<p>Wellbeing Referral Completed</p> <p>NCCD Survey</p> <p>Allied Health Reports and Recommendations</p> <p>BSPs</p> <p>Parent/Carer communication.</p> <p>COMPASS Chronical / incident reports</p>	<p>Students whose needs are not being met by the general classroom program.</p> <p>Poor attendance.</p> <p>OOHC</p> <p>Child Protection Involvement.</p>	<p>Individual Education Plans</p> <p>Student Support Groups</p> <p>Care Teams</p> <p>Consultation with Allied Health</p> <p>Facilitate referrals for support outside of school</p> <p>Referral to Wellbeing team</p> <p>Psychological assessment (cognitive, achievement, behavioural ax)</p> <p>Speech pathologist assessment</p> <p>Seasons for Growth (whole school)</p> <p>Social Skills Group (Cohorts as identified)</p> <p>Priority entry to Lunch Clubs (whole school)</p> <p>Mandatory reporting processes</p> <p>Behaviour Levels of Support</p>	<p>Wellbeing Team Meetings</p> <p>Fortnightly</p> <p>SSGs Termly</p> <p>SIT Meetings monthly.</p> <p>Semester Reporting</p> <p>IEP and BSP Cycles</p> <p>Regular monitoring through Compass chronicles</p> <p>SSGs (for those who have them)</p>

<p>Tier 3</p>	<p>Teachers Education Support Staff Team Leaders Learning Specialist School Psychologist School Speech Pathologist School Social Worker</p> <p>Overseen by Wellbeing Team: Mental Health Leader Intervention Lead Inclusion Assistant Principal School Psychologist School Speech Pathologist School Social Worker</p>	<p>SOG Minutes IEP and BSP Allied Health Assessment reports Classroom observations Wellbeing meetings Wellbeing referrals</p>	<p>Tier 3 Funded Students.</p> <p>Students who are eligible to apply for a Disability Inclusion Profile.</p> <p>Students with high level additional needs who are identified by school as requiring a high level of support/intervention (generally based on support needs, behaviour, or safety).</p> <p>Children with Child protection involvement</p>	<p>SOG Meetings IEPs BSPs Education Support in the classroom Individualised planning Functional Behaviour Analysis Referral to SSS Disability Inclusion Profile Individualised lunch/recess program and support (e.g. playing games in leadership office) Referral to Wellbeing team Psychological assessment (cognitive, achievement, behavioural ax) Speech pathologist assessment Referrals to Allied health Referrals to ELMHS, Child Protection, SECASA, Orange Door etc Behaviour Levels of Response</p>	<p>Wellbeing Team Meetings Fortnightly SOGs Termly SIT Meetings monthly. Semester Reporting IEP and BSP Cycles Regular monitoring through Compass chronicles SOGs (for those who have them)</p>
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Guidelines

1. Responding to Behaviours

- a. There are times where students will display behaviours which may negatively impact on their, and others, social, emotional and academic learning experiences. SWPBSs help to reinforce appropriate behaviour and responses and staff work hard to build positive and functional relationships with the students and parents.
- b. SCPS recognises that there are many influences on student behaviour and many factors that can lead to behaviour that is challenging, such as psychological, environmental, biophysical etc and have taken this in consideration when developing response systems.
- c. **What is a major behaviour?** SCPS classifies a major behaviour as:

- Physical

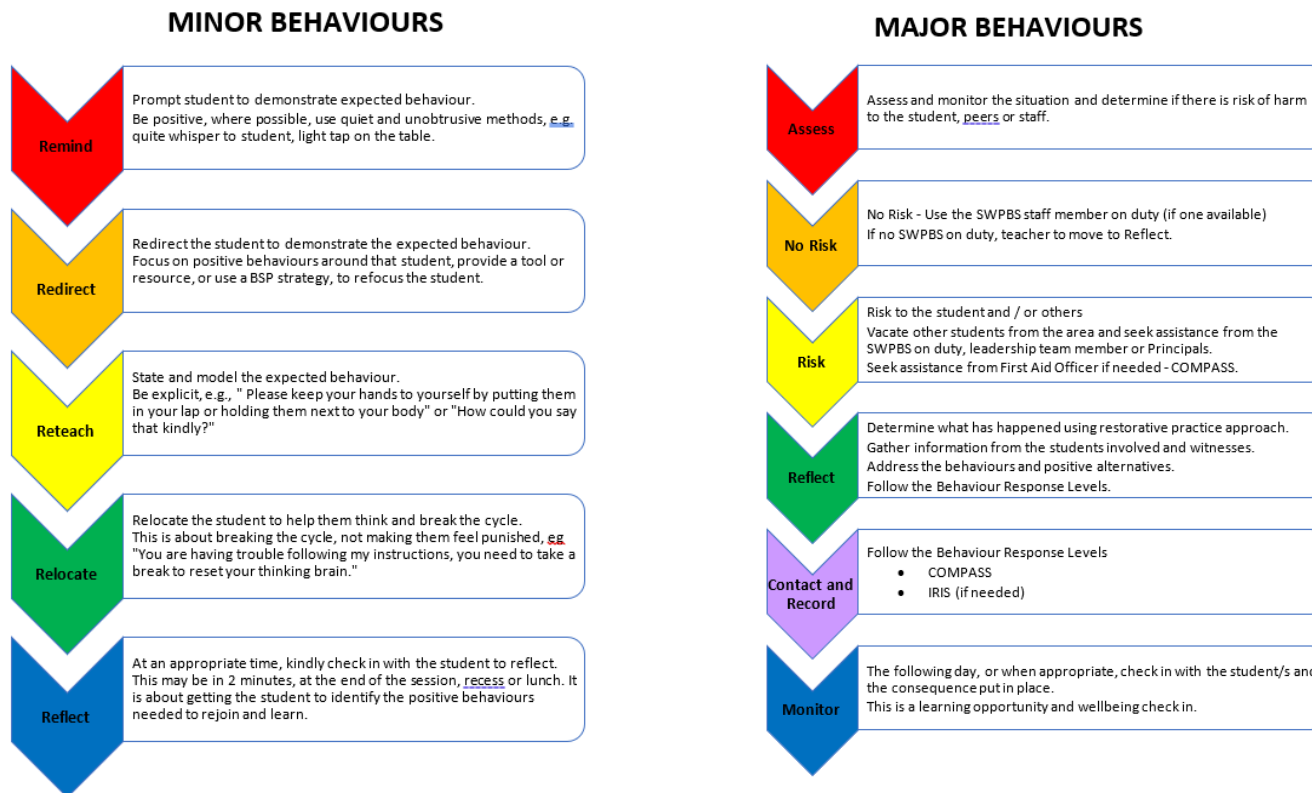
- Physical Contact **with intent to harm** (Hitting/Kicking/Shoving)
- Bullying (**persistent targeting and deliberate** insults and irritating another student)
- Stealing **with intent**
- **Sexual** touching of self or others
- Vandalism of school or others' property
- Throwing items in a threatening manner **with intent to cause harm**

- Communication

- **Immediate refusal and defiance** to follow staff instructions **with intent**
- **Explicit sexual content** communicated or distributed
- Communicating in a **threatening manner** towards someone **with violent intent**
- **Repeated disruptive** verbal behaviour with **intent to harm**.

d. How do we respond to behaviours at SCPS?

- i. We should never yell at a student – we speak calmly, with authority, with respect.
- ii. We should never humiliate a student – speak to them quietly and privately where possible.
- iii. Focus on building your positive relationships with the students – this will help when you need to address behaviours.
- iv. Trauma Informed
 1. Use Short Simple language.
 2. Do not ask questions.
 3. Set limits and reiterate rules.
 4. Offer choices.
 5. Be fair.
 6. Keep calm and level voice, speaking with respect and soft body language.
 7. Don't engage in an argument.



e. Behaviour Levels of Response

SCPS Levels of Behaviour Response to Majors

	Reflection	Consultation	Consequences	Parent involvement	Compass Chronicles
Level 1 (1st Major)	Restorative Practice Conversation	Teacher	<ul style="list-style-type: none"> Appropriate response to first offence Follow BSP if in place 	CT contacts parents (email or phone within 24hrs) cc class teacher	RT - Behaviour Level 1
Level 2 (2nd Major)	Restorative Practice Conversation	Teacher	<ul style="list-style-type: none"> BSP reviewed (if relevant) Relevant actions put in place. 	CT contacts parents (phone within 24hrs)	RT - Behaviour Level 2
Level 3 (3rd Major)	Reflection Sheet completed	Teacher consult with TL (LIT if no TL)	<ul style="list-style-type: none"> BSP reviewed (if relevant) Ladder System 	CT contacts parents after consulting TL	RT - Behaviour Level 3
Level 4 (4th Major)	Reflection Sheet completed	MHWL	<ul style="list-style-type: none"> BSP reviewed (if relevant) Personalised response put in place. 	MHWL Contacts Parents after consulting CT	RT - Behaviour Level 3 MHWL - Parent Contact
Level 5 (5th Major)	Reflection Sheet completed	AP	<ul style="list-style-type: none"> In-School Suspension (informal) BSP reviewed (if relevant) BSP created (if one not in place) 	AP Contacts Parents	RT - Behaviour Level 5 AP - Parent Contact
Level 6 (6th Major)	Meeting with principal	Principal	<ul style="list-style-type: none"> In-School Suspension (formal) BSP Reviewed 	Principal Contacts Parents	RT - Behaviour Level 6 P - Parent Contact P - Notice of Suspension P - Edusafe
Level 7 (7th Major)	Meeting with Principal	Principal	<ul style="list-style-type: none"> Out-of-School Suspension less than 3 days BSP Reviewed 	Principal Contacts Parents SSG organised	RT - Behaviour Level 7 P - Parent Contact P - Notice of Suspension P - Edusafe
Level 8 (8th Major)	Meeting with Principal	Principal	<ul style="list-style-type: none"> Out-of-School Suspension more than 3 days BSP Reviewed Expulsion Considered 	Principal Team Contact SSG organised	RT - Behaviour Level 8 P - Parent Contact P - Notice of Suspension P - Edusafe P - SEIL


Parent Communication

When a major incident occurs, the learning program for all students can be disrupted due to the response required by teachers to attend to the wellbeing needs of all involved and the follow up communication to inform parents.

An appropriate response to the behaviour will be determined by the lead staff member, leadership team and Principals. In line with Privacy Laws, the school is unable to provide details about other students to families.

When communicating with a parent, be factual, respectful, and empathetic – we are on the same team. Inform them of the plan moving forward and ways we are supporting their child to monitor their self-regulation. Address any questions they have (remaining confidential) and remind them, that although you can't mention other students, they can trust the school has followed the Levels of Response consistently for this incident.

2. SWPBS Tokens, Awards and Rewards

<u>Positive Behaviours</u>	
<ul style="list-style-type: none"> ▪ The Matrix of Behaviours are to be taught explicitly through the Wellbeing Sessions and incidentally throughout a school day. ▪ Tokens are to be given to the students when they demonstrate these behaviours with a focus on the positive behaviour demonstrated. 	
<u>Token System</u>	
<p><u>Prep to Year 2</u></p> <ul style="list-style-type: none"> ▪ Token Boards with 10 gaps <ul style="list-style-type: none"> ○ Bronze = 3 fills ○ Silver = 6 fills ○ Gold = 9 fills ▪ Repeat process and at 3 Gold Awards a Principal Award is presented at Assembly 	<p><u>Year 3 to 6</u></p> <ul style="list-style-type: none"> ▪ Token Boards with 20 gaps <ul style="list-style-type: none"> ○ Bronze = 2 fills ○ Silver = 4 fills ○ Gold = 6 fills ▪ Repeat process and at 3 Gold Awards a Principal Award is presented at Assembly
	
<u>Individual Rewards</u>	
Gold Level	<ul style="list-style-type: none"> ▪ Gold Certificate awarded at the whole school Assembly. ▪ 3 Repeated Golds = Principal Award. ▪ Names listed in the Principal Update for the community. ▪ Names on the SWPBS Notice Board in the reception area and in the Principal Update for the community.
Silver and Bronze Level	<ul style="list-style-type: none"> ▪ Presented at Level Assemblies ▪ Written into a Level Newsletter Note each fortnight and sent to parents on COMPASS.
<u>Whole School Rewards</u>	
Student Action Team	<ul style="list-style-type: none"> ▪ The Class Captains and the Student Leaders will form the Student Action Team. ▪ The Student Action Team is to meet with the SWPBS Leader and Principal Team Member at the start of each Term. ▪ Students to vote on 2 rewards for the whole school to work towards, for example, a donut day, a movie day. ▪ Student Action Team is to consult with the students in their class to determine the top 3 rewards.
Whole School Reward	<ul style="list-style-type: none"> ▪ Whole School Tokens are awarded for: <ul style="list-style-type: none"> ○ Every time you fill = 1 pom pom ○ Bronze / Silver / Gold = 5 pom poms ▪ Individual Students decide which reward they will put their pom pom towards. ▪ When the goal is met for the award, the whole school reward is provided to the school. ▪ SWPBS Leaders will monitor the goals and actions and assist with organising the reward. ▪ Whole School Reward to be advertised on the website, on social media and in the Principal Update

