



## **School Wide Positive Behaviour Support Guidelines Summary**



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.

### **Reward System**

#### ***Individual***

Students who display our school values, respectful, responsible and resilient, are given tokens to recognise and reward their positive behaviour.

<b><u>Token System</u></b>	
<b><u>Prep to Year 2</u></b> <ul style="list-style-type: none"> <li>▪ Token Boards with 10 gaps               <ul style="list-style-type: none"> <li>○ Bronze = 3 fills</li> <li>○ Silver = 6 fills</li> <li>○ Gold = 9 fills</li> </ul> </li> <li>▪ Repeat process and at 3 Gold Awards a Principal Award is presented at Assembly</li> </ul>	<b><u>Year 3 to 6</u></b> <ul style="list-style-type: none"> <li>▪ Token Boards with 20 gaps               <ul style="list-style-type: none"> <li>○ Bronze = 2 fills</li> <li>○ Silver = 4 fills</li> <li>○ Gold = 6 fills</li> </ul> </li> <li>▪ Repeat process and at 3 Gold Awards a Principal Award is presented at Assembly</li> </ul>

Students who receive a bronze or silver certificate will be recognised at Level Assemblies, with their names listed in the Level Newsletter. Students who receive a Gold Certificate or Principal Award will be recognised at a whole school Assembly.

## Whole School

We have introduced a whole school reward system as a way to build community and collective ownership and promote positive behaviours across the school. The Student Action Team will nominate 2 to 3 rewards the school will be working towards. As students receive a whole school token (pom pom), they will place their pom pom in the corresponding reward they wish to vote for. When the goal is met, the whole school reward will be provided to the school.



## Responding To Major Behaviours

There are times where students will display behaviours which may negatively impact on their, and others, social, emotional and academic learning experiences. SWPBS help to reinforce appropriate behaviour and responses and staff work hard to build positive and functional relationships with the students and parents.

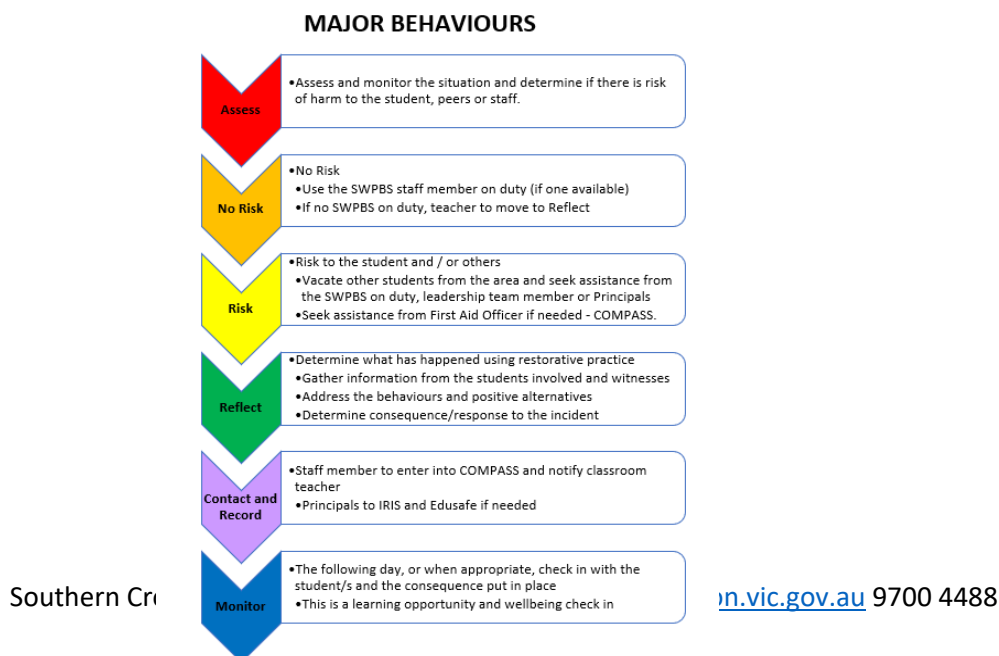
SCPS recognises that there are many influences on student behaviour and many factors that can lead to behaviour that is challenging, such as psychological, environmental, biophysical etc and have taken this in consideration when developing response systems.

### 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 to cause harm
- Verbal
  - Repeated refusal and defiance to follow teacher's instructions
  - Explicit sexual content communicated
  - Swearing in a threatening manner at someone (violent intent)
  - Repeated disruptive verbal behaviour

### How will staff respond to a major behaviour?



### ***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 students to families.

To streamline this process and enable teachers to continue with their learning program as well as complete their required duties in the 38-hour week model (Victorian Agreement 2022), the following steps in the Principal Levels of Behaviour Response Guide will be followed.

## ***SCPS Principal Levels of Behaviour Response - 2023***

	Reflection	Conversation	Consequences	Parent involvement
<b>Level 1 (1 Major)</b>	Restorative Practice Conversation	Teacher responding to the incident	Warning appropriate to the behaviour	No contact required from the school at this level.
<b>Level 2 (2 Majors)</b>	Reflection to be completed prior to interview	Assistant Principal	Warning	No contact required from the school at this level.
<b>Level 3 (3rd Major)</b>	Reflection to be completed prior to interview	Assistant Principal and Wellbeing Leader	Loss of recess/lunchtime. BIP implemented	Parents contacted
<b>Level 4 (4th Major)</b>	Reflection to be completed prior to interview	Assistant Principal and Wellbeing Leader	Ladder System BIP implemented	Parents contacted
<b>Level 5 (5th Major)</b>	Reflection to be completed prior to interview	Assistant Principal and Principal	Ladder System AND Loss of privilege (eg: excursion, interschool sports). BIP implemented	Parents contacted
<b>Level 6 (6th Major)</b>	Reflection to be completed prior to interview	Assistant Principal and Principal	In-School suspension. BIP implemented	Parents contacted
<b>Level 7 (6th Major)</b>	Reflection to be completed prior to interview	Teacher and at least one member of Principal Team	Out-of-School Suspension (no. of days to be determined).	Parents to attend meeting