



## Positive Behaviour Support

Good Standing

# Positive Behaviour Supports (PBS)

## What is Positive Behaviour Support (PBS)

Positive Behaviour Support (PBS) is a whole school framework which helps schools to create positive learning environments. This is achieved by developing proactive systems to define, teach, and support appropriate student behaviours.

## PBS at Hillman Primary School

Our *Whole School Behaviour Matrix* (see Appendix 3) is central to our PBS approach. It provides a framework in which our core values and specific behaviours are understood by all. We refer to it as our *Four R's – Respect, Responsibility, Resilience and Relationships*. Our *Whole School Behaviour Matrix* also:

- Actively teaches students the behaviour we want to see
- Rewards students for positive behaviour
- Raises expectations
- Provides opportunities for leadership
- Promotes a learning culture
- Holds everyone in the school community accountable

	At HILLMAN PRIMARY SCHOOL	Showing RESPECT means that we...	It's everyone's RESPONSIBILITY that we ...	We show RESILIENCE when we...	We look after RELATIONSHIPS when we...
ALWAYS		<ul style="list-style-type: none"> <li>• follow all school staff instructions</li> <li>• use our manners and speak kindly</li> <li>• keep our hands and feet to ourselves</li> <li>• use appropriate school language</li> <li>• represent our school in a positive manner</li> </ul>	<ul style="list-style-type: none"> <li>• look after equipment and return it after use</li> <li>• take care of our environment</li> <li>• make good choices</li> <li>• are punctual and prepared</li> <li>• wear our school uniform with pride</li> <li>• own our actions</li> <li>• set learning goals and strive to achieve them</li> </ul>	<ul style="list-style-type: none"> <li>• believe it is okay to make mistakes and we learn from our mistakes</li> <li>• perseveres when challenged</li> <li>• aim to improve our personal best</li> <li>• practise mindfulness</li> <li>• believe in ourselves</li> <li>• display good sportsmanship</li> <li>• seek help to solve problems</li> <li>• choose our attitude</li> </ul>	<ul style="list-style-type: none"> <li>• treat others the way we want to be treated</li> <li>• consider the needs of others</li> <li>• demonstrate gratitude</li> <li>• encourage others to be their best</li> <li>• are honest with ourselves</li> <li>• make good choices when we are with others</li> <li>• look after our friends</li> </ul>
LEARNING ENVIRONMENT		<ul style="list-style-type: none"> <li>• use quiet/inside voices</li> <li>• allow others to learn</li> <li>• follow classroom rules</li> </ul>	<ul style="list-style-type: none"> <li>• take pride and ownership of our learning</li> <li>• stay on task</li> <li>• listen to and follow instructions</li> </ul>	<ul style="list-style-type: none"> <li>• take risks with our learning</li> <li>• actively participate in all activities</li> <li>• complete all tasks to the best of our ability</li> </ul>	<ul style="list-style-type: none"> <li>• are cooperative</li> <li>• help others to succeed</li> <li>• listen to each other</li> <li>• learn from each other</li> </ul>
OUTSIDE		<ul style="list-style-type: none"> <li>• share space and take turn</li> <li>• play safely</li> <li>• use equipment appropriately</li> <li>• respect our environment</li> </ul>	<ul style="list-style-type: none"> <li>• move around the school safely, quietly and respectfully</li> <li>• follow the school sun safe policy</li> <li>• look after others</li> </ul>	<ul style="list-style-type: none"> <li>• work with others to solve problems</li> <li>• all have fun when we play</li> </ul>	<ul style="list-style-type: none"> <li>• help others to feel safe</li> <li>• have a positive attitude in our interactions with others</li> </ul>

## How does PBS operate at Hillman Primary School?

There is a dedicated PBS team appointed in the school which consists of the Principal, Deputy Principal, Teachers, and Non-Teaching Staff. However, the entire staff are committed and involved in the design and implementation of PBS.

# Expected Behaviors

## Rights and Responsibilities

Every member of our school community has rights, and also responsibilities to ensure that Hillman Primary School is a positive learning community where everyone belongs, learns and achieves. We aim to provide students with the skills and understanding to make positive choices in both the classroom and playground. Below are our *Rights and Responsibilities*.

	RIGHTS	RESPONSIBILITIES	
STUDENTS HAVE THE RIGHT TO	<ul style="list-style-type: none"> <li>Learn in a purposeful and supportive environment</li> <li>Work and play in a safe, ordered and clean environment</li> <li>Respect, courtesy and honesty</li> </ul>	<ul style="list-style-type: none"> <li>Ensuring that they are punctual and prepared for learning</li> <li>Taking ownership for their learning</li> <li>Ensuring their behaviour is not disruptive to the learning of others</li> <li>Ensuring the school environment is kept clean</li> <li>Behaving in a way that protects the safety and wellbeing of others</li> <li>Showing respect and courtesy to others</li> </ul>	STUDENTS ARE RESPONSIBLE FOR
STAFF HAVE THE RIGHT TO	<ul style="list-style-type: none"> <li>Respect, courtesy and honesty</li> <li>Work in a safe and positive environment</li> <li>Work in a clean and secure environment</li> <li>Cooperation and support from parents</li> <li>Teach in a purposeful environment with cooperation and support from colleagues</li> </ul>	<ul style="list-style-type: none"> <li>Modelling respectful, courteous and honest behaviour</li> <li>Modelling our school rules and values – “It is Everyone’s Business”</li> <li>Ensuring the school environment is kept ordered, clean and secure</li> <li>Establishing positive relationships with students, parents and colleagues</li> <li>Organising, planning and teaching in a professional manner</li> <li>Exercising discretion when dealing with confidential matters</li> <li>Reporting progress to parents</li> </ul>	STAFF ARE RESPONSIBLE FOR
PARENTS HAVE THE RIGHT TO	<ul style="list-style-type: none"> <li>Respect, courtesy and honesty</li> <li>Be informed of policies, procedures and decisions affecting their child</li> <li>Be informed of their child’s academic progress</li> <li>Be heard in an appropriate forum on matters relating to their child’s education</li> <li>Access appropriate education for their child</li> </ul>	<ul style="list-style-type: none"> <li>Modelling and showing respectful and courteous behaviour whilst on school grounds</li> <li>Providing physical and emotional conditions that foster their child’s learning</li> <li>Provide consumable equipment and materials required for their child’s learning</li> <li>Support the school in providing an appropriate education for all children</li> <li>Attend scheduled meetings regarding their child’s learning</li> </ul>	PARENTS ARE RESPONSIBLE FOR

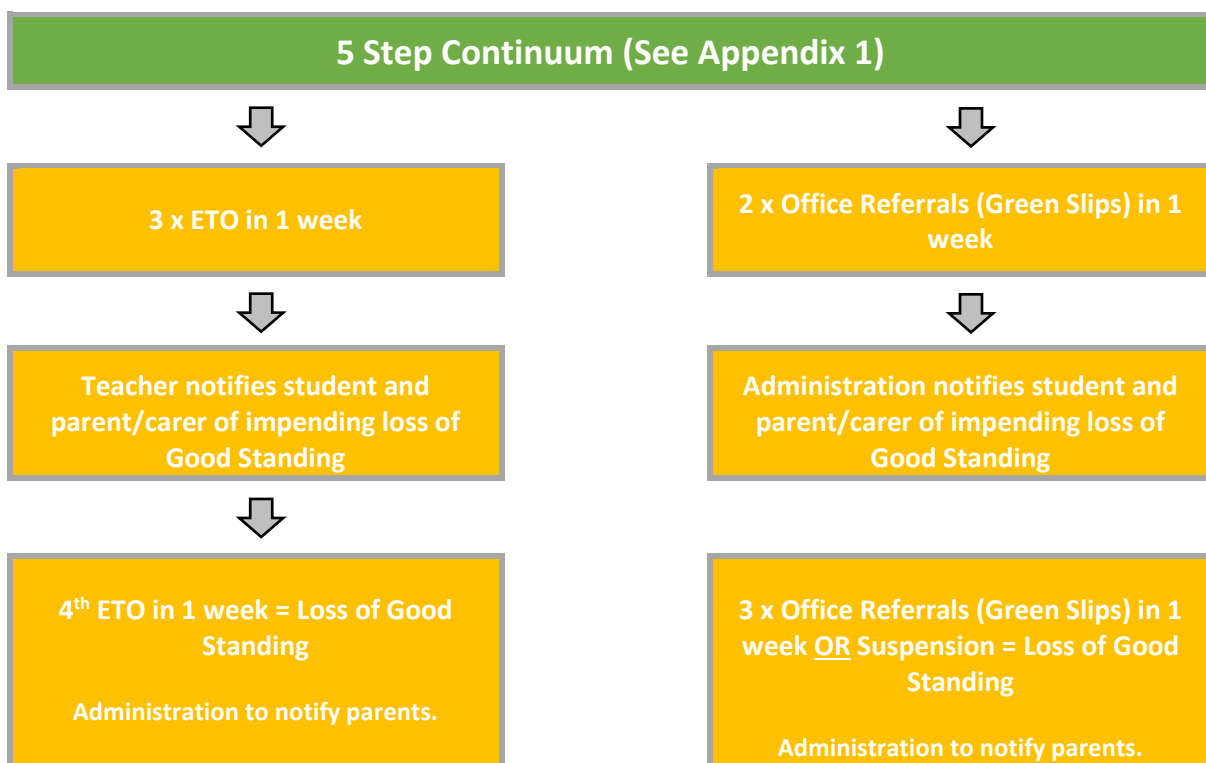
## Good Standing Policy and Procedures

Good Standing refers to a status all Hillman Primary School students are granted at the beginning of every school year. It is the responsibility of each student to maintain their 'Good Standing'. Students with Good Standing are eligible to participate in rewards and other school activities. Students who lose their Good Standing will lose the privilege to participate in events during their loss of Good Standing period. These may include, but not limited to:

- All Good Standing Rewards
- Sporting events (out of school)
- School excursions and incursions and other special school activities (eg. Big Days Out).

To maintain Good Standing, students must consistently follow the *Whole School behaviour Matrix* and expectations outlined in the *Hillman Primary School Positive Behaviour Policy and Procedures for Staff*.

## Loss of Good Standing Process



\* ETO termly threshold: 10 ETO in 1 term = Loss of Good Standing

\* Office Referrals – Green Slips termly threshold: 6 Green Slips in 1 term = Loss of Good Standing

\* Once a student has regained Good Standing, their termly threshold starts again.

### Duration of Loss of Good Standing

Students will lose their Good Standing for a period of five (5) school days. Students will need to regain their Good Standing by demonstrating five days (not consecutive) of expected behaviour. Administration will also notify the parent of the reasons for the loss of Good Standing.

### Regaining Good Standing

During the five-day period, students will need to demonstrate positive behaviour in line with our *Whole School Behaviour Matrix*. This will be monitored primarily by classroom teachers, in collaboration with Administration, using the *Return to Good Standing Log* (see Appendix 2). In the morning and afternoon period of each day, when students demonstrate expected behaviour in their classroom, in specialist classrooms and in the playground they will receive a stamp on their *Return to Good Standing Log*. Should students receive an *External Time Out (ETO)* or an *Office Referral*

– *Green Slip* during a period, then they cannot get a stamp for that day. In the event that the student is suspended while on loss of good standing, then they can not get stamps for those days. See the *Return to Good Standing Log* (see Appendix 2) for more details.

### **End of Semester Rewards**

At the end of each semester, a Good Standing reward is held. The Grand Good Standing Reward is held at the end of the year. Students who have not lost their Good Standing at any time during each semester will be eligible to participate in the rewards. Students must also have their Good Standing at the time of the rewards. In some circumstances, a student may have regained their Good Standing at the time of the rewards but may have lost their Good Standing previously in the semester. This would make the student ineligible to participate in the rewards.

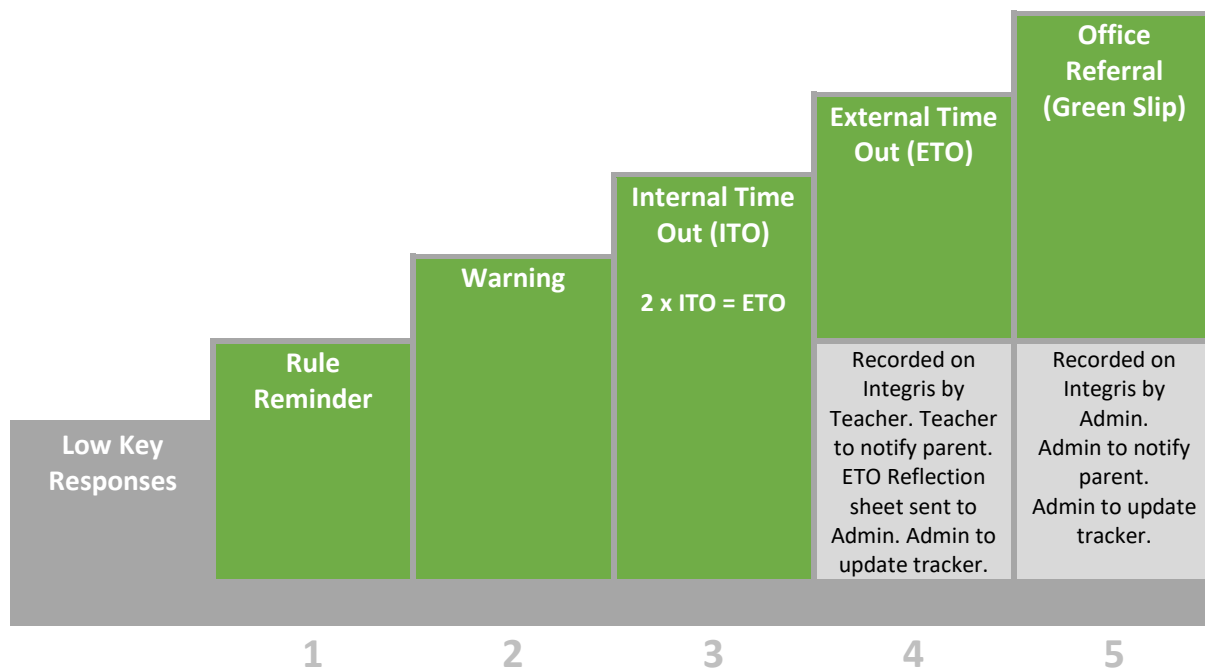
## Good Standing Rewards

In accordance with our *Good Standing Policy and Procedures*, students who remain on Good Standing are able to participate in whole school-based rewards and activities. These are outlined in the table below.

Term	Reward/Activity	When	Eligibility Requirements & Responsibility
1	Golden Hour Activity	Week 5	All students who have their Good Standing at the time of the reward  Organised by individual classroom teacher.  Students not eligible are supervised by Administration
1	Icy-Poles	Week 10	All students who have their Good Standing at the time of the reward  Organised by Administration/PBS Team
2	Golden Hour Activity	Week 5	All students who have their Good Standing at the time of the reward  Organised by individual classroom teacher.  Students not eligible are supervised by Administration
2	End of Semester Reward	Week 10	All students who have not lost their Good Standing at any time during Semester 1 and have their Good Standing at the time of the reward  Organised by Administration/PBS Team.  Students not eligible are supervised by Administration
3	Golden Hour Activity	Week 5	All students who have their Good Standing at the time of the reward  Organised by individual classroom teacher.  Students not eligible are supervised by Administration
3	End of Term Reward	Week 10	All students who have their Good Standing at the time of the reward  Organised by Administration/PBS Team
4	Golden Hour Activity	Week 5	All students who have their Good Standing at the time of the reward  Organised by individual classroom teacher.  Students not eligible are supervised by Administration
4	End of Year Grand Reward	Week 10	All students who have not lost their Good Standing at any time during Semester 2 and have their Good Standing at the time of the reward  Organised by Administration/PBS Team.  <i>*Students who have their Good Standing at the time of the reward, but have lost their Good Standing in the semester will receive an Icy-Pole.</i>  Students not eligible are supervised by Administration

## Responding to Unproductive Behaviours

### 5 Step Continuum - Classroom



#### Major Behaviour Incidents

All incidents of major negative behaviours are referred immediately to the office, using an *Office Referral – Green Slip*. This occurs regardless of the stage of continuum during which the behaviour occurs.

#### Low Key Responses

Teachers use *Low Key Responses* in their interactions and managing student behaviour. *Low Key Responses* are evidence-based strategies that allow teachers to manage classroom routines, and quietly deal with unproductive student behaviour before it becomes a problem.

#### Rule Reminder & Warning

Teachers develop classroom-based systems which provide students with a clear and visual representation of their progress within Steps 1 and 2 of the 5 Step Continuum.

#### Internal Time Out (ITO)

Following a rule reminder and warning, teachers utilise an *Internal Time Out (ITO)* to positively manage student behaviour. This involves providing students with a dedicated quiet and non-stimulating place in the classroom, so that they can regulate their behaviour, reflect, and re-focus. The duration of this period is determined by the classroom teacher and is generally short-term. Should a student refuse to go to ITO, the next step in the continuum applies.

#### External Time Out (ETO)

Should a student's behaviour continue to escalate, the student is sent to an *External Time Out (ETO)*. This involves the student visiting a nearby classroom and completing an *ETO Behaviour Reflection Sheet*. The reflection sheet is connected to our *Four R's* and provides students with an opportunity to reflect on their behaviour and identify ways in which they can rebuild relationships and make more positive behaviour choices. The duration of this period is determined by the classroom teacher. Should a student refuse to go to ETO, the next step in the continuum applies.

#### Office Referrals (Green Slip)

All major behaviour incidents and ongoing repeated unproductive behaviours are referred to the office via an *Office Referral - Green Slip*. Green Slips link directly to our *Good Standing Policy and Procedures* and affect a student's retention of Good Standing.

## **Additional Approaches Used to Respond to Unproductive Behaviours**

Behaviours are addressed based on the occurring incident, previous behaviour records and in accordance with the *Hillman Primary School Positive Behaviour Support Policy and Procedures for Staff*. The following approaches and actions may result:

### **Restorative Practice**

Students may be supported to address their behaviours using restorative processes, aimed at developing empathy, resilience and restoring relationships. Discussions with students are guided by our *Whole School Behaviour Matrix*.

### **Withdrawal (Administration Initiated)**

Students are withdrawn from class to the office for a period of time as determined by Administration. During this time the student is supported to reflect on their behaviour and determine actions to improve their behaviour choices within the classroom or playground, guided by our *Whole School Behaviour Matrix*. Depending on the for reason for a withdrawawl, this may result in the loss of Good Standing.

### **Suspension (Principal Initiated)**

Major behaviour incidents may result in the suspension of a student for a period determined by the Principal. An *Individual Behaviour Support Plan* (IBSP) may be developed and implemented to support the student's behaviour, in consultation with the parent/guardian, classroom teacher and student.

### **Loss of Good Standing (Administration Initiated)**

An *Office Referral – Green Slip* may result in the loss of Good Standing (See *Good Standing Policy and Procedures* below). Loss of Good Standing will result in the student losing the privilege to participate in special school events, activities and rewards.

**Appendix 2 – Return to Good Standing Log**

<b>Return to Good Standing Log</b>			
Name			
Room / Teacher			
Day	Date	AM	PM
1			
2			
3			
4			
5			
<b>SPECIALIST SUBJECTS</b>		Specialist teacher to sign in the box below	Record the date below
Music			
Design and Technology			
Physical Education			
Japanese			
Science			
Admin to sign off on Good Standing being reinstated			

**Instructions:**

1. Students who have lost their good standing will need to earn their good standing back by completing the above log.
2. Staff are not to record negative feedback on this form.
3. Students do not need to record sign off on consecutive days to achieve their good standing back.
4. To be signed off for the lesson students need to demonstrate positive behaviours. If they have an *ETO* or *Green Slip* or are suspended during a day, then they cannot be signed off.
5. Students who remain on or below step 3 (*Internal Timeout*) on the *5 Step Continuum* should be signed off by the classroom teacher.
6. Once the log is completed send the student to the office for sign off by admin and the reinstatement of their good standing. Admin then update *Integris*, the *Good Standing Tracker*, and provide a letter of commendation for the student to take home to show parents.
7. Students on loss of good standing will lose the privilege to participate in special events during their loss of good standing period e.g. interschool sports carnival, excursions, Big Days Out.

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