

Hillman
Primary School
Independent Public School



Positive Behaviour Support

Responding to Unproductive Behaviours

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 1) 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...
P B S M A T R I X	ALWAYS	<ul style="list-style-type: none"> • follow all school staff instructions • use our manners and speak kindly • keep our hands and feet to ourselves • use appropriate school language • represent our school in a positive manner 	<ul style="list-style-type: none"> • look after equipment and return it after use • take care of our environment • make good choices • are punctual and prepared • wear our school uniform with pride • own our actions • set learning goals and strive to achieve them 	<ul style="list-style-type: none"> • believe it is okay to make mistakes and we learn from our mistakes • perseveres when challenged • aim to improve our personal best • practise mindfulness • believe in ourselves • display good sportmanship • seek help to solve problems • choose our attitude 	<ul style="list-style-type: none"> • treat others the way we want to be treated • consider the needs of others • demonstrate gratitude • encourage others to be their best • are honest with ourselves • make good choices when we are with others • look after our friends
	LEARNING ENVIRONMENT	<ul style="list-style-type: none"> • use quiet/side voices • allow others to learn • follow classroom rules 	<ul style="list-style-type: none"> • take pride and ownership of our learning • stay on task • listen to and follow instructions 	<ul style="list-style-type: none"> • take risks with our learning • actively participate in all activities • complete all tasks to the best of our ability 	<ul style="list-style-type: none"> • are cooperative • help others to succeed • listen to each other • learn from each other
	OUTSIDE	<ul style="list-style-type: none"> • share space and take turn • play safely • use equipment appropriately • respect our environment 	<ul style="list-style-type: none"> • move around the school safely, quietly and respectfully • follow the school sun safe policy • look after others 	<ul style="list-style-type: none"> • work with others to solve problems • all have fun when we play 	<ul style="list-style-type: none"> • help others to feel safe • have a positive attitude in our interactions with others

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

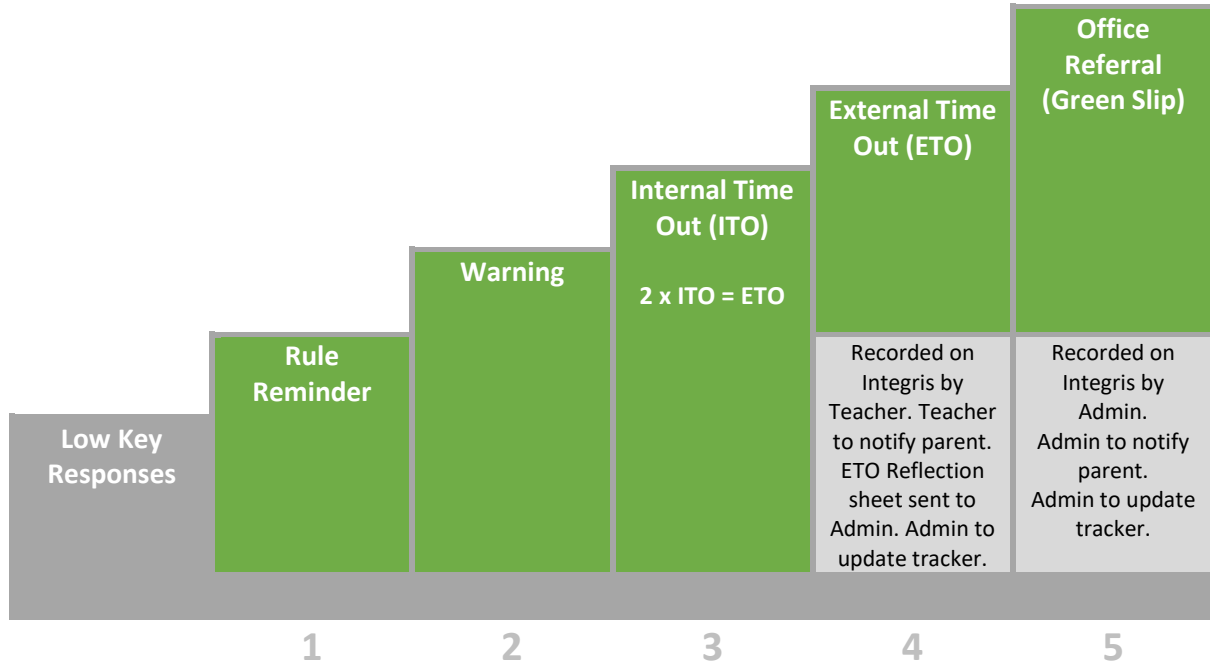
Every member of our school community has rights, and also responsibilities to ensure that Hillman Primary School is a positive learning community where everyone belongs, learns and achieves. We aim to provide students with the skills and understanding to make positive choices in both the classroom and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

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

Responding to Unproductive Behaviours

Behaviour at Hillman Primary School is responded to proactively, consistently and utilising strategies that preserve the integrity of the child. Punitive strategies not directly related to the student behaviour are not supported. The following procedures and strategies are used to actively respond to unproductive student behaviours and support positive behaviour choices.

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.

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 reason for a withdrawal, this may result in the loss of Good Standing.

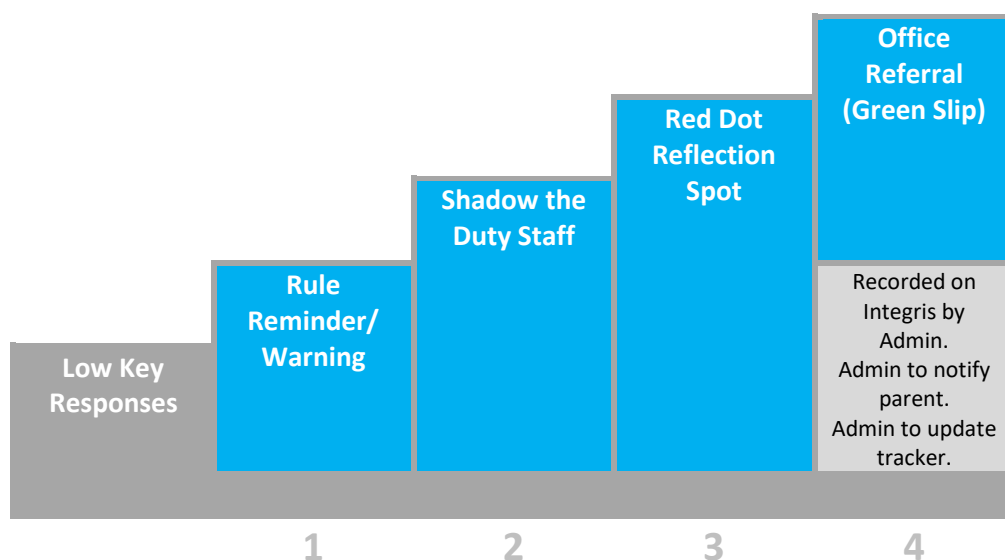
Suspension (Principal Initiated)

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. Administration will communicate any incidence of suspension to parents/caregivers.

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.

4 Step Continuum - Playground



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.

Rule Reminder/Warning

Teachers provide verbal rule reminders and warnings to students in order to encourage positive behaviour.

Shadow the Duty Staff Member

Following a rule reminder or warning, students will shadow the duty staff member. This involves the student following the duty staff so they can reflect and re-focus.

Red Dot Reflection Spot

This step involves the student sitting on the designated '*Red Spot*' in their playground area. This should only be applied if all previous steps in the continuum have not been effective and is only a playground related strategy. This is an opportunity for the student to reflect on their behaviour.

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.

Bullying

At Hillman Primary School, our students have the right to learn in a supportive, caring and safe environment without the fear of bullying, harassment, intimidation and victimisation. Diversity is valued and all members of the school community should feel respected and included, and can be confident that they will receive support in the face of any threats to their safety and wellbeing.

Bullying Definition

*Bullying is defined as **repeated** verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons (National Safe Schools' Framework, 2011).*

Cyberbullying refers to bullying through information and communication technologies. Bullying can happen anywhere: at school, travelling to and from school, in sporting teams, between neighbours or in the workplace.

Bullying behaviour can be:

- verbal e.g. name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- physical e.g. hitting, punching, kicking, scratching, tripping, spitting
- social e.g. ignoring, excluding, making inappropriate gestures
- psychological e.g. spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of phones.

Conflict or fights between equals and single incidents are not defined as bullying. Bullying behaviour is not:

- children not getting along well
- a situation of mutual conflict
- single episodes of nastiness or random acts of aggression or intimidation.

Preventative Actions

Hillman Primary School utilises a range of education programs and strategies to promote positive behaviours, including reporting of bullying and preventing bullying behaviours.

The Bullying No Way! Website provides a wide range of information and resources for parents and school communities on managing bullying. For more information visit: www.bullyingnoway.gov.au and go to the parents' portal.

The Zones of Regulation Program At Hillman Primary School, we use the Zones of Regulation program throughout the whole school. We want to teach all our students good coping and regulation strategies so they can help themselves when they experience anxiety and stress. By teaching students how to cope with these feelings, they build resilience and problem-solving skills.

Positive Behaviour Supports Lessons Hillman Primary School follows the Positive Behaviour Support (PBS) model. We have a Whole School behaviour Matrix, which 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 teachers deliver lessons to students aimed at explicitly teaching the expected behaviours on our matrix.

Our Process

Should a case of alleged bullying occur, the Principal or Assistant Principal will be informed immediately and a thorough investigation will take place to establish the facts.

Hillman Primary School adopts the following procedures for responding to bullying incidents:

1. Investigate the allegation and establish if bullying has occurred.
2. Students who are bullied
 - Protect and support the student who has experienced the bullying behavior

- Offering an immediate opportunity to talk about the experience with their class teacher, another teacher or member of administration if they choose.
 - Inform the parents/carers of the student
 - Document the support measures provided for the student
 - Review the support to ensure it has been effective for the student to respond positively and have his or her personal safety improved
3. Students who demonstrate bullying behaviour
- Follow the Responding to Unproductive Behaviours procedures outlined in this document
 - Ensure the student alleged to be engaged in bullying behaviour has a complete understanding that their behaviours and communications are considered as bullying and therefore that these must cease
 - Inform the parents/carers of the student exhibiting bullying behaviour
 - Document the support measures provided for the student
 - Review the support to ensure that it has been effective to reduce the student's bullying behaviour
4. Students who are bystanders
- It is important that all students be taught to recognise bullying, report bullying and have the opportunity to practice safe ways to effectively intervene, maintaining personal safety, when bullying occurs
 - Students who witness bullying as a bystander may be called upon to contribute to investigations of alleged bullying

Support for students who demonstrate bullying behaviour

1. The school will respond to incidents in a reasonable, proportionate and consistent manner. Procedures for Responding to Unproductive Behaviours, outlined in this document, are followed in managing the student demonstrating bullying.
2. Apply the appropriate support for the student/s who has engaged in bullying behaviour and ensure that there is a positive outcome, adequate follow up and that relationships are restored for all involved.
3. The parents/guardians/carers of the student who is being bullied, and the student who is bullying, are informed.

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P B S		<ul style="list-style-type: none"> take pride and ownership of our learning stay on task listen to and follow instructions 		<ul style="list-style-type: none"> move around the school safely, quietly and respectfully follow the school sun safe policy look after others 		<ul style="list-style-type: none"> take risks with our learning actively participate in all activities complete all tasks to the best of our ability 		<ul style="list-style-type: none"> are cooperative help others to succeed listen to each other learn from each other 		MATRIX		
		<ul style="list-style-type: none"> share space and take turn play safely use equipment appropriately respect our environment 		<ul style="list-style-type: none"> work with others to solve problems all have fun when we play 		<ul style="list-style-type: none"> help others to feel safe have a positive attitude in our interactions with others 						