

CLIFTON SPRINGS PRIMARY SCHOOL



School Wide Positive Behaviour (SWPB) Parent Handbook

School-Wide Approach to Positive Behaviours (SWPB)

Clifton Springs Primary is excited to be a **School Wide Positive Behaviour (SWPB)** School. We believe SWPB provides an excellent guide to creating an inclusive school environment in which all students feel safe, confident and able to engage in their learning.

SWPB is a current approach to school-wide behaviour that is strongly supported by the Department of Education and Training (DET). It is a framework that brings together school communities to develop positive, safe and supporting learning cultures.

CSPS Vision Statement

Clifton Springs Primary School's vision is:

To develop outstanding citizens and life-long learners who believe that effort and persistence leads to success.

Clifton Springs Primary School's SWPB Purpose Statement

Aligned to our school's vision, in using the SWPBS framework, CSPS strives:

To create a safe and supportive culture that nurtures success, individual growth, respectful relationships and high expectations in teaching and learning – all underpinned by our three school values of Respect, Responsibility and Kindness.

Why SWPB?

When SWPB is implemented well, teachers and students have more time to focus on relationships and learning. Students and staff benefit from:

- increased respectful and positive behaviour
- increased time focussed on learning
- improved social-emotional wellbeing
- positive and respectful relationships among students and staff
- a predictable learning environment in which appropriate behaviour is the norm

Introducing, modelling, and reinforcing positive social behaviour is an important step of a student's educational experience. Teaching behavioural expectations and rewarding students for following them is a much more positive approach than waiting for misbehaviour to occur before responding.

DET has established a central unit to develop a common Victorian approach to SWPB based on international best practice. This includes SWPB coaches, one of which is working directly with CSPS on our SWPB journey.

For more background information on the SWPB approach, please see:

<http://www.pbis.org/school>


Through the implementation of SWPB, the school wide systems at CSPS are aligned to create an inclusive environment where:

- behavioural Expectations are defined

- behavioural Expectations are taught
- reward systems acknowledge appropriate behaviour
- clearly defined consequences are consistently used for problem behaviour
- continuous collection and use of data is used for decision-making

CSPS Agreed Behaviour Matrix

Our Agreed Behaviour Matrix is a core aspect of SWPB and helps all staff and students to be clear and consistent in their interactions regarding behaviour. The matrix is used to identify the specific, observable and positive behaviours expected of all students around our school, both inside and out. These behaviours reflect the school's values. The matrix was a collaborative creation involving students, staff and families.

| CSPS Whole School Behaviour Matrix | | |
|--|---|---|
|  Values Matrix | In all classrooms | Outdoor spaces |
| Respect | <ul style="list-style-type: none"> - We allow others to learn at all times - We use good manners to all - We look at and listen to the person talking - We are on time and ready to learn | <ul style="list-style-type: none"> - We keep our hands and feet to ourselves - We look after the gardens, animals and school property - We are safe and sensible with all equipment - We use positive and appropriate language |
| Responsibility | <ul style="list-style-type: none"> - We challenge ourselves in our learning and have a Growth Mindset - We look after our belongings and school resources - We put in our best effort and take pride in our learning - We keep trying if things don't work the first time | <ul style="list-style-type: none"> - We take care of our school environment - We will remind others of our school values if they are not showing them - We bounce back from minor problems - We use the 5-Finger Rule when needed |
| Kindness | <ul style="list-style-type: none"> - We treat others how we like to be treated - We help others get out of the Learning Pit if they need it - We use kind words to each other every day - We look after new students and teach them our school values | <ul style="list-style-type: none"> - We include as many people as we can in our games - We take care of people who are hurt - We are friendly to all others and accept everyone's differences - We treat others how we like to be treated |

Positive Behaviour Recognition:

At CSPS we have a range of formally recognising positive behaviour:

Classroom acknowledgement of meeting/exceeding school-wide expectations:

Each student is recognised for exemplary behaviour they show throughout the school day which demonstrate our school values of Respect, Responsibility and Kindness.

In **Prep-Year 4**, this recognition is via a 'values card' which goes into their personal 'bucket' which is displayed in the classroom.

Once a student has filled their bucket (by having 5 values cards in the bucket), they choose from a list of 'rewards' – which range from choosing their seat in class, being the teacher assistant for the day, having lunch with the Principal or Assistant Principal, among others. Students and staff collaborate on what the rewards list includes.

'Values Cards' can be given to students by Principals, Office staff, Welfare staff and Integration Aides at any time, or by any staff member on yard duty when a student displays one of our school values at an exemplary standard.



Communal 'buckets' Prep-Year 2: to promote a sense of community, or 'team', individuals who fill their own bucket also get a 'raindrop' to go in the communal bucket. Once this bucket reaches an agreed capacity, a team reward is earned.

In Years 3-6, the same process occurs, however instead of individual buckets, student add values cards to a 'tick chart'. Once a certain amount of ticks are recorded, individual rewards are earned.

Communal 'emojis' Years 3-6 – to promote a sense of community, or 'team', students in years 3-6 create their own Emoji to display in the 'Wall of Fame'. Once an agreed amount of emojis are on display, a team reward is earned.

Behaviour Recognition in Specialist Classes:

All specialist classes (Music, Physical Education, Visual Arts, and STEM, all use a consistent approach to acknowledging and rewarding positive behaviour. Classes are scored in key areas for the chance to earn class rewards. Individuals displaying exemplary examples of our school values are also highlighted for their efforts and receive a 'values card' (or 'tick') when they return to their classroom. This card returns to the classroom teacher to ensure strong communication among all staff.

Inappropriate Behaviours

The consistent implementation of a staged response to inappropriate behaviour is essential to developing a positive environment for learning. At CSPS, all teachers use consistent language and processes to ensure clarity for all students. Our values underpin discussions around inappropriate behaviour, as well as the students' right to learn and the teachers' right to teach.

The 4Rs:

Teachers will use 'The 4Rs' when working with inappropriate behaviours. Students know the terminology well and the consistency helps students understand that their behaviour is inappropriate.

Reminder – a verbal reminder that the student is not displaying our expected CSPS behaviour

Redirection – a 1-on-1 discussion with the student to redirect them back to their learning

Relocation & Reflection – the student is relocated to another class in order for the teacher to maintain the right to teach and the students to maintain the right to learn. The student continues the expected learning in the classroom they have been relocated to and then attends the Behaviour Reflection Room at lunchtime.

***please note that Relocation is a last resort option and does not occur regularly

Behaviour Reflection Room:

For students who need to be 'Relocated', a follow up reflection is done during the first 20 minutes of lunchtime. This is done with a teacher or principal class member and involves the student completing a reflection sheet. A discussion is then held with the staff member in charge as to what could be done differently next time and what still needs to be done to restore any relationships that were damaged.

Parents are notified if their child has been to Behaviour Reflection Room through a Compass notification.

Restorative Practices:

At CSPS, we adopt a Restorative Practice approach to solving problems. Restorative Practices assists teachers, students and parents to build, maintain and restore relationships. Restorative Practices will help build the capacity of students to self regulate behaviour and contributes to the improvement of learning outcomes.

Very simply, Restorative Practice discussions ask 'What happened', 'Who was affected by your behaviour' and 'What can you do to fix it'?

It is a powerful way to encourage students to acknowledge that their behaviour had an impact and that a relationship needs to be restored before moving on.

Please feel free to refer to our school policies for more information. These policies are found on our school website.

Please also speak to your child's teacher or any staff member if you have any further questions on our SWPB approach.

Most importantly, chat to you kids as we aim for all students to have absolute clarity of our approach as they are central to everything we do.