

CITY BEACH PRIMARY SCHOOL

POSITIVE BEHAVIOUR SUPPORT



2020

RESPECT | RESPONSIBILITY | RESILIENCE

Respect

I am respectful. I treat the environment others and myself as we deserve to be treated.

Responsibility

I am responsible. I do the things I am expected to do in an honest and dependable way.

Resilience

I am resilient. I can learn from all my experiences with a confident mindset.



ETHOS

High quality teaching and learning is the core focus at City Beach Primary School. Evidence-based programs are incorporated to provide all students with an opportunity to engage in experiences that both connect and challenge their knowledge, skills and values as well as ensuring they become autonomous, self-motivated learners. The school engages students' interests through the use of technology and contemporary approaches. Students are challenged to excel in an inclusive and diverse learning environment.

Our strong links between home, school and the community offer local families a lifelong network of friendship and support. A strong partnership exists between staff, parents, students and the community with all parties actively working to build a better school.

Achieving Together with Pride, the school motto, is a focus for the positive cooperation between all members of the school community.

VALUES



R E S P E C T

I am respectful – I treat the environment, others and myself as we deserve to be treated.

R E S P O N S I B I L I T Y

I am responsible - I do the things I am expected to do in an honest and dependable way.

R E S I L I E N C E

I am resilient - I can learn from all my experiences with a confident mindset.

Our Beliefs **Independence and Collaboration** are set within a **Safe and Supportive Environment** where explicit and connected **Teaching and Learning** practices are made available to all students. Our three core values of **Respect, Responsibility and Resilience** underpin and are encouraged in the everyday running of the school day.

OUR BELIEFS

INDEPENDENCE AND COLLABORATION

All students will have the opportunity to work individually and engage collaboratively to develop their capacity to become autonomous self-regulated learners.

SUPPORTIVE ENVIRONMENT

We create a learning environment that is supportive and inclusive of all students, offering challenges through a rich variety of learning experiences.

TEACHING AND LEARNING

Learning experiences connect, engage and challenge students through an explicit and connected teaching practice.

Our Positive Behaviour Support Plan (PBSP) outlines our commitment to ensuring a safe and supportive environment where all members of our school community, have the right to be respected, and have a responsibility to respect each other.

SCHOOL CODE OF BEHAVIOUR

- Engage responsibly
- Show courtesy and respect to themselves and others
- Resolve conflict in a resilient and respectful way



IS IT FAIR | IT IS KIND | IS IT SAFE

RIGHTS AND RESPONSIBILITIES

Students have the RIGHT to: <ul style="list-style-type: none">• Respect, courtesy and honesty• Learn in a purposeful, inclusive and supportive environment• Work and play in a safe, secure, friendly and clean environment• To be proud of their school• Have access to curriculum that supports the building of resiliency and social skills• Be provided with supports by staff to stop bullying	Students have the RESPONSIBILITY to: <ul style="list-style-type: none">• Ensure that their behaviour supports the learning of others• Protect the safety and wellbeing of self and others• Understand and value the concepts of inclusion and tolerance• Identify and respond effectively to bullying• Be aware of themselves as bystanders• Seek help for themselves and others as needed
Staff have the RIGHT to: <ul style="list-style-type: none">• Respect, courtesy and honesty• Teach in a safe, purposeful environment• Co-operation and support• Be supported by the school community in implementing the strategies and programs outlined in the schools PBSP• Have access to professional learning and resources effectively managing behaviour and responding to bullying	Staff have the RESPONSIBILITY to: <ul style="list-style-type: none">• Model and promote respect, courtesy and honest relationships• Establish positive relationships with students, parents, staff and the community• Promote and encourage high levels of behavioural expectations• promote social problem-solving• promote effective bystander behaviour• deliver strategies and programs to support students in response to inappropriate behaviour and bullying• Follow the Positive Behaviour Support Plan and Staff Guidelines
Parents have the RIGHT to: <ul style="list-style-type: none">• Respect, courtesy and honesty• Be confident their children are provided with a safe and supportive school environment• Be informed of and have access to the School's Positive Behaviour Support Plan	Parents have the RESPONSIBILITY to: <ul style="list-style-type: none">• Support the values and expectations of the school to provide a meaningful education for their child• Support and encourage children to treat others with respect and tolerance• Encourage children to report behavioural/bullying incidents• Work effectively with the school in responding to bullying• Engage in respectful staff and parent communication interactions

At City Beach Primary School, we show: **Respect | Responsibility | Resilience** in our actions each day. Students understand their rights and responsibilities. They agree to:

- be courteous and respectful to everyone;
- protect the safety and wellbeing of themselves and others;
- resolve conflict in a respectful and resilient way;
- use the 5 L's of active whole body listening to listen with purpose; **Look** - with your eyes; **Listen** - with your ears, head and heart; **Legs** crossed; **Hands** on **Lap**.
- respect our school environment.

BEHAVIOUR SUPPORT POLICY

At City Beach Primary School, through the implementation of the **You Can Do It Program Achieve**, we strive to provide safe and supportive learning environments. We foster relationships built on mutual respect. Our staff see it as their professional responsibility to support and follow the school's practices, plans and policy. Staff take active responsibility for behaviour support using whole school approaches and practices.

Classroom Management

Classroom and Specialist Teachers

- Clearly defined class code of conduct based on Rights and Responsibilities
- Class 'STOP' signal on display
- Individual Behaviour Management Plans for Students at Educational Risk (SAER) (see Appendix A)
- Clearly defined consequences for unacceptable behaviour
- Use the 5 Keys of Success as an incentive program
- Positive reinforcement and regular communication of expectations to students
- School leadership support
- Use the 5 Keys of Success as an incentive program in all specialist classes

Whole School

- An agreed 'STOP' signal used during whole school events and/or when out of the school
- Student class behavior is communicated and shared with specialist teachers at handover

Out of Class Management

- Clear before and after school guidelines are followed by the school community
- Teachers share a consistent understanding of behaviour support processes and duty guidelines
- Positive incentives (You Can Do It Keys)
- Positive and negative behaviours are recorded in Integris

BEHAVIOUR SUPPORT PROCEDURES

Positive behaviour support is at the heart of our whole school approach to behaviour. At City Beach Primary School, we base these practices on developing positive relationships with all students and the use of low-key informal responses. These practices are preferred as they acknowledge that all students may need support to make positive choices and decisions. Our actions and responses are educative in nature not punitive.

Teachers address individual situations using a conflict resolution framework and worksheet working with students to identify and classify the behaviour. Is it:

RUDE?

CONFLICT?

MEAN?

BULLYING?

GOOD STANDING POLICY

At City Beach Primary School, we strive to support students at work and play. We provide a safe, inclusive and stimulating environment as this is crucial in the development of the whole child. The 'Good Standing' Policy has been designed for all students. This policy has been developed to ensure fairness and equity. Students doing the right thing are able to fully participate in all school extra-curricular activities. Good Standing emphasises the importance of taking responsibility for choices students may make which ultimately adversely affects their safety and learning and the learning and safety of others. This policy works in conjunction with our whole school Positive Behaviour Support Plan. What is expected of students in terms of maintaining their Good Standing and the consequences of losing their Good Standing is clearly communicated each year.

'Good Standing' guidelines;

- All students commence each term with 'Good Standing'
- To maintain 'Good Standing' a student complies with the School's Positive Behaviour Support Plan behavioural expectations.
- An incident that involves intervention by the Leadership Team will be considered a breach.
- Three Breaches (incidents involving leadership team intervention) can result in 'Good Standing' being lost, therefore losing the right to participate in the school extra-curriculum programs. (i.e.; Leadership Roles, classroom privileges, inter-school sports, excursions, incursions, camp*, off site graduation events) for a period of two weeks. Please note that in-term swimming is considered an educational activity and the student who has lost Good Standing is still able to attend swimming lessons.
- Once 'Good Standing' is lost on more than two occasions in one term it cannot be reinstated until the commencement of the next school term.
- Parents will be advised in writing if their child has breached the School Positive Behaviour Plan and if they have lost their 'Good Standing'.

Each classroom has a clearly displayed plan for positive behaviour support which has been discussed and negotiated and shared with the students and parents at the beginning of the school year.

INCENTIVES FOR POSITIVE STUDENT BEHAVIOUR

Our school models and promotes respect, courtesy and honest relationships. The following approaches support staff and students in their endeavours to maintain a learning environment that is supportive and inclusive of all students.

Whole School

- You Can Do It Keys – Students collect 5 Keys to Success in the class and playground. Students then visit the office to open the YCDI Treasure Chest and select a reward.
- Honour Certificates – Announced and presented at School Assemblies
- Recognition on CBR. (City Beach Radio) of Student of the Week open to specialist teachers
- Stand Up Assemblies

Class Room

- Student of the Week
- Whole Class Incentives – working towards a common goal.
- Students visit the Principal or Deputy Principal with examples of work for recognition of their achievement
- Classroom Individual Plans – follow agreed procedure

CONSEQUENCES OF INAPPROPRIATE BEHAVIOUR

The students recognise that there is a logical consequence for inappropriate behaviour at all times as outlined in this Positive Behaviour Support Plan. While this may vary slightly from class to class, classes follow a consistent approach across the school. Teachers will ask students to consider their actions and ask the following questions:

Is it Kind? Is it Safe? Is it Fair?

Teachers address individual situations using a conflict resolution framework and worksheet working with students to identify and classify the behaviour. Is it:

RUDE?

CONFLICT?

MEAN?

BULLYING?

CLASSROOM BEHAVIOUR

Informal Low-Key Responses

Preventing or responding to misbehaviour through low key responses	
<ul style="list-style-type: none">• Proximity• Student's name• Gesture• Pause	<ul style="list-style-type: none">• Look• Ignore• Signal to begin/ Signal for attention• Deal with the behaviour

STEP 1 First reminder **framed in the positive - redirect**

STEP 2 **Second redirect/reminder framed in the positive**

STEP 3 **Third redirect /reminder framed in the positive**

STEP 4 **#Rethink Room** - complete Reflection Sheet appropriate for year level (Year 1-3) (Year 4-6) with restorative questions (flowchart). Discuss responses with child, elicit more responses if necessary.

STEP 5 Leadership Intervention/Breach - If a student continues to display unacceptable behaviours and is not responding to whole class strategies the Leadership Team are involved. This is considered a breach. Three breaches will result in the loss of good standing (refer to good standing section).

STEP 6 If behaviour remains unresolved an individual behaviour support plan (IBP) will be negotiated and implemented with the support of the Learning Support Team in consultation with parents and relevant agencies.

**** **Suspension Clause** IN SCHOOL suspension (removal from class or playground for up to one day) or HOME suspension for up to 10 days according to Education Department Regulation 35, can be actioned by the leadership team as a consequence for fighting, filming a fight and other extreme behaviour. The parents will be notified, and an interview will be requested before readmission.

PLAYGROUND BEHAVIOUR

Consequences

1st occurrence - reminder **framed in the positive - redirect**

2nd occurrence – walk and talk/sit out

3rd occurrence – sit out for remainder of break, near room 5 and duty Slip sent to office and entered into Integris and parents notified.

Behaviours requiring an immediate Duty Slip and Leadership Team Support

- Fighting
- Serious teasing
- Bullying
- Vandalism
- Offensive language



RESPONDING TO BULLYING AT CITY BEACH PRIMARY SCHOOL

City Beach Primary School is committed to providing a safe and supportive school community for our students to thrive in. We are all responsible for creating an environment that is safe and inclusive.

The national definition of bullying for Australian schools is as follows:

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders.

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.¹

BULLYING CAN INCLUDE:

Verbal bullying: The repeated use of words to hurt or humiliate another individual or group. Verbal bullying includes using put-downs, name-calling, insulting someone about the way they look or behave, spreading rumours, and homophobic, racist or sexist comments.

Social/relational bullying: Involves repeatedly ostracising others by ignoring someone or keeping them out of conversations, convincing others to dislike or exclude an individual or group, spreading rumours, and sharing information or images that will have a harmful effect on the other person.

Physical bullying: Includes violent actions towards another person that involves hitting, pinching, biting, pushing, pulling, shoving, damaging or stealing someone's belongings, and unwanted touching.

Cyberbullying: Involves the use of technology to bully a person or group with the intent to hurt them socially, psychologically or even physically. Cyberbullying includes abusive texts and emails, hurtful messages, images or videos, imitating, excluding or humiliating others online, nasty online gossip and chat.

Bystanders: Bystanders are those who are aware of, or witnesses to, the bullying situation. A supportive bystander will use words and/or actions to support someone who is being bullied by intervening, getting teacher support or comforting them. All members of a school community need to know how to support those who are being bullied and how to discourage bullying behaviours.

Confirming whether the behaviours were intentional is not required to implement the strategies for responding effectively. Students involved in bullying are not always fully aware of the impact of their actions on others. It is more important to act as a result of the effects on the targeted individual, immaterial of the determination of intent. Bullying is a learned behaviour.

SCHOOL STRATEGIES TO PREVENT AND MANAGE BULLYING

At CBPS we are responsive to the data that is collected in regards to bullying incidences and are proactive in our responses and adjustments to the selected strategies and programs are based on this data. Student wellbeing and safety is the foundation for effective practices to counter bullying. In responding to bullying incidents we follow school processes outlined in our Responding to Bullying flowchart. We access evidence based support strategies and resources from the following websites which contain supporting information and resources for students, staff and parents:

[Bullying No Way Website](#)

[Australian Student WellBeing Framework](#)

[Kidshelpline](#)

WHOLE-SCHOOL PREVENTION STRATEGIES

We have a Positive Behaviour Support Plan that focuses on the teaching, and recognition of respectful and positive social behaviour. We:

- promote collaborative relationships between the school, parents and the wider community to develop and implement school-based strategies and programs with students;
- establish a Learning Support Team;
- implement developmental, evidence-based social emotional learning programs - You Can Do It – Program Achieve;
- access and use resources from; *Be You, Friendly Schools Plus* and *Bullying. No Way!* to guide our planning, approaches and responses;
- coordinate a highly visible and active approach to playground supervision;
- provide developmentally appropriate unstructured playground activities and equipment;
- recognising and reinforcing positive playground and social behaviour; and
- develop and implement whole-school processes for responding to playground issues (playground slips appendix)

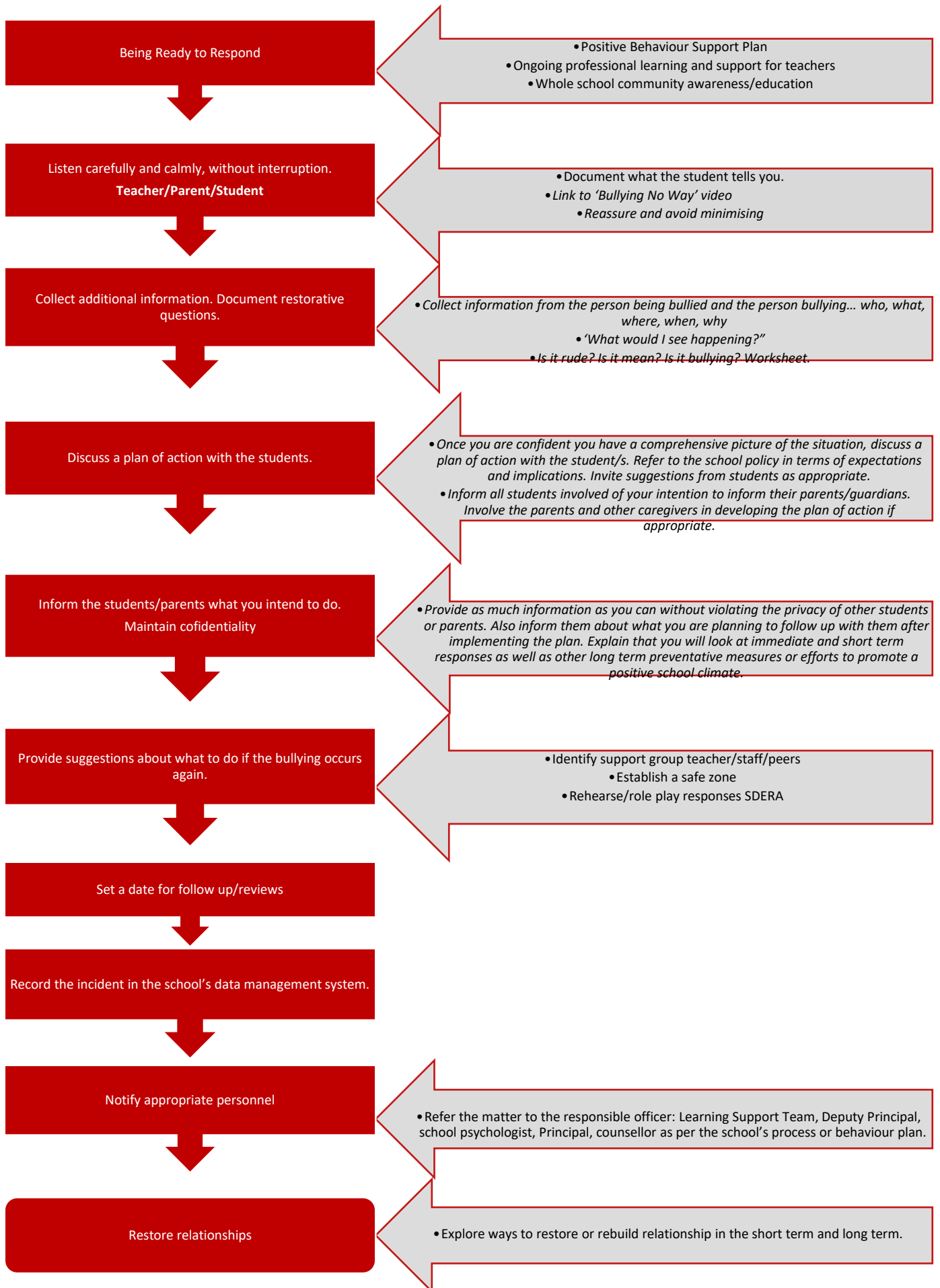
PROCEDURES AND ACTIONS TO RESPOND TO BULLYING INCIDENTS

Each incident involving bullying is individually assessed by the Learning Support Team to ascertain the best approach. We are committed to:

- helping all the students involved with the incident (e.g. the student(s) who bullied others; the student being bullied; bystanders) to discuss the incident. 6 methods;
- intervention practices that resolve conflicts, restore relationships, and promote tolerance and social problem-solving to responding to bullying incidents;
- providing staff with the support and training needed to confidently manage bullying situations as they occur;
- providing parents with information about how the school will respond to bullying incidents;
- using proved processes for reporting incidents of bullying;
- ensuring staff members are aware of the processes for recording bullying incidences and monitoring the effectiveness of response strategies;
- supporting students who are being bullied by promoting recovery and resilience; and
- implementing case management for students involved in persistent bullying.

The flowchart on the following page is used as a guide when responding to students who experience bullying:

CBPS RESPONDING TO BULLYING



CBPS RESPONDING TO BULLYING

Restorative Questions Set 1

(To respond to the challenging behaviour)

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- What do you think you need to do to make things right?

Restorative Questions Set 2

(To help those harmed by others actions)

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

METHODS OF RESPONSE (Prof. Ken Rigby)

- The traditional disciplinary approach
- Strengthening the target
- Meditation
- Support group method
- Restorative practice
- Method of shared concern