Whole School Positive Behaviour & Wellbeing Policy 2024

At Caversham Valley Primary, we acknowledge and recognise that positive relationships are a key influence on behaviour. All CVPS students and staff are expected to display the following behaviours:

We are safe, we are respectful, we are responsible, we are kind and we are learners.

All school values and expectations are covered in these 5 behaviours.
The behaviour matrix and expectations are to be explicitly taught and acknowledged by all CVPS staff.

Positive actions- all staff	• CMS behaviour management responses (see appendix). • Explicit verbal praise, reinforcement, feedback and using identified data collection processes. • Acknowledge positive behaviour using the language of the Behaviour Matrix. • Acknowledgement of achievement and positive behaviour with whole school designed rewards. • Incorporate Zones of Regulation throughout the school to explicitly teach and model co-regulation and support student self-regulation. • Whole school focus on engagement strategies and student wellbeing. • Recognise and value cultural and linguistic diversity
Principal and Deputy Principals	• Maintain & support the Behaviour Support team. • Ensure consistency in the implementation and maintenance of the behaviour management procedures including referral and communication systems. • Provide a link between community, parents and staff. • Support teachers and staff with implementation. • Co-design behaviour plans and programs for individual students when required utilising external supports such as SSEN:BE & SSEN:D. • Ensure that positive behaviour management, relationships, belonging and well-being are at the forefront of all decisions and whole school procedures. • Use restorative questioning approach. See questions in the appendices. • Engage in continued researched and alignment of best behaviour support and wellbeing practices with school planning and focus. • Utilise behaviour data to inform school decision making. • Support staff to access professional learning in behaviour, engagement and wellbeing.
Teachers and Support staff	• Incorporate relationship building skills including the morning meeting, CMS winning over & Low-Key responses and following support programs where applicable and in the best interest of the students • Develop warm, trusting, respectful relationships. • Maintain the dignity & rights of the students. • Develop and maintain positive classroom environments including incorporating consistent routines & procedures. • Display and explicitly teach, reinforce, redirect and reteach whole school expectations according to the Behaviour Matrix, providing explicit feedback to students. • Explicitly teach the Zones of Regulation strategies and incorporate the ZOR into daily practice. • Document student behaviour and strategies used in a timely manner. Utilise this data for discussions with Principal, Administration team, Parent/Caregiver and external agencies where required. • Uphold and model the wholes chool PBS values • Model respectful, courteous and honest behaviour. • Ensure the environment is cared for and is kept safe for all. • Integrate restorative practices using questioning techniques (see appendix)

	• Be aware of own emotions and reactions to behaviour. See staff questions in appendices. • Develop in collaboration with SEN coordinator and implement Individual Behaviour Management Plans where needed to support a tiered approach • Engage in continued research and alignment of best behaviour support practices with school planning and focus. • Encouraging student voice- interests, strengths, abilities, opinions and providing choice. • Celebrate success!

Acknowledgment/ encouragement system	• Free & Frequent: Individual
	   o Explicit feedback using PBS terminology and dojo point awarded (token given in playground). Student individual reward from menu
	• Class & short term: Whole Class
	   o Based on class dojo. Class selects reward activity
	• Long and Strong: Whole school
	   o Students to be surveyed by student counsellors on reward for long & strong to gain student voice
	   o The idea of being socially aware and generous by paying it forward, this links to circle of courage as students see that their choices affect not just themselves but others.

TICK roster procedures & guidelines	Recess and Lunch Eating Expectations 1. We move quickly and calmly to our eating area. 2. We sit down to eat. 3. We talk in a friendly quiet manner to our friends. 4. We only eat our own food. 5. We take home what we haven't eaten. 6. We make sure the area is tidy. 7. We move calmly to class when dismissed.
Behaviour Matrix	• Whole school co-designed behaviour matrix is displayed and referred to in all classes and learning areas. • Explicit lessons created from the matrix based on whole school data. See lesson schedule.
Playground & game expectations	• All students are explicitly taught the CVPS game expectations (rules of the game) and appropriate use of playground equipment.
Restorative practices	Restorative practices centre around a set of key questions that help children think about their behaviour and understand how they can correct it: • What happened? • What were you thinking and feeling at the time? • What have you thought about it since? • Who has been affected and in what way? • How could things have been done differently? • What do you think needs to happen to make things right? Ensure that our lines of communication are clear, open and honest yet respectful, understanding and always with the student and positive relationship as the focus.
Staff Questions	Based on Therapeutic Intervention in schools (TCIS) staff questions to support de-escalation or increase student and staff safety. • What am I feeling now? • What does this young person feel, need or want? • How is the environment affecting the young person? • How do I best respond?

Tiered approach	Tier one universal PBS & ZOR Tier 2 & Tier 3 See Intervention Policy. Support accessed with SEN coordinator, Positive Behaviour support leader and Education School Psychologist.
Community Engagement	Parent information sessions held Fortnightly connect notice focusing on specific identified behaviour focus and some ideas for practice at home. Website and newsletter information PBS magnets sent home to all families
Good Standing	The processes embedded within good standing requirements are underpinned by the following **key principles of restorative practice**: • Positive interpersonal relationships • A culture of care supporting all individuals in the school community. • Cultural receptiveness and responsiveness to create learning communities of mutual respect and inclusion. • A restorative approach which leads to individuals taking responsibility for their own behaviour. Good Standing is recognition of students who meet behavioural expectations at Caversham Valley Primary. All students commence with Good Standing status. Good Standing entitles students to participate in all school-based activities. **Loss of Good Standing**: • Major breach of school behaviour expectations • At the discretion of the Principal or Principal's delegate • Start a fight, video, photograph, share or promote violence • Make physical contact with the intent to harm another student or staff member through physical contact Students who do not have Good Standing Status are not able to attend non-curricula activities such as school camp, reward activities and sporting events. **Re-instate good standing** • All students will regain good standing at the beginning of each term. • Implement a restorative and educative return process to re-establish positive behaviour. This may include an individual behaviour plan focusing on the identified areas for improvement • Re-instate a student's good standing after such period as decided by the Principal. **It is important to note that these are guidelines and if**: • There are extenuating circumstances that have resulted in negative behaviours; • A student has special needs; • There is a significant period of positive behaviour since the previous negative behaviour Then these factors will be taken into account and any decision to withdraw, maintain or reinstate "good standing' will be at the discretion of the Principal.

Appendix List

Matrix	i	PBS whole school Matrix
Bumps	ii	Flowchart of responses
Acknowledgement	iii	Acknowledgement & reward menu for • Free & Frequent • Whole class • Long & strong (whole school)
Low Key Skills	iv	CVPS Low Key Skills to be used every day in every classroom to quickly and quietly support positive behaviour.
Minor, major & consequences	v	Minor, major and consequence flow chart
Visit the class	vi	Visit the class form to support early intervention, circuit breaker and student self-regulation.
Student referral form	vii	linked to major and minor referral forms

i) *Whole school Matrix*

Caversham Valley PS Positive Behaviour Support Matrix

	Communicating positively to others to encourage generosity	Working towards achieving your individual goals for mastery	Being a part of a respectful group to build belonging	Demonstrating personal responsibility to develop independence	Creating a school environment where everyone feels safe
Inside learning areas	• We encourage others • We share and take turns • We help others when appropriate • We include others • We ask for help if we see others are sad or upset • We use kind words when speaking to others	• We perform all tasks to the best of our ability to achieve our goals • We are enthusiastic about learning • We ask questions and seek feedback • We keep trying even if something is difficult • We participate in group activities cooperatively • We are organised with our own equipment • We take what we need to each lesson • We set goals for our learning • We attempt all learning task	• We greet each other with hello and a smile and return greetings. • We are polite and well mannered • We follow instructions • We listen to others when they are speaking • We take care of school, personal and other's property • We include everyone and listen to their ideas • We take turns when speaking and listening • We support everyone's right to learn • We respect differences • We use quiet voices in the library • We take our hats off inside	• We are organised and prepared • We are punctual • We stay on task • We consider the consequences of our behaviour • We take pride in our work • We ask for help when needed • We are honest • We put rubbish in the correct bins	• We keep our hands and feet to ourselves. • We walk in learning areas • We use all equipment correctly • We report unsafe situations • We ask before we leave the classroom • We sit safely on our chairs
Outside learning areas	• We acknowledge other people's feelings • We include others in our games • We look out for others • We seek help from others when needed • We share sporting equipment • We hold the doors open for others	• We listen to and follow teachers' directions • We are good role models to others • We respect differences • We follow the CVPS rules for sporting games	• We respect all equipment and property • We consider others personal space • We take pride in our school grounds • We line up quietly • We move quietly around the school • During lunch eat, we ask to go to the toilet or get a drink • We use quiet voices during lunch eating time. • We use all school areas appropriately	• We stay within boundaries • We always wear our broad brimmed school hat and are sun smart • We find shelter when it's raining • We move promptly to the eating area after lunch play • We resolve conflict with our words • We go to the toilet during breaks • We return our sports equipment after play • We wait patiently for play areas to open	• We keep our hands and feet to ourselves • We play with all equipment in a safe manner • We follow the playground expectations • We wait for our turn when using equipment • We wait for the teacher to dismiss us after eating lunch • We walk in all areas under verandahs • We walk bikes, scooters and skateboards onto and off school grounds, staying on the paths • We use footpaths • We report unsafe behaviour

ii) _Bumps_

Caversham Valley Flowchart of Responses

Prevent	Bump One	Bump Two	Bump Three	Bump Four	Bump Five
Belonging	Low Key Skills	Redirect behaviour	Effective choice	Implied choice	Strategies to diffuse
-Building relationships -Safe environment -Morning Meeting -Greeting students -CVPS values -Winning over	-Shorter than interruption -Positive, neutral atmosphere -non assertive e.g. proximity Signal to begin Non verbal **See LKS table**	-Quiet conversation -Verbal request to stop/ get back to work -End with the acknowledgment of the desired behaviour	-Teacher gives student options to redirect them to desired behaviour -Both options give desired outcome -Student takes on responsibility by making choice	-Use choice, PBS expectation from School Matrix to prevent or stop misbehaviour -Teacher explains student choice and gives them explicit instructions of what they should do **Referring to CVPS Values/ Matrix**	-Tactic to prevent unwanted power struggle **e.g.** -Stop teaching and pause -Redirect -Calm voice -Deal with allies -Shift control -Allow student to save face -Closure to the interaction

At each stage of the BUMP ensure that you are explicitly teaching and re teaching the CVPS Values. This can be through the use of instructional skills

iii)   *Acknowledgment menu for rewards*

PBS Acknowledgment Menu

Free and frequent	Short term	Long and strong
▪ Free play in the classroom/wet area for 15 minutes ▪ Choose a fun but educational game ▪ Shoes off for the day ▪ Sit next to a friend ▪ Free tech time for 15 minutes ▪ Flexible seating for the day ▪ Share a book with the class ▪ Teacher for 15mins ▪ Bring in special news	▪ Class dance party or disco ▪ Game with another class ▪ Sports game with Admin ▪ Class sport session ▪ Watch a movie ▪ Free art hour ▪ Gardening ▪ Teddy bear picnic ▪ Singing battle ▪ Techy session hour ▪ Free time hour	▪ Extra recess or lunch time ▪ Free dress day ▪ PJ day ▪ "Themed" Costume day

Free and Frequent	50 Individual Dojo Points
Short term	1000 Whole Class Dojo Points
Long Term	Once short term target reached

iv) _Low Key Skills_

Caversham Valley
Low Key Skills

Low key skills are Skills used to prevent and/or respond to unproductive behaviours. At this level the teacher takes responsibility for managing behaviour while continuing to teach.

Definition
- The things that teachers say and/or do to prevent or respond to unproductive behaviour when it first occurs

Rationale
- Used to quickly and efficiently control or defuse a problem with a minimum of fuss and without interrupting the flow of the lesson.

Attributes
- They generally involve non or minimal verbal responses
- They do not stop the flow of the lesson – quick/quiet
- They do not invite escalation – they have low emotional content.

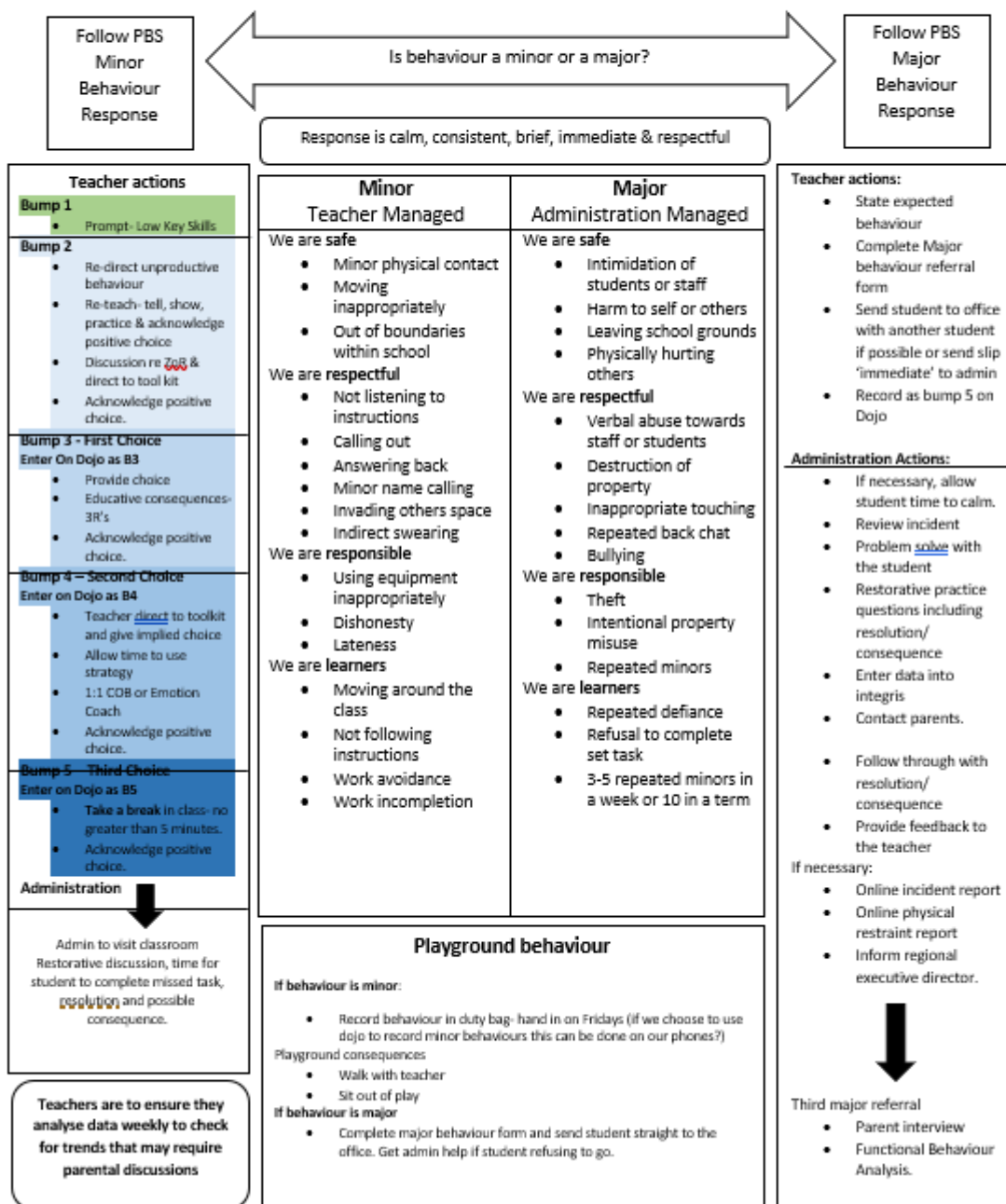| Skill	Definition	Rational	Nuance
Active scan	When an educator monitors student behaviour	By positioning to achieve maximum visual overview of the students you can be continually aware of student behaviour. This allows you to pick up unproductive behaviour before it builds to obvious levels.	Use continuously
The Look	The deliberate use of extended eye contact towards a specific student	Eye contact with the student that conveys your awareness of their behaviour and a message to stop. Can be combined with a non verbal gesture to enhance communication.	Use as soon as an unproductive behaviour occurs. May be used with different levels of intent. Avoid the stare.
Proximity	Moving around the room during a task to prevent or respond to unproductive behaviour.	Moving near students increases the chances that they will participate. Position yourself near the students most likely to demonstrate unproductive behaviour, OR move towards the students who are demonstrating off task behaviour.	Use calm and neutral body language. It is often combined with scanning. Be aware of personal space.
Non-Verbal	Use of gestures to communicate that a behaviour is unproductive.	Use a gesture to communicate to a student that the behaviour is unproductive or required behaviour in a way that causes minimal disruption to the lesson. It does not encourage the student to verbally respond and avoids confrontation.	Use as soon as an unproductive behaviour occurs. Student needs to be looking at the educator.
Minimal Verbal	As few words as possible communicating that a behaviour is unproductive.	Select no more than 3 words to say to the student to bring the students attention to their behaviour. Can be used with a Look and a Non Verbal to enhance communication.	Use as soon as an unproductive behaviour occurs. Be aware of the power of intonation and syllable emphasis.
Pause	An intentional pause during verbal instructions or discussion.	The pause signals to the student the educator is aware of unproductive or disruptive behaviour. It also communicates the appropriate	Use as soon as an unproductive behaviour occurs. Can be used in combination with another

		behaviour to listen attentively. It does not encourage the student to verbally respond and avoids confrontation.	Low Key Skill for emphasis.
Planned Ignore	Withholding visual and verbal cues to intentionally ignore unproductive behaviour.	The educator intentionally ignores a behaviour which is not impacting on the lesson to maintain the lesson flow. The educator actively responds to appropriate behaviour when the student is being productive.	Only useful if the behaviour is not interfering with the learning of others.
Responding to Appropriate Behaviour	The public or private positive acknowledgement of a specific appropriate behaviour to reinforce that behaviour.	Use a friendly and encouraging tone, let the student know that they are displaying appropriate behaviour.	Especially useful if a student rarely demonstrates the appropriate behaviour.
Modelling to Appropriate Behaviour	The public, positive acknowledgement of a specific appropriate behaviour of a student or group of students to influence the behaviours of others.	Friendly and encouraging tone. Overt use of voice so that other students hear it	The difference between the responding and modelling is in the educator's intent.
Problem Not the Student	The educator focuses on the student behaviour rather than on student intentions or student personality traits	Usually an action or minimal verbal request responding to a physical behaviour, e.g. "Phone Please"	As soon as the unproductive behaviour occurs
Deal with Allies	The use of a Low Key Skill with one or more students who become involved in an intervention with another student.	Neutralise the involvement of other students who seek to prolong or escalate an initial disruption. It reduces the chance that the situation will spread or escalate and helps maintain positive cohesion.	Use low key skills to reduce interference before continuing with the original student. Say thank you once the ally has stopped and return to the original student.
Signal to Begin	A routine sequence of educators' behaviours that results in whole class attention on the educator • The cue/ countdown • Pause • Active Scan • Low Key Skills • Thank you	By efficiently bringing a class to quiet the educator is reducing the opportunity for unproductive student behaviour.	May be used at the start of an instruction or whenever the class is off task and needs to be refocused.
Transition	A sequence of educator behaviours that increase the chance that student behaviour is orderly and efficient. It usually involves three components.	Anytime student movement is required	When - What – Who
Restore- The come on back	An intentional action of the educator to promote positive participation of a student who has been prompted in response to unproductive behaviour.	It resets a positive tone and focuses on appropriate behaviour. • Positive encouragement question (focus on learning) • Non-verbal (thumbs Up) • Minimal verbal (thank you) • Response to Appropriate Behaviour	Acknowledge positive behaviour as soon as it occurs to restore positive cohesion

v)   _Behaviour Referral Process_

Student Behaviour Referral Process

Misbehaviour requires feedback and should be viewed as a teaching opportunity- a chance to clarify and re-teach expectations. Responses such as prompt, re-direct, re-teach, provide choice with educative consequences and restorative questioning will support students with understanding their behaviour choices.

| Follow PBS Minor Behaviour Response | ← Is behaviour a minor or a major? → | Follow PBS Major Behaviour Response |

Response is calm, consistent, brief, immediate & respectful

Teacher actions

Bump 1
- Prompt- Low Key Skills

Bump 2
- Re-direct unproductive behaviour
- Re-teach- tell, show, practice & acknowledge positive choice
- Discussion re ZoR & direct to tool kit
- Acknowledge positive choice.

Bump 3 - First Choice
Enter On Dojo as B3
- Provide choice
- Educative consequences- 3R's
- Acknowledge positive choice.

Bump 4 – Second Choice
Enter on Dojo as B4
- Teacher direct to toolkit and give implied choice
- Allow time to use strategy
- 1:1 COB or Emotion Coach
- Acknowledge positive choice.

Bump 5 – Third Choice
Enter on Dojo as B5
- Take a break in class- no greater than 5 minutes.
- Acknowledge positive choice.

Administration

Admin to visit classroom Restorative discussion, time for student to complete missed task, resolution and possible consequence.

Teachers are to ensure they analyse data weekly to check for trends that may require parental discussions

Minor
Teacher Managed

We are **safe**
- Minor physical contact
- Moving inappropriately
- Out of boundaries within school

We are **respectful**
- Not listening to instructions
- Calling out
- Answering back
- Minor name calling
- Invading others space
- Indirect swearing

We are **responsible**
- Using equipment inappropriately
- Dishonesty
- Lateness

We are **learners**
- Moving around the class
- Not following instructions
- Work avoidance
- Work incompletion

Major
Administration Managed

We are **safe**
- Intimidation of students or staff
- Harm to self or others
- Leaving school grounds
- Physically hurting others

We are **respectful**
- Verbal abuse towards staff or students
- Destruction of property
- Inappropriate touching
- Repeated back chat
- Bullying

We are **responsible**
- Theft
- Intentional property misuse
- Repeated minors

We are **learners**
- Repeated defiance
- Refusal to complete set task
- 3-5 repeated minors in a week or 10 in a term

Playground behaviour

If behaviour is minor:
- Record behaviour in duty bag- hand in on Fridays (if we choose to use dojo to record minor behaviours this can be done on our phones?)

Playground consequences
- Walk with teacher
- Sit out of play

If behaviour is major:
- Complete major behaviour form and send student straight to the office. Get admin help if student refusing to go.

Teacher actions:
- State expected behaviour
- Complete Major behaviour referral form
- Send student to office with another student if possible or send slip 'immediate' to admin
- Record as bump 5 on Dojo

Administration Actions:
- If necessary, allow student time to calm.
- Review incident
- Problem solve with the student
- Restorative practice questions including resolution/consequence
- Enter data into integris
- Contact parents.
- Follow through with resolution/consequence
- Provide feedback to the teacher

If necessary:
- Online incident report
- Online physical restraint report
- Inform regional executive director.

Third major referral
- Parent interview
- Functional Behaviour Analysis.

vi) _Visit our class form_

Class:
Please visit our class in:

◻ **Immediately**

◻ The next 5 mins

◻ The next 30 mins

◻ This session

Time:

vii) _Major Behaviour referral_

Behaviour Referral

Student Name _____   Date _____   Time _____

Room _____   Referring Staff name: _____

Location (circle):

Classroom	ECE PG	Koovar PG	Djaril Grass	Undercover Area	Music room	Science room
Amphitheatre & Alcove	Fitness & Cricket nets	Basketball courts	Oval	Eat Area circle # 1, 2, 3, 4	Library	Other

Reason for referral

Who: _____

What: _____

_____

Strategies used: _____

Known triggers: _____

Admin Action

_____

_____

Admin name: _____   ☐ Integris   ☐ OINS