School Wide Positive Behaviour Support Handbook 2019

I belong, together we achieve
INTRODUCTION

At Mickleham Primary School we have spent the past two years developing and implementing School Wide Positive Behaviour Support within our school. This form of Behaviour Management varies from many historical behaviour management plans in that School Wide Positive Behaviour Support (SWPBS) operates on the premise that as well as being learners of Literacy and Numeracy, children are also learners of behaviour.

Under this model, it is the role of the teachers (and school community members) to explicitly teach children appropriate behaviours and to set explicit behaviour expectations.

The program also recognises that some children are more skilled in this area than others. Approximately 80% of our students are making positive behaviour choices for the majority of the time and we need to recognise this fact.

Our school community has identified and defined our four school Values:

- Respect
- Independence
- Cooperation
- Honesty

We have created two matrices of expected behaviours that reflect these four values.

To support the implementation of School Wide Positive Behaviour Support we have collaboratively developed a collection of sample lesson plans for teaching the different behaviour expectations around the four values (These are available from the SWPBS Folder on the school ‘T’ drive).

We use data and feedback to plan our School Wide Positive Behaviour Teaching Program and the areas of the focus for different times of the year.

Teachers use SWPBS explicit lessons in unison with the Resilience, Rights and Respectful Relationships program and Bounce Back program, which focus on the interpersonal and emotional skills that ensure student success.

To recognise the positive choices made by students we employ a wide variety of recognition and reward strategies (both intrinsic and extrinsic). When students make inappropriate behaviour choices, the aim is to use teaching and response techniques that work within a hierarchy of least intrusive and disruptive strategies and then gradually involve greater to support the child to better manage the undesired behaviour.

Annual reviews and surveys are conducted and the following year’s action plan is based on the results of the data collected using ‘Compass’.
IMPLEMENTATION

For continued successful implementation of the SWPBS approach at Mickleham Primary School, it is imperative that all staff are aware of how SWPBS works. This will ensure consistency of language, expectations and continued successful outcomes.

- A SWPBS Team is formed at the beginning of each year and consists of a representative from each team.

- The SWPBS coaches and Team members provide regular Professional learning for the Staff as part of the Meetings Schedule.

- Teachers set up a SWPBS display in each classroom.

- Teachers set up a calm down corner in each classroom. (Focus and finish table, R & R space, Second chance corner, calm corner)

- Regular lessons are taught to instil the SWPBS expectations

- The Staged Response posters and Matrices are visible and adhered to

- Student names are included with the “MPS Behaviour Support Process’ chart”. Teachers move the names in response to a student’s behavioural choices. The data from these posters is collected daily and students have a fresh start each day.

- Information about SWPBS is presented at assemblies, in the school Newsletter and at Parent Information Evenings.

- Students are acknowledged for positive behaviours as individuals (RICH Tokens) and as a class (Piggy Bank Tokens)

- Students are able to trade their tokens for prizes, rewards and special treats. Our SWPBS shop will operate at lunch eating time every Tuesday and Thursday.

- Specialist staff have RICH Tokens marked with an ‘s’. These must be returned to the Specialist Token box in the staffroom.

- CRT staff can award specially marked (Green rimmed) RICH Tokens to students. One CRT RICH Token is worth 3 regular tokens.

- Principal and AP RICH Tokens are marked with a purple rim. One Principal/Assistant Principal Token is worth 5 regular tokens.

- Students are provided with a personal wallet to store their tokens.

Students and staff will participate in surveys, to collect data and evaluate the SWPBS program, e.g. ‘SET’, ‘Kids Matter’ and ‘TFI’
OUR VISION AND VALUES

Our Vision

At Mickleham Primary School our vision is to create and maintain an **encouraging** learning community in which students are **supported** and guided to realise and **achieve their personal best** both **academically** and **socially**.

Our Character

As Staff we are: Professional, Respectful, Communicative, Open to Learning and Collaborative
WE BELIEVE …

Support for student learning:
- needs clear learning intentions, success criteria and allowing time for student to build understanding.
- needs use of research, monitoring and reflecting on teaching and provision of feedback.

Students realise their potential:
- when provided with equitable opportunities, high expectations
- when we celebrate successes
- When they have a range of learning activities, and realistic, achievable goals.

Academic and social development:
- needs an authentic purpose, differentiated teaching, acknowledging and providing for diversity.
- needs us to be open to listen and support student needs
- needs us to know our learners and learning community

An encouraging learning community:
- requires positive relationships with students and parents
- requires developing curiosity and student voice
OUR VALUES

Respect means: - I think and act in a way that shows I consider myself and the feelings of others in my school community

Independence means: - I have the courage to do things on my own and ask for support when needed

Cooperation means: - I include others, communicate and work well to achieve as a team

Honesty means: - I am open and trustworthy with my actions, words and choices.
**POSITIVE REWARD SYSTEM - RICH TOKENS**

At Mickleham Primary School we use R.I.C.H. (Respect, Independence, Cooperation and Honesty) tokens to acknowledge and reward expected behaviours at both an individual and class level.

Students can earn 'RICH tokens' as an individual and these can be traded for prizes at our Rewards Shop or in the classroom. Class groups can earn 'Piggy bank tokens' for positive behaviour which they can trade for whole class rewards. They also have an opportunity to earn 'RICH tokens' at Assembly, Specialist classes and in the playground.

<table>
<thead>
<tr>
<th><strong>Gold coin RICH Tokens for individual rewards.</strong></th>
<th>These are given to students to reward expected playground and classroom behaviours.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classroom, CRT and Specialist Piggy Bank Tokens for Whole Class Rewards.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Specialist RICH Tokens for Individual Rewards</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Attendance Piggy Bank Tokens for Whole Class Attendance</strong></td>
<td></td>
</tr>
<tr>
<td><strong>CRT RICH Token</strong></td>
<td></td>
</tr>
<tr>
<td>1 token equals 3 regular RICH tokens.</td>
<td></td>
</tr>
<tr>
<td><strong>Principal/Assistant Principal RICH Token</strong></td>
<td></td>
</tr>
<tr>
<td>1 token equals 5 regular RICH tokens.</td>
<td></td>
</tr>
<tr>
<td><strong>Students can trade RICH Tokens (Coins) for RICH Bucks (Notes) if their Token wallets are becoming full.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>The SWPBS SHOP will be open every Tuesday and Thursday day during lunch eating time. Printed SWPBS SHOP catalogues will be distributed to each classroom at the beginning of every term.</strong></td>
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</tbody>
</table>
SWPBS SUMMARY

What is School Wide Positive Behaviour Support?

SWPBS (School Wide Positive Behaviour Support) is a major advance in school-wide discipline. Its' emphasis is on school-wide systems of support that include proactive strategies for defining, teaching and supporting behaviours that create positive school environments.

Instead of using a patchwork of individual behavioural management plans, a continuum of positive behaviour support for all students within a school is implemented. The continuum of positive behaviour support occurs across all areas of the school including; all classroom and non-classroom settings (such as walk ways, gallery, restrooms etc) as well as the yard.

Positive behaviour support is a fundamental aspect of a behaviourally based systems approach to enhance the capacity of the school, families and community to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all students by making problem behaviour less effective, efficient and relevant, and desired behaviour more functional.
Why is it so important to focus on teaching positive social behaviours?

In the past, school-wide discipline has focused mainly on reacting to specific student misbehaviour by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions.

Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies is ineffective.

Introducing, modelling and reinforcing positive social behaviour is an important aspect 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. The purpose of school-wide SWPBS is to establish a climate in which appropriate behaviour is the norm.

What is a systems approach in school-wide SWPBS?

An organisation is a group of individuals who behave together to achieve a common goal. Systems are needed to support the collective use of best practices by individuals within the organisation.

The SWPBS process emphasises the creation of systems that support the adoption and durable implementation of evidence-based practices and procedures, and fit within on-going school reform efforts.

An interactive approach that includes opportunities to correct and improve four key elements is used in school-wide SWPBS and focuses on:

![Diagram showing the four PBS Elements: Supporting Social Competence & Academic Achievement, Supporting Staff Behavior, Supporting Student Behavior, and Supporting Decision Making.](image)
• **Outcomes:** academic and behaviour targets that are endorsed and emphasised by students, families and educators.

• **Practices:** interventions and strategies that are evidence based.

• **Data:** information that is used to identify status, need for change, and effects of interventions.

• **Systems:** supports that are needed to enable the accurate and durable implementation of the practices of SWPBS.

What are the elements of effective SWPBS?

Key components of a SWPBS system include:

1. A school-wide leadership or behaviour support team to guide and direct the process. This team should be made up of an administrator, grade level representatives, support staff and parents.
2. Administrator (Principal/Assistant Principal) agreement of active support and participation.
3. Commitment and agreement from staff for active support and participation.
4. Continuous and responsive monitoring of behaviour data and systems.
5. Implementation of an action plan that is informed by data-based decision-making.
<table>
<thead>
<tr>
<th><strong>CLASS INSTRUCTION BEHAVIOUR EXPECTATIONS MATRIX</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respect</strong></td>
</tr>
<tr>
<td><strong>Independence</strong></td>
</tr>
<tr>
<td><strong>Cooperation</strong></td>
</tr>
<tr>
<td><strong>Honesty</strong></td>
</tr>
<tr>
<td><strong>Coming in and out of the classroom</strong></td>
</tr>
<tr>
<td>o Be in line by the time the second bell rings, wait quietly for the teacher.</td>
</tr>
<tr>
<td>o Ask in your classroom during lessons.</td>
</tr>
<tr>
<td>o Ask the teacher for permission if you must briefly leave the room.</td>
</tr>
</tbody>
</table>

| **Sitting and Moving in the classroom**             |
| o Use whole body listening                         | o Speak up positively | o Stay in the one spot on the floor | o Go straight ‘there’ and ‘back’ |
| o Keep our hands and feet to ourselves             | o STOP, THINK, ACT    | o Move carefully and quietly from one area of the room to another | o Always tell the truth and make good choices |
| o Walk carefully around others                      | o Make the right choice |                                                                 | o Do your best |
| o Ask politely before you borrow someone’s things or classroom equipment | o Choose a good spot to sit |                                                                 | o Accept consequences |
| o Use all equipment safely and return it to where it belongs |                                                                 |                                                                 | |

| **Looking after our things**                        |
| o Ask politely before you borrow someone’s things or classroom equipment | o Know how to use equipment correctly | o Share equipment with others | o Always tell the truth and make good choices |
| o Use all equipment safely and return it to where it belongs | o Know how to pack it when you are finished | o Clean up any mess you have made | o Put things back in their right place |

| **During Work Times**                               |
| o Put up your hand                                  | o Make sure you know what to do before you start | o Put your hand up to speak | o Always tell the truth and make good choices |
| o Listen to and acknowledge different opinions and ideas | o Ask for help if you are not sure | o Listen to others | o Do your best |
| o Concentrate and do not distract others            | o Focus on your learning and goals | o Take turns when playing games | o Accept consequences |
| o Focus and finish work                             | o Start your work quickly and quietly | o Stay with your group for the entire activity | o If you must leave the room for a toilet break, record your name and the date/time in your class record book |
| o Respect the noise level the teacher has set for the activity | o Take every opportunity to learn | o Contribute sensibly to group tasks | |
| o Ignore distractions                               |                                                                 |                                                                 | |

| **During Wet Day Timetable**                        |
| o Use an ‘inside’ voice                             | o Remind others of making the right choice | o Share the space that you play in | o Always tell the truth and make good choices |
| o Look after the games and equipment                | o Ask permission from a teacher before leaving the room to go to the toilet | o Agree to and follow the rules of games you want to play | o Accept consequences |
| o Tidy up when you are done                         |                                                                 |                                                                 | o Accept consequences |

<p>| <strong>Using Technology</strong>                                |
| o Keep passwords and personal information private   | o Use technology as a tool to help you work on your goals | o Carry laptops and tablets closed and with two hands | o Check with an adult if you are unsure if a website is appropriate |
| o Only write or post things that are polite and kind | o Discover and share appropriate resources | o Follow age restrictions | o Only publish your own work |
| o Read and follow our ICT Acceptable Use Agreement  | o Put equipment away and on charge | o Report any issues to an adult | o Ask for permission to print |
| o Only use other people’s images with permission     |                                                                 | o Keep food and drinks away from laptops, computers, iPads | |</p>
<table>
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<th></th>
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<th>Honesty</th>
</tr>
</thead>
</table>
| **Arrival and Departure** | - Move safely around the school  
- Give greetings with a smile (hello/goodbye) | - **Arrive on time**  
- When invited into the classroom, unpack your bag and locker and be ready to start lessons  
- Pack your bag and carry it out of the school at the end of the day. | - **Listen to and follow all instructions and classroom expectations**  
- Do not enter the car park without an adult present  
- Hand notes to your teacher | - Use the correct entry and exit points – pedestrian gates only  
- Choose to be truthful in whatever you do and say |
| **Toilets**           | - Wait and take turns  
- Respect the Privacy of others  
- Keep toilets clean and tidy  
- Get in and out quickly | - **Clean up after yourself**  
- Remember to flush the toilet  
- Keep food and toys outside the toilet block | - **Wait and return with your buddy**  
- Have a drink and toilet break before the first bell rings | - **Flush the toilet and wash your hands**  
- **Record your name in the ‘Toilet break’ book if visiting the toilet during class time** |
| **Playground**        | - Listen to the yard duty staff and follow their instructions  
- Respect property and the environment  
- Keep your hands and feet to yourself | - **Use return equipment properly and safely**  
- Put all rubbish in the bin  
- Stay clean and dry  
- Use positive words to find solutions | - **Include others in your games**  
- Be calm and discuss conflict  
- Play quiet games in the quiet area  
- Sit down when eating  
- Wear a hat when needed | - **Be honest and discuss your emotions**  
- **Tell the truth and accept the consequences of your actions**  
- See a yard duty teacher before going to First Aid |
| **Office**            | - Use your manners  
- Wait patiently  
- Use an indoor voice  
- Move safely between your class and the office | - **Deliver messages and paperwork and return to class quickly**  
- Walk when carrying items | - **Stay with your partner when travelling in pairs**  
- Make way for other adults / classes | - **Deliver any messages with detailed accuracy**  
- **Use good manners** |
| **Canteen**           | - Keep your hands and feet to yourself  
- Respect personal space  
- Ask for food using your manners | - **Confidently report concerns or deliver messages to the relevant staff member**  
- Return to the playground or your class quickly and sensibly | - **Wait quietly and patiently for a staff member to invite you into the staffroom**  
- **Use an indoor voice** | - **Only visit the staffroom when sent in for first aid or sent by a member of staff** |
| **Staffroom**         | - Knock before entering the staffroom  
- Respect the privacy of others  
- Only enter the staffroom when a staff member invites you in | - **Go directly to where you need to be**  
- Have a drink and toilet break before the first bell rings | - **Be on time and wait sensibly and patiently in line order**  
- Allow others their personal space | - **Go to the toilet before the first bell**  
- Be aware and give way to others |
| **Lesson and Class line up** | - **Line up in line order**  
- Keep your hands and feet to yourself  
- Respect personal space | - Go to the toilet before class time  
- Return to the playground or your class quickly and sensibly | - **Face the front and wait quietly for all classes to arrive**  
- **Sit up respectfully**  
- **Look at and listen to the person speaking** | - **If late and wait to be seated**  
- **Share the pathways with others** |
| **Assembly and Events** | - **Take hats off when singing the national anthem**  
- Don’t speak when a leader is presenting  
- Clap for those receiving an award  
- Celebrate success | - **Be a positive role model**  
- **Be on time**  
- **Sit up and listen** | - **Move safely around the school**  
- Keep to the left except when passing others  
- Keep doorways clear of bags and shoes | - **Walk around other people’s games** |
| **Gallery, Shelters and Walkways** | - **Look after displays**  
- **Walk quietly – when walking we are not talking**  
- **Respect other classes working** | - **Encourage others to do the right thing**  
- **Obey our school wide class expectations** | - **Move safely around the school**  
- Keep to the left except when passing others  
- Keep doorways clear of bags and shoes | - **Stay within the boundaries**  
- **Accept the consequences of your actions** |
| **Interclass Activities** | - **Accept the decision of referees and teachers**  
- **Speak and act positively** | - **Play by the rules of the game**  
- **Be a good role model**  
- **Listen to and follow instructions** | - **Work together as a team**  
- **Participate in all activities**  
- **Do your best**  
- **Praise team mates and opposition for a job well done** | - **Use the correct entry and exit points – pedestrian gates only**  
- **Choose to be truthful in whatever you do and say** |
M P S Behaviour Support Process

1st Reminder: Verbal

2nd Reminder: Verbal

Removal within Classroom
(Approximately 10 minutes)

Removal to Buddy Classroom

Removal from Class: Office Intervention

Mickleham Primary School 1951
REMOVAL WITHIN THE CLASSROOM

Removal is simply the withdrawal from the group within the classroom. The emphasis with all removals is isolation until the student can renegotiate his / her return (5 to 20 mins). It is not a punishment and needs to be conducted pre-emptively with a neutral tone of voice and manner.

When to use removal

Whenever a student significantly disrupts another student’s right to learn or endangers his/her safety. Whenever a student significantly disrupts the teacher’s right to teach and to manage the room.

Withdrawal Steps:

<table>
<thead>
<tr>
<th>SITUATION</th>
<th>Mary has not commenced her independent work task and is calling out loudly to other students in the room.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step One</td>
<td>Tactical ignoring, use proximity (walk closer to her area of the room or stand near her).</td>
</tr>
<tr>
<td>Step Two</td>
<td>Simple direction or rule restatement or question and feedback</td>
</tr>
<tr>
<td>Step Three</td>
<td>Repeat Step 2 if child resists or argues. Give a clear choice, e.g. &quot;Mary, to be respectful and be cooperative in our class you need to use a quiet working voice and begin your task. If you continue to use your outside voice I’ll have to ask you to work over there (isolation point within the room) for some time out away from the rest of the group&quot;.</td>
</tr>
<tr>
<td>Step Four</td>
<td>Follow up the choice by isolating within the room or exit from room (in extreme cases) to a support classroom. Two students or a staff member to accompany Mary</td>
</tr>
</tbody>
</table>

Return to the classroom after withdrawal is a negotiated process and will require a discussion of expected behaviour, why the child’s choices were inappropriate and offer alternative behaviours to the initial choices.

Withdrawal considerations

- Student needs to know why he / she is withdrawn within the classroom
- That it is the last option when the student refuses to follow the class rules
- Student needs time to settle down and renegotiate entry to class
**TAKE A BREAK**

When used calmly, consistently, and respectfully, a responsive calm down space can be a valuable option for helping students develop self-control while keeping the classroom calm, safe, and orderly.

A calm down space in a Responsive Classroom is a positive, respectful, and supportive teaching strategy used to help a child who is just beginning to lose self-control to regain it so they can do their best learning. An equally important goal of a calm down space is to allow the group’s work to continue when a student is misbehaving or upset. Giving that child some space from the scene of action where they can regroup while still seeing and hearing what the class is doing accomplishes both of these goals.

Responsive Classroom teachers carefully introduce the calm down space early in the year. They often call it “Take a Break”, “Calm down corner”, “R & R” (Reflect and Return), or a similar term that separates it from the negative associations some students may have formed from prior experience.

Explicitly teach ‘Take a Break Procedures’. Early in the school year is the time to talk about, model, and let students practice how to use Take a Break. Be sure your teaching covers these key points:

- Going to the break spot promptly, quickly, and calmly
- How to regain focus and control while at break (teach a repertoire of techniques that you think will work for your class, such as taking deep breaths, drawing, squeezing a stress ball, and visualizing a favourite place—have the needed small supplies in the break area if appropriate)
- When to come back from break (the ultimate goal is to teach children to know when they're calm and ready to return, but if you decide that your class isn't ready for the responsibility, make the decisions yourself)
- Coming back quietly and rejoining the group’s work
- Helping a classmate in a break by leaving them alone, going on with classroom activity as usual, and quietly welcoming them back

Don’t wait until a child’s frustration or misbehaviour escalates. It is easier for children to recover from a smaller rather than a bigger upset or distraction. Learning students’ early signs of losing self-control will help you respond proactively.
**BUDDY CLASSROOM**

The Buddy Classroom system is a strategy for continued Level 1 Inappropriate Behaviours and is designed to give the student some reflection and respite withdrawal from current stimulus and to provide some respite for the classmates or teacher of the student.

The student being sent to the Buddy Class has the opportunity to de-escalate their behaviour in a less stimulating environment. The supervising teacher in the buddy class will have a designated area away from the rest of the class for student to work. Choice of buddy class needs to be one where the student will not have the opportunity to continue to escalate their behaviour.

*Students should not be sent to a Buddy Classroom where there is a relieving teacher in the Buddy Classroom.*

*Students who are becoming agitated should not be sent to a Buddy Classroom without prior arrangement with the Buddy Class teacher.*

Individual teachers are to organise a Buddy Classroom with a colleague or colleagues at the start of the year or school term. Preferably the classroom directly next door. Teachers who are familiar with certain students requiring behaviour support might volunteer to be the Buddy Classroom for that/those students. It is important that no teacher is a 'buddy class' for many others.

**Process:**

1. Student continues Level 1 behaviours after teacher has restated expected behaviours and identified Buddy Classroom time as a consequence of continued Level 1 behaviour.

2. Teacher moves child's name to 'Removal to Buddy Classroom' section of the 'Behaviour Support Process' poster. Teacher notifies student and teacher of Buddy Classroom (by phone or note) that student is to be attending and how long the student is to remain at the Buddy Classroom (maximum of one session).

3. Arrange for the student to be escorted to the classroom (with another responsible student, with a teacher aide or by yourself while neighbouring teacher supervises class). Remind student of expectations for how to enter Buddy Classroom (knock and wait quietly).

4. Students must attend with an activity or work and any required equipment e.g. pencils, ruler, rubber, current work, unfinished work folder, dictionary, worksheets (not a computer) to minimise disruption to the Buddy Class’s regular program of learning (unless negotiated otherwise with teacher).

5. Complete Compass Documentation.

6. At end of session or time with Buddy Class, negotiate re-entry - teacher of student meets with student for discussion before student re-enters classroom. Discussion: restate rules and expectations, articulate consequences.
STAGED RESPONSE TO MINOR BEHAVIOURS OBSERVED DURING CLASS INSTRUCTION

Minor behaviour occurs in the learning space

Non-verbal reminder

Is expected behaviour displayed?

YES → Well Done!

NO →

Verbal reminder of expected behaviour and the consequences if expected behaviour is not shown

Is expected behaviour displayed?

YES → Well Done!

NO →

Isolate from the group within the learning space (Up to 10 minutes)

Is expected behaviour displayed?

YES → Welcome back to learning space

NO →

Move to another learning space (Up to 15 minutes)

Is expected behaviour displayed?

YES → Welcome back to learning space

NO →

Is a further consequence required?

YES → Leader sets consequence. Teacher/leader calls parents or refers to the office as a major behaviour

NO → Refer to leaders.

Welcome back for a fresh start!
STAGED RESPONSE TO MAJOR BEHAVIOURS OBSERVED DURING CLASS INSTRUCTION

Learning Space Major Behaviours.

Major behaviour occurs in a learning space.

Major Behaviours:
- Defiance—Excessive disruption and/or refusal to follow directions. Stopping learning for the class.
- Theft or willful damage
- Bullying—Repeated targeting of a student or group of students
- Vandalism
- Physical Aggression—Serious physical contact with another student
- Out of School Grounds—Leaving the room or school grounds without permission
- Repetitive Minor Behaviours.
- Continual defiance, disrespect or non-compliance

Is the student calm?

Yes

Send to Office

No

Is there a risk to other students?

Yes

Remove other students from learning area. One teacher to supervise and one to stay with student until assistance arrives.

No

Contact office for immediate assistance from leaders. (If principal class is not available, learning specialist or PLC leader to be contacted by office.

On arrival of assistance, teacher to return to students and continue teaching. If unable to continue teaching in a formal sense, play a game.

Yes

While ensuring the student is safe, leader to attempt to distract the child to divert attention from current behaviour.

No

Leader to discuss behaviour with the student and the circumstances leading to the incident. Does the

Leader sets consequences and calls parents

Once the matter is dealt with, leaders will discuss the matter with the teacher and advise outcome. Reminders of appropriate behaviours must continue.

Student to be escorted to the office, and class returns to the learning space with

Student to be escorted to the office and class returns to learning space with

Leader remains with the student until calm enough to be escorted to the office.

Leader rings parents for student to be picked up
STAGED RESPONSE TO YARD BEHAVIOURS

Mickleham Primary School

Yard Behaviour Procedure.

Was someone deliberately hurt?
Yes → Physical Aggression → 1st Offence → C.I.C.O
No

Was someone hurt or could be hurt as a result of the type of play?
Yes → Physical Hurt → Someone was hurt → C.I.C.O
No

Is the play using equipment or facilities inappropriately?
Yes → Inappropriate Play → Someone was hurt → C.I.C.O
No

Are the students in the wrong areas?
Yes → 1st Offence → Unaware of expectations → Walk and Talk
No

Are the students being disrespectful?
Yes → Disrespect → Aware of expectations → C.I.C.O
No

Are the students damaging property?
Yes

Did the child swear? Did the child use inappropriate speech?
Yes → Swearing or Inappropriate Speech → Deliberate, with the intent of abusing others → C.I.C.O
No

Walk and Talk
CHECK IN CHECK OUT (CICO) ROOM

What is the CICO Room?

School Wide Positive Behaviour Support (SWPBS) is a tiered model designed to support the multiple and varied needs of students at Mickleham Primary School. The CICO room is an intervention to prevent the further escalation of problem behaviour. The CICO room is a basic check-in/check-out process. It is a support system for students requiring additional behaviour supports in the playground.

CICO is meant to:

- Provide a safe place
- Improve student accountability
- Help students to self-monitor and correct
- Internalise success and accomplishment of goals
- Encourage students to maintain the Mickleham values of being respectful, independent, co-operative and honest.

CICO Implementation

Students may be referred (sent) to the C.I. C.O. room to meet with designated adult(s) to reflect on school wide behavioural goals.

- Designated adult(s) in the C.I.C.O. room provide behavioural feedback regarding the problem behaviour
- Notes on behavioural incidents are recorded on Compass
- Discussions may lead to the student and teacher together completing a reflection sheet regarding the incident to help the student to identify possible triggers for problem behaviour and possible alternatives.
- The class teacher will be notified of the visit to the C.I.C.O room and notes can be used by the class teacher and members of the wellbeing team to establish a behaviour plan and an appropriate response to re-teach behaviours and support the child's needs if required.

Student Steps

*Check in can be when sent in or when you feel you need to remove yourself from a negative social situation.

1. Calm yourself, then, after reflecting on the situation, meet with C.I.C.O staff member to discuss or write about the incident. Listen to teacher feedback and together identify the problem behaviour and how the situation might be avoided/prevented/better responded to in the future.
2. Check Out (Return to the playground or classroom) having a clear understanding of what went wrong and how to manage the incident should it occur again.
PROCEDURES FOR DOCUMENTATION

The school is required to document and manage behavioural trends as well as instances of severe infractions. Teachers should immediately document instances of inappropriate behaviour in their staff diary and on Compass. Documentation is required and compulsory under Department Guidelines.

Any Level 2 or Level 3 Inappropriate Behaviour MUST be recorded in Compass. Behaviours will be referred to the Assistant Principal/Principal.

Relieving teachers without Compass Access who observe a behaviour incident should use the paper referral form (Office Referral Form - Record of Behaviour Incident) and leave it with the class teacher of the students involved in the incident. It is the responsibility of the Class Teacher to enter the incident in Compass on behalf of the referring Replacement Teacher.

All teachers will have access to Compass and need to complete the process of entering any incidents within their care.

Suspension

- Only the Principal has DET permission to suspend a student
- When suspending any student, the Principal must follow the DET guidelines exactly

Prior to a Suspension being considered the following protocols must be attended to:

- Teachers have maintained records of student behaviour and its consequences
- Teachers in consultation with the Principal and Assistant Principal have implemented management strategies and documented the outcome.
- The leadership team has been involved.
- There has been appropriate written and personal consultation with parents / guardians.
- That the School Psychologist and /or appropriate personnel such as VACCA, DHHS have been involved.
- Regional support personnel have been involved.
- That professionals from other agencies, departments, institutions and organisations (e.g. Doctors, Psychiatrists, Psychologists, and Social Workers) have been consulted where appropriate.

The school is also required to document and manage instances of harassment, violence, suspected abuse or neglect, and drug related matters. If a staff member becomes aware of any of these instances, they should consult the Principal Class team for further guidance with what is required.

Collation of behaviour trends or problems will occur at the end of each term. Upon analysis of these trends, the SWPBS Team will draw up the necessary amendments at the end of each year. They will also examine any annual changes in the school profile to assess if they impact on existing Behaviour Supports.
TEMPLATES TO ASSIST WITH REFERRING AND RECORDING LEVEL 2 and LEVEL 3 BEHAVIOUR

Referring and recording Level 2 and Level 3 behaviour incidents must be done through Compass. Please refer to your COMPASS staff notes for detailed instructions of how and where to enter behaviour incident details.

The school has a number of templates that to be used when referring, recording and managing behaviour incidents:

- Buddy Classroom / Office referral form
- CICO room referral form
- Behaviour Support Plan - Behaviour Pathway
- Mickleham Primary Behaviour Management Plan

These documents, together with many additional resources, can be found on the school Staff shared server.
Bounce Back! is a preventative social and emotional learning curriculum program that has been developed to support schools (teachers, students and families) in their efforts to promote positive mental health and wellbeing in their students and, in particular, to enable them to act resiliently when faced with challenges and adversity.

At Mickleham Primary School, Bounce Back is taught by class teachers throughout the school. The program focuses on classroom strategies and activities that teach students those positive social and emotional skills that might best be described as ‘life skills’. The Bounce Back program is made up of 10 key components and are taught throughout the school year.

These components are: Core Values, People Bounce Back, Courage, Looking on the Bright Side, Emotions, Relationships, Humour, Bullying, Being Successful and Elasticity.

Books (both picture story and fiction books) are used as teaching and learning resources to promote the messages of the Bounce Back program.

Program content and components:

The Teacher’s Handbook explores the theoretical constructs, rationale and research underpinning the program and outlines whole school and whole class protective practices. These include evidence based teaching and learning strategies for connecting children and young people to school, engaging students in learning and for teaching the skills of resilience.

Self-knowledge

- Courage – developing the skills and perceptions that lead to being more courageous in many areas of one’s life
- Optimism (Look on the Bright Side) – having confidence in one’s own ability to solve problems and take positive action and developing skills in focusing on the positives, even in difficult situations
- Success (STAR, CHAMP, WINNERS) – identifying one’s own relative character and ability strengths and limitations, setting and achieving goals, being organised and persisting, becoming self-disciplined and being resourceful in solving problems
Social awareness

- Core values - acting on important pro-social beliefs about how one should behave towards others
- Emotions - skills for responding with empathy to the feelings of others and recognising the feelings and intentions of others
- Relationships - skills for successfully interacting with others, making and keeping friends and avoiding and managing conflict
- Bullying - activities that encourage awareness of the harm that is caused by bullying and developing skills and attitudes that enables bystanders to support individuals being bullied

Self-management

- Emotions - recognising and managing one’s own negative emotions such as anger, sadness and worry etc. and recognising and enjoying and amplifying one’s own positive emotions such as happiness, pride and excitement, changing a bad mood into a good mood
- Helpful thinking - using rational and helpful thinking and positive self-talk to cope with negative events and feelings in one’s life
- Humour - learning how humour can be used to assist with coping in hard times as well as supporting others.

Bounce Back Acronym

We encourage all members of our school community to learn the acronym.

B - Bad times don’t last. Things always get better. Stay Optimistic.
O - Other people can help if you talk to them. Get a reality check.
U - Unhelpful thinking makes you feel more upset.
N - Nobody is perfect – not you and not others.
C - Concentrate on the positives (no matter how small) and use laughter.
E - Everybody experiences sadness, hurt, failure, rejection and setbacks sometimes. They are a normal part of life. Try not to personalise them.

B - Blame fairly—how much of events was because of you, and how much circumstances?
A - Accept the things you can’t change but try to change what you can first
C - Catastrophising exaggerates your worries. Don’t believe the worst possible picture.
K - Keep things in perspective. It’s only one part of your life.
RESILIENCE, RIGHTS AND RESPECTFUL RELATIONSHIPS

The Victorian Royal Commission into Family Violence recommended Respectful Relationships be introduced to all government schools (Recommendation 189).

The Respectful Relationships initiative takes a whole of school approach, looking at practices and policies to build a culture of respect and equality. It also looks at topics like coping with stress and problem solving, helping students excel at school.

The Respectful Relationships: A Resource Kit for Victorian Schools provides schools with the strategies and tools to implement a whole-school approach to Respectful Relationships. Taking a whole-school approach is about embedding a culture of respect and gender equality across the entire school community. This approach leads to positive impacts on students’ mental health, classroom behaviour, and relationships between teachers and students.

The whole-school approach to Respectful Relationships goes beyond curriculum, recognising that to drive real change, classroom learning needs to be reinforced by what is modelled within the school community. Resilience, rights and respectful relationships teaching and learning materials are provided for use from Foundation to year 12.

The Resilience, Rights and Respectful Relationships learning materials have been designed for teachers in primary and secondary schools to develop students’ social, emotional and positive relationship skills. Efforts to promote social and emotional skills and positive gender norms in children and young people has been shown to improve health related outcomes and subjective wellbeing. It also reduces antisocial behaviours including engagement in gender-related violence.

The Resilience, Rights and Respectful Relationships (RRRR) learning materials at each level, cover eight topics of Social and Emotional Learning across all levels of primary and secondary education: Emotional Literacy; Personal Strengths; Positive Coping; Problem Solving; Stress Management; Help Seeking; Gender and Identity; and Positive Gender Relationships.

Levels relevant to Mickleham Primary School:
F, 1, 2, 3, 4, 5 & 6.

Learning Area: F-10: Health and Physical Education, Critical and Creative Thinking, Personal and Social Capability
Victorian Curriculum Codes

Personal and Social Capability > Foundation Level > Self-Awareness and Management > Development of resilience > VCPSCSE002, VCPSCSE003
Personal and Social Capability > Foundation Level > Social Awareness and Management > Relationships and diversity > VCPSCSO005

Personal and Social Capability > Levels 1 and 2 > Self-Awareness and Management > Development of resilience > VCPSCSE009, VCPSCSE010
Personal and Social Capability > Levels 1 and 2 > Social Awareness and Management > Relationships and diversity > VCPSCSO013

Personal and Social Capability > Levels 3 and 4 > Self-Awareness and Management > Development of resilience > VCPSCSE017, VCPSCSE018, VCPSCSE019
Personal and Social Capability > Levels 3 and 4 > Social Awareness and Management > Relationships and diversity > VCPSCSO021

Personal and Social Capability > Levels 5 and 6 > Self-Awareness and Management > Development of resilience > VCPSCSE026, VCPSCSE027, VCPSCSE028
Personal and Social Capability > Levels 5 and 6 > Social Awareness and Management > Relationships and diversity > VCPSCSO031

Resource Type: Resource Package

This document provides an overview of the evidence for Respectful Relationships, and offers teacher advice as to how to best use the resource.

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Content Provider: DET. University of Melbourne.
**ESSENTIAL SKILLS FOR CLASSROOM MANAGEMENT**

Essential Skills for Classroom Management is a classroom management system that operates on the premise that the only behaviour a teacher has control over is their own. It is appropriate mostly for Level 1 Inappropriate Behaviour Choices.

*The micro skills listed below are adapted from Glasser (1990), Richmond (1995), Rogers (1995).*

<table>
<thead>
<tr>
<th>Micro skills</th>
<th>Purpose/Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish expectations</td>
<td>Clearly articulate and demonstrate desired behaviour and boundaries of pro-social behaviour</td>
</tr>
<tr>
<td>Give instructions</td>
<td>Give clear directions about what to do</td>
</tr>
<tr>
<td>Verbal and Non-verbal Directions</td>
<td>Redirect student behaviour using positive non-confrontational methods</td>
</tr>
<tr>
<td>Waiting and Scanning</td>
<td>Wait 5–10 seconds after giving an instruction, giving students time to process the direction</td>
</tr>
<tr>
<td>Cueing with acknowledgement</td>
<td>Acknowledge students’ on-task behaviour with the intention of prompting another to follow suit</td>
</tr>
<tr>
<td>Body Language Encouraging</td>
<td>Intentionally use your body language to encourage students to remain on task</td>
</tr>
<tr>
<td>Descriptive Encouraging</td>
<td>Encourage students to become more aware of their competence by commenting on their positive behaviour choices</td>
</tr>
<tr>
<td>Selective Attending</td>
<td>Intentionally give minimal attention to off-task behaviour</td>
</tr>
<tr>
<td>Give choices</td>
<td>Respectfully confront the student who is disrupting others with the available choices and their natural consequences</td>
</tr>
<tr>
<td>Follow through</td>
<td>Resolute, planned action in the face of on-going disruptive behaviour that is seriously disturbing the learning environment</td>
</tr>
<tr>
<td>Defusing</td>
<td>Provide an opportunity for people who have participated in or witnessed a potentially traumatic classroom or playground event to talk it through</td>
</tr>
</tbody>
</table>
ACTIVE SUPERVISION

1. Do I have at least 6 positive contacts for each negative student contact?

2. Do I move continuously through the area – obvious, positive, interactive and unpredictable?

3. Do I scan frequently – head up, make eye contact, overt body position?

4. Do I positively interact with most students? Am I sincere?

5. Do I handle minor rule violations effectively and consistently – quick, private, follow-up?

6. Do I follow procedures for handling major violations – quick, by the book, business-like, documented in Compass, relevant staff notified?
THE ABC MODEL OF BEHAVIOUR

In Applied Behaviour Analysis, the antecedent, behaviour and consequence provide considered ‘building blocks’ in understanding, analysing and potentially changing how one acts. ABC charts can be used to provide ‘snapshots’ into the situation, potentially enabling further comprehension of the behaviour. An analysis of behaviour via an ABC perspective is included in a comprehensive functional assessment of behaviour.

1. Antecedent

The antecedent refers to the environment or preceding events of the ‘behaviour of interest’ or ‘target behaviour’ being analysed. Some also refer to this as the ‘setting event’. Essentially, the antecedent is anything that could be a trigger for the behaviour. The antecedent could be anything from a question from a teacher to the presence of another person. Changes of environment can also be common antecedents.

<table>
<thead>
<tr>
<th>Immediate triggers</th>
<th>Other (slow) triggers</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Being told to begin/stop a task</td>
<td>• Upcoming court date</td>
</tr>
<tr>
<td>• Non-preferred staff giving directives</td>
<td>• Parent incarceration</td>
</tr>
<tr>
<td>• Being told ‘no’</td>
<td>• Change of medication/side effects of medication</td>
</tr>
<tr>
<td>• Transitioning between teacher-led tasks to independent tasks</td>
<td>• Birth of new sibling</td>
</tr>
<tr>
<td>• Teacher attention to a peer</td>
<td>• Irregular sleep schedule</td>
</tr>
<tr>
<td>• Peer comment</td>
<td>• Trauma, abuse</td>
</tr>
<tr>
<td>• Noise level</td>
<td>• Disability</td>
</tr>
<tr>
<td>• Lighting</td>
<td>• Hurried routine</td>
</tr>
</tbody>
</table>

When attempting to trigger a positive outcome, antecedents can be manipulated to foster certain behaviours. When assessing a negative behaviour, antecedents are important because, in some circumstances, the ability to eliminate the antecedent is the ability to eliminate the behaviour. Of course, this only applies when antecedents are obscure, such as the presence of a specific doll or television show. When the antecedent is part of daily life, a different approach will be required.

2. Behaviour

As mentioned, the behaviour is the ‘behaviour of interest’ or ‘target behaviour’ being analysed. This can be either a pivotal, positive, or problem behaviour. A pivotal behaviour is one that leads or contributes to separate problematic behaviour. Positive behaviour is one that benefits the individual, and those around them. Problem behaviour is behaviour itself that is causing a problem from distraction to actual danger.
When putting behaviour into the ABC model, it is important to define it 'operationally'. What this means is to describe it in an objective way that even a third-party observer would be able to recognise, without pre-existing experience with the individual.

3. **Consequence**

The consequence is the outcome of the behaviour. The consequence is one of the most important elements, as it is capable of either prolonging or ending the behaviour. While consequences are usually thought of as negative, they often encourage the behaviour further, causing the cycle to repeat. For positive behaviours, this is the aim; to perpetuate the positive cycle. For negative behaviours, examination of the consequence that perpetuated the negative pattern is helpful in understand the impact of the negative behaviour.

In children, the consequence is crucial as it often inadvertently extends the behaviour. For example, sometimes parents tend to quiet their child by offering toys or sweets, but this enforces the behaviour they are trying to end.

<table>
<thead>
<tr>
<th>I do not want to do this! (Escape)</th>
<th>I want attention! (Attention)</th>
<th>I want this! (Tangible)</th>
<th>I like doing this! (Sensory)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficult tasks</td>
<td>From parents</td>
<td>A toy</td>
<td>It feels good</td>
</tr>
<tr>
<td>Prolonged work</td>
<td>From teachers</td>
<td>An object</td>
<td>It looks good</td>
</tr>
<tr>
<td>Social demands</td>
<td>From peers</td>
<td>A food or treat</td>
<td>It sounds good</td>
</tr>
<tr>
<td>Be in this place!</td>
<td>From siblings</td>
<td>An activity</td>
<td>It tastes good</td>
</tr>
<tr>
<td>Be with this person!</td>
<td>From anyone</td>
<td>A privilege</td>
<td>It's a habit</td>
</tr>
</tbody>
</table>

**Other (please describe):**