

Managing Student Behaviour Guidelines

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Overview

The principal, in collaboration with all staff, is responsible for the creation and maintenance of a safe, positive and friendly learning environment; by the development of processes for the effective management of student behaviour. The principal and staff strive to promote positive behaviours with numerous strategies in place.

Positive Behaviour Support

In 2016, Coolbinia Primary School began its journey into Positive Behaviour Support or PBS.

PBS is our school-wide approach aimed at improving the academic and behavioural outcomes of all students. PBS works to establish a climate in which appropriate behaviour is the norm. This occurs through the use of proactive strategies and the explicit teaching of behavioural expectations. Our goal is to create a safe, positive learning environment where students are engaged and successful. Emphasis is on making positive choices and accepting responsibility for both learning and behaviour, rather than being structured around a set of rules.





At Coolbinia our core values are **Character, Respect, Responsibility and Strive**.

Each week our students are explicitly taught these values through classroom based activities and they are continuously encouraged to actively demonstrate behaviours derived from these values in the classroom, during break-times and as wider community members.



Respect	ourselves – others – diversity- for the environment
Responsibility	for people – for property – for belongings – for the environment
Strive	personal best – pursuit of better – teamwork – celebrate success
Character	persistence – integrity – resilience – honesty

Staff have worked together to develop a PBS Matrix which. This clearly explains what each of these expectations mean in different areas of the school grounds. Teachers then use the PBS Matrix and PBS Term Schedule to teach these concepts to the students. The positive language used in the matrix is embedded into our school culture through teaching and learning programs, morning messages, assemblies and visuals displayed throughout the school. A number of verbal, non-verbal and tangibles are used to reinforce students who display the desired behaviour including our token system.

Coolbinia Primary School PBS Behaviour Expectations Matrix				
	CHARACTER 	STRIVE 	RESPONSIBILITY 	RESPECT 
	<ul style="list-style-type: none"> ○ Integrity ○ Resilience ○ Persisting ○ Honesty/ Trustworthy 	<ul style="list-style-type: none"> ○ Personal Best ○ Pursuit of Better ○ Teamwork ○ Celebrate Success 	<ul style="list-style-type: none"> ○ For belongings ○ For property ○ For people ○ For the environment 	<ul style="list-style-type: none"> ○ Ourselves ○ Others ○ Diversity ○ The environment
In The Classroom	<ul style="list-style-type: none"> • We always have a go • We tell the truth • We contribute positively to discussions • We are open to feedback • We are considerate 	<ul style="list-style-type: none"> • We set, work towards and reflect on our goals • We stay on task • We have a go and learn from mistakes • We seek assistance when required • We are ready to learn 	<ul style="list-style-type: none"> • We mark items with our name. • We keep our area tidy. • We take responsibility for our own actions • We complete our work on time • We listen to instructions carefully 	<ul style="list-style-type: none"> • We always use manners and we are courteous • We treat others how we wish to be treated • We use whole body listening • We are responsible for our own behaviour • We allow others to learn
Outside	<ul style="list-style-type: none"> • We are inclusive and friendly to all • We demonstrate sportsmanship • We deal with disagreements positively • We agree on and follow the rules of the game 	<ul style="list-style-type: none"> • We have a go • We embrace challenges • We are open to new experiences • We help others learn the rules of the game 	<ul style="list-style-type: none"> • We use break times for filling our drink bottles and going to the toilet. • We put rubbish in the bin. • We stay in our line as directed by the teacher. • We are Sun Smart • We walk on hard surfaces • We return to class on time 	<ul style="list-style-type: none"> • We always use manners and we are courteous • We treat others how we wish to be treated • We share and take turns • We use equipment safely and return it in the condition we borrowed it. • We keep our hands and feet to ourselves
In the Community	<ul style="list-style-type: none"> • We manage our emotions appropriately • We are actively involved in community events • We use our manners • We appreciate and encourage others 	<ul style="list-style-type: none"> • We actively participate • We practise independently • We balance our activities • We are a team player, not just a player • We listen attentively 	<ul style="list-style-type: none"> • We take responsibility for our own actions • We only keep safe secrets • We offer to help out 	<ul style="list-style-type: none"> • We always use manners and we are courteous • We treat others how we wish to be treated • We care for the environment • We respect the rules of other places

Failure to comply with these expectations will result in the consequences outlined in the Behaviour Referral Process.

Behaviour Referral Process

Classroom Intervention Procedure (Traffic Light System)

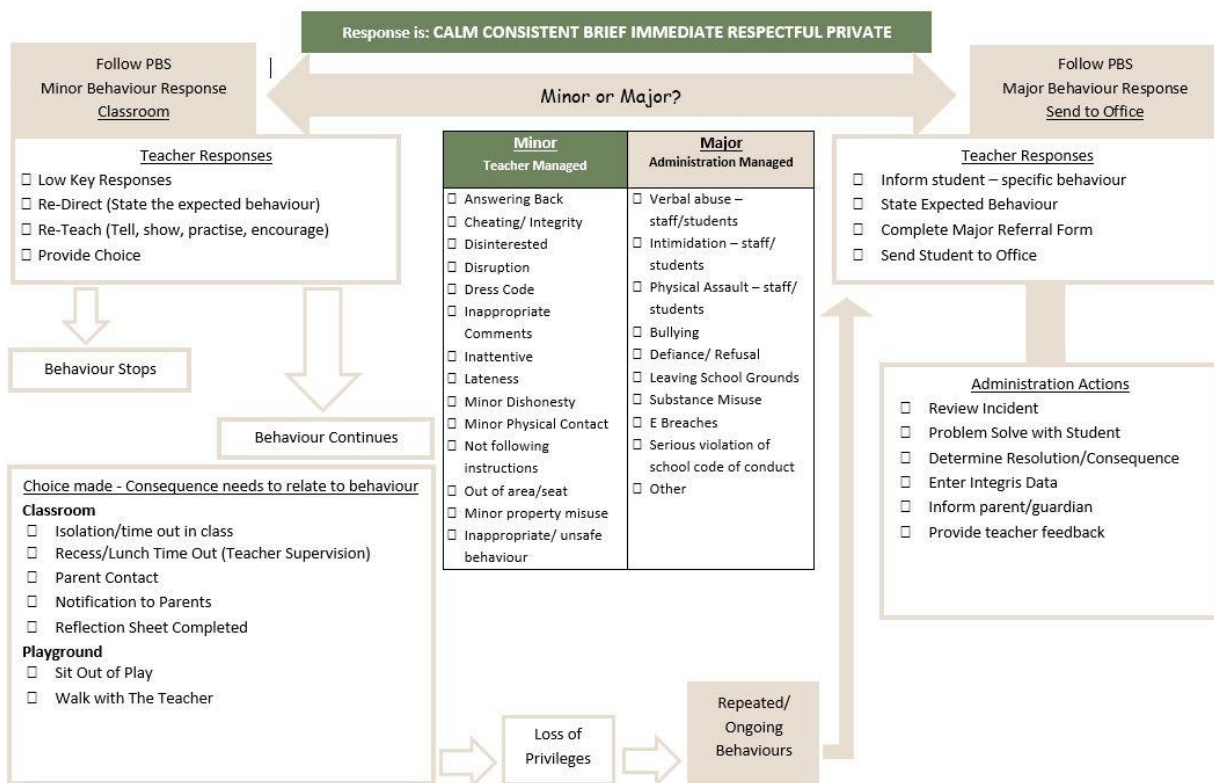
1. All students begin each day or specialist teacher lesson on green.
2. Verbal warning and student moves to orange.
3. Move to red and student has time out in class and completes restorative justice reflection sheet. **Student is not to leave the teaching space/ classroom.**
4. Student returns to green.
5. Verbal warning and student moves to orange.
6. Move to red and student has buddy class time out and completes second restorative justice 'chat' and reflection.
7. Student returns to green.
8. Verbal warning and student moves to orange.
9. Third move to red results in student being sent to Administration with the two completed reflection sheets. If student refuses to go to office, send yellow card (assistance required) to office.

Administration Intervention Procedure

Administration discusses the incident with the teacher/completes referral sheet

1. Follow Restorative Justice process.
2. Interview child or children involved and record notes from their comments or version of events.
3. Interview witnesses to clarify the event and substantiate the initiator/ perpetrator and the victim.
4. Contact parents of all parties and explain the situation.
5. Organise a conflict resolution meeting with the victim and the perpetrator.
6. Reinforce the school rules broken and explain the consequences of their behaviour to the child or children identified as the perpetrator(s).
7. Record incident and actions on SIS behaviour. Print parent letter and internal advice form.
8. Serious offences can result in suspension through the Principal.

PBS Student Behavioural Referral Process



Intervention Planning

Where students require further support to assist them in regulating their behaviour, an Individual Behaviour Management Plan may be developed through a case management approach. This is in consultation with the teacher, administration, school psychologist and parents.

Good Standing

All students commence with and retain good standing while showing behaviours that align with our Positive Behaviour Support Expectations. It is the responsibility of each student to maintain their good standing. Where suspension, repeated withdrawal or serious offences occur good standing may be removed by the Principal; leading to a loss of the end of term reward or out of school events. Good standing may be reinstated at the discretion of the Principal in consultation with the teacher and parents.