



Falcon Primary School

Positive Behaviour Education Policy

We are Respectful, We are Resilient, We are Responsible, We are Safe

1. Rationale

At Falcon Primary School we aim to create a safe, orderly, supportive and culturally responsive environment that enables students to fulfill their learning potential. The responsibility for creating this environment is shared by all members of our school community.

2. Rights and Responsibilities

2.1 Students Rights and Responsibilities

Rights	Responsibilities
A right to feel safe, happy and cared for in our school and class environment	The responsibility to follow expectations that my school has established
A right to timely and constructive feedback	The responsibility to act on feedback and strive for improvement
A right to learn and achieve our best	The responsibility to optimise our learning experiences by doing our best
A right to have respect from everyone	The responsibility to treat others, including ourselves with care and respect
A right to have our thoughts and feelings heard	The responsibility to respect others with differing thoughts and beliefs

2.2 Staff Rights and Responsibilities

Rights	Responsibilities
A right to be treated with respect, courtesy and honesty	The responsibility to model respectful honest and courteous behaviour
A right to teach in a safe and orderly environment	The responsibility to ensure an organised, safe and orderly environment
A right to respectful communication with all stakeholders	The responsibility to foster and maintain positive relationships with all stakeholders
A right to access support	The responsibility to be proactive in seeking support
A right to contribute to whole school planning and decision making	The responsibility to collaborate actively and respectfully in whole school planning and decision making processes

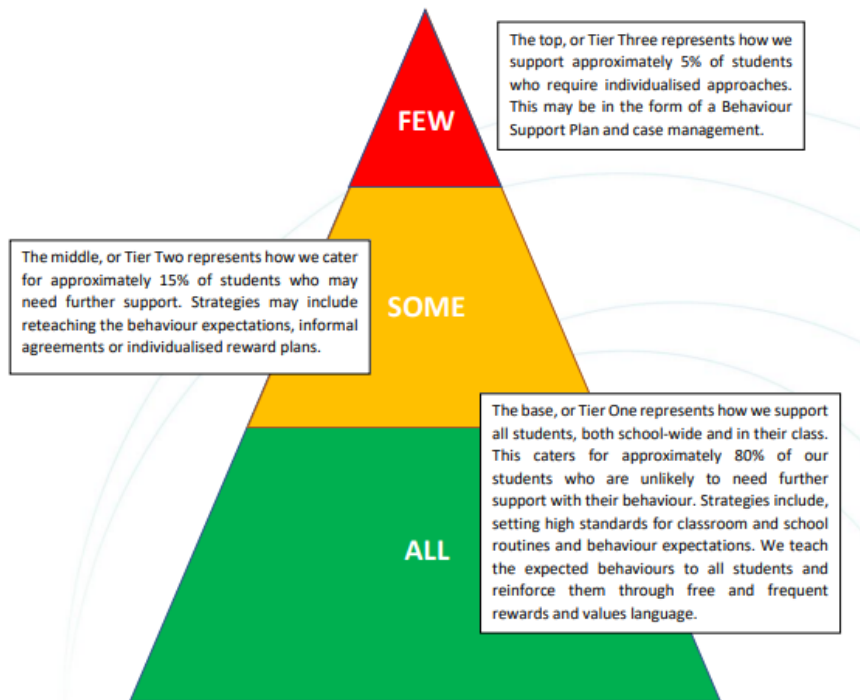
2.3 Parents' Rights and Responsibilities

Rights	Responsibilities
A right to speak freely to teachers about their child including positives or areas of concern	The responsibility to approach teachers to discuss their child and work with teachers and their child to address concerns
A right to transparency of teacher expectations	The responsibility to attend Parent Teacher meetings and Meet and Greet sessions
A right to input into their child's education	The responsibility to support teachers with the education of their child via learning at home
A right to a safe and inclusive environment for their child, where their child is heard without judgement and matters are investigated and followed up	To approach issues with an open mind, and ensure core values are taught at home, including teaching their child help seeking strategies

3. Multi Tiered System of Support – Universal, Targeted, Intensive

Falcon Primary School will implement a school-wide Positive Behaviour Support model. This will be underpinned by common language and consistent approaches. The Positive Behaviour Support Matrix outlines our expected behaviours under the values of Respect, Responsibility, Resilience and Safety. The expectations will be explicitly taught across the school and reinforced through whole school instruction, incentives and rewards.

PBS interventions are research-based, proven to significantly reduce unwanted behaviours and supported by a three-tiered intervention model which caters for the varying needs of all students.



3.1 Universal

3.1.1 Classroom Learning Environment

Teachers are encouraged to pro-actively establishing a positive classroom environment through:

Developing positive relationships

- Via informal chats
- Getting to know you tasks
- Greeting every child as they arrive
- Finding out about their interests
- Walk and talk in the yard or at Check in Tuesday
- Praise and acknowledgment
- Laugh and have fun with students

Engagement

- Prepare engaging lessons, appropriate to the needs and abilities of students
- Group work and cooperative learning strategies
- Make use of technology
- Celebrate with stickers, certificates, raffles diary notes, prizes, incentive boxes, tokens, reward charts, aspiration charts, attendance rewards, achievement awards
- Use of colour and environmental print in your room
- Have balls, squishies, stuffed toys for question balls
- Random pickers
- Fiddly bits for energisers

- Sensory objects and adaptations to the physical environment for those with sensory needs
- Brain breaks
- Mini jokes and riddle books
- Zippy and creative attention grabbers
- Songs and movement
- Class pets or plants
- Games and indoor play
- Crunch and Sip
- Whole school competitions
- Modify curriculum and assessments for students with learning difficulties
- Chunk lessons
- Provide multiple modes of presentation – visual, oral, demonstrations

Use of Student Voice

- Class meetings
- Class responsibilities
- Student council led assemblies

Effective structures

- Classroom layout
- Seating plans

Classroom Management Strategies

- Establish expectations – behaviour and work standards
- Explain and discuss student and staff Rights and Responsibilities
- Be consistent
- Model positive/expected behaviours
- Follow behaviour management processes
- Develop routines
- Nip it in the bud
- Responses to misbehaviour are proportionate and systematic
- Active supervision
- Low key responses such as gestures, proximity, the look and other non-verbal responses
- Reminders
- Notify parents/guardians promptly of issues affecting their child
- Build a positive partnership with parents/caregivers based on mutual respect and feedback
- Promote restorative relationships when managing student behaviour, supporting the growth of self-regulation and peer-regulation

Social / Emotional Learning

- Regulate, relate, reason
- Develop common and scaffolded language of Zone of Regulation
- Teach protective behaviours
- Daily check ins
- Classroom mindful bears
- Daily positive affirmations
- Meditation

Positive Behaviour Support (PBS)

- PBS matrix poster in all classes
- Behaviours defined and explicitly taught
- Praise and acknowledge positive behaviours
- Block meetings to reinforce expected behaviours

3.1.2 Positive Behaviour Support (PBS)

The school wide Positive Behaviour Support (PBS) matrix outlines the specific behavioural expectations of our school. Falcon's PBS is aimed at improving the academic and behavioural outcomes of all students. Our goal is to create a safe, positive learning environment where students are engaged and successful. To facilitate positive behaviour these expectations are explicitly taught. Communicating behavioural expectations is designed to promote positive behaviour. Specific behavioural expectations are communicated via a number of strategies, including:

- Explicitly taught behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons during active supervision by staff during classroom and non-classroom activities such as assemblies, duty;
- Published on our school website, Facebook and Compass;
- Posters displayed in all classrooms and around the grounds

3.1.3 PBS Matrix

AT FALCON PRIMARY WE ...SOAR



<p>Show Respect</p> <ul style="list-style-type: none">• Are attentive listeners• Communicate positively• Are inclusive and value each other• Speak kindly to each other• Listen when other people are talking• Respect the rights of others• Are considerate of others• Respect our own property, the property of the school and the property of others	<p>Own Responsibility</p> <ul style="list-style-type: none">• Follow instructions• Agree to follow school codes of conduct• Take pride and ownership of our learning• Take care of our equipment• Are organised and prepared to learn• Wear our uniform with pride• Care for our school environment	<p>Act Safely</p> <ul style="list-style-type: none">• Keep our hands and feet to ourselves• Move safely around the school• Play with or use equipment safely• Wear our school hat when outside• Seek permission before leaving class• Stay on school grounds• Are allergy aware• Practice good hygiene	<p>Rise with Resilience</p> <ul style="list-style-type: none">• Persist with all tasks• Demonstrate a growth mindset• Are problem solvers and seek help when needed• Show sportsmanship• Celebrate success and learn from our mistakes
---	--	--	---

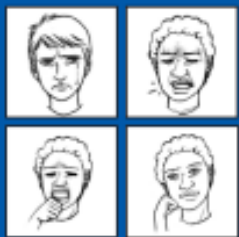



3.1.4 Rewards and Incentives

Students will be recognised for demonstrating the expected behaviours through positive reinforcement and the allocation of points. Students will receive individual recognition for reaching points milestones by means of certificates and rewards such as merit certificates, Principal's Awards, additional privileges and invitations to special reward events.

3.1.5 Zones of Regulation

In conjunction with PBS, Falcon Primary School will also implement the Zones of Regulation to support students to develop self-regulation. Children who are well regulated are usually in the appropriate zone at the appropriate time. This approach teaches children how to identify their feelings, be aware of which zone they are in and start using tools and strategies to be in the appropriate zone for the moment.

The ZONES of Regulation®

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

3.1.6 1,2,3 Magic

All staff are expected to follow this whole school process, allowing there to be a common approach and language for all staff across all classes.

The emphasis of the approach is to provide children the opportunity to interrupt 'stop' behaviours enabling them to think and respond appropriately. Children often act impulsively with little forethought. By providing them with the chance to 'catch' themselves through the use of the 1,2,3 process, we are essentially interrupting the behaviour and encouraging them to refocus, and to positively reinforce 'start' behaviours, which are those behaviours we would like to encourage.

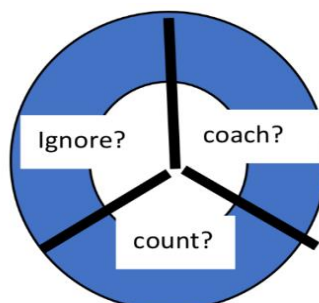
As a teacher **identify your Stop and Start behaviours.**

- **Start behaviours** should mirror the expectations from the PBS matrix. They may include taking turns, walking on paved areas around the school, using your WITS etc
- **Stop behaviours** may include talking while the teacher is talking, disrupting other students, delaying getting started, touching other student's belongings, running on paved areas etc

With the 1,2,3 process the child is given a low key count to three before implementing an opportunity for 'reset' time. It is a proactive strategy for teaching, and for it to be effective, it relies on the expectations for behaviours being made clear and 'taught' and rehearsed by children, ahead of time.

You have **3 choices to deal with behaviours:**

1. Smart ignoring
2. Emotion coaching (if a student is very upset)
3. Count their behaviour



Please note:

- When students go to a Specialist class, the count is restarted.
- Counting resets at shorter intervals for K-1 students
- **Counting always resets following lunch and recess, return from specialist class and at the beginning of each school day**
- If Buddy Class is used teacher must negotiate expectations with their chosen buddy class including time frame and expectations
- Emotion coaching should occur away from peers and once student is calm

1,2,3 Magic works effectively when:

- It is consistent and predictable.
- The class regularly practices 'start' behaviours in keeping with PBS behaviour expectations
- There is less talk from the teacher and student
- When counted to a "3", there is immediate follow through with minimal emotion or talking.
- This process may not be effective with some children who are on an individual behaviour plan. This will be determined through a case management approach, involving all stakeholders.

3.1.7 Classroom Behaviour Support

On those occasions where a student is unresponsive to low level positive behaviour intervention in a classroom setting, an Assistant Principal can be called upon by a classroom teacher to provide additional support for the student. Often a student requires the support of a mentor outside the classroom setting for co-regulation or for problem solving. Support by an Assistant Principal is documented and will result in a call or email home to notify parents. Regular recurrence may result in a move to Tier 2 or Tier 3 intervention processes.

Teachers are expected to:

- Positively reinforce expected behaviours.
- Consistently implement 1,2,3 Magic (or individualised behaviour support plan)
- Red Fast Track slip (Urgent) to be sent to the office for support if there is a serious escalation of behaviour requiring immediate support
- Access support from the Assistant Principal if student behaviour is ongoing/continued low-medium level and 1,2,3 Magic levels have been fully utilised
- Generate a formal referral to the Student Support Team to assist in the implementation of Tier2/3 strategies and targeted support.

3.1.8 Playground Behaviour Support

Level 1

An immediate count of 1 is given.

Where inappropriate low-level behaviours occur, immediate and logical consequences (that match the behaviour) are to be administered by the Duty Teacher. For example:

- Child runs on the concrete - child comes back and walks
- No hat - child to move to a shaded area
- Children engaging in rough play – immediate count and reinforcement of behaviour expectations by Duty Teacher

Duty Teachers are to be consistent in approach and timely in their response.

Make the most of 'teachable moments' for pro-social interactions eg use a *1,2,3 walk with me* or *1,2,3 sit by the tree* for the opportunity to RESET and/or emotion coach.

Use a common language of expected behaviours from PBS, stop and start behaviours.

Level 2

An immediate count of 3 is given.

When behaviour is deemed unsafe and likely to cause injury to self or others or deliberately cause damage to property, a student may be immediately withdrawn from the playground to the administration area at the instruction of a Duty Teacher. Details must be provided on a Red Fast Track slip.

Behaviours deemed unsafe include:

- Intended physical harm to self or others
- Physical harm causing injury
- Using objects as a weapon
- Bullying
- Vandalism (deliberate damage to property)
- Verbal abuse including threats and intimidation.
- Rough play resulting in conflict

Duty Teachers must complete Red Fast Track slip. Send slip to office or contact office by phone or student runner for additional support. Conflict is to be addressed using a restorative process.

3.1.9 Restorative Approach

A restorative approach to dealing with behaviour focuses on students taking responsibility for their behaviour and taking actions to repair the harm they caused. This strategy is used for maintaining healthy relationships and to repair relationships that have been damaged. It is applied at a whole school or classroom level and in responding to challenging behaviour or bullying.

<p>Restorative Questions 1 – When things go wrong</p> <ul style="list-style-type: none"> • What happened? • What were you thinking of at the time? • What have you thought about since? • Who has been affected by what you have done? In what way • What do you think you need to do to make things right? 	<p>Restorative Questions 2 – When someone has been hurt</p> <p>What did you think when you realised what had happened?</p> <p>What impact has this incident had on you and others?</p> <p>What has been the hardest thing for you?</p> <p>What do you think needs to happen to make things right?</p>
---	--

Conflict Restorative Script

<p>To Participant 1:</p> <ul style="list-style-type: none"> • What happened? • How did you feel when it happened? 	<p>To Participant 2:</p> <ul style="list-style-type: none"> • What happened? • How did you feel when it happened?
<ul style="list-style-type: none"> • What was going on in the lead up to this situation? • What were you thinking of at the time? • Has this happened in the past? If so, what causes it to continue? • What was your relationship like with ____ before this happened? 	<ul style="list-style-type: none"> • What was going on in the lead up to this situation? • What were you thinking of at the time? • Has this happened in the past? If so, what causes it to continue? • What was your relationship like with ____ before this happened?
<ul style="list-style-type: none"> • How do you feel about the situation now? • What impact has the situation had on you? • If you were in the other person’s shoes, how would you have wanted them to handle the situation? 	<ul style="list-style-type: none"> • How do you feel about the situation now? • What impact has the situation had on you? • If you were in the other person’s shoes, how would you have wanted them to handle the situation?
<ul style="list-style-type: none"> • In the future what will you do? 	<ul style="list-style-type: none"> • In the future what will you do?
<ul style="list-style-type: none"> • What needs to be done to repair harm that was caused and make things right? 	<ul style="list-style-type: none"> • What needs to be done to repair harm that was caused and make things right?

4.0 Suspension

When a student commits a major behavioural breach a formal process may be implemented immediately.

Suspension is used when the breach of school discipline causes significant disruption to the student, other students or staff, and is for the purpose of providing an opportunity for:

- The student, other students and staff to calm and recover.
- Reflect on and learn from the incident, including where appropriate participating in restorative processes;
- Evaluate existing behaviour support plans, meet with any internal or external stakeholders, seek advice on how better to support the student, and put in place and adjustments to plans, resources, staff or strategies that may be required; and
- Parent to meet with the school to discuss how to improve co-ordination between school and home to help the student behave appropriately at school.

Suspension is a severe sanction. On return to school, students and parents are requested to attend a return from suspension meeting. The Assistant Principal will conduct the meeting and other staff may be asked to attend. A suitable meeting time may be negotiated if parents cannot attend before they return to school.

4.1 Loss of Good Standing

Falcon Primary School requires students to have their Good Standing in order to be eligible for any extra curricular activities. Students must have Good Standing to attend the end of year Good Standing events.

Good Standing Status is dependent upon:

- No current Suspensions or major breaches of school rules on record.

Students losing Good Standing can re-apply for Good Standing from their relevant Assistant Principal after a period of 3 weeks from their last suspension or major breach of school rules.

Good Standing may be resumed following the completion of a two week monitoring period plus the achievement of any specific behavioural targets set by the Assistant Principal.

5.0 Bullying Prevention and Support

At Falcon Primary School, we value respect, responsibility, resilience and safety. The harassment and discrimination of students, staff or family members based on their gender, race, religion, sexuality or disability is not accepted in any form.

Bullying in any form is not acceptable to the Falcon Primary School community. We are all responsible for modelling appropriate behaviour and to take the necessary steps to stop bullying behaviour.

Our school will not tolerate any action that undermines a person's right to feel safe and respected, and to learn.

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
- can involve an individual or a group misusing their power over one or more persons who feel unable to stop it from happening
- can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert).
- **Intentional** harmful behaviour that is **repeated** over time

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

Other behaviours that **do not** constitute bullying include:

- Arguments and disagreements (where there is no power imbalance)
- Not liking someone or a single act of social rejection
- One off acts of meanness or spite
- Isolated incidents of aggression, intimidation or violence
- Play that does not intend to harm eg rough physical play

Social media platforms are increasingly being used by adults and children to engage in inappropriate behaviour. Falcon Primary School considers the use of social media being used in this way as unacceptable and not in the best interests of our children and school community. Inappropriate content about our school, staff members or students that displays incorrect information, misrepresents the school, displays objectionable content, incites violence or threatens the safety of students or staff will not be tolerated and may be escalated to the eSafety Commissioner.

We ask parents to monitor their children's internet usage and ensure that they do not engage with social media, in accordance with each platform's age restriction.

5.1 Shared responsibilities for managing and preventing bullying

Members of our school community have the right to expect a safe and supportive learning environment. This expectation comes with a shared responsibility by the whole-school community to prevent and effectively respond to behaviours that have the potential to affect school safety and wellbeing, including bullying. Positive role modelling and demonstrating respect for all people is crucial.

Member	Rights	Responsibilities
All students, staff, parents, wider school community	<ul style="list-style-type: none"> • are safe and supported in the school environment • are included • are treated with respect 	<ul style="list-style-type: none"> • positive role modelling and demonstrate respect for all people • participate and contribute to school positive behaviour approaches • build positive relationships • demonstrate respect and tolerance towards others
Students	<ul style="list-style-type: none"> • have access to curriculum that supports the building of resiliency and social skills • are provided with support by staff to stop bullying 	<ul style="list-style-type: none"> • understand and value the concepts of inclusion and tolerance • identify and respond effectively to bullying • are aware of themselves as bystanders • seek help for themselves and others as needed
Staff	<ul style="list-style-type: none"> • feel safe and supported in the workplace • have access to curriculum resources suitable for supporting students in building positive relationships, resiliency, safety and bullying prevention (including social & emotional learning) 	<ul style="list-style-type: none"> • promote and model positive relationships • identify and respond to bullying incidents • deliver strategies to students in responding to bullying effectively • promote effective bystander behaviour • promote social problem-solving • use appropriate terminology when referring to bullying and the students involved
School Leadership	<ul style="list-style-type: none"> • is supported by the school community to prevent and effectively manage bullying • is supported by the school community in implementing strategies and approaches 	<ul style="list-style-type: none"> • fosters a safe and supportive climate across the school • supports staff to implement anti bullying strategies • investigates and responds to reports of bullying
Parents	<ul style="list-style-type: none"> • are treated with respect • are confident their children are provided with a safe and supportive school environment • are provided with access to information on the prevention and management of bullying 	<ul style="list-style-type: none"> • support and encourage children to treat others with respect and tolerance • model appropriate behaviours and teach children appropriate social skills including conflict resolution • report bullying concerns • encourage children to report bullying incidents

5.2 Strategies

Our Positive Behaviour Support approach linked to the explicit teaching of expected behaviours, restorative justice processes and positive reinforcement are utilised at our school to prevent and respond to incidents of bullying.

5.2.1 Prevention Strategies

- Developing supportive and inclusive classroom environments
- Proactive supervision at all times including classrooms, play areas and transitions
- Students engage in Social and Emotional Learning, developing skills associated with resilience and wellbeing
- Teachers use low key classroom management strategies that teach and encourage positive behaviours and address negative behaviours promptly and effectively
- Our school values of respect, responsibility, resilience and safety are embedded in our culture
- Students are encouraged to seek help and engage in positive bystander behaviour
- Students are taught social problem-solving approaches to resolve peer-based conflict
- Cyber safety education to promote cyber safety and positive digital citizenship
- An active and highly visible approach to playground supervision
- A range of organised activities available during break times that encourage positive peer relations
- The provision of developmentally appropriate unstructured playground activities and equipment
- Staff recognise and reinforce positive playground and pro-social behaviour
- Identifying individuals and groups at risk who may require targeted programs
- Proactive student services team and case management strategies for students at risk

5.2.2 Management Strategies

- Supervision adjustments as required
- Development of Safety Plans and/or restricted play areas
- Clear whole school communication processes for responding to playground issues
- Promote the inclusion of parents of students at risk in identifying and addressing bullying behaviours that may be occurring in the school environment
- Students, parents and staff are able to report incidents of bullying to the school's leadership team
- Students who have experienced being bullied are supported by staff to promote recovery and resilience
- Case management of students involved in persistent bullying
- Protect the student experiencing bullying from further harm
- Interview the student to find out what happened, record relevant names including bystanders
- Individually interview bystanders. Discuss restorative practice strategies these students might use to avoid bullying in the future.
- Assure the student that the incident will be dealt with. Suggest strategies that the student might use to avoid being bullied in the future.
- Document what happened on a red Fast Track slip.
- Monitor the situation over the following few days.
- Follow up meeting with students who have been engaging in bullying behaviours.
- Where necessary, speak to class without using names, circle time, small group meetings
- Keep parents informed about progress and the measures taken.
- Inform the parents of the student/s engaged in bullying behaviour and work with them to establish joint strategies for behaviour modification.
- Restorative practice as a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behaviour and to repair the harm caused to others as a result of their actions. Find out more here: <https://www.restorativepractices.org.au>