

## STUDENT ENGAGEMENT AND WELLBEING

The Arnolds Creek Primary School Community of students, parents, and staff are committed to providing a safe, caring and stimulating environment that allows all students to reach their potential. Students are given equal opportunities to develop and learn to their maximum potential. Personal responsibility and self-discipline are developed by the ongoing encouragement of friendship and understanding between groups and individuals. Self-worth and respect for each other is highly valued by the school and its community. We promote, explicitly teach and encourage the school's positive behaviour expectations through School Wide Positive Behaviour Support.

### School Wide Positive Behaviour Support (SWPBS)

**Respectful**

**Responsible**

**Safe**

The purpose of Positive Behaviour Support is to create and maintain a positive and safe learning environment and enhance a school culture that maximises individual academic and social growth.

### We explicitly teach across Prep to grade 6 a core set of behaviour expectations based around:

- Being Respectful
- Being Responsible
- Being Safe

### What does SWPBS look like at Arnolds Creek Primary School

- Students and staff are able to state the behaviour expectations
- Students are recognised for positive behaviour through the Golden Ticket and Class Dojo systems
- Positive expectations and behaviours are taught and encouraged
- Data is collected and used for decision-making
- It is a team-based approach
- Families and the community are actively included

### Positively Reinforcing and Recognising Expected Behaviours

When students meet school wide expectations, staff will note their success with positive reinforcement. This may include social, active, or tangible reinforcement. One of which we call our 'Golden Ticket'. The Golden Ticket aims to acknowledge and provide incentives for positive, constructive and helpful behaviour within the school community.

# SWPBS - Behaviour Response Continuum/Flowchart

Observe Unexpected Behaviour  
Is it Minor or Major?

**PROMPT – NON-VERBAL**

- Move towards the student (proximity)
- Give eye contact
- Provide a visual cue
- Hand gesture

**REDIRECT – VERBAL**

- State the expected behaviour from the Matrix e.g. "At ACPS we transition quietly in the learning community".

**RETEACH**

- State & demonstrate the expected behaviour e.g. "We are safe when we transition quietly within the LC".
- Provide immediate feedback

**PROVIDE CHOICE**

- Provide two alternatives - the preferred behaviour & a less desired choice (logical consequence) e.g. "If you refuse to do your work you will need to spend some of your Lunch or Recess inside"
- Pause after providing the choice if student chooses desired behaviour, provide positive feedback

**CONSEQUENCE & CONVERSATION**

- If student does not choose the desired behaviour apply a consequence, if refusing consequence contact leadership
- At an appropriate time describe the /problem behaviour, relate to the Matrix and why it is important, practise behaviour, provide feedback
- Document on **COMPASS** as a **GREEN** entry

**POTENTIAL OUTCOME OF MINOR BEHAVIOUR (ALL COMMUNITY SERVICE REQUIRES A PHONE CALL)**

Graffiti that can be cleaned by a student

Written or verbal apology

Loss of privileges

Move to another seat

Moved to another space in the learning community

**MINOR BEHAVIOURS**  
Teacher managed within LC or Yard Duty  
(multiple minor behaviours can lead to yellow on compass)

**Disrespect**

Physical

- Pushing or play fighting/Rough play (not keeping hands and feet to ourselves)

Verbal

- Name calling or teasing
- Swearing (non-targeted)
- Talking back or argumentative
- Lying

**Disruption**

- Calling out consistently
- Not showing whole body listening consistently
- Continued walking around the learning community

**Safety**

- Playing in the toilets or with drink taps
- Running on white concrete and in LC
- Running across the crossing

**Property misuse**

- Swinging on chairs
- Not using an item for its intended purpose
- Taking property without permission
- Using wrong applications on school iPads

**Non compliance**

- Not following instructions
- Avoidance of an activity
- Not following Stopping Routine when asked

**POTENTIAL OUTCOME OF MINOR BEHAVIOUR (ALL COMMUNITY SERVICE REQUIRES A PHONE CALL)**

Walking with yard duty teacher for 15mins

Phone call

Restricted play areas

Restorative conversation

Stay in and make up time

**ASSESS SAFETY**

- Assess safety of nearby students & staff
- Remove other students & staff if necessary
- Monitor the situation and provide wait time to calm down

**LEADERSHIP REFERRAL**

- Refer student to leadership with an adult or call office for support
- Depending on the severity of the behaviour the call to leadership can be made immediately or at the next break time if the situation has de-escalated (but before students are dismissed for the day)
- Document on **COMPASS** as a **RED** entry

**LEADERSHIP MANAGEMENT OF BEHAVIOUR**

- Leadership reteach behaviour expectations
- Leadership determines and follows up with an appropriate consequence with student & staff member
- Follow up restorative conversation with student and staff member involved
- Parents/Guardians notified, and meeting requested if necessary
- Behaviour reflection for student to complete if necessary
- Behaviour Management Plan written in consultation with leadership and Wellfare and shared with student, parents and relevant staff if necessary

**MAJOR BEHAVIOURS**  
Externally managed at Leadership level. Immediate support from Wellbeing Team if necessary

**Disrespect with intent to harm**

Physical

- Physical contact e.g. hitting, kicking, pushing, flashing & spitting.

Verbal

- Insults, swearing, intimidation, homophobic, racist or sexual remarks, making threats.

**Self exit**

- Leaving the Learning Community or school grounds without permission.
- Running away from staff (refusal).

**Property damage**

- Deliberate damage of property.
- Graffiti (that can't be cleaned by student) with intent to cause damage.

**Property misuse**

- iPad inappropriate use (violent or sexual).

**Theft**

- Theft of school, staff member or student's property.

**CREATING SUCCESS – PREVENTATIVE STRATEGIES**

**Curriculum:**

- Engaging, relevant content appropriate to student level
- Appropriate teaching and learning strategies
- Positive Behaviour Matrix
- School Wide embedded success criteria in lessons

**Positive environment:**

- 5:1 corrective interactions
- Acknowledgement system
- Golden Ticket and Class Dojo.
- Positive teacher and students relationships building on students interests
- Start up Program

**Expected Behaviours:**

- Matrix of Expected Behaviours explicitly taught
- Social and emotional skills explicitly taught (RRRR)
- Teach, model, practise, acknowledge & correct
- Stopping routine explicitly taught

**POTENTIAL OUTCOME OF MAJOR BEHAVIOUR**

Restorative Conversation

Phone call and/or letter home

Removed from learning community

Behaviour Plan/Contract

Community Service

Restricted play areas

In school suspension

Loss of privileges

strike system (e.g. sport, excursions, camps)

Modified school day

Removed from the yard