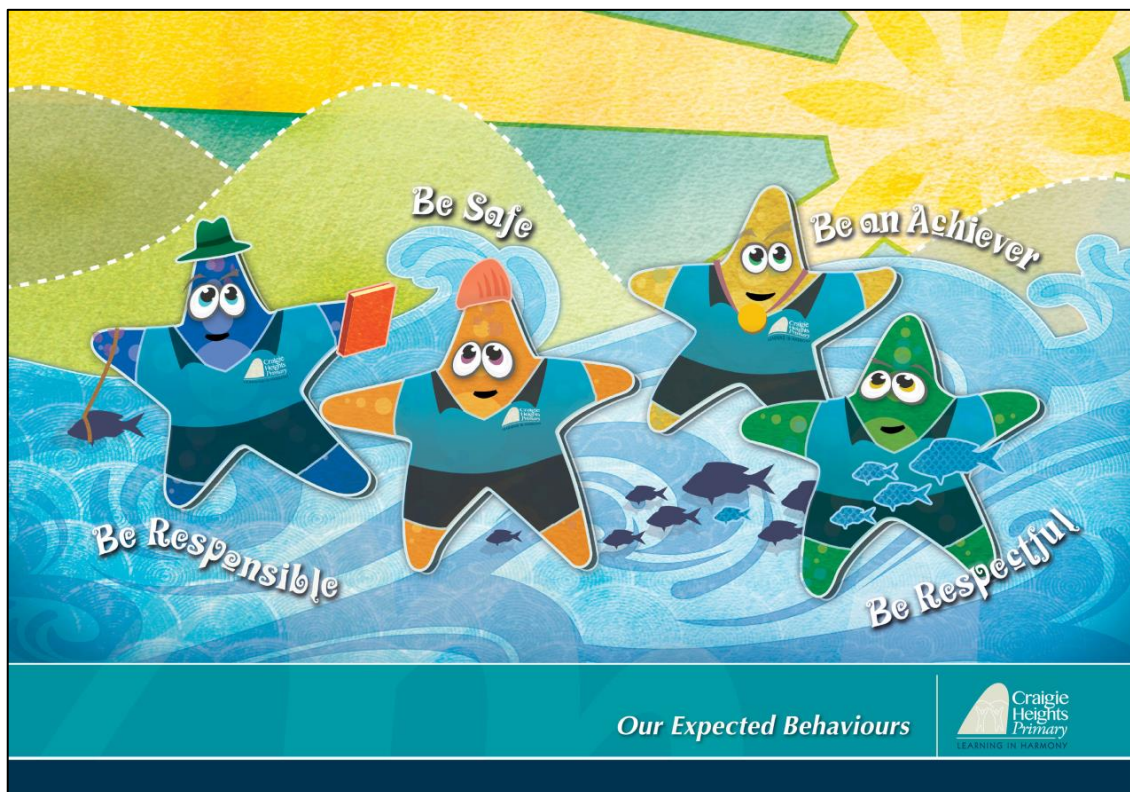


Parent Handbook

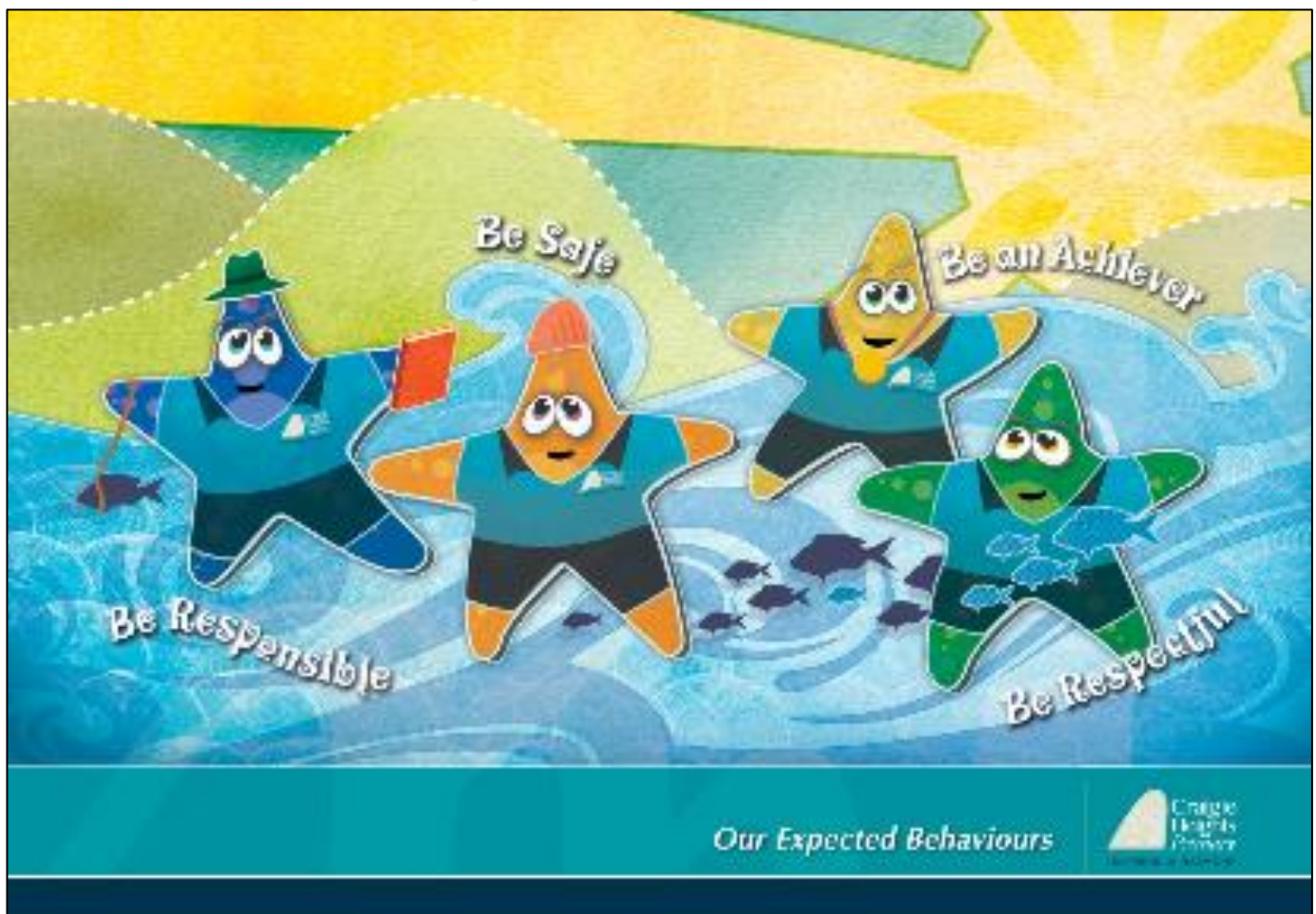
Positive Behaviour Support



Contents

PBS at Craigie Heights	3
Positive Behaviour Support (PBS)	4
Procedures	5
Behaviour Matrix	6
Acknowledgement System	7
Student Behaviour Referral Process	8
Responding to Minor and Major Behaviours	9
Good Standing Policy	10
Mobile Phone Policy	12

Our expected behaviours are:



PBS at Craigie Heights

At Craigie Heights Primary School we strive to inspire every student to achieve their personal best through learning, living and playing in harmony.

Positive Behaviour Support (PBS) is a school-wide approach to guiding behaviour. It builds on, and integrates, a range of existing strategies to improve behaviour, learning and safety. It's a proactive approach where expected behaviours are explicitly taught and supports students to make better choices. PBS views inappropriate behaviour in the same way that problems in reading or mathematics are viewed as a skill deficit. When a skill deficit exists we must teach the appropriate skill. PBS is an evidence-based approach which focuses on high standards, early intervention and self-discipline.

Staff at Craigie Heights participated in PBS introductory professional learning in early 2014. Craigie Heights achieved 100% buy-in from staff and made a commitment to implement the program with fidelity. A PBS team was then formed to work in consultation with Craigie Heights staff, student, and community members to successfully adopt and implement the PBS model.

PBS Team Vision Statement

The purpose of the Positive Behaviour Support team is to support the school vision and encourage ownership from the whole school community to develop:

- ✚ A positive, respectful culture, which supports a safe learning community;
- ✚ A common, shared language to encourage expected behaviour, that is explicitly taught and monitored;
- ✚ Clear expectations and a consistent approach to support achievable goals valued by the wider community; and
- ✚ Citizens who are equipped to make positive and confident choices now and in the future.

The PBS process began by developing and gaining consensus on beliefs, expectations and procedures. We introduced a set of core expectations. From the expectations, a whole school behaviour matrix was developed forming the content of an explicit teaching and learning behaviour curriculum. These behaviours are explicitly taught to all students. An ongoing collection of data and positive behaviour acknowledgement system, outlines to staff which expectations are being successfully met and which will require further teaching and learning.



Positive Behaviour Support

Research has shown that the effective implementation of PBS can achieve:

- ✚ An increase in attendance
- ✚ Students viewing school as a more positive and calm environment
- ✚ Teacher's reporting better relationships with students
- ✚ A reduction in the number of behaviour-caused disruptions
- ✚ An increase in academic performance

Tier 3/Tertiary Interventions

- Individual students
- Assessment-based
- Intense, durable procedures

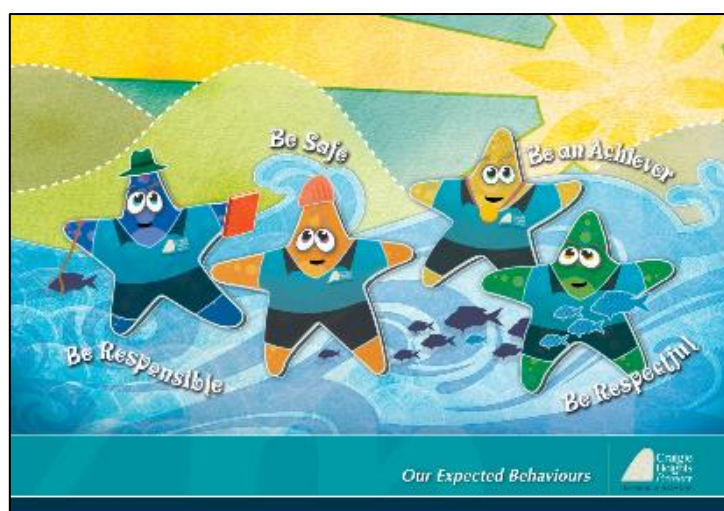
Tier 2/Secondary Interventions

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

Tier 1/Universal Interventions

- All students, all settings
- Preventative & proactive

Behavioural Systems



Procedures

At Craigie Heights our schools' procedures are outlined in our Behaviour Matrix and categorised into the areas of in the classroom, outside the classroom and in the community. These procedures are explicitly taught to students during Set-Up week in the first week of each term and reviewed during Reset week and at point of need.

Procedures that are explicitly taught at Craigie Heights:

<p>IN THE CLASSROOM WE ARE</p> <h2>RESPONSIBLE</h2> <p>WE ARE ORGANISED AND PREPARED</p> <p>WE ARE PUNCTUAL</p> <p>WE STAY ON TASK</p> <p>WE ARE HONEST</p> <p>WE CONSIDER THE CONSEQUENCES OF OUR BEHAVIOUR</p> <p>WE TAKE PRIDE IN OUR WORK</p> <p>WE ASK FOR HELP WHEN NEEDED</p> <p>BE RESPONSIBLE, BE SAFE, BE AN ACHIEVER, BE RESPECTFUL</p> <p>CRAIGIE HEIGHTS PRIMARY SCHOOL</p>	<p>IN THE CLASSROOM WE ARE</p> <h2>ACHIEVERS</h2> <p>WE ALWAYS DO OUR BEST</p> <p>WE ARE ENTHUSIASTIC ABOUT LEARNING</p> <p>WE ASK QUESTIONS AND SEEK FEEDBACK</p> <p>WE ARE PERSISTENT</p> <p>WE STAY FOCUSED AND ENGAGED</p> <p>WE SET AND WORK TOWARDS OUR GOALS</p> <p>BE RESPONSIBLE, BE SAFE, BE AN ACHIEVER, BE RESPECTFUL</p> <p>CRAIGIE HEIGHTS PRIMARY SCHOOL</p>	<p>IN THE CLASSROOM WE ARE</p> <h2>RESPECTFUL</h2> <p>WE FOLLOW INSTRUCTIONS</p> <p>WE ARE WHOLE BODY LISTENERS</p> <p>WE CARE FOR ALL EQUIPMENT</p> <p>WE INCLUDE EVERYONE</p> <p>WE ARE KIND AND ENCOURAGING TO OTHERS</p> <p>WE USE OUR MANNERS</p> <p>WE RAISE OUR HAND AND WAIT</p> <p>BE RESPONSIBLE, BE SAFE, BE AN ACHIEVER, BE RESPECTFUL</p> <p>CRAIGIE HEIGHTS PRIMARY SCHOOL</p>	<p>IN THE CLASSROOM WE ARE</p> <h2>SAFE</h2> <p>WE KEEP OUR HANDS AND FEET TO OURSELVES AND WALK IN LEARNING AREAS</p> <p>WE ARE CYBER SAFE</p> <p>WE REPORT UNSAFE BEHAVIOUR</p> <p>BE RESPONSIBLE, BE SAFE, BE AN ACHIEVER, BE RESPECTFUL</p> <p>CRAIGIE HEIGHTS PRIMARY SCHOOL</p>
<p>OUTSIDE THE CLASSROOM WE ARE</p> <h2>RESPONSIBLE</h2> <p>WE STAY WITHIN BOUNDARIES</p> <p>WE REPORT UNSAFE BEHAVIOUR</p> <p>WE WEAR THE CORRECT UNIFORM</p> <p>WE THINK ABOUT OTHERS BEFORE WE ACT</p> <p>WE ARE ACCOUNTABLE FOR OUR ACTIONS</p> <p>WE DISPOSE OF RUBBISH USING LANDFILL, WORM AND PAPER BINS</p> <p>WE USE TOILETS RESPONSIBLY</p> <p>BE RESPONSIBLE, BE SAFE, BE AN ACHIEVER, BE RESPECTFUL</p> <p>CRAIGIE HEIGHTS PRIMARY SCHOOL</p>	<p>OUTSIDE THE CLASSROOM WE ARE</p> <h2>ACHIEVERS</h2> <p>WE LISTEN TO AND FOLLOW TEACHERS' DIRECTION</p> <p>WE ARE GOOD ROLE MODELS TO OTHERS</p> <p>WE RESPECT DIFFERENCES</p> <p>WE TAKE RISKS WITH OUR LEARNING</p> <p>BE RESPONSIBLE, BE SAFE, BE AN ACHIEVER, BE RESPECTFUL</p> <p>CRAIGIE HEIGHTS PRIMARY SCHOOL</p>	<p>OUTSIDE THE CLASSROOM WE ARE</p> <h2>RESPECTFUL</h2> <p>WE INCLUDE OTHERS IN OUR GAMES</p> <p>WE RESPECT ALL PROPERTY</p> <p>WE THINK OF OTHER PEOPLE'S FEELINGS</p> <p>WE CONSIDER OTHERS PERSONAL SPACE</p> <p>WE USE MANNERS</p> <p>WE TIDY UP AFTER OURSELVES</p> <p>BE RESPONSIBLE, BE SAFE, BE AN ACHIEVER, BE RESPECTFUL</p> <p>CRAIGIE HEIGHTS PRIMARY SCHOOL</p>	<p>OUTSIDE THE CLASSROOM WE ARE</p> <h2>SAFE</h2> <p>WE KEEP OUR HANDS AND FEET TO OURSELVES</p> <p>WE PLAY WITH ALL EQUIPMENT IN A SAFE MANNER</p> <p>WE LOOK OUT FOR OTHERS</p> <p>WE MAKE SAFE CHOICES</p> <p>WE REPORT BULLYING TO AN ADULT</p> <p>BE RESPONSIBLE, BE SAFE, BE AN ACHIEVER, BE RESPECTFUL</p> <p>CRAIGIE HEIGHTS PRIMARY SCHOOL</p>
<p>IN THE COMMUNITY WE ARE</p> <h2>RESPONSIBLE</h2> <p>WE WEAR OUR SCHOOL UNIFORM WITH PRIDE</p> <p>WE ARE ROLE MODELS</p> <p>WE DO THE RIGHT THING, EVEN WHEN NO ONE IS WATCHING</p> <p>BE RESPONSIBLE, BE SAFE, BE AN ACHIEVER, BE RESPECTFUL</p> <p>CRAIGIE HEIGHTS PRIMARY SCHOOL</p>	<p>IN THE COMMUNITY WE ARE</p> <h2>ACHIEVERS</h2> <p>WE SHARE IDEAS</p> <p>WE PROMOTE AND SUPPORT FUNDRAISING ACTIVITIES AND COMMUNITY EVENTS</p> <p>WE HELP AND INCLUDE OTHERS</p> <p>WE MODEL EXPECTED BEHAVIOURS</p> <p>WE FORGIVE OTHERS AND OURSELVES</p> <p>BE RESPONSIBLE, BE SAFE, BE AN ACHIEVER, BE RESPECTFUL</p> <p>CRAIGIE HEIGHTS PRIMARY SCHOOL</p>	<p>IN THE COMMUNITY WE ARE</p> <h2>RESPECTFUL</h2> <p>WE ARE POLITE AND WELL MANNERED</p> <p>WE SHOW GOOD SPORTSMANSHIP</p> <p>WE TREAT OTHERS OF THE COMMUNITY WITH RESPECT AND KINDNESS</p> <p>BE RESPONSIBLE, BE SAFE, BE AN ACHIEVER, BE RESPECTFUL</p> <p>CRAIGIE HEIGHTS PRIMARY SCHOOL</p>	<p>IN THE COMMUNITY WE ARE</p> <h2>SAFE</h2> <p>WE FOLLOW COMMUNITY RULES AND EXPECTATIONS</p> <p>WE TALK TO AN ADULT WE TRUST ABOUT THINGS THAT DON'T FEEL RIGHT</p> <p>WE HELP OTHERS WHEN THEY ARE IN NEED</p> <p>WE MAKE SAFE CHOICES</p> <p>WE ARE ROAD WISE</p> <p>WE ARE CYBER SAFE</p> <p>BE RESPONSIBLE, BE SAFE, BE AN ACHIEVER, BE RESPECTFUL</p> <p>CRAIGIE HEIGHTS PRIMARY SCHOOL</p>

Behaviour Matrix



BEHAVIOUR MATRIX

	BE RESPECTFUL	BE RESPONSIBLE	BE SAFE	BE AN ACHIEVER
IN THE CLASSROOM	<ul style="list-style-type: none"> We follow instructions We are whole body listeners We care for all equipment We include everyone We are kind and encouraging to others We use our manners We raise our hand and wait 	<ul style="list-style-type: none"> We are organised and prepared We are punctual We stay on task We are honest We consider the consequences of our behaviour We take pride in our work We ask for help when needed 	<ul style="list-style-type: none"> We keep our hands and feet to ourselves and walk in learning areas We are cyber safe We report unsafe behaviour 	<ul style="list-style-type: none"> We always do our best We are enthusiastic about learning We ask questions and seek feedback We are persistent We stay focused and engaged We set and work towards our goals
OUTSIDE THE CLASSROOM	<ul style="list-style-type: none"> We include others in our games We respect all property We think of other people's feelings We consider others personal space We use manners We tidy up after ourselves 	<ul style="list-style-type: none"> We stay within boundaries We report unsafe behaviour We wear the correct uniform We think about others before we act We are accountable for our actions We dispose of rubbish using landfill, worm and paper bins We use toilets responsibly 	<ul style="list-style-type: none"> We keep our hands and feet to ourselves We play with all equipment in a safe manner We look out for others We make safe choices We report bullying to an adult 	<ul style="list-style-type: none"> We listen to and follow teachers' direction We are good role models to others We respect differences We take risks with our learning
IN THE COMMUNITY	<ul style="list-style-type: none"> We are polite and well mannered We show good sportsmanship We treat others of the community with respect and kindness 	<ul style="list-style-type: none"> We wear our school uniform with pride We are role models We do the right thing, even when no one is watching 	<ul style="list-style-type: none"> We follow community rules and expectations We talk to an adult we trust about things that don't feel right We help others when they are in need We make safe choices We are road wise We are cyber safe 	<ul style="list-style-type: none"> We share ideas We promote and support fundraising activities and community events We help and include others We model expected behaviours We forgive others and ourselves

Acknowledgement System

Craigie Heights staff acknowledge students who are displaying the positive behaviours featured on the school matrix. Students receive a Dojo Points reflecting the school expectations. Students will also receive Harmony Awards for demonstrating the fortnightly focus behaviour which are placed into a draw for a chance to win a prize at assemblies. All points are counted towards Faction Points. These points are then collated and Faction Rewards are given out once each Faction achieves their goal.

- ✚ 5000 points= Extra play time
- ✚ 10 000 points= Reward chosen by PBS committee
- ✚ 15 000 points= Fundraiser for a charity of choice
- ✚ 20 000 points= Reward incursion

Each term students will have the chance to win an invitation to a 'Pizza with the Principal' lunch. Students will receive invitations based on their Dojo points for reasons selected by the PBS Team such as:

- ✚ Having the most Dojo points that term
- ✚ The most improved points
- ✚ Having the most PBS Focus points

If a student attends the lunch, they will be inducted into the PBS Hall of Fame for the year & their photo will be displayed in the Hall of Fame window. At the end of the year, all Hall of Fame members will be presented with a certificate & prize at the final assembly.

Certificate of Commendation

Students can receive Certificates of Commendation when they are awarded Dojo points for:

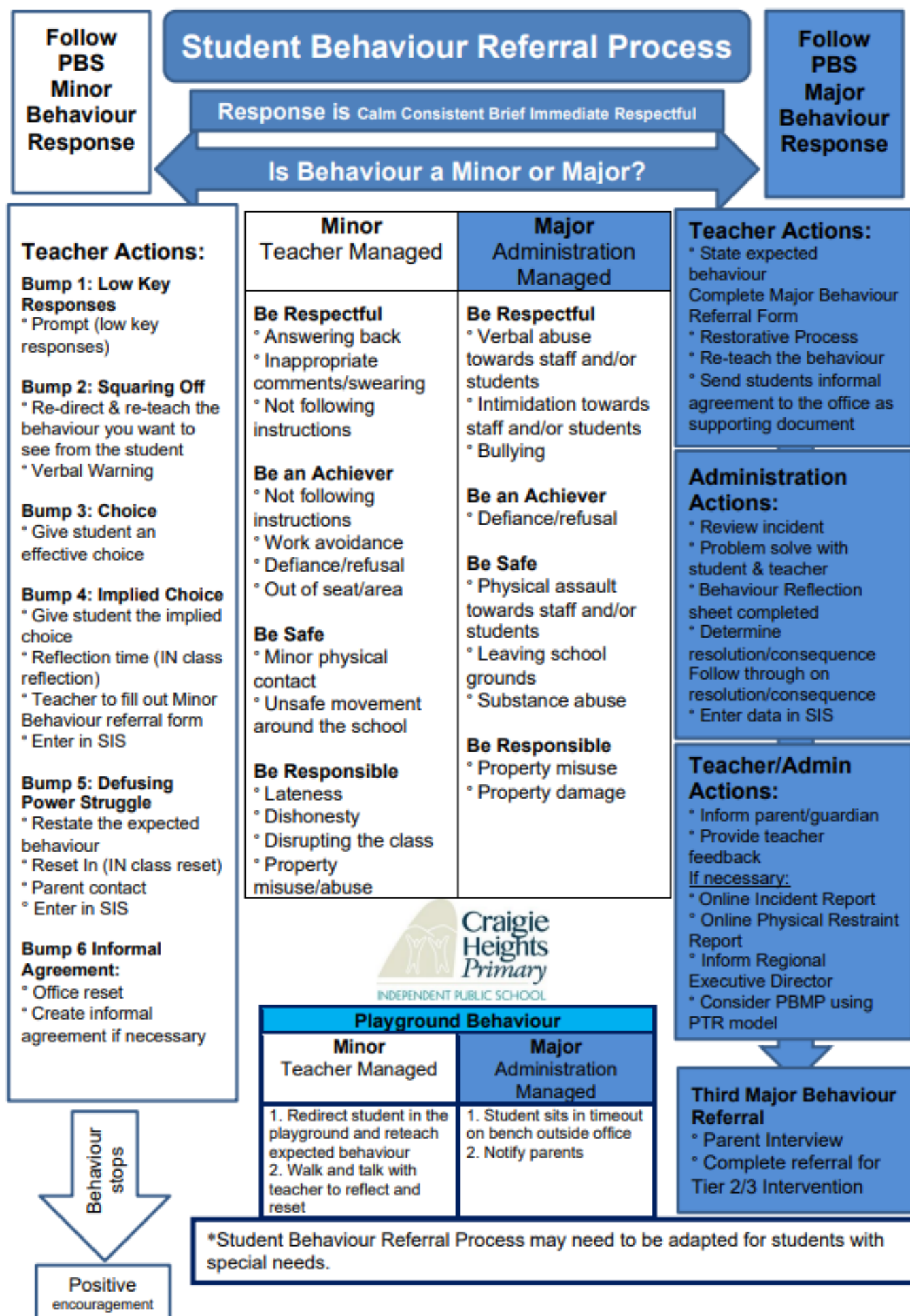
- ✚ Following the expected behaviours
- ✚ Following the Golden Rule
- ✚ Demonstrating the fortnightly focus (acknowledged with Harmony Award and entered into the drawer for a prize at the assembly)
- ✚ Completing their Holiday Reading Challenge (worth 10 Dojo Points)

A certificate of commendation will be sent home at the end of each term to acknowledge each students' efforts and total point score on Class Dojo.



Craigie Heights Primary School		
Harmony Award		
Living	Learning	Playing
Awarded to:		
Year: Room: Initial:		
Date:		
★		Being respectful
★		Being responsible
★		Being safe
★		Being an achiever
Red	Blue	Gold







Student Behaviour Referral Process



Responding to Minor and Major Behaviours

At Craigie Heights we believe all students have the right to learn and be safe. Therefore, when things go wrong, we have a process that reteaches the desired behaviour, restores the relationships of all involved and endeavours to return students back to the classroom to ensure that learning can continue. All minor and major behaviour incidents are recorded, monitored and addressed at each PBS meeting, held twice a term. Teachers' update all of the minor and major incidents on a central data base called Integrus.

Classroom teachers use a 5:1 ratio when correcting behaviour (5 positives to one correction). The minor behaviour process is used if any behaviour is not corrected using this 5 to 1 approach. A major behaviour results in the following process is used:





-  An investigation is conducted to hear all sides (from the child, the teacher and any other students involved).
-  Restorative cards are used by classroom teachers or by admin which teach students to solve problems using the Golden Rule.
-  A behaviour reflection sheet is filled out by the student to help build relationships and reteach what to do in the future.
-  An informal agreement may be created by the classroom teachers and the student involved if it is a repetitive behaviour that needs managing.
-  Further consequences may be necessary to help restore positive behaviour, make others feel safe and re-engage students back into the classroom.
-  Any violence is taken very seriously and a developmentally appropriate response will occur.

What is Restorative Practice?

Why do we use it at Craigie Heights?

Restorative practice is a set of principles and practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences of negative behaviour.

Restorative practices in schools have a number of proven benefits. Children show:

-  Improved positivity, resilience and responsibility
-  Greater respect and courtesy towards teachers and each other
-  Increased empathy
-  An understanding of how to make wrongs right.

At Craigie Heights we use restorative practices to assist teachers, students and parents to build, maintain and restore relationships. Research has proven that using a restorative practice approach helps students to self-regulate behaviour and contributes to the improvement of learning outcomes.

A restorative process that we have implemented at Craigie Heights is one that Adam Voigt from Real Schools practices and implements in schools across Australia. The restorative practice is called 3 minutes. Students are given 3 minutes to discuss an incident in three sections regarding the past, present and future. Each student involved is given 3 minutes per section of uninterrupted time and while they speak, classroom teachers or administration staff scribe on a whiteboard what the student is communicating.

Good Standing Policy

Rationale

In 2023, a directive was published by the Minister for Education on student behaviour and violence, “Standing Together against Violence”. Subsequent ‘Connect and Respect’ resources have been made public. The development of a Good Standing Policy is a mandatory requirement for all public schools in response to the increasing incidents of violence in schools.

Policy

We believe that learning is enhanced in a welcoming, inclusive and collaborative environment which emphasises the importance of students taking responsibility for the choices they make on a daily basis. These choices impact academically and socially on themselves and others.

The Good Standing Policy is part of, and works in conjunction with, the whole school Behaviour Policy. Craigie Heights Primary School’s Good Standing Policy provides a framework for the community to help students meet the expected behaviours. Together we can help our students become outstanding members of society.

The process embedded within good standing requirements are underpinned by the following key principles of restorative practice:

- Positive interpersonal relationships are a major influence on behaviour.
- A culture of care supports all individuals in the school community.
- Cultural receptiveness and responsiveness is key to creating learning communities of mutual respect and inclusion.
- A restorative approach leads to individuals taking responsibility for their behaviour.

Craigie Heights Primary School staff believe we all share a responsibility for providing a safe, supportive and productive environment, free from bullying, harassment, discrimination and violence. It is vital that the school community builds a culture of positive behaviour that values students’ strengths, abilities and diversity. Staff use a restorative approach that focuses on building a culture of positive behaviour and values the safety of all members of its community. The school aims to build student empathy and support self-regulation.

Considerations

The school has systematic plans and implements reasonable adjustments to teach and support positive behaviours for all students, including students with complex needs. Staff are trained in CMS and Positive Behaviours and the school seeks available regional and system-level specialist services and supports as required.

Maintaining Good Standing

All students start with Good Standing. Good Standing recognises and rewards the efforts of individual students who consistently embrace the values of respect, responsibility, being safe and caring, and being an achiever.

This is maintained by:

- ✓ Following the Craigie Heights Primary School expected behaviours in accordance with the CHPS Behaviour Policy
- ✓ not being involved in any major breaches, including but not limited to:
 - threatening, intimidating or any verbal abuse of other students or staff
 - physical abuse of other students
 - physical abuse of staff
- ✓ not be involved in the misuse of technology, including but not limited to: engaging in cyberbullying, incorrect usage of an explicit nature

- ✓ not purposely damaging property
- ✓ not showing persistent defiance or refusal
- ✓ not disrupting the good order of the school

Loss of Good Standing

A student loses Good Standing after a breach, or series of breaches of the school behaviour expectations, including but not limited to those above.

A student automatically loses Good Standing as part of their suspension.

Regaining Good Standing

Students will regain their Good Standing on a case by case basis, typically after negotiation with Administration. A preliminary period of 10 school days is given but may be adjusted by the Principal.

As part of the process to regain Good Standing, the Craigie Heights Primary School "Return to Good Standing Monitoring Sheet" will be used to track student progress during this time. If students breach the behaviour expectations during the 10 day school attended period, the time may be added on the period to ensure the ten days are completed, free from infractions.

Regaining Good Standing supports students to:

- ✓ rebuild and repair relationships
- ✓ reflect on their actions and consider the perspectives of others
- ✓ reduce a recurrence of the behaviours of concern
- ✓ follow a clear and achievable pathway to regain good standing

Parent Contact Regarding Good Standing

All parents/guardians will be informed about Good Standing through our school website, school Connect page and through newsletters. The policy is available to parents/guardians at all times.

Students who lose their Good Standing will have their parents/guardians contacted to discuss their loss, how to regain it, and what specifically their child will miss out on as result. When a student regains their Good Standing, their parents/guardians will be notified.

Loss of Activities/Privileges

During the 10 day period (or period decided by the Principal), the student will lose the ability to participate in non-curricula activities.

Non-curricula activities include, but are not limited to: incursions, excursions, class-based or whole-school reward activities, interschool events, special clubs, camps, P&C events, and other social activities as determined by the Principal.

If a Year 6 Leader (student councillor, faction captain, choir captain, paths ranger, reconciliation leader etc) loses their Good Standing, they will lose the privilege to represent their school and complete their role until their Good Standing is regained.

Any decision to withdraw or maintain Good Standing will be at the discretion of the Principal.

Mobile Phone Policy

Mobile Electronic Devices (MEDs) refer to devices such as mobile phones, iPads, iPods, tablets, smart watches etc.

PRINCIPLES

1. MEDs are permitted at school, however it is strongly suggested that parents should not allow their child to bring one unless there is a compelling reason to do so. E.g. Game playing or news telling is not compelling. Advising parents of a safe arrival at school is compelling.
2. In the case of an emergency, students have access to school phones.
3. A student with a diagnosed medical condition (e.g. diabetic), may require a MED to monitor their health.
4. Under no circumstances will the school accept responsibility for the loss, theft or damage to a student's MED.

GUIDELINES

- 1 In order for a student to bring a MED to school, parents and carers need to complete the Request for Mobile Electronic Device form. The form will be filed with the teacher as proof of permission.
- 2 MEDs are to be turned off and handed into the office at the beginning of the school day and collected at the end.
- 3 No student may use a MED to record images or sound of other students or staff on the school grounds.
- 4 Students not complying with this policy will have their MED confiscated and their parents contacted to collect it.
- 5 As a matter of courtesy, it is expected that mobile devices belonging to staff, parents and visitors will be silent during class, duty, meetings and performances.
- 6 Students with a diagnosed medical condition who require a MED to monitor their health are permitted to use their MED, for health reasons, in the classroom under the guidance of a supervising adult.

REVIEW

Due to the rapid evolution of these technologies this policy will be reviewed annually.