

# Student Engagement & Behaviour Expectations



**Kangaroo Flat Primary School**



**November 2022**

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## SCHOOL PROFILE STATEMENT

At Kangaroo Flat Primary School, we acknowledge the individual abilities of all students and strive to meet their needs to make a positive difference, so they reach their potential as a valued and respected member of their community for the rest of their lives.

Student's educational outcomes are maximized as a result of:

- The development of skills in all academic areas, with an emphasis on Literacy and Numeracy.
- The acquisition of decision-making, problem-solving and critical thinking skills with application to real life situations is a focus of our school.

Kangaroo Flat PS actively promotes positive partnerships with parents and the broader community. Emphasis is placed on developing the knowledge and skills that enable our students to participate in society in an active and productive manner. Knowledge of the rights, responsibilities and expectations of Kangaroo Flat [PS](#) in relation to themselves, other students, staff and the community is taught and revised regularly. The use of a non-coercive and a proactive approach aims to build positive relationships, encourages self-evaluation and focuses on quality.

We promote and develop:

- A sense of security
- Getting Along & Teamwork
- Opportunities to achieve
- Opportunities to belong
- Opportunities to participate
- Being active in decision making
- Attendance
- Good choice making
- Engagement through a variety of activities

What matters is that we have a school environment where learning is central and in which all members of our school community can grow and feel they belong.

## WHOLE- SCHOOL PREVENTION STATEMENT

Kangaroo Flat PS uses School Wide Positive Behaviour Support (SWPBS) as the basis of its engagement policy. We have agreed to collaborate and to consistently use this approach throughout the school. We know that this multi-element approach will achieve positive outcomes for all students. We believe that our students' respond best to positive reinforcement.

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We have established a set of four school values that have been elaborated into expected positive behaviours across a range of settings within the school. The expected positive behaviours are reinforced to students through the specific teaching of new skills and behaviours while responding effectively to problematic behaviours.

The emphasis is on encouraging and rewarding positive behaviours, while at the same time realigning students who exhibit inappropriate behaviours. Processes and procedures will be reviewed regularly to evaluate their effectiveness in meeting our goals. Comprehensive collection and evaluation of behaviour data will form the basis upon which any change and modification to processes and procedures will take place.

### ***Our Four School Values:***

## ***RESPECT, RESPONSIBILITY, BEING YOUR BEST & TEAMWORK***

The **Kangaroo Flat Primary School Matrix of Expected Behaviours** (attached), outlines the expected behaviours across a number of contexts – school-based and community-based. Our aim is to explain and teach these behaviours to all the students. It is extremely important that the behaviours are taught in the context in which they are expected to be exhibited. For example, positive behaviours in relation to the playground must be explained, taught and practised in the playground.

To increase the likelihood of students using appropriate social skills across people, places and situations, teaching procedures should include multiple examples, be proactive within and across multiple settings, instruction on self-management skills, and involvement of a variety of people (Lewis & Sugai 1999 p. 6).

Our aim is to embed each of the expected behaviours within the KFPS Matrix of Expected Behaviours by using targeted teaching and learning resources throughout the school. At KFPS, we have chosen to embed the 'The Resilience, Rights and Respectful Relationships' (RRRR) teaching and learning resources. Respectful Relationships is embedded in the Victorian Curriculum and is expected to be taught at all Victorian Government schools. The RRRR teaching and learning resources were designed to develop students' social, emotional and positive relationships. They have been shown to improve health related outcomes and subjective wellbeing and to reduce anti-social behaviours including gender-related violence. Our lessons for the explicit teaching of behaviours will be resourced and drawn up from this program and also on an as needs basis, responding to the analysis of the collated whole school data.

We are also proud of our achievements and our links to our Indigenous families, and how these links have enhanced our school community and curriculum. We recognize the benefits of implementing the Marrung Education Plan in our school we believe this will have a broader influence on our school and the greater Kangaroo Flat community.

School wide communication strategies of ***our School Values and Expectations*** occurs regularly via our 'Every Face has a Place' learning booklets, newsletter and at our assembly. This is to ensure that all members of our school community are aware of the expected positive behaviours and encourages parents to use the same strategies at home.

Some examples include:

- All School Values and Expectations of the Week are communicated daily,
  - Eldest in the family from Grades Prep to 6 take a laminated magnetised KFPS matrix home at the beginning of each year
  - KFPS Matrix are displayed in each classroom and throughout the school.
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- Focus of the Week – chosen, displayed, discussed at Assembly by student leadership team and regular classroom presentations occur
  - Class time dedicated to the explicit teaching of the range of expected behaviours, inclusive of RRRR implementation and class meeting time
  - Modelling / role play by older students, staff, parents – presented at assembly, older students visiting younger student classes
  - Explicit discussions and explanations: “What could you do to improve this situation?” “What is the expected behaviour in this situation?”
  - Dedicated Grade 5 and Grade 6 sessions on the timetable. These focus on Student Voice & Leadership as well as specific Health content.
  - Dedicated ATSil activities on our timetable, time for culture development through Art and stories.

## **Continuum of procedures for encouraging school wide expected behaviours**

Teaching an expected positive behaviour is necessary, but not sufficient for success in learning. Schools must also provide incentives to encourage students to use pro-social skills (1988 – in Lewis & Sugai 1999 p. 6)

The critical element of an incentive system is not the token or tangible, but the social acknowledgement and interaction between the student and the school (Lewis & Sugai, 1999 p. 6).

## **School wide strategies for staff to use when students exhibit the expected positive behaviours related to the “*Four School Values and KFPS Matrix of Expectations*” has been developed and is being regularly reviewed.**

Some examples include:

- Principal Awards based on school values – presented at school Assembly
- Focus of the Week is shared at Assembly and communicated in daily announcements
- “Kanga Gotchas’ award system acknowledging positive behaviour in all areas of the school as well as displaying action associated with the ‘Value of the Week.’
- Students who achieve 50 Kanga Gotchas (every increment of 50 thereafter) receive positive acknowledgement in their Classroom as well as on the Display Board and are rewarded as part of the SWPBS program.

### **Positive Reinforcement**

Energy is directed to a systemic approach to reinforce positive behaviours. This system includes positive reinforcement on three levels:

**Short Term** – On a daily basis in class, in the playground & via daily announcements

**Medium Term** – On a weekly basis – Assembly related. Explicit teaching via teaching behaviours as required.

**Long Term** – On a term-by-term basis / also House related / School Wide positive days based on sporting / academic activities

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## Academic systems

### TIER THREE

- Individual students
- Assessment-based
- High intensity

### TIER TWO

- Some students (at risk)
- High efficiency
- Rapid response

### TIER ONE

- All students
- Preventive, proactive

## Behavioural systems

### TIER THREE

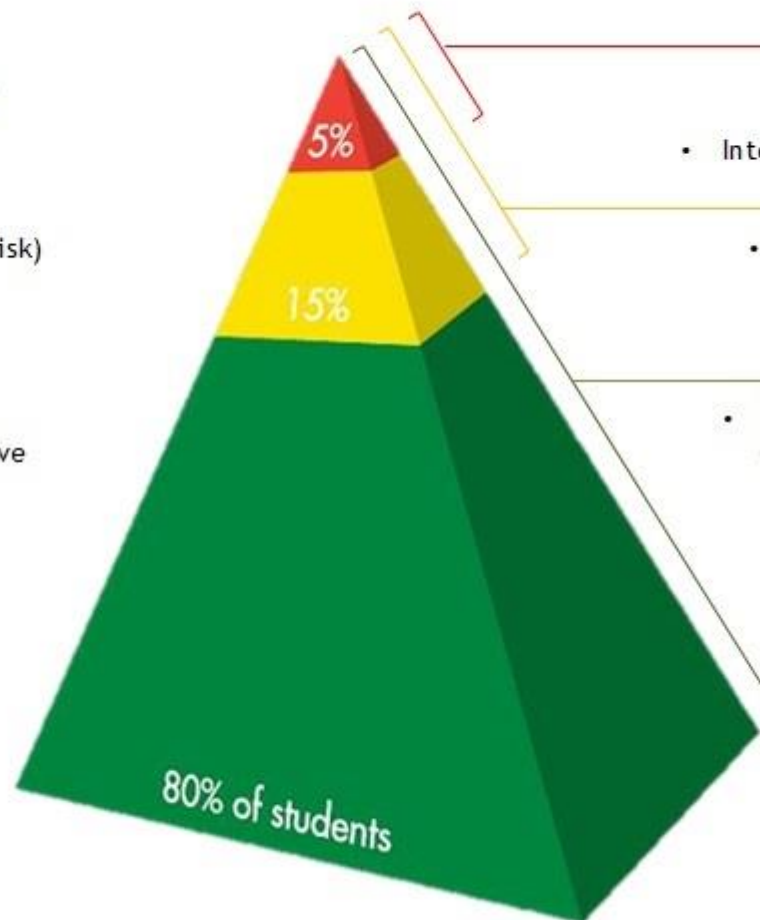
- Individual students
- Assessment-based
- Intense, durable procedures

### TIER TWO

- Some students (at risk)
- High efficiency
- Rapid response

### TIER ONE

- All settings, all students
- Preventive, proactive



The implementation of School Wide Positive Behaviour across the school supports the provision of a safe and supportive learning environment. It aims to continuously improve connectedness by developing and encouraging the wellbeing and engagement of all students. A learning environment that is characterised by high expectations for student learning, which the school community are fully aware of through the establishment of open communication.

Our aim is to increase parent engagement through greater involvement in classroom curriculum support, excursions, PMP program, Art Project, parent information sessions, parent learning programs and through regular communication from Classrooms using Class Dojo.

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Through the establishment of SWPBS systems which manage incidents via increasingly clear and well-understood processes, which in turn promotes better community engagement. We endeavour to maintain strong relationships with the Student Support Services network and all relevant support agencies.

### **Programs and strategies to promote student engagement:**

- **Building Positive Relationships** – working with PWO, Chaplain, SSSO via one to one / small groups
- **Intervention** – literacy/numeracy (TLi program) and/or behaviour based
- **Student Leadership –School Captains / Assembly Team / Grade 5 Leadership Program / United Classrooms**
- **Attendance focus for identified students and cohorts of students**
- **Weekly Grade 5 and Grade 6 Student Voice and Leadership sessions**
- **Kid’s Club**
- **Choir**
- **Global Learning Centre**
- **Connection based activities at recess times** - Minecraft Club, Mindful Monday, Wellbeing Wednesday

***Each year we review our program of extracurricular activities and we respond to the particular needs of each cohort. These programs are offered to meet the individual interests of the children and to build connectedness to their peers and the school.***

### **RIGHTS AND RESPONSIBILITIES**

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

#### **Participation**

Kangaroo Flat Primary School respects the rights of each student to participate in all aspects of school life. Participation is only restricted if and when a student's behaviour infringes on the rights of others and/or places a student at risk. Withdrawal from programs and or the provision of a limited timetable will be negotiated with students' parents/carers as part of a staged response to managing behaviour and/or wellbeing.

#### **Harassment and victimisation**

All members of the school community have a right to feel safe, be treated with respect and given every opportunity to play and work without interference. All members of the Kangaroo Flat Primary School community are inclusive and respect individuality, diversity, differences of opinion, rules and rights of others.

#### **Student Support Services**

Kangaroo Flat Primary School works closely with the SSSO network to support our school with our students and teachers who need additional assistance to develop

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their behaviour strategies and learning needs.

- We are diligent in gaining support for and assessment of all children who are displaying at risk behaviours.
- In the **SWPBS** model we are developing our tier two intervention systems (targeting 15% of school population) through specialised programs operating with small groups of students. These are run by both the Student Support Officer in response to our request for assistance and / or our Speech Pathologist, Art Therapist and with the support of Kangaroo Flat's Wellbeing Team which includes our School Chaplain.
- We are also developing our tier three intervention systems (5% of school population) through specialised individual programs for students displaying high-risk behaviours.
- We have a strong commitment to establishing positive partnerships with all agencies, to support the educational and emotional development of all students.

### **Curriculum development**

All students have the right to access curriculum which addresses their academic, physical and social needs. Professional Learning Teams are responsible for curriculum delivery and design. Each team produces a curriculum document which is available to staff as well as parents/carers.

- A Learning Improvement Plan is drawn up for each student at risk academically and this outlines in detail the student's learning goals.
- A Student Absence Learning Plan is drawn up when a child has an extended absence from school.
- An individual Behaviour Support Plan and regular Student Support Group meetings are held to develop strategies for students having behavioural difficulties.
- A Learning Improvement Plan for every Aboriginal & Torres Strait Islander student, reviewed regularly and meetings each semester.

### **Kangaroo Flat Primary School Principal, teachers, wellbeing and education support staff are expected to:**

- teach and role model the school values
- adopt inclusive teaching practices
- use a range of teaching strategies and resources to engage students in effective learning
- create and maintain safe and challenging learning environments
- acknowledge the diversity of students, which is central to creating a positive and inclusive school culture
- fairly, reasonably, consistently and positively implement the engagement policy
- **KFPS** staff will be role models for their students

### **Kangaroo Flat Primary School students are expected to:**

- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community,
  - attend regularly and participate fully in the school's educational program,
  - Kangaroo Flat Primary School recognise that some students need support to achieve this and will work with those students whose attendance could be improved
  - take responsibility for and reflect upon their own learning, students will be actively encouraged by teachers to manage their own learning and growth
  - learn positive behaviours which contribute to the educational, social, emotional and physical development of themselves and those around them – students will be supported to achieve this goal
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## **Kangaroo Flat Primary School parents/carers are expected to:**

- promote positive educational outcomes for their child by taking an active interest in their child's educational progress
- support the school in maintaining a safe and respectful learning environment for all students
- support their child by maintaining regular attendance, modelling positive behaviours and assisting their child with their school work
- cooperate with the school, which includes participating in regular communication with school staff regarding their child's learning and wellbeing
- actively support their child's engagement in the school environment

## **SHARED EXPECTATIONS**

### **Classroom Management Plan**

#### **Teachers:**

#### **Devise a plan in consultation with the class and then display**

- It is important for students to be familiar with the classroom expectations and consequences – link these to school wide strategies and principles
- Students are more likely to respect a classroom plan if they have been involved in its creation
- Revisit the plan on a regular basis throughout the year

#### **Engage in quality teaching and learning**

- Ensure learning experiences are relevant and meaningful
- Ensure that there is an appropriate level of challenge for each student
- Match learning experiences and assessment techniques with student interests and learning styles
- Encourage co-operative learning

#### **Provide opportunities for students to make decisions about their own learning**

- Clearly communicate fair and reasonable expectations
- Encourage students to set goals and persist in problem solving situations
- Assist students to develop time management and study skills
- Develop supportive interpersonal relationships
- Catch students being good – acknowledge as part of the SWPBS
- Communicate a genuine interest in and care for the students
- Establish rapport with and welcome the involvement of parents
- Develop a sense of responsibility for students' own progress and personal behaviour goals

#### **Establish ways to develop self esteem**

- Plan for success by breaking tasks into manageable steps which ensure individual success
  - Acknowledge success – use praise, notes, awards and certificates to make students feel special and communicate success to parents
  - Minimise criticism and accept mistakes as part of the learning process
  - Communicate regularly with all students
  - Create a sense of belonging to the classroom group
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- Give students responsibility

### **Strategies for All Staff**

- Communicate openly and honestly with students and parents.
- Ensure effective communication using verbal and non-verbal cues at all stages including prevention, intervention and follow-up.
- Remain calm and in control.
- Establish and publish classroom/playground rules with clear expectations and consequences, visit regularly and review.
- Ensure children understand and are familiar with all aspects of the KFPS Matrix of Expectations, develop an Positive Behaviour Plan if required
- Know your students, their patterns of behaviour, needs and triggers for misbehaviour
- Reinforce, reward and praise appropriate behaviours
- Address children's concerns immediately, or at an appropriate time and place, recording when necessary.
- Avoid confrontation at all costs
- Share responsibility with all staff for all students
- Use fair and consistent strategies that are in line with the school's beliefs and values.
- Develop Structure and Routines
- Get in first: Divert / Diffuse / Distract
- Energisers. Class Meetings
- Mindfulness daily
- Visual Supports: Traffic lights / timetables, Now and Then,

## **SCHOOL ACTIONS AND CONSEQUENCES**

### **Consequences for unacceptable behaviour**

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response including early intervention/prevention and disciplinary consequences. When applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Visually represented for staff and students via our 'Student Processes in the Classroom chart. 2018 (attached)

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Level	Behaviour	Possible Consequences
<p><b>Tier One ~ Universal Level</b> <b>Whole School Community</b></p>	<p>At this level, all students are on task and little disciplinary action is required. Expectations of the school are being followed.</p>	<p>Positive reinforcement of appropriate behaviours and positive achievement occurs through School Wide incentive program. <b>Ratio of 5 to 1</b> positive reinforcements is maintained by all staff consistently.</p>
<p><b>Tier One ~ Universal level:</b></p>	<p><b><i>Inappropriate student behaviours to be dealt with at this level:</i></b></p> <ul style="list-style-type: none"> <li>➤ disruption to teaching / learning</li> <li>➤ not completing required work</li> <li>➤ not observing classroom rules</li> <li>➤ ignoring instruction</li> <li>➤ late to class / leaving class without permission</li> <li>➤ littering</li> <li>➤ disrespectful comments / swearing inadvertently</li> <li>➤ inappropriate use of mobile phone /other electronic devices</li> <li>➤ unsafe play</li> <li>➤ damage to property</li> <li>➤ rough play</li> </ul>	<p><b><i>Teacher initiated actions could include:</i></b></p> <ul style="list-style-type: none"> <li>➤ verbal negotiation</li> <li>➤ reminder of classroom/school expectations</li> <li>➤ reteach classroom /school expectations to grade</li> <li>➤ in-class separation or time out (blue card)</li> <li>➤ removal from classroom for one-on-one resolution (class teacher) (green card)</li> <li>➤ send student to buddy class (green card)</li> <li>➤ assign student to accompany you on yard duty</li> <li>➤ assign student a lunchtime Sorting out Strategies (playground incidents only)</li> <li>➤ contact with parents, phone call, talk before / after school</li> <li>➤ completion of work in class / supervised recess/ lunch time</li> <li>➤ community yard duty</li> <li>➤ discussion of possible loss of class/year level reward activity</li> <li>➤ to record all incidents/anecdotal observations on SENTRAL</li> </ul>
<p><b>Tier Two ~ Low Level:</b>  <b>(PLT leaders, SWPBS reps, PWO &amp;/or AP)</b></p>	<p><b><i>Inappropriate student behaviours to be dealt with at this level include:</i></b></p> <ul style="list-style-type: none"> <li>➤ continued level two behaviours</li> <li>➤ serious breaches of level two behaviours</li> <li>➤ physically aggressive / pushing / shoving / fighting</li> <li>➤ truancy</li> <li>➤ repeated defiance/disrespect</li> <li>➤ all forms of verbal / racial / sexual abuse</li> <li>➤ vandalism</li> <li>➤ theft</li> </ul>	<p><b><i>Referral may be made to Assistant Principal &amp; PWO who in consultation with the class teacher will initiate actions which could include:</i></b></p> <ul style="list-style-type: none"> <li>➤ monitoring program / Daily Behaviour Reports – Check In / Check Out</li> <li>➤ resolution meeting as required between teacher / class, aggrieved parties</li> <li>➤ supervised recess times for Sorting Out Strategies (SOS) (Playground incidents only)</li> <li>➤ restitution / repair / apology</li> <li>➤ parent contacted formally / meeting requested / possibly pre suspension meeting</li> <li>➤ discussion of possible exclusion from out of school activities</li> <li>➤ formal notice of expected behaviours prior to and whilst on</li> </ul>

		<ul style="list-style-type: none"> <li>➤ excursion and camps</li> <li>➤ loss of class / year level reward activity</li> <li>➤ to record all incidents and follow up actions on SENTRAL</li> <li>➤ <b>Behaviour Support Plan (BSP)</b> to be drawn up with support from AP &amp; PWO</li> <li>➤ Strategies / PD suggested or a referral for assessment and specialist support / counselling to SSSO Network Support or outside agency</li> </ul>
<p><b>Tier Two ~ High Level:</b></p> <p><b>(Principal / A. Principal)</b></p>	<p><b>Inappropriate student behaviours to be dealt with at this level include:</b></p> <ul style="list-style-type: none"> <li>➤ continued level three behaviours</li> <li>➤ gross act of misbehaviour</li> <li>➤ possession of inappropriate substances</li> <li>➤ unprovoked physical violence</li> <li>➤ possession of pornography</li> <li>➤ intimidation of staff</li> <li>➤ sexual harassment / misconduct</li> <li>➤ serious breaches of safety:-climbing trees, fences, railings etc</li> </ul>	<p><b>Principal / Assistant Principal initiated actions in response to inappropriate student behaviour which could include:</b></p> <ul style="list-style-type: none"> <li>➤ Parent/carer meeting arranged</li> <li>➤ <b>Functional Behavioural Analysis</b> to be conducted <b>Positive Behaviour Support Plan</b> may need modification</li> <li>➤ Internal Suspension – suspension at school supervised by notified staff member or Leadership team member</li> <li>➤ External Suspension in line with Ministerial Order 1125 – Procedures for Suspension and Expulsion (effective July 2018)</li> <li>➤ Emergency Management notification</li> <li>➤ Police notification</li> <li>➤ Access support from SSSO network, notify NWR</li> </ul>
<p><b>Tier Three ~ High Level:</b></p> <p><b>(Principal / A. Principal)</b></p>	<p><b>Inappropriate student behaviours to be dealt with at this level include:</b></p> <ul style="list-style-type: none"> <li>➤ extreme or repeated incidence of secondary behaviours</li> <li>➤ possession /supply of drugs / illegal substances</li> <li>➤ possession of a weapon</li> <li>➤ use of a weapon</li> <li>➤ violent physical / verbal assault</li> <li>➤ criminal act</li> </ul>	<p><b>Principal / Assistant Principal determines the most appropriate course of action which may include any of the following:</b></p> <ul style="list-style-type: none"> <li>➤ parent/carer meeting arranged</li> <li>➤ Emergency Management notification</li> <li>➤ Police notification (if illegal behaviour)</li> <li>➤ External suspension in line with Ministerial Order 1125 – Procedures for Suspension and Expulsion</li> <li>➤ Contact regional staff nominated to act as a regional approved support person (RASP) for the purpose of an expulsion process.</li> </ul>

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Kangaroo Flat Primary School is committed to providing the opportunity for each student to reach his / her full potential as a valued and respected member of their community. All members of the school community are encouraged to reflect upon our school mantra of **“Imagine, Believe & Achieve”**.

Together the community will work to create an environment that increases the likelihood of students to learn and behave in a safe, stimulating and positive social culture.

### Evaluation

The policy will be reviewed as part of the policy review cycle, in line with DET policy and directives.

<b>Consultation</b>	KFPS Wellbeing Team KFPS School Wide Positive Behaviour Support Team
Approved by Principal	November 2022
Next review Date	February 2024





### References

Lewis, T. L. and Sugai, G. (1999).	Effective Behaviour Support: A systems Approach to Proactive School wide Management. <i>Focus on Exceptional Children</i> . Vol 31 No. 6.
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# Every Face has a Place



	Learning settings	Play areas, playgrounds & sandpits	Paths / gardens & Amphitheatre	Toilets	Canteen / Office	Computers and iPads (ICT)
<b>Respect</b>	<ul style="list-style-type: none"> <li>• Be helpful</li> <li>• Speak in an inside voice</li> <li>• STAR students</li> <li>• Speak kindly to each other</li> <li>• Hands and feet to yourself</li> <li>• Respect others and all equipment</li> <li>• Listen and follow all instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Hands and feet to yourself</li> <li>• Be fair, be nice &amp; share all play zones</li> <li>• Respect play zones &amp; out of bounds areas</li> <li>• We share play equipment</li> <li>• Invite people to play</li> <li>• Swearing isn't okay</li> </ul> 	<ul style="list-style-type: none"> <li>• Walking on paths and around buildings</li> <li>• Stay off the gardens</li> <li>• Use water wisely</li> <li>• Splashing isn't okay</li> <li>• Put rubbish in the bins</li> </ul> 	<ul style="list-style-type: none"> <li>• Respect personal space</li> <li>• Wait your turn</li> <li>• Toilets are not play zones</li> <li>• Toilets are quiet areas</li> </ul> 	<ul style="list-style-type: none"> <li>• Use manners, say please &amp; thank you</li> <li>• Be polite</li> <li>• Wait your turn</li> <li>• Use kind words and an inside voice</li> </ul> 	<ul style="list-style-type: none"> <li>• Use respectful language when playing a game online</li> <li>• Take care of the device</li> <li>• Be nice to others online</li> <li>• Treat others online with respect</li> <li>• Put downs are not cool</li> <li>• Personal information is private</li> </ul>

# Responsibility

- Follow classroom rules
- Move quietly & carefully
- Be early to learn
- Ask before you exit.
- Use learning time properly
- Have fun as I learn
- Use equipment with care, as instructed

## Bonnie's Working Rules:-

- Ask to touch or speak
- We pat Bonnie's chest
- We give her space
- We say hello to the person not Bonnie
- We keep moving
- We are quiet and calm with Bonnie



- Play in play zones
- Follow the play rules
- Offer help if needed
- Be responsible for your words & actions
- Take turns
- Think before you do
- I can ask for help
- Play active games with one year above or below

## Bonnie's Playing rules:-

- Our hands are not part of the game
- We let her rest when she needs to
- We stand in front of Bonnie not behind
- We always let Bonnie walk away

- Pathways are not play zones - WALK
- Running is only on the oval and courts
- Your rubbish, your responsibility
- Eat while supervised outside your classroom
- Eat while sitting in the amphitheatre



- Flush the toilet after use
- Keep toilets clean
- Wash hands with soap and use the sanitiser in your classroom
- Be water wise, splashing water isn't okay



- Be early with our lunch orders
- Look after money
- Sharing's not caring with food
- Make good quick choices
- Use please and thank you



- Only use websites appropriate for school
- Be gentle using the keyboard
- Cords need care
- Be an active bystander in the cyber world
- Think before you send a message
- Personal information is private



# Teamwork

- Help & include others
- Work together
- Encourage each other
- Share ideas and equipment
- Be honest when I am wrong
- Follow the rules of the activity
- Put downs are not cool
- Line up quietly outside your class as instructed



- Be a good sport, take turns and accept decisions
- Include - Boys can. Girls can.
- If someone is alone invite them to play
- Encourage others to do the right thing, report issues
- Play active games with one year above or below



- Remind others to walk
- Walk together slowly and quietly
- Look out for other students
- Keep our school clean – use the correct bin for rubbish, recycling and food scraps



- One at a time
- Report issues to a Teacher
- Toilets are not play zones, go to the toilet, wash your hands and leave

- Wait your turn in line
- Follow the instructions
- Help younger students



- Share the devices and take turns fairly
- Help others
- Work together

# Being your

- Try your hardest
- No opting out
- Don't put yourself or others down
- Setting learning goals helps us achieve
- I can relax my body
- STAR students
- Use an inside voice
- Use timeout cards
- Let's work together and cooperate

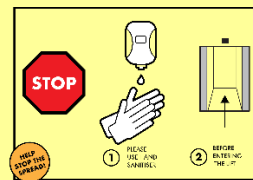
- Treat others how you want to be treated
- Follow the rules of the game and the play zone
- Wear your sun smart hat
- Know that anger is just an emotion.
- Do an act of friendship.



- Know that pathways are not play zones – WALK carefully
- Stay on paths



- Go during recess
- Encourage others to make good choices
- Be sensible
- Toilets are not play zones
- Keep toilets clean and use soap properly



- Use manners
- Be thankful
- Eat your food while sitting in the amphitheatre
- Take turns, always speak nicely




- Be sensible.
- Type the right thing.
- Play the right games.
- Searches are to be appropriate
- Never bully anyone
- Treat others how you would like to be treated



## Imagine, Believe & Achieve @ *kfps*

### STUDENT SUPPORT PROCESSES IN THE CLASSROOM: 2018 KFPS

STUDENT SUPPORT PROCESSES IN THE CLASSROOM: 2018 KFPS						
BEHAVIOUR IS MEANINGFUL: HOW WILL WE TREAT THE BEHAVIOUR?				INTERVENTION	INTERVENTION	
PREVENTION STRATEGIES	NOTICE			INQUIRE	PLAN	FORMAL PROCESSES
	ReThink Model					
	REVIEW	REFRAME	REFLECT	RESPOND	RED CARD	
<ul style="list-style-type: none"> <li>• Development of Learning Improvement Plans.</li> <li>• Explicit teaching of the school values through the SWPBS Matrix.</li> </ul>	What is happening in the classroom? What language is he using? Is their	 What is the child trying to achieve? How can we meet that need? What is	What is the behaviour showing me in relation to their skills? What is the unmet need	Exit Student to another classroom where they will spend time in 'chill out' space'	<b>After 3 green cards</b> Or Violent/Unsafe Teacher meets with Faye, Wendy or Kim to discuss	Principal Team to enable the case to be formally reviewed.

<ul style="list-style-type: none"> <li>• Kanga Gotcha Awards</li> <li>• Relationships first.</li> <li>• Develop Structure and Routines</li> <li>• Get in first: Divert / Diffuse / Distract</li> <li>• Energisers. Class Meetings</li> <li>• Mindfulness daily</li> <li>• Visual Supports: Traffic lights / timetables</li> </ul>	<p>learning needs being met? What's he good at? What's working well?</p>	<p>happening, what is he doing? How am I feeling? How will I respond?</p>	<p>the child is trying to fulfil? Step back from your feelings. Respond to the student in a different way.</p>	<p>(5-10 minutes as negotiated). Organise a Staff Support Group Meeting. Record</p>	<p>future response as the problem is unresolved. Make an action Plan Record</p>	<p>Record</p>	
<p><b>10 Principles:</b></p> <ol style="list-style-type: none"> <li>1. Behaviour can be a form of communication about a child's needs unmet in their early years.</li> <li>2. Children without boundaries will go in search of them</li> <li>3. There are two people in the teaching/learning relationship</li> <li>4. It is essential to stay in the learning zone</li> <li>5. We cannot change children and young people, only our reaction to them: but what we do may well create the possibility of them doing things differently</li> <li>6. Curiosity is core to working with challenging behaviour</li> <li>7. Non-judgemental descriptions can help us find effective solutions</li> <li>8. A trial and error approach is most productive</li> <li>9. Holding onto the ability to think, and not just react is crucial</li> <li>10. We need to notice what is working and do more of it.</li> </ol>	<p>Consider time in classroom 'Chill Out' zone.</p> <p><b>Respect Responsibility Teamwork Being Your Best</b></p>	<p>Review Checklist Use 'I' messages. Tell the child what you want. Describe the behaviour.</p>	<p>Review Checklist Let the student know you are noticing them...you seem angry....I;m wondering how you are feeling?</p>	<p>Team Discussion Parent Call RETHINK</p>	<p>Mediation SSG Meeting LIP ..Behav Plan</p>	<p>Case Management Modified Program Timetable adjustment</p>	
<p>Reference: Marie Delaney. CAMHS Promotion Officer J.S-M</p>	<p>Support Levels</p>	<p>Professional Learning Team</p>	<p>Professional Learning Team</p>	<p>Professional Learning Team Wellbeing Team</p>	<p>Professional Learning Team Wellbeing Team</p>	<p>Leadership Team SSSO Agency Referral Wellbeing Team</p>	<p>Principal Class</p>