



Fadden Primary School Positive Behaviours for Learning Procedures

November 2022

Empower learners to be tomorrow's active citizens.

Approved by Fadden Primary School Board - 15th November 2022

Fadden Primary School community will work together to create and maintain quality learning, teaching and wellbeing practices. We will achieve this through evidence-based consultation, development, implementation and embedding of these procedures. This is underpinned by the ACT Education Directorate’s *Safe and Supportive Schools Policy* including *Procedure A Preventing and Addressing Bullying, Harassment and Violence* and *Procedure B Safely Responding to Complex and Challenging Behaviours in Canberra Public School* as well as the Positive Behaviour for Learning Framework.

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OVERVIEW

1.1 This procedure applies to all school staff, parents/carers and students attending Fadden Primary School.

1.2 Fadden Primary School is a safe environment in which to work and learn. The School Board and Leadership Team are committed to leading, promoting and supporting the health and wellbeing of all staff and students ensuring that the school environment is safe and supportive.

1.3 This procedure outlines the responsibilities of all members of the Fadden Primary School community to prevent and address bullying, harassment and violence.

RATIONALE

2.1 There is a strong interconnection between student safety, student wellbeing and learning. Effective student learning and wellbeing is promoted through a safe and inclusive school environment in which students, families and staff feel an equal sense of belonging and acceptance.

2.2 Every interaction is a learning opportunity for children to be explicitly taught social skills, self-management and anti-bullying strategies.

2.3 Fadden Primary School will endeavour to determine the function of behaviour/s so that support can be provided individualised support, to meet student needs in a more effective and appropriate way.

2.4 The implementation of the Positive Behaviours for Learning (PBL) framework will guide the whole school approach to creating positive learning environments that enable student learning and wellbeing.

2.5 All members of the Fadden Primary School community are responsible for contributing to a safe and supportive school environment where bullying, harassment and violence are not tolerated.

Roles and Responsibilities

Fadden Primary School's Positive Behaviours for Learning procedures are based on the principle that every individual has both rights and responsibilities.

Students' appreciation of rights, responsibilities and limits are enhanced when caregivers and school staff work in partnership. A continuing dialogue between parents/caregivers and staff within a trusting and respectful environment is essential.

RIGHTS - a right is something a person is entitled to.

Students, staff, parents, caregivers and the community all have a right to having their concerns listened to while having the right to confidentiality and privacy.

Students have a right to:	Staff have a right to:	Parents, caregivers and community members have a right to:
<ul style="list-style-type: none"> ● learn in a classroom free from disruptive, threatening, racist, sexist or discriminatory behaviours ● feel safe at school including when on school excursions ● feel happy and be treated with respect, understanding, kindness and courtesy by other students, staff, parents, caregivers and other members of community ● learn what they can to the best of their abilities 	<ul style="list-style-type: none"> ● teach in an environment free from disruptive, threatening, racist, sexist or discriminatory behaviours ● feel safe within the school ● be treated with respect, courtesy and honesty by other staff members, students, and parents, caregivers and community members ● receive advice and support from parents and colleagues 	<ul style="list-style-type: none"> ● know that their child/children can learn in a safe and secure environment ● be informed of important matters regarding their child ● be treated with respect by staff members, students, other parents, caregivers and community members ● participate in aspects of their child/ren's learning

RESPONSIBILITIES - a responsibility is something for which one is responsible - legally or morally obliged to take care of someone or something or to carry out a duty.

Students, staff, parents, caregivers and community all have a responsibility to display the school values of Respect, Responsibility and Confidence at all times.

Students have a responsibility to:	Staff have a responsibility to:	Parents, caregivers & community members have a responsibility to:
<ul style="list-style-type: none"> ● act in a safe, respectful and considerate manner to all members of the school community (other students, staff, parents and community members) ● follow school expectations regarding Positive Behaviours for Learning ● respect the learning needs of other students ● engage in all learning opportunities provided ● say 'no' to bullying ● report bullying, harassment and/or violence ● be in the right place at the right time ● be the best they can be ● always keep trying and don't give up 	<ul style="list-style-type: none"> ● respond and provide support for students experiencing bullying, racial or sexual harassment or violence ● seek support and advice when necessary ● demonstrate and model respectful, compassionate and honest behaviours ● record bullying, homophobic, transphobic, sexual and racial harassment ● engage in active supervision at all times ● establish a non-threatening learning environment ● treat everyone equitably ● use data to inform practices and procedures ● maintain confidentiality and privacy 	<ul style="list-style-type: none"> ● treat all students, staff and members of the school community with respect and courtesy ● work collaboratively with the school to solve problems ● maintain confidentiality and privacy ● model, support and encourage responsible, safe and courteous behaviour with their child/children ● report incidents or concerns to the school in a respectful manner

Positive Behaviours for Learning

- PBL is a whole-school approach to social and academic learning. It creates a safer, more supportive environment through strong evidence-based systems and practices.
- PBL promotes high expectations, supports appropriate behaviour and builds confidence in staff and students.
- PBL offers a multi-tiered system of support and incorporates a brain-based approach to learning.
- PBL maximises student engagement and probability of student success both in and out of the classroom.
- PBL provides wellbeing support for all students, including those who require additional assistance to address their emotional, social and behavioural needs.
- PBL enhances student and teacher relationships to improve student learning outcomes.
- PBL creates a positive school culture and enhances the school's public profile.

At Fadden Primary School we are *safe, respectful learners*.

Below is the PBL Matrix, which clearly states our behaviour expectations and associated social skills.

Fadden Primary School PBL Expectation and Behaviours Matrix			
Confident, Respectful, Responsible			
	BE SAFE	BE RESPECTFUL	BE A LEARNER
ALL SETTINGS	We follow adult instructions We keep our hands and feet to ourselves We walk and we know where we can run We stay in bounds We are SunSmart	We use kind words We put rubbish in the correct bin We share and take turns We use our manners We wear our school uniform	We are in the right place at the right time We are prepared We ask for help We use initiative
Indoor Walkways	We walk to our left We walk past people sensibly	We walk quietly	We walk in lines
External Walkways	We walk to our left We keep to the path	We walk quietly	We walk in lines
Front Office	We have a front office pass We line up at the window	We say 'please' and 'thank you' We wait quietly	We are ready to communicate
Front of the School	We walk bikes, scooters and skateboards We wait safely to be picked up	We interact with visitors politely	AM: We move to the playground when we arrive PM: We leave the school grounds quickly
Library	We use the furniture appropriately	We use quiet voices	We borrow and return books

	We eat food outside the library We play running games on the playground	We take care of books and games	
Hall	We use equipment safely	We enter and exit quietly We play by the rules	We participate in games
Assembly	We sit safely	We listen respectfully We face the speaker We clap at the right time We congratulate others appropriately	We sit and move quietly We participate We sing with pride
Inner Courtyard	We play active games out of the courtyard	We play quietly	We keep hands and items out of the pond
Kindergarten Courtyard	We use equipment safely We walk	We play quietly	We try new things We start to pack away before the bell rings
Sandpit	We play safely We keep our shoes on We keep sand away from eyes and mouths	We keep the sand in the sandpit	We put the toys away when the bell rings We use sand toys only
Oval	We explain and follow the rules of the game We play on the flat of the oval We tip lightly during games We leave sticks and stones on the ground	We ask others to play We return equipment ourselves	We play fairly We play with others We leave the oval when the bell rings We are resilient
Playground Equipment	We play safely on equipment We play running games away from the playground	We ask for a turn	We invite others to join in
Junior Playground	We sit down to eat We eat our own food We eat before we play We play away from plants and gardens	We bounce and throw balls only We put our belongings away We look after equipment	We move quickly to class lines when the bell rings We solve problems kindly We invite others to join in We play with Juniors only
Senior Playground	We sit down to eat We eat our own food We eat before we play	We bounce and throw balls only We put our belongings away	We move quickly to class lines when the bell rings We solve problems kindly We invite others to join in

	<p>We play away from plants and gardens</p> <p>We walk on the ramp</p> <p>We play away from the ramp and rails</p>	<p>We look after equipment</p>	<p>We play with Seniors only</p>
Loose Parts Play	<p>We use equipment safely</p> <p>We pack the equipment away</p> <p>We play in the right space</p> <p>We let the teacher know if something is broken</p> <p>We keep our shoes on</p>	<p>We negotiate the use of equipment</p> <p>We start packing away before the bell</p>	<p>We problem solve</p> <p>We play cooperatively</p> <p>We create together</p>
LSU Playground	<p>We explain and follow the rules of the game</p> <p>We play safely</p> <p>We wear helmets and shoes when riding</p>	<p>We ask for a turn</p> <p>We follow the timer rules</p> <p>We speak politely to everyone</p>	<p>We put the toys and equipment away when the bell rings</p> <p>We solve problems kindly</p> <p>We invite others to join in</p>
Bag Area	<p>We zip up our bags</p> <p>We stay on the playground during break times</p> <p>We keep our belongings in our bags</p>	<p>We touch our own bags only</p>	<p>We leave the bag area quickly</p>
Bubblers	<p>We use the bubblers to drink</p> <p>We line up safely</p> <p>We play games away from the bubblers</p>	<p>We join the back of the line</p>	<p>We make healthy drink choices</p>
Eating Areas	<p>We sit and eat quietly</p> <p>We eat our own food</p> <p>We finish eating before we play</p> <p>We walk to the playground</p>	<p>We chew with our mouths closed</p>	<p>We put our belongings away</p> <p>We stay in our eating areas</p>
Toilets	<p>We wash our hands with soap</p> <p>We play games away from the toilets</p> <p>We eat food away from the toilets</p>	<p>We respect others privacy</p> <p>We flush after using the toilet</p> <p>We put paper towel in the bin</p> <p>We leave the toilets clean</p>	<p>We use water, soap and toilet paper correctly</p> <p>We tell a teacher if the toilets are dirty</p>
Lines	<p>We sit in lines</p>	<p>We sit quietly</p> <p>We face the front</p>	<p>We line up when the bell rings</p>
C.O.L.A.	<p>We sit down to eat</p>	<p>We share the space with others</p>	<p>We stop playing and go to lines when the bell rings</p>

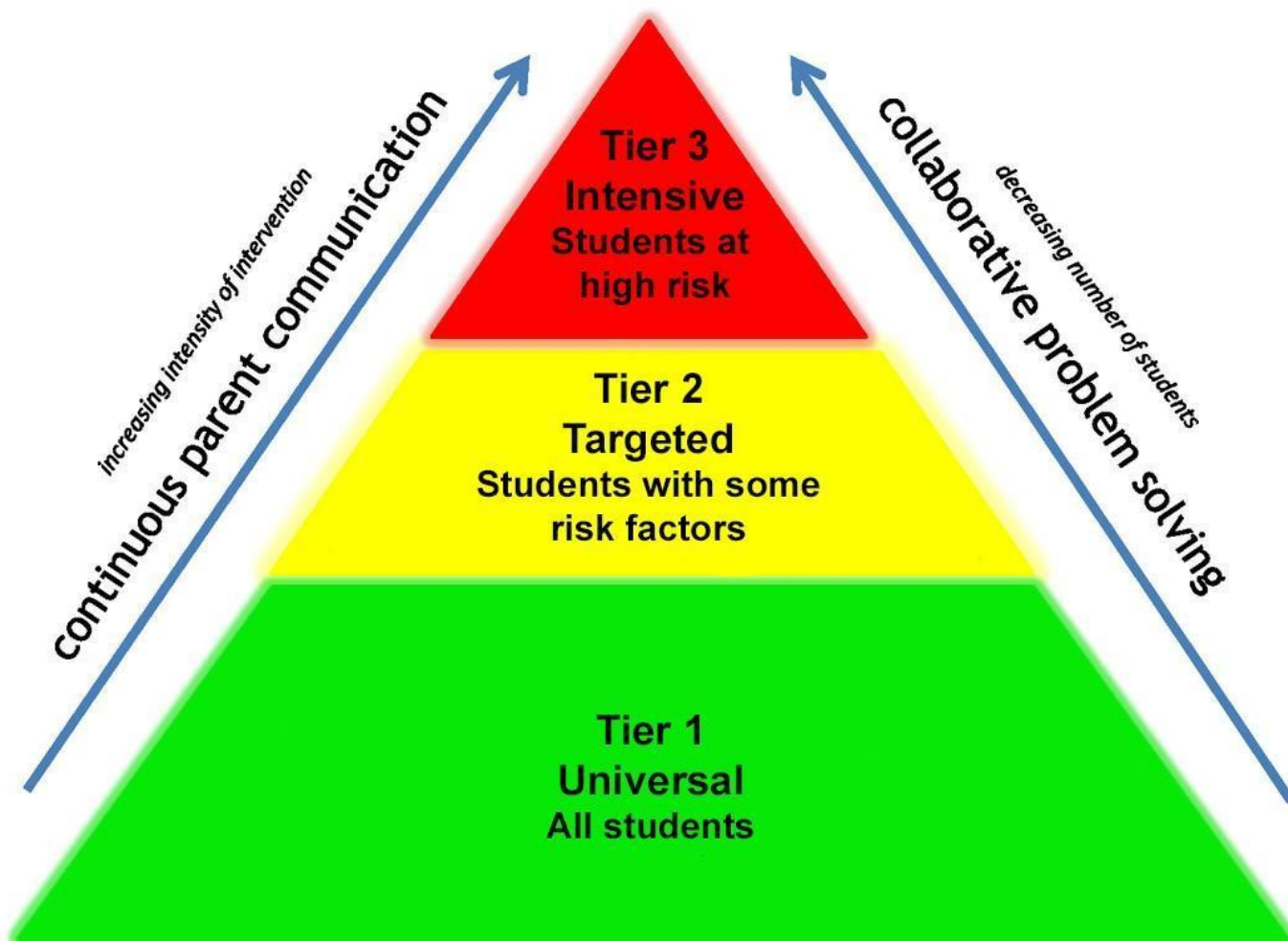
	We play here if we don't have a hat		
Online	<p>We use agreed websites and apps</p> <p>We report unsafe messages or content to a teacher</p> <p>We keep our passwords to ourselves</p> <p>We use two hands to carry devices</p>	<p>We handle devices with care</p> <p>We use respectful language</p>	<p>We use Chromebooks and iPads for learning tasks</p> <p>We check in with an adult if unsure or worried</p> <p>We put devices away in charging stations</p> <p>We plug devices in to charge</p>
Craft Room	We use equipment safely	<p>We use quiet voices</p> <p>We ask to use equipment</p> <p>We use resources responsibly</p>	<p>We take pride in our craft</p> <p>We help pack away</p>
Canteen	We line up safely	<p>We join the back of the line</p> <p>We say 'please' and 'thank you'</p>	<p>We are ready to order</p> <p>We use our own money</p>
Junior Play Equipment	<p>We use the equipment safely and properly</p> <p>We choose a safe place to play.</p>	<p>We use the equipment responsibly</p> <p>We share and take turns</p> <p>We pack the equipment in the correct container.</p> <p>Pack away the equipment neatly.</p>	<p>We return the equipment at the right time and to the right container.</p> <p>I will persevere with learning new skills.</p> <p>Use the equipment at the right time</p>

PROCEDURES

Tiers of Intervention

Fadden Primary Schools approach for supporting student wellbeing aligns with the Positive Behaviours for Learning Continuum model as shown below and informed by the work of Austin Buffin, Mike Mattos and Chris Webber; Simplifying Response to Intervention.

- **Universal** or school wide strategies are provided for all students.
- **Targeted** strategies are implemented for 5-10 % of students who require additional support in small groups or structured ways.
- **Intensive** or individualised interventions are used for 1-5% of students and delivered in close partnership with the Education Directorate's Student Support Section and the child's parents/caregivers.



Tier 1 - Universal Prevention

Universal practises are used across the school to support a positive learning environment for all students and teachers. These strategies underpin the success of the core business of all staff working in school. These practices are presented in two categories; Schoolwide and classroom practices.

Universal schoolwide practices aim to improve school culture and are led by the school leadership team. A school's culture is derived from the social and emotional interactions that occur between each member of the school. All staff have a responsibility to contribute positively to building character, developing social and emotional intelligence and providing a nurturing environment that supports students' academic, social and emotional growth. A positive school culture connects students to their school and builds a sense of pride in their school and themselves.

Universal classroom practices are best practice for every classroom in ACT Public Schools and are the responsibility of the classroom teacher. For most students' universal practices provide the structures and support needed to develop appropriate behaviours and succeed at school.

Tier 2 - Targeted Interventions

Targeted interventions build on the foundations provided by Universal strategies to respond to an identified need in a particular group of the student population. Targeted interventions focus on developing the academic, social and emotional skills of an individual through participation in structured group learning. Careful consideration, informed by evidence, is given to identifying the students and the additional skills needed by the group. Some students will benefit from a combination of Universal and Targeted procedures to learn positive behaviours in a school setting.

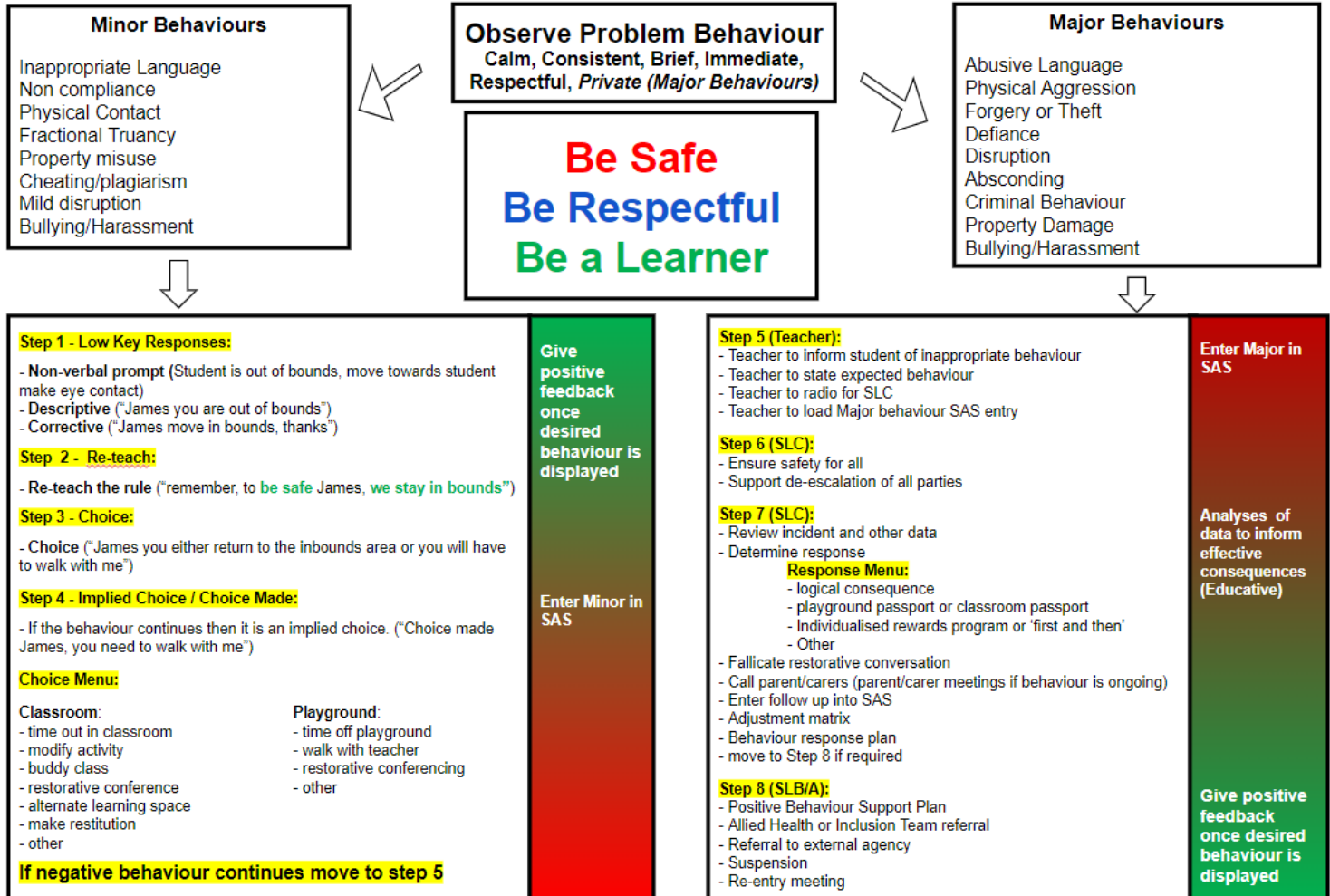
Tier 3 - Intensive individualised interventions

Intensive or individualised strategies are used to support a select group of students to participate positively at school and achieve academic success when other, more general strategies have not been successful. There may be a few students in the school population who require this level of additional support. Careful and detailed thought and planning by an identified team of adults who support the student is required. Identification of behaviour and academic goals, together with highly structured strategies, encourages positive behavioural changes over time.

Behaviour Response Flowchart

Below is the Behaviour Response Flowchart which provides teachers and school staff with clear directions on how to respond to inappropriate student behaviour at Fadden Primary School.

Fadden PS Behaviour Response Flowchart



Restorative Practices

As children learn about social interactions and collaborating with others, they will make mistakes. At Fadden Primary School we view these situations as learning opportunities and guide students through a series of questions to reflect on their behaviours.

Restorative practices is an approach that seeks to repair relationships that have been damaged. It does this by bringing impacted parties together to reflect on the event, the impact or harm and then a plan for repair.

Restorative practices can be undertaken in a variety of forums. It may be conducted with varying degrees of formality and may include just those students most directly involved in bullying or in some circumstances a whole class.

Questions in a restorative meeting focus on the past, present and future for both the offender and the victim.

	For those who have done the wrong thing...	For those who have been harmed....
Past	What happened? What were you thinking about at the time?	What did you think when you realised what had happened?
Present	What have you thought about since? Who has been affected by what you have done? In what way?	What impact has this incident had on you and others? What has been the hardest thing for you?
Future	What do you think you need to do to make things right again?	What do you think needs to happen to make things right?

Bullying, Harassment and Violence

National definition of bullying for Australian schools:

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. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Fadden Primary School's bullying, harassment and violence procedures are derived from the ACT Education Directorate's *Safe and Supportive Schools Policy* including *Procedure A Preventing and Addressing Bullying, Harassment and Violence* and *Procedure*.

Fadden Primary School does not accept any type of bullying, harassment and violence. We are committed to structures, policies and practices which are free from harassment and contribute positively to the culture of the school. Fadden Primary School is also committed to educating employees and students about the unacceptable nature of various forms of violence, harassment and bullying behaviours.

At Fadden Primary School students, parents and staff work in partnership to build a positive and supportive environment where everyone feels safe. When we have knowledge of any form of bullying, harassment and/or violence, action is taken and the report is followed up.

As a school community we are committed to:

- providing a safe environment at all times for students.
- encouraging reporting by students, parents and staff of all incidents of bullying, harassment and violence.
- using prevention strategies through a range of individual student and class programs. These include:
 - Social and Emotional Learning (SEL) program
 - Protective Behaviours Program
 - Participation in national Bullying. No Way! campaigns
- talking openly about bullying, harassment and violence - what it is, what it isn't, how it affects us and what we can do about it.