



HILTON PRIMARY SCHOOL BEHAVIOUR POLICY

CONTENTS

Page

| | |
|-----------|------------------------------------------------------|
| 2 | Our Policy and Aim |
| 3 | Our School Values and HPS PBS Expectations |
| 4 | HPS Positive Behaviour Support Matrix |
| 5 | Rights and Responsibilities |
| 6 | Procedures for Encouraging Positive Behaviour |
| 8 | CMS Strategies |
| 9 | Behaviour Flowchart |
| 11 | Guidelines for Playground Management |
| 14 | Bullying |
| 15 | Appendices |

Hilton Primary School Behaviour Support Policy

The development of appropriate and acceptable behaviour is a staff, parent and student concern. Its success is based upon mutual respect between all stakeholders.

1. Our Policy

At Hilton Primary School students and staff recognise that everyone has a right to feel valued and be safe through our school values of Courtesy, Consideration and Co-operation.

Behaviour management at Hilton Primary School aims to be proactive, consistent, and focused on promoting positive behaviours while addressing disruptive ones. By establishing clear expectations, providing support, and utilising effective strategies, we can create a positive and conducive learning environment for all students.



2. Aim

Hilton Primary School aims to:

- 2.1 Create an environment where the rights and associated responsibilities of all are upheld at all times so that the staff can teach and students can learn.
- 2.2 Provide a framework of clear expectations for staff to follow in the management of expected and disruptive behaviour.
- 2.3 Prioritise the safety and well-being of all staff, students, parents and community members.
- 2.4 Establish a set of norms that protects the rights of all individuals and keeps everybody safe.

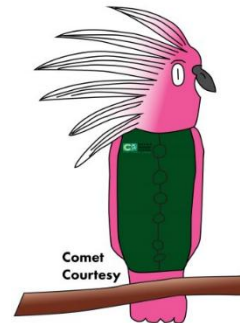
- 2.5 Embrace an educational approach to address misbehaviour, aiming to help students comprehend the impact of their actions on others and empower them to rectify their behaviour.
- 2.6 Establish a clear set of consequences for those who neglect their responsibilities and break norms, promoting their awareness and appreciation of the rights of others.

3. Our School Values

Staff, students and the school community have agreed upon the three school values of:

- Courtesy
- Consideration
- Co-operation

Our values are an integral part of our Hilton culture. They provide a foundation for building social responsibility and a sense of belonging through collaboration between student, family, school and the wider community.







4. HPS PBS Expectations

These core expectations are an integral part of all class and school activities:

- At Hilton we show Courtesy when we...
- At Hilton we show Consideration when we...
- At Hilton we show Co-Operation when we...

Posters of our Behaviour Matrix can be found in every classroom and in common areas. PBS at Hilton Primary School is endorsed by our mascots, Comet Courtesy, Casey Consideration and Campden Co-operation.

Hilton Primary School Positive Behaviour Support Matrix

| | Courtesy Respect/Kindness We show courtesy when we: | Consideration Inclusivity/Sustainability We show consideration when we: | Co-operation Listening/Trying We show cooperation when we: |
|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| Learning Areas  | Speak respectfully Show active whole body listening Raise our hand to speak Use manners Take care of equipment Take responsibility for our actions | Encourage others Adjust our volume Help others Are kind Allow others to learn | Follow instructions Compromise and negotiate Work together Stay with our class Are ready to learn Have a go Bounce back |
| Around the school  | Walk quietly Greet people Knock on doors and wait to be invited in | Allow personal space Put rubbish in the bin Include others Show awareness of others Move safely | Walk our bikes and scooters Are polite |
| Play Areas  | Keep our hands and feet to ourselves Sit to eat | Share with others Play safely Invite others to play | Show patience Play fairly Wear our hats |
| Online  | Show respect to others online | Report inappropriate behaviour | Are positive digital citizens |

5. Rights and Responsibilities

| Students have the RIGHT to: | Students have the RESPONSIBILITY to: |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • learn in a purposeful and supportive environment • work and play in a safe, secure, friendly and clean environment • be treated with respect, courtesy and consideration. | <ul style="list-style-type: none"> • ensure their behaviour is not disruptive to the learning of others • follow teacher instructions and school norms both in and out of the classroom • ensure that the school environment is kept neat and tidy • ensure that they are punctual, respectful, prepared and display a positive manner • behave in a way that ensures the safety and wellbeing of others. |
| Staff have the RIGHT to: | Staff have the RESPONSIBILITY to: |
| <ul style="list-style-type: none"> • work and teach in a safe, secure and non-disruptive environment • be shown respect, courtesy and consideration • work in a purposeful, friendly and supportive environment. • be shown co-operation and support from parents and the wider school community | <ul style="list-style-type: none"> • clearly display the HPS Behaviour Matrix in their classroom • explicitly teach and model the expectations as outlined in the HPS Behaviour Matrix • model respectful, courteous and considerate behaviour • ensure that the school environment is kept neat, tidy and secure • establish positive relationships with students, parents and other staff members • communicate school policy and procedures to the students and parents. • promote a positive school culture • document on Kaartdijin any breaches of positive behaviour and keep admin and parents informed of any issues or concerns |

| Parents have the RIGHT to: | Parents have the RESPONSIBILITY to: |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • be informed of behaviour expectations, processes and policies. • access a safe and inclusive education for their child/ren • be responded to in a timely manner related to any concerns • be treated with respect, courtesy and consideration | <ul style="list-style-type: none"> • ensure that their child attends school regularly • ensure the physical and emotional condition of their child is at an optimum for effective learning • ensure that their child is provided with appropriate materials to make effective use of the learning environment • model respectful, courteous and considerate behaviour while at school • support the school in providing a meaningful and adequate education for their children. |

6. Procedures for Encouraging Positive Behaviour

At Hilton Primary we encourage, reinforce and reward positive behaviour through individual, class and whole school initiatives.

Positive incentives vary from class to class but may include:

- PBS tokens
- Stamps
- Stickers
- Merit certificates
- Class Dojo with linked individual and class rewards
- Communication with parents (Emails, phone calls or notes)

- Visit to the deputy or principal to showcase good work and celebrate work that shows considerable improvement or outstanding behaviour
- End of year book awards
- Giant PBS token



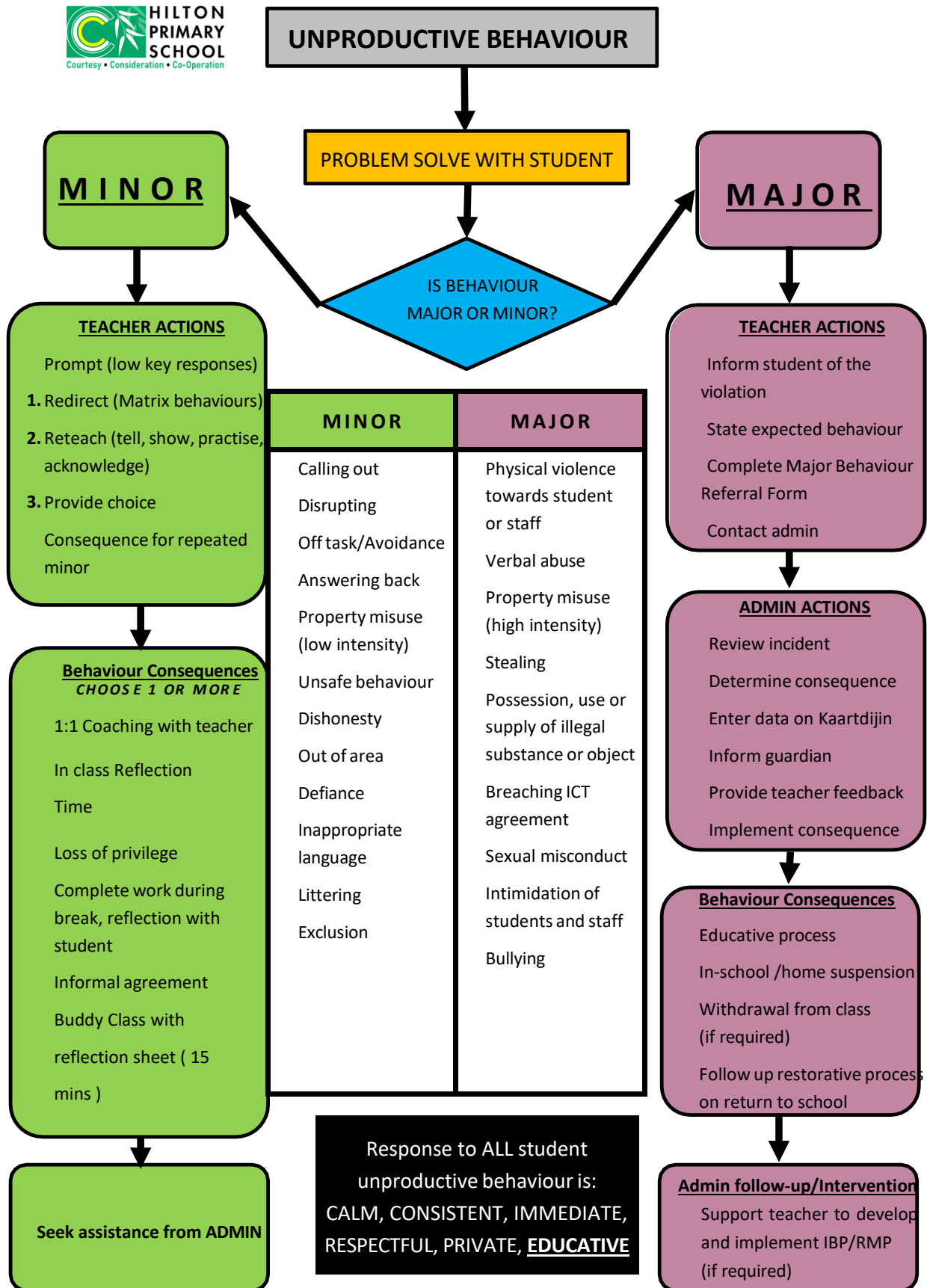
7. CMS Strategies

| SKILL | EXPLANATION | PURPOSE | APPLICATION |
|----------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| Active scan | When an educator monitors student behaviour. | By positioning to achieve maximum visual overview of the students you can be continually aware of student behaviour. This allows you to pick up on unproductive behaviour before it builds to obvious levels. | Use continuously. |
| The Look | The deliberate use of extended eye contact towards a specific student. | Eye contact with the student that conveys your awareness of their behaviour and a message: "I can see you." This does not need to be combined with a spoken or verbal cue to enhance communication. | Use as soon as an unproductive behaviour occurs. Can be used at several levels of the attention ladder. |
| Proximity | Moving around the room during a task to prevent or respond to unproductive behaviour. | Moving near students increases the chances that the student will re-engage. Being close to the students most likely to be distracted ensures more effective behaviour management without the need for further demonstrating use of assertive behaviour. | Use calm and neutral body language. Be aware of personal space. |
| Non-Verbal | Use of gestures to communicate that a behaviour is unproductive. | Use gestures to communicate to a student that the behaviour is unproductive without interrupting the class. This technique avoids verbal interruption and reduces the likelihood that it escalates into negative emotion. | Use as soon as an unproductive behaviour occurs. Includes nodding, shaking head, pointing to the task, or looking at the educator. |
| Minimal Verbal | As few words as possible communicating that a behaviour is unproductive. | Use short prompts or redirection to bring the student back to the task or behaviour. Can be used with the student or the class in a direct but calm way. | Use as soon as the behaviour occurs. Be mindful of tone and volume. Be direct and brief. |
| Pause | An intentional pause during verbal instructions or discussion. | The pause signals to the student that their behaviour is unproductive. The educator maintains control by pausing and not addressing the behaviour directly, allowing the student to re-engage. This avoids confrontation and gives the teacher time to think before responding. | Use as soon as unproductive behaviour occurs. Use calmly, with confident body language. May be held for key skill or emphasis. |

| SKILL | EXPLANATION | PURPOSE | APPLICATION |
|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Planned Ignore | Withholding visual and verbal cues to intentionally ignore unproductive behaviour. | The educator intentionally ignores a behaviour which is not impacting on the lesson to maintain the lesson flow. The educator uses this skill when the student is being disruptive but the student is being productive. | Only useful if the behaviour is not interfering with the learning of others. Use sparingly with younger students. Explain to parents if used repeatedly. |
| Responding to Appropriate Behaviour | The public or private positive acknowledgement of a specific appropriate behaviour to reinforce that behaviour. | Use a friendly encouraging tone to let the student know that they are displaying appropriate behaviour. | Use as soon as an appropriate behaviour occurs. Can be used with individual students or the class. |
| Modelling to Prompt Behaviour | The public, positive acknowledgement of a specific appropriate behaviour to set a standard or guide students to mimic the behaviours of others. | Friendly and encouraging tone. Over loud use so that other students hear. | Use as soon as an unproductive behaviour occurs. |
| Problem Not the Student | The educator focuses on the student behaviour not the student intentions or student personality traits. | Usually, an action or minimal verbal approach. Refer to the physical behaviour, e.g. 'Pencil break.' | Use as soon as an unproductive behaviour occurs. |
| Deal with Allies | The use of a low key skill with one student who is not demonstrating unproductive behaviour and who is in an interaction with another student. | Use with the student who isn't demonstrating the unproductive behaviour. The goal is to disrupt the attention the student with the behaviour has from others without giving them attention. | Use low key skills to redirect allies first. If the unproductive behaviour continues then switch to dealing directly with the student who is demonstrating the behaviour. |
| Signal to Begin | A routine sequence of educators' actions that signals when the class is about to begin or refocus. | By efficiently bringing a class to attention this minimises opportunity for unproductive student behaviour. | May be used at the start of the day or when the class is off task and needs to be refocused. |
| Transition | A sequence of educator behaviours that structures or refocuses student attention during a learning activity or lesson. | Anytime student movement is required this skill reduces the potential for unproductive behaviour. | Always communicate expectations. |
| Restore – The come on back | A short re-entry conversation between the educator and the student to reconnect after unproductive behaviour. It is not a consequence or punishment. | It resets a positive tone and gives the student a chance to reconnect and re-engage. (Restore does no blaming!) | Use immediately or as soon as possible after an intervention to restore positive behaviour. |

8.

Behaviour Flowchart



9. Guidelines for Playground Management and Supervision

Yrs. 1 – 6 are allowed to play in most areas, except the Kindy & Pre-Primary area. Please refer to Play Area Map (appendix). Students from Year 2-6 are allowed on the oval.

The Nature Play areas have additional guidelines when students are engaging with that space.



Specific guidelines to assist Duty Teachers with playground management and supervision are:

- Pre Primary/Kindy students play in their own play area.
- Students are not to share food due to food allergies.
- Students in Year 1- 3 can play in Areas 1 & 2
- Students in Year 2 – 6 can also play in Area 3 (oval)

Before School Expectations

- Students arriving at school before 8:15am must stay in the middle court area till 8.30am.
- At 8:30am all students must enter and remain in their classrooms.

Students who do not have a hat, must play in the undercover area or shaded junior play equipment.

At Hilton PS, staff on duty actively supervise outdoor play. It is important for Duty Teachers to be continually moving around and observing while on duty. If you are aware of an incident, it is important to intervene immediately and thoroughly investigate the issue or problem.

Staff on duty provide students with strategies and support them in dealing with conflicts when they arise.

All staff must:

- Wear orange/yellow visibility vest, sun-safe hat, carry a school provided duty bag with cards and their mobile phone
- Be on time
- Listen and interact with students
- Be proactive – support students in solving issues
- Be aware of individual students with school-based emergency cards and actions required
- Direct any injuries needing first aid to office with an appropriate colour-coded card
- Roam duty area, including ensuring toilets are not being used inappropriately.

Is the behaviour minor or major?

| Minor | Major |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> - Disrespect towards teachers or students - Answering back - Non-compliance - Disrupting the play of others - Not wearing a hat - Inappropriate language | <ul style="list-style-type: none"> - Physical violence - Fighting - Destruction of property - Abusive language directed toward staff or students - Leaving school premises - Bullying |
| Teacher actions | Teacher actions |
| <ol style="list-style-type: none"> 1. Verbal reminder of playground expectations, state the expected behaviour. <p><i>If the behaviour continues...</i></p> <ol style="list-style-type: none"> 2. Restorative walk and talk with staff member, discuss behaviour expectations, engage in restorative conversation. <p><i>If the behaviour continues...</i></p> <ol style="list-style-type: none"> 3. Students to sit on veranda for 5 minute reset time. <p><i>If the behaviour still continues...</i></p> <ol style="list-style-type: none"> 4. Teacher contacts admin for support. Admin to follow-up. | <ol style="list-style-type: none"> 1. Inform the student of the behaviour expectation they have breached. 2. State the expected behaviour. 3. Send student to administration with a red slip or message admin for assistance. 4. Inform the student of the behaviour expectation they have breached 5. State the expected behaviour 6. Send student to administration with a red slip or message admin for assistance. |

| | Admin Team actions |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ol style="list-style-type: none"> 1. Remove student to a safe area 2. Review behaviour 3. Decide on and action consequences. 4. Document behaviour on Kaartdijin 5. Inform parent/guardian 6. Provide teacher with timely feedback |

*****Please note: staff to use cards if student requires office access.**

SIRENS

When the first siren sounds at end of lunch, children are to leave play area to get a drink and go to the toilet. When the second siren sounds, children are to line up quietly outside classrooms.

There is only one siren after recess, this signals for students to return back to class.

PLAY AREAS

Year 1 play areas: Nature play, junior playground and grass next to junior playground

Year 2 play areas: Junior playground, grass next to junior playground, undercover area and oval.

Year 3-6 play areas: Middle court area, undercover area and oval.

10. Bullying

Definition: Bullying is an ongoing and deliberate misuse of power in relationships through repeated, 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 over one or more people who feel unable to stop it from happening.

Bullying has three main features:

- It involves a misuse of power in a relationship
- It is ongoing and repeated
- It involves behaviours that can cause harm

1. Physical

This includes repetitive low level hitting, kicking, pinching, pushing, tripping, “ganging up”, unwanted physical or sexual touching and damage or interference to personal property. High levels of physical assault may be defined as violence.

2. Psychological

This includes repeated stalking, threats or implied threats, unwanted emails or text messaging, abusive websites, threatening gestures, manipulation, emotional blackmail and threats to an individual’s reputation and sense of safety.

3. Relational

This usually involves repeatedly ostracising others by leaving them out or convincing others to exclude or reject another individual or group from their social connections, making up or spreading rumours and sharing or threatening to share others’ personal information.

4. Verbal

This involves the repeated use of words to hurt or humiliate another individual or group, verbal bullying includes put-downs, insulting language, name calling, swearing, nasty notes and homophobic, racist or sexist comments.

5. Cyber

This involves the repeated use of technology to bully a person or group with intent to hurt them socially, psychologically, or physically. It includes texts and emails, hurtful messages, images or videos, imitating, excluding or humiliating others online.

Appendices

Junior Student Reflection Sheet

Name: _____ Date: _____ Time: _____

Teacher's Signature: _____ Buddy Class Signature: _____

Parent Meeting: _____

Draw a picture or write what happened

What should I have been doing?

The choice I made was:



What will you do now?

Student Reflection

Name: _____ Date: _____ Time: _____

Teacher's Signature: _____ Buddy Class Signature: _____

Parent's Signature: _____

What did you do?

How will you fix the problem?
