

Hughes Primary School Safe and Supportive School Practices

Hughes Primary school is synonymous with a holistic approach to education. This is achieved by an innovative and connected community of learners, who work collaboratively to support, challenge and inspire each child to achieve their personal potential.

The Education Directorate's [School Safe and Supportive School Policy](#) informs our school's practice.

Hughes Primary School is a dynamic and high energy learning environment that celebrates diversity, inclusion and wellbeing. At Hughes, the curriculum is rigorous and there are high expectations regarding meeting the needs of individual learners. Hughes Primary School has mainstream classes from Preschool to Year 6. The school hosts the Southside Primary Introductory English Centre (SPIEC), and a Learning Support Unit-Autism (LSUA).

Hughes Primary School is a Positive Education school. Positive Education brings together the science of Positive Psychology with best practice teaching to encourage and support individuals, schools, and communities to flourish. We refer to flourishing as a combination of 'feeling good and doing good'. 'Feeling good' refers to experiencing healthy levels of optimism, vitality, emotional stability and resilience. 'Doing good' involves caring for others, nurturing positive relationships and using one's skills and knowledge to contribute meaningfully to society.

Our school community has a shared understanding that the 24 VIA (Values in Action) Character Strengths. These are universally valued, they exist within each of us and that they can be intentionally nurtured. Whilst our character strengths are relatively stable, they can and do change with our changing life experience and context. As each character strength can be overused, underused or misused, it is important we also explore the 'shadow-side' of each of these morally valued human qualities.

Positive Education focuses on specific skills that assist students to strengthen their relationships, build positive emotions, enhance personal resilience, promote mindfulness, and encourage a healthy lifestyle. To support the implementation of Positive Education, we use the Positive Education Enhanced Curriculum (PEEC). PEEC is a research-based explicit Positive Education curriculum that has been developmentally sequenced. The curriculum is built on ten years of experience with Positive Education at Geelong Grammar School.

To ensure our school has a cohesive and best practice approach to wellbeing we have adopted Positive Behaviour for Learning. Positive Behaviour for Learning, known as PBL, provides provide a framework for the whole school community to collectively support the wellbeing of every student. PBL is an evidence-based whole school systems approach where positive social expectations are developed, established and consistently reinforced throughout the school community.

Positive Behaviour for Learning (PBL)

PBL is an evidence-based whole school systems approach that:

- provides a framework for the school and its community to collectively support the wellbeing of every student in a Positive Education school
- establishes positive social expectations for all in the school community

- is team driven, using a problem solving approach (data, systems and practices) that engages students, parents and all school staff
- addresses the diverse academic and social needs of every student to support them to be successful
- enables schools to establish a continuum of supports that are intensified to meet the needs of every student

When implemented:

- students respond positively as they have been taught what is expected of them
- staff deliver consistent responses to student learning and behaviour
- students and staff feel safe and cared for at school
- parents, family and community are more involved in their school
- unproductive and challenging behaviour can be significantly reduced for most students

Expectations

Hughes Primary School's expectations are

- **Be respectful**
- **Be a learner**
- **Be safe**

Through explicit instruction, students gain a comprehensive knowledge and understanding of the behaviours expected from them. This provides a framework for student decision making and subsequent actions.

Values

Be Kind and Try Your Best

Values help to build positive relationships with peers, teachers and parents within the classrooms and the wider community. When students feel wanted, protected, encouraged and stimulated in the school environment, they will want to come to school and will learn effectively.

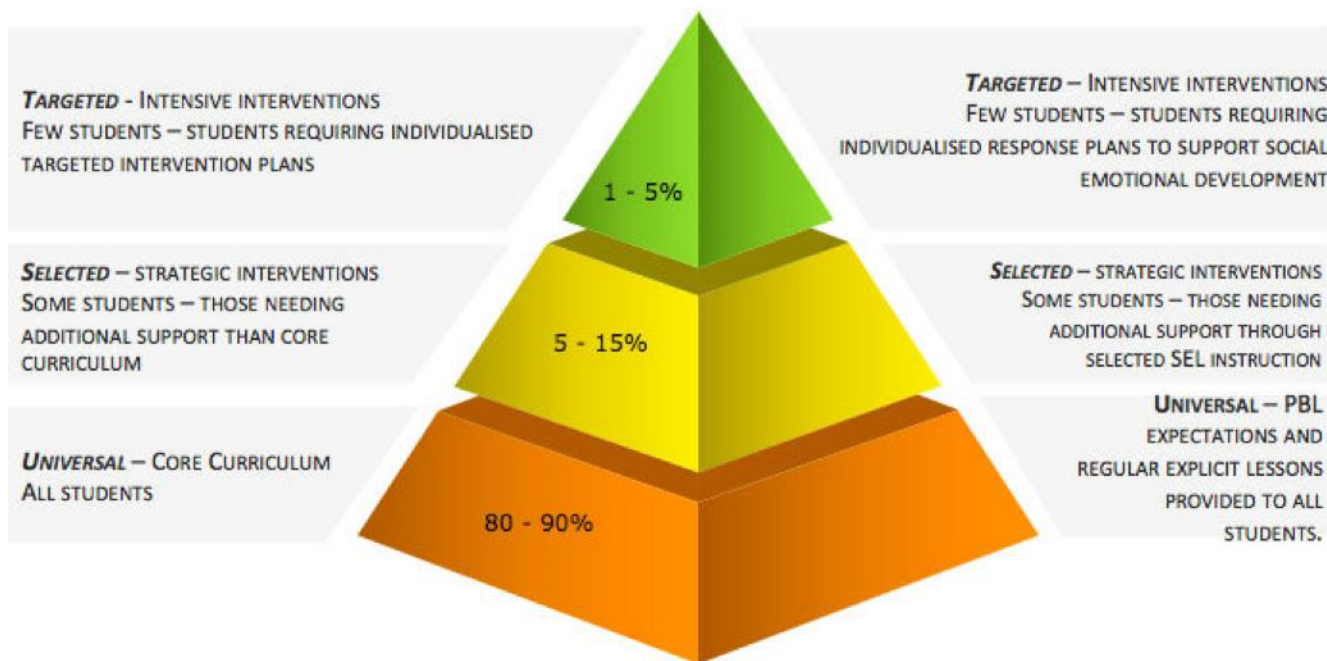
Hughes Primary School teaches our values in conjunction with the school expectations.

PBL Implementation

PBL is implemented through a tiered approach to address academic and social emotional student need. See diagram below.

Explicit teaching of social skills (known as pro-social behaviours) occurs across the whole school aligned to our school expectations. This is our universal level approach. In addition to the universal level, teachers identify through observations and school based data, classes or groups of students who require further explicit teaching of a particular expectation or skill. Further teaching of the expectation or skill is then provided prior to the time the behaviour usually occurs to optimise the impact of the learning. For the

students who require individual support to demonstrate expected behaviours, we collaborate with all stakeholders to develop an individual learning program to specifically target the student's needs.



PBL – Hughes Primary Response to Behaviour Plan

To promote the highest standards of learning and behaviour for all students, a Response to Behaviour Plan has been developed to encourage positive student behaviour and manage, support and guide students who display unproductive behaviour.

Positive Behaviour Plan

The Positive Behaviour Plan, incorporating lessons to promote understanding of the school's expectations and values, encourages students to take responsibility for their own learning and behaviour. Key social skills, including those skills involved in developing positive relationships, solving problems and resolving disputes, are explicitly taught and practised in every class.

The Positive Behaviour Plan also provides recognition for students' behaviour and learning achievements. It includes a range of class and whole school encouragement and recognition systems. Some examples of these are: verbal and non-verbal affirmation; assembly awards and principal prizes.

Our school recognises and reinforces student achievement through:

Merit awards and other school based awards

Ongoing, regular contact with parents

Commendations at assemblies and special school activities

Modelling of consistent and caring behaviour by staff, parents and community members

Promotion and provision of opportunities for student leadership and citizenship

Encouragement of participation in a diversity of experiences beyond core curriculum

Each fortnight, Merit Awards are presented to children in each class. The awards cover everything from academic achievements to community service. They are not given as a prize, but as public recognition of those qualities which we hope to find and which are so desirable in everyday living of good citizens.

Hughes Primary School

Decision Making Flow Chart

Positive Behaviour

Be a Learner

Be Respectful

Be Safe

Celebration of positive behaviour and the development of character strengths and wellbeing elements in class (verbal/ non verbal)



Students demonstrating expected behaviour and the development of character strengths and wellbeing elements celebrated at assemblies through class merit certificates

Hughes Primary School also creates a package of support for students who require assistance with self-regulation of behaviour. The students are identified and referred to the Student Referral Team so plans can be developed to best meet the students' needs. Consultation is the key to the development of the plan, combining the expertise of school staff with outside professionals where required. Close communication with parents is seen as an integral part of building success for our students.

Response to Unproductive Behaviour Plan

Student behaviour, which is causing concern, is managed, supported and guided through the implementation of the Decision Making Flow Chart. Incidents are responded to consistently and fairly.

Hughes Primary School Decision Making Flow Chart

Minor Behaviours

- Inappropriate language
- Physical contact
- Non-compliance
- Late to class (after breaks)
- Mild disruption
- Property misuse

Major Behaviours

- Abusive language
- Defiance
- Disruption
- Property damage
- Absconding
- Physical aggression
- Forgery or theft
- Harassment/bullying
- Serious threatening behaviour

Observe Problem Behaviour

Be Safe
Be Respectful
Be a Learner

<p>Calm Consistent Brief Immediate Respectful</p>	<p>1. Non-verbal Prompt, Proximity, Visual Cues (e.g. if the student is out of bounds, the teacher moves towards them and makes eye contact) 2. Descriptive (the teacher describes the inappropriate behaviour, e.g. "James, you are out of Bounds") 3. Corrective, Redirection (the teacher provides a clear correction to the behaviour choice, e.g. "James move in bounds, thanks") 4. Re-teach the rule* (the teacher re-teaches the rule, e.g. "Remember, to be safe James, we stay in bounds"), using school-wide consistent PBL language including the signs on the walls 5. Choice*, Out of play, Walk with the teacher (the teacher provides a choice of behaviours, e.g. "James you either return to the inbounds area or you will have to walk with me") *Minor referral entered (if you get to steps 4 or 5) in Sentral by teacher. 6. If student is still non-compliant follow major behaviour steps (no minor referral required)</p>	<p>Give positive feedback once desired behaviour is displayed</p> <p>Enter Minor referral Reflection Sheet optional</p> <p>Major behaviour Referral</p>	<p>Calm Consistent Brief Immediate Respectful</p>	<p>1. Inform student that a referral will be made as their behaviour is now... (use language from major behaviours above) 2. Student referred to executive (this can be done in person or by contacting a member of the leadership team via phone. If you are unable to contact a member of the leadership team, please contact the front office for support) 3. Executive review incident 4. Reflection completed by student/s 5. Executive review individual student data 6. Executive Team to determine consequence and follow through 7. Executive advise teacher of the outcome 8. Executive Teacher advise family of the outcome (if necessary) 9. Executive Teacher to enter Major Sentral incident report to reflect actions taken.</p>
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