



# SWPBS

# Family Handbook.

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## School Wide Positive Behaviour

At **CGPS**, we live our school values of:

Respect

Resilience

Inclusivity

Curiosity

## Our Mission, Vision and Values

**Mission** - It is our mission to empower all our students with the knowledge, skills and mindset to becoming lifelong learners that are engaged and respectful members of society.

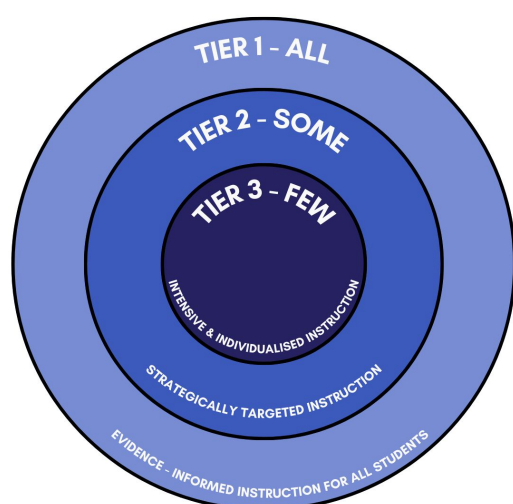
**Vision** - Carlton Gardens Primary School is committed to creating a supportive and challenging learning environment that fosters a love of learning. We believe that all students can learn at high levels and we will work to continually improve education outcomes for all students, whilst celebrating our rich and diverse community.

**Values** - **Respect**, **Resilience**, **Inclusivity** and **Curiosity**.

## SWPBS at CGPS

At Carlton Gardens Primary School, we are implementing School Wide Positive Behaviour Support (SWPBS), an evidence-based framework aimed at preventing and addressing student behaviour. Rather than using multiple behaviour management strategies, SWPBS promotes a consistent approach to setting expectations for all students. It focuses on teaching clear behavioural expectations and acknowledging students for following them. The framework emphasises prevention by establishing a continuum of behaviour support that caters to all students, rather than solely responding to inappropriate behaviour.

SWPBS operates on three tiers of interventions and supports:



- **Tier 1:** Whole-school initiatives that promote prosocial behaviour, emotional wellbeing, skill development, and mental health, ensuring a positive and inclusive environment for all students.
- **Tier 2:** Targeted support for 10-15% of students who need additional teaching and learning, focusing on skill development and improving classroom relationships through collaborative efforts.
- **Tier 3:** Intensive, individualised support for 1-5% of students with the highest needs. This support is comprehensive, developmentally appropriate, and tailored to meet each student's unique requirements.

SWPBS is designed to create a supportive and cohesive environment that enhances student wellbeing and behaviour at every level.

At CGPS, we live our school values everyday. We demonstrate our values in all settings. Our school values are:



Our **Expected Behaviour Matrix** explicitly defines what staff are looking for students to do to meet our school values across all school settings.

	Respect	Resilience	Inclusivity	Curiosity
Learning Times <small>When learning we...</small>	<ul style="list-style-type: none"> <li>Follow teacher instructions</li> <li>Actively listen to the speaker</li> <li>Take pride in our work</li> <li>Look after our classroom materials and property.</li> <li>Organise our learning space</li> </ul>	<ul style="list-style-type: none"> <li>Embrace challenges to help our learning</li> <li>Ask for help when we need it</li> <li>Apply feedback to improve our learning</li> </ul>	<ul style="list-style-type: none"> <li>Listen to the thoughts and ideas of others</li> <li>Welcome the chance to learn with other people.</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions to find out more</li> <li>Engage and deepen our learning</li> <li>Share and build on ideas</li> </ul>
Outside Times <small>While outside we...</small>	<ul style="list-style-type: none"> <li>Care for our gardens and equipment</li> <li>Are mindful of those playing around us</li> <li>Pack up equipment when finished</li> <li>Wear hats in the yard in Terms 1 and 4</li> </ul>	<ul style="list-style-type: none"> <li>Attempt to find solutions to solve conflict</li> <li>Are flexible to the changes within our physical environment</li> <li>Are inclusive of our peers' choices</li> </ul>	<ul style="list-style-type: none"> <li>Invite and allow others to play</li> <li>Share play equipment</li> <li>Acknowledge others' choices</li> </ul>	<ul style="list-style-type: none"> <li>Learn the rules of games</li> <li>Explore our environment safely and sustainably</li> </ul>
Movement Times <small>When moving we...</small>	<ul style="list-style-type: none"> <li>Move through the school spaces safely and quietly</li> <li>Line up calmly and considerately</li> <li>Follow instructions to keep safe when in the community</li> </ul>	<ul style="list-style-type: none"> <li>Remind our peers about our expectations</li> <li>Take responsibility to keep ourselves and others safe</li> </ul>	<ul style="list-style-type: none"> <li>Support others to move safely around the school</li> </ul>	<ul style="list-style-type: none"> <li>Notice and help others to be where they need to be</li> </ul>
Everywhere <small>We always...</small>	<ul style="list-style-type: none"> <li>Speak kindly to others in person and online</li> <li>Use toilets and drink taps for their intended purpose</li> <li>Practice personal hygiene</li> <li>Respect the boundaries and personal space of other people.</li> </ul>	<ul style="list-style-type: none"> <li>Use strategies to regulate our emotions</li> </ul>	<ul style="list-style-type: none"> <li>Show empathy to our peers and teachers</li> <li>Celebrate our classmates and their achievements</li> </ul>	<ul style="list-style-type: none"> <li>Remain open minded to new ideas</li> </ul>



## During Learning Times we will:



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### Respect



Follow teacher instructions



Actively listen to the speaker



Take pride in our work




Look after our classroom materials and property




Organise our learning space


### Resilience



Embrace challenges to help our learning



Ask for help when we need it



Apply feedback to improve our learning

### Inclusivity



Listen to the thoughts and ideas of others



Listen to the thoughts and ideas of others



Welcome the chance to learn with other people



Welcome the chance to learn with other people

### Inclusivity



Ask questions to find out more



Engage and deepen our learning



Share and build on ideas



## While Outside we will:



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### Respect



Care for our gardens and equipment



Are mindful of those playing around us



Pack up equipment when finished




Wear hats in the yard in Terms 1 and 4

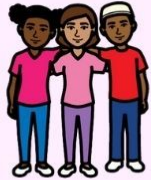
### Resilience



Attempt to find solutions to solve conflict



Are flexible to the changes within our physical environment



Are inclusive of our peers' choices

### Inclusivity



Invite and allow others to play




Share play equipment

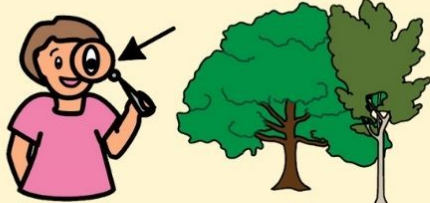


Acknowledge others' choices

### Inclusivity



Learn the rules of games



Explore our environment safely and sustainably




## When Moving we will:

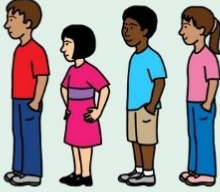


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### Respect



Move through the school spaces safely and quietly




Line up calmly and considerately




Follow instructions to keep safe when in the community

### Resilience



Remind our peers about our expectations




Take responsibility to keep ourselves and others safe

### Inclusivity



Support others to move safely around the school

### Inclusivity



Notice and help others to be where they need to be



At CGPS we  
**Always:**



### Respect



Speak kindly to others in person and online



Use toilets and drink taps for their intended purpose



Practice personal hygiene




Respect the boundaries and personal space of other people.

### Resilience

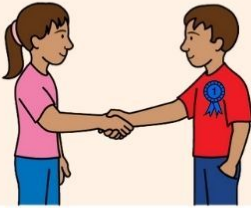


Use strategies to regulate our emotions

### Inclusivity

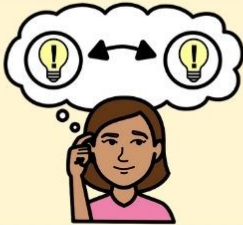


Show empathy to our peers and teachers



Celebrate our classmates and their achievements

### Inclusivity



Remain open minded to new ideas



Positive feedback is one of the most effective ways to shape behaviour. When staff provide specific positive feedback, it highlights and encourages positive social behaviours, making it more likely that students will repeat these actions.

This approach is the most powerful tool staff have for promoting good behaviour, as it reduces the chances of inappropriate conduct, minimising the need for correction.

Positive feedback also boosts students' self-esteem and helps them develop a sense of self-control.

## Why is Carlton Gardens Primary School using a stamp system?

The stamp system is a simple and effective way to reinforce positive behaviour. Here's why we use this approach:

- **Visibility and Conversation:** The stamp is a visible reminder of positive behaviour that students can proudly show to their peers and family. This can spark conversations about the positive action they took, reinforcing good behaviour both at school and at home.
- **Environmental Impact:** The self-inking stamp is a low-waste option, aligning with our commitment to environmental responsibility.
- **Student Voice and Agency:** The stamp system allows students to have a say in their celebrations, promoting student voice and agency.
- **Motivating for All Ages:** The visible, tangible nature of the stamp is motivating for students across all year levels.
- **Continuous Reinforcement:** Unlike one-time rewards, the stamp system provides ongoing recognition, keeping students engaged.
- **Ease of Management:** Any staff member can give a stamp to any student.

## What if a student, or their family, doesn't want a stamp on their skin?

Families have the option to 'opt-out' of the stamp system if they do not want their child to have a stamp on their skin. This information will be added to the student profiles on Compass and communicated with all staff. In these cases, staff will be provided with stickers instead of stamps for these students.



## What happens when a student receives a stamp?

Staff will provide students with clear and specific feedback on the behaviour that results in a stamp and name the school value being demonstrated. Naming the behaviour and value is more likely to result in the behaviours becoming embedded and repeated in the future.

Feedback will be follow the following format:

1. Naming the expected behaviour and the school value being demonstrated.
2. The positive consequence of that behaviour.
3. The student receives a stamp.

For example:

- *“Mai, I like how you asked Jana to join your game. Thanks for showing our school value of inclusivity. Here is a stamp.”*
- *“I’m going to give Mitansh a stamp because right now he’s demonstrating respect for his classroom by cleaning his work space .”*
- *“Well done, Aaradhya. You are asking great questions in our mini-lesson, demonstrating the value of curiosity.”*

At the end of each school day, homeroom teachers tally up the total number of stamps given in the class.

When the class reaches 100 stamps, the teacher and students will collaborate to decide on a celebration. Examples of rewards classes have agreed on in the past include:

- A small class party
- Extra playtime
- A visit to the park
- An extra ICT session
- A sports game out in the yard
- or another fun activity everyone agrees on.

# MORNING CIRCLE

Acknowledgement of Country

Greetings

School Values

Expectation (model or revise)

Announcements

Positive Primer

Roll



Morning Circle is to run from when the bell rings at **8:50 am** to **9:00 am** each morning. Morning Circle routines are designed in a way to build a sense of belonging and inclusion. The usual structure of our school's morning circle is seen above.

The first 5-7 minutes of class are critical for setting the tone for the rest of the day through consistent rhythms and routines, particularly ones that embed intentional positive micro-moments. They help build our students' confidence that positive events will occur throughout the day and gives them the skills to be flexible when unexpected events are encountered, such as a change to our regular school schedule.

Morning Circle also allows our students to co-regulate and establish a common rhythm for the learning day. The circle allows us to ensure that everyone is equally visible and connected and, symbolically, that each person's worldview stands on equal footing. When we take the time to check in with each other and ourselves, we are providing an opportunity for us to get on the front foot of any potential issues that may present as speed bumps for day's learning.

You can read more about Morning Circle [here](#):

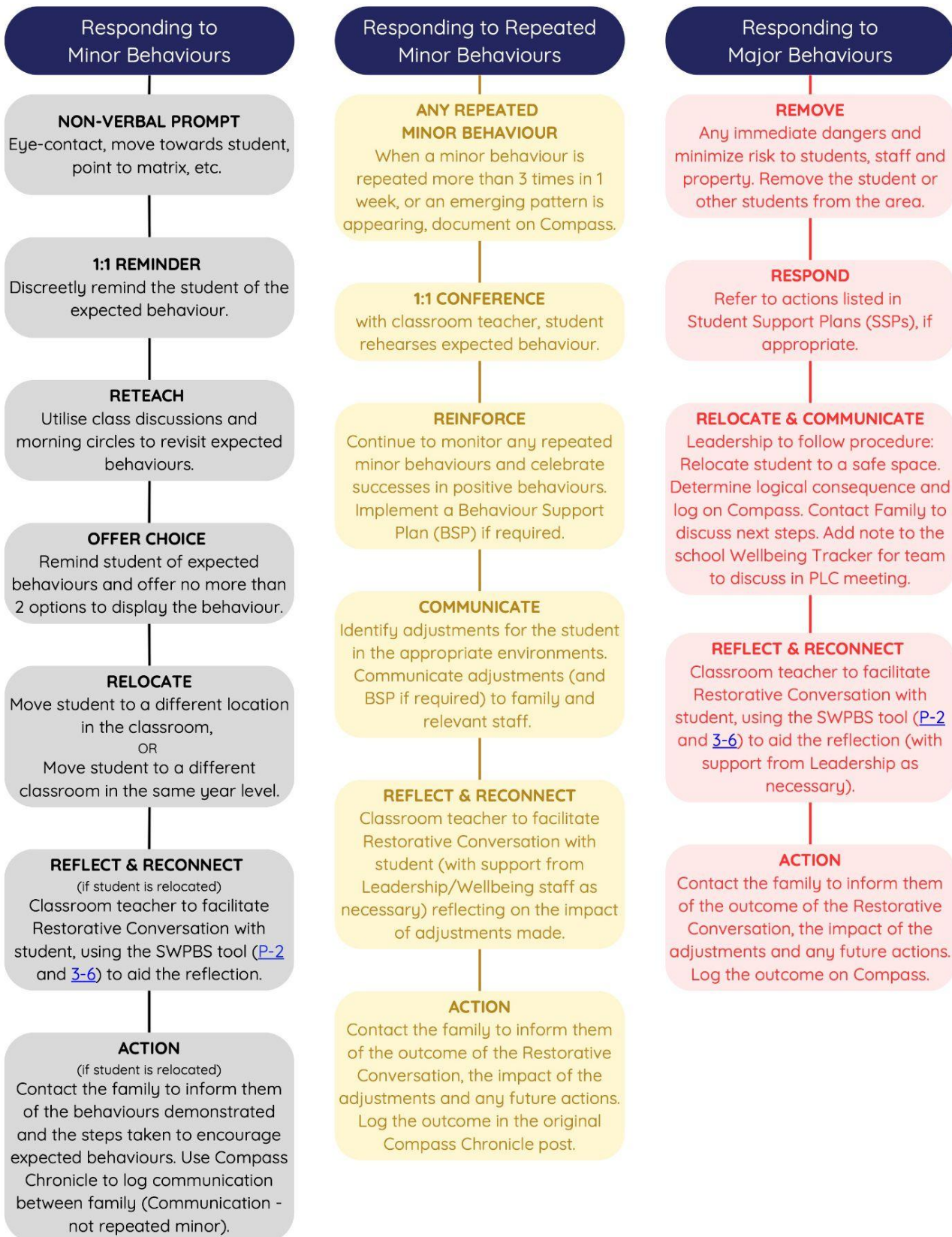


Below is the behaviour response process staff at CGPS will take to address any unexpected behaviours. We aspire to deliver all responses in a manner that is calm, consistent, brief, immediate, respectful and private.

## Responding to Unexpected Behaviours



\*The below responses do not need to be used in order.



Minor	Major
<p><b>Defiance:</b> Not following staff instructions or refusing to complete learning tasks.</p> <p><b>Swearing:</b> Non-targeted (in play or frustration).</p> <p><b>Disruption:</b> Calling out, out of seat, being off task, distracting themselves and others from learning.</p> <p><b>Misuse of Technology:</b> Not using ICT for intended learning or using ICT without permission.</p> <p><b>Property Misuse/Damage:</b> Reversible or low level damage eg drawing on table, breaking pencils, throwing a book. Taking or using an item without permission (e.g.pencil, ruler, ball).</p> <p><b>Physical:</b> Rough play, tackling, pushing, shoving, touching others without consent (without causing injury).</p> <p><b>Disrespect:</b> Low-level name-calling or teasing (gossip, negative talk), being socially rude, excluding others.</p> <p><b>Any other behaviour:</b> Any other behaviour not aligned with our expected behaviour matrix.</p>	<p><b>Any repeated minor behaviour:</b> When a minor behaviour is repeated more than 3 times in 1 week, or an emerging pattern is appearing.</p> <p><b>Physical Violence:</b> Aggressive, threatening and deliberate physical conduct where there is potential for injury/harm (e.g. punching, kicking, biting, choking, throwing furniture).</p> <p><b>Harassment/Discrimination:</b> Behaviour (including sexual harassment) that aims to threaten, intimidate, harm or humiliate including on the basis of race, religion, gender, age, ability or sexual orientation.</p> <p><b>Targeted Swearing:</b> Targeted, intentional swearing at staff, students or community members.</p> <p><b>Property Damage:</b> Deliberate damage of school property, damage to other's belongings of value, graffiti causing damage or vandalism.</p> <p><b>Explicit Misuse of Technology:</b> Accessing or sharing explicit content on an ICT device.</p> <p><b>Absconding:</b> Leaving the building or school grounds without permission.</p> <p><b>Bullying Behaviours:</b> Intentionally repeated and targeted behaviours (words/actions) towards another individual.</p> <p><b>Theft:</b> Stealing of others' or the school's possessions (of value) that is taken with intent.</p>