Echuca Twin Rivers Primary SWPBS

Student Handbook

BERRY STREET EDUCATION MODEL

RESILIENCE RIGHTS & RESPECTFUL RELATIONSHIPS

eSmart Schools

THE ZONES OF REGULATION®

Learners today, Leaders tomorrow

Contents

1) Our School Values

2) ETRS Matrix (positive behaviour expectations)
   - Matrix document
   - Elaborations

3) Engagement and Wellbeing chart

4) Positive Acknowledgement System
   - High 5 Strategy
   - Wally Rewards Chart
   - Break cards
   - Break card elaborations

Contents continued

5) Dogs Connect
   - 3 Expectations Poster

6) Behaviour reflection
   - Better Choices Program
   - Zones of Regulation

7) Houses

8) ICT Incident Report

Our School Values

Inclusive

Every stakeholder is considered and informed about what is going on and there is a sharing of ideas, resources and information with an acknowledgement of the success of each person. Everyone is encouraged to work at their personal best in a safe environment where everyone practises integrity.

Respect

We endeavour to be respectful of all members of our school community. We cooperate with others and we are honest, fair and open in the ways we interact. We support each other by being encouraging, listening attentively, giving assistance readily, and showing empathy and concern for each individual. We give and receive feedback with sincerity, and we commit to team decisions.

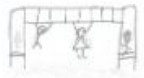
Responsible

We recognise our actions and make a positive difference.

Resilient

We use challenges to strengthen our ability to cope with unexpected changes and challenges in life. We encourage creative expression, strive to be happy and work with a clear understanding of, and commitment to, diversity to enhance our capacity to deal with these challenges.

Echuca Twin Rivers School Matrix



Learners today, Leaders tomorrow

ECHUCA TWIN RIVERS PRIMARY SCHOOL	**Respect** galnyan yakurrumdja	**Responsibility**	**Resilience**	**Inclusion**
All Settings ALWAYS	I will • follow staff instructions. • use manners and kind words • wait my turn • take care of all equipment.	I will • keep my hands, feet, and objects to myself • act in a safe manner	I will • use the High 5 strategy to solve problems myself • try all tasks given to me • stay on task • show good sportsmanship.	I will • be kind to others. • include and encourage others • work well with others • share equipment
Inside	I will • work quietly • ask to leave the classroom.	I will • have my equipment ready.		
Outside	I will • use sports equipment the right way. • play safely and by the rules	I will • stay with my group when at special events. • stay in bounds		

ECHUCA TWIN RIVERS PRIMARY SCHOOL	All Settings ALWAYS
Respect We endeavour to be respectful of all members of our school community. We cooperate with others and we are honest, fair and open in the ways we interact. We support each other by being encouraging, listening attentively, giving assistance readily, and showing empathy and concern for each individual. We give and receive feedback with sincerity, and we commit to team decisions.	I will • follow staff instructions. • use manners and kind words • wait my turn • take care of all equipment.
Responsibility We recognise our actions and make a positive difference.	I will • keep my hands, feet, and objects to myself • act in a safe manner
Resilience We use challenges to strengthen our ability to cope with unexpected changes and challenges in life. We encourage creative expression, strive to be happy and work with a clear understanding of, and commitment to, diversity to enhance our capacity to deal with these challenges	I will • use the High 5 strategy to solve problems myself • try all tasks given to me • stay on task • show good sportsmanship.
Inclusion Every stakeholder is considered and informed about what is going on and there is a sharing of ideas, resources and information with an acknowledgement of the success of each person. Everyone is encouraged to work at their personal best in a safe environment where everyone practices integrity.	I will • be kind to others. • include and encourage others • work well with others • share equipment

Matrix Elaborations

ECHUCA TWIN RIVERS PRIMARY SCHOOL	Inside (Classrooms, Specialist classrooms, Intervention, Library, Principal/AP/Wellbeing Offices, Wellbeing Room, Office areas)
Respect We endeavour to be respectful of all members of our school community. We cooperate with others and we are honest, fair and open in the ways we interact. We support each other by being encouraging, listening attentively, giving assistance readily, and showing empathy and concern for each individual. We give and receive feedback with sincerity, and we commit to team decisions.	I will ● work quietly ● ask to leave the classroom.
Responsibility We recognise our actions and make a positive difference.	I will ● have my equipment ready.
Resilience We use challenges to strengthen our ability to cope with unexpected changes and challenges in life. We encourage creative expression, strive to be happy and work with a clear understanding of, and commitment to, diversity to enhance our capacity to deal with these challenges	Refer to All Settings Always
Inclusion Every stakeholder is considered and informed about what is going on and there is a sharing of ideas, resources and information with an acknowledgement of the success of each person. Everyone is encouraged to work at their personal best in a safe environment where everyone practices integrity.	

Matrix Elaborations

ECHUCA TWIN RIVERS PRIMARY SCHOOL	Outside (Basketball courts, Oval, Courtyards, Sandpits, Play Equipment, Sporting Events)
Respect We endeavour to be respectful of all members of our school community. We cooperate with others and we are honest, fair and open in the ways we interact. We support each other by being encouraging, listening attentively, giving assistance readily, and showing empathy and concern for each individual. We give and receive feedback with sincerity, and we commit to team decisions.	I will ● use sports equipment the right way. ● play safely and by the rules
Responsibility We recognise our actions and make a positive difference.	I will ● stay with my group when at special events. ● stay in bounds
Resilience We use challenges to strengthen our ability to cope with unexpected changes and challenges in life. We encourage creative expression, strive to be happy and work with a clear understanding of, and commitment to, diversity to enhance our capacity to deal with these challenges	Refer to All Setting Always
Inclusion Every stakeholder is considered and informed about what is going on and there is a sharing of ideas, resources and information with an acknowledgement of the success of each person. Everyone is encouraged to work at their personal best in a safe environment where everyone practices integrity.	

Toilet Matrix - site specific

Echuca Twin Rivers School Matrix

Learners today, Leaders tomorrow

	Respect	Responsibility	Resilience	Inclusion
Toilets	I will • wait my turn • keep the toilets clean and tidy	I will • flush the toilet • report any problems or mess • return quickly to class.	I will • use the toilets during breaks, when possible.	I will • keep the toilet clean for the next user.

Engagement and Wellbeing Chart

The Engagement and Wellbeing Chart provides all staff, students and parents with those behaviours we consider to be minor that can be managed at the classroom level and those that are considered major that need to be managed at a leadership level, as determined by staff, students and families.

The Engagement and Wellbeing Chart also provides all stakeholders with the steps staff take when responding to each type of behaviour.

Staff are provided with the Creating Successful Learners document to assist with the management of minor behaviours. This expands on the steps outlined in the minors section of the Engagement and Wellbeing Chart.

Consequences for inappropriate behaviours, including irregular attendance, will be responded to through a staged response including early intervention/prevention and disciplinary consequences.

ECHUCA TWIN RIVERS PRIMARY SCHOOL

RESPONDING TO INAPPROPRIATE BEHAVIOURS FLOWCHART

TIER 1

- Lateness/stalling/not prepared with materials
- Ignoring instructions/passively defiant
- Leaving without permission
- Interrupting others learning/ignoring personal space
- Being disrespectful
- Out of uniform
- Unsafe activity

Non-Verbal Prompt
Gesture or use visual prompt to support behaviour.
(Student is tackling during football. Move towards student and make eye contact)

Redirect:
Restate the expected behaviour/refer to the matrix. Reminder to student & visual cue.
(eg; Fred, we keep our hands to ourselves at school)

Reteach expectation:
State & demonstrate the expected behaviour.
(eg; Remember Fred, we keep our hands and feet to ourselves)

Provide choice & consequence:
Provide a choice that enables the student to make a positive choice. If a student doesn't engage positively, record on Sentral.
(eg; Fred, you either keep you hands to yourself or you will need to finish the game.)

Give positive feedback once behaviour is observed. If student is still non-compliant, follow Tier 3 steps.

TIER 3

- Absconding
- Physical violence/intimidation/verbal abuse
- Ongoing bullying/harassment/racism
- Sexualised behaviours/comments
- Using a weapon
- Bringing inappropriate items from home
- Ongoing refusal to follow instructions (timeline)

Minimise risk to others. Call for assistance from nearby staff members. Prompt/redirect (FIRM)

Leadership to be contacted as the first point of call where needed. Leadership will decide whether a code needs to be called.

First responder to complete Sentral report. Additional staff to add to the incident following initial report.

Parent/Guardian/Carer notified: Leadership to make contact with caregiver (family, etc) discussion with the student around the incident.

Conversation:
Follow up restorative conversation with staff member, student or caregiver, outside agencies.

Leadership to debrief with staff as needed.

TIER 2

- Physical contact, threatening to use a weapon, threatening to self harm
- Lying/deception/manipulation
- Swearing in conversation/inappropriate language
- Self exiting
- Shouting/screaming
- Teasing/harassment/cyber - bullying/racist comments
- Vandalism/theft
- Refusal to follow instructions
- ICT Breach

FOLLOW UP

Positive feedback on desired behaviour when displayed

Tier 1 or 2 Sentral report

Choose appropriate consequence as outlined on Sentral

FOLLOW UP

Apply appropriate consequence (educative)

Definitions of Inappropriate Minor and Major Behaviours

Tier	Tier 1	Tier 2	Tier 3 3x Tier 3= BSP 3x physicals in Yard=YP.
Observable behaviour	Lateness/stalling/not prepared with materials Ignoring instructions/passively defiant Leaving without permission (Choosing not to remain within the boundaries set by the teacher (learning environment) Interrupting others learning/ignoring personal space Being disrespectful (Littering, not putting equipment away) Out of uniform (Wearing casual clothing to school outside of their birthday or a significant event) Unsafe activity Throwing ball across classroom, climbing fence or tree.	Physical Contact, threatening to use a weapon, threatening to ~~self harm~~ (Pushing, tripping, grabbing others, poking others, threatening others, slapping with a hat, sling tackling, wielding objects) Lying/Deception/Manipulation (Convincing others to exhibit undesirable behaviour, following others, encouraging fights) Swearing in conversation/inappropriate language (Rude gestures, slang, general swearing in conversation, substitute word) Self-exiting (Hiding from staff within school grounds) Shouting/screaming (Making loud noises, yelling at others) Teasing/harassment/cyberbullying/ racist comments (Bystander, antagonising others intentionally) Vandalism/Theft (kicking doors and windows) Refusal to follow instructions ICT Breach	Absconding (Leaving school grounds and hiding from staff) Physical violence/ Intimidation / Verbal Abuse/ (Verbal threats, punching, slapping, throwing to the ground, broken items such as windows, lights furniture or equipment) Ongoing Bullying and Harassment/ Ongoing Racism (Repetitive behaviour targeted to a particular person or group of people) Sexualised behaviours/comments (Humping, mimicking sex acts, calling people a rapist/paedophile/pervert) Using a weapon (Tree branch, sports equipment, shoes, furniture, breaking windows, pencils/rulers) Bringing inappropriate items from home (Phones, knives, vapes, lighters, weapons) Ongoing refusal to follow instructions (timeline) (Risk of injury to others, disruption to the class, code/evacuation, ongoing verbal abuse, not following plans (BSP, YP))

Tier 1 Whole School Engagement Strategies

Our established school values 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 explicit teaching of new skills and behaviours while responding effectively to inappropriate behaviours.

The emphasis is on encouraging and rewarding positive behaviours, while at the same time realigning the behaviours of students who exhibit inappropriate behaviours. Processes, procedures and school wide systems will be reviewed regularly to evaluate their effectiveness in meeting our goals.

Comprehensive collection and evaluation of behaviour data on a monthly basis will form the basis upon which any change and modification to processes and procedures will take place.

Positive Acknowledgement Systems

Students are acknowledged for positive behaviours as individuals using Wally Stickers and as a class using a formal, predictable and accountable system that allows all students to achieve positive acknowledgments.

Students build up their Wally Stickers for rewards for demonstrating our school values and positive behaviours. Certificates for each Wally sticker milestone are handed out at assemblies and celebrated in the newsletter each week. We aim for a 6 positive acknowledgments to every correction. We refer to this as a 6:1 ratio.

These are examples of the stickers that we use to reward positive behaviours in and out of the classroom.

Echuca Twin Rivers Primary School Positive Acknowledgement System

	Name	Resources	Description & Criteria	Where & When Presented	Information for staff	Goals	Celebrations	Co-ord.
Frequent (daily)	Verbal praise Wally Stickers Positive on Sentral	Wally stickers Sentral	Staff give high rates of verbal specific feedback, using language specific to our school expectations and values and give a Wally sticker	Classroom Non-classroom settings When school value and/or expectation has been demonstrated	Rolls of Wally stickers provided to all staff once per term. Extra Wally stickers available from Wellbeing team	All students receive a positive acknowledgement and/or Wally sticker during the day.	Students wear stickers home to share with families. Students accumulate Wally stickers for a choice of rewards.	All staff Wellbeing team
Intermittent (weekly, fortnightly & monthly)	Certificates Wally Rewards -when reached -Student of the Week -Nights of Reading Positives -House -Student -Whole school Parent contact (phone call, email, Class Dojo) Principal's Lunch	Wally Sticker Reward chart Certificates Student of the Week Nights of Reading Wally Certificate Parent contact Sentral Attendance Principal's Afternoon tea	Staff record students' wally stickers within the classroom and acknowledge milestones. Discuss with students what they would like their reward to be from the Wally Rewards chart. Staff record who has received certificates, attended Principal's afternoon tea and parents contacted.	Classroom Whole School Assembly Department Assembly When student has reached a designated number (Wally rewards, Nights of Reading) or demonstrated school expectations consistently	Wally Rewards Chart on display in the classroom. Certificates available in the staffroom and front office. Names for the Principal's are taken from the students who have earned the most positives throughout the term Names need to be added to Assembly template on the Staff Google Drive	All students have received at least 2 Wally stickers during a week. All students to have at least 3 positives recorded on Sentral by the end of the month Parents/carers have been contacted 3 times as an acknowledgement of positive behaviour	Students acknowledged in the school newsletter, on social media (School Facebook page, Class Dojo), on Sentral and at Assembly.	All staff Newsletter Office staff Assembly School Leaders Social Media Media Communication
Occasional (termly /yearly)	Terrific Kids Positives -Whole -House -Individual Attendance Principal's Lunch Cooking session Celebration Day	Certificate Terrific Kids Attendance Attendance Principal's Lunch Cooking session Celebration Day	Staff record who has received certificates, attended Principal's lunch, cooking session and celebration day	Classroom Assembly When students have repeatedly demonstrated school expectations.	Certificates available in the staffroom and front office. Names for the A.P's Lunch and cooking session need to be emailed a week prior to the determined date. Names need to be added to Assembly template on the Staff Google Drive	All students to have received at least 40 positives on Sentral for the year	Students acknowledged in the school newsletter, on social media (School Facebook page, Class Dojo), on Sentral and at Assembly. Parents are contacted for Terrific Kids so they can attend Assembly.	

HIGH 5

Problem Solving Strategy

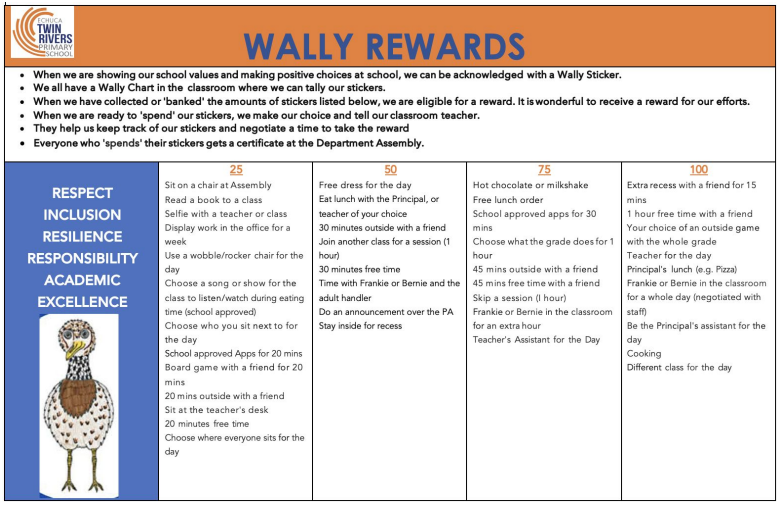
1. STOP - use the hand signal when you see *OR* experience a problem behaviour
2. TALK FRIENDLY - say what it is you don't like
3. WALK - walk away from the problem behaviour
4. TALK FIRMLY - if it continues
5. TALK - report what has happened to a teacher or an ES member

RESPECT RESPONSIBILITY RESILIENCE INCLUSION

Students are taught the High 5 Strategy for identifying and responding to inappropriate behaviour.

Lesson plans have been developed around the introduction of the High 5 Strategy for all students.

The High 5 strategy is referred to, as well as revisited, continuously throughout the year.

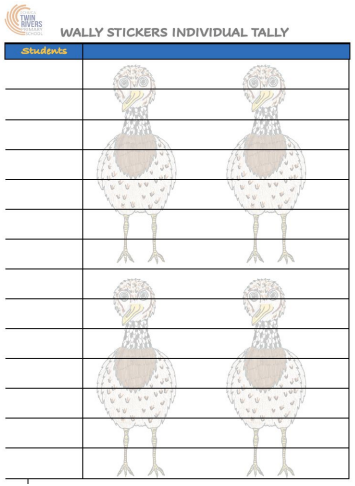


WALLY REWARDS

- When we are showing our school values and making positive choices at school, we can be acknowledged with a Wally Sticker.
- We all have a Wally Chart in the classroom where we can tally our stickers.
- When we have collected or 'banked' the amounts of stickers listed below, we are eligible for a reward. It is wonderful to receive a reward for our efforts.
- When we are ready to 'spend' our stickers, we make our choice and tell our classroom teacher.
- They help us keep track of our stickers and negotiate a time to take the reward
- Everyone who 'spends' their stickers gets a certificate at the Department Assembly.

RESPECT
INCLUSION
RESILIENCE
RESPONSIBILITY
ACADEMIC
EXCELLENCE

25	50	75	100
Sit on a chair at Assembly Read a book to a class Selfie with a teacher or class Display work in the office for a week Use a wobble/rocker chair for the day Choose a song or show for the class to listen/watch during eating time (school approved) Choose who you sit next to for the day School approved Apps for 20 mins Board game with a friend for 20 mins 20 mins outside with a friend Sit at the teacher's desk 20 minutes free time Choose where everyone sits for the day	Free dress for the day Eat lunch with the Principal, or teacher of your choice 30 minutes outside with a friend Join another class for a session (1 hour) 30 minutes free time Time with Frankie or Bernie and the adult handler Do an announcement over the PA Stay inside for recess	Hot chocolate or milkshake Free lunch order School approved apps for 30 mins Choose what the grade does for 1 hour 45 mins outside with a friend 45 mins free time with a friend Skip a session (1 hour) Frankie or Bernie in the classroom for an extra hour Teacher's Assistant for the Day	Extra recess with a friend for 15 mins 1 hour free time with a friend Your choice of an outside game with the whole grade Teacher for the day Principal's lunch (e.g. Pizza) Frankie or Bernie in the classroom for a whole day (negotiated with staff) Be the Principal's assistant for the day Cooking Different class for the day



WALLY STICKERS INDIVIDUAL TALLY

Students	

Wally Stickers - Individual Rewards

Students accumulate Wally stickers, which are recorded by their classroom teacher on a Wally Rewards tally sheet.

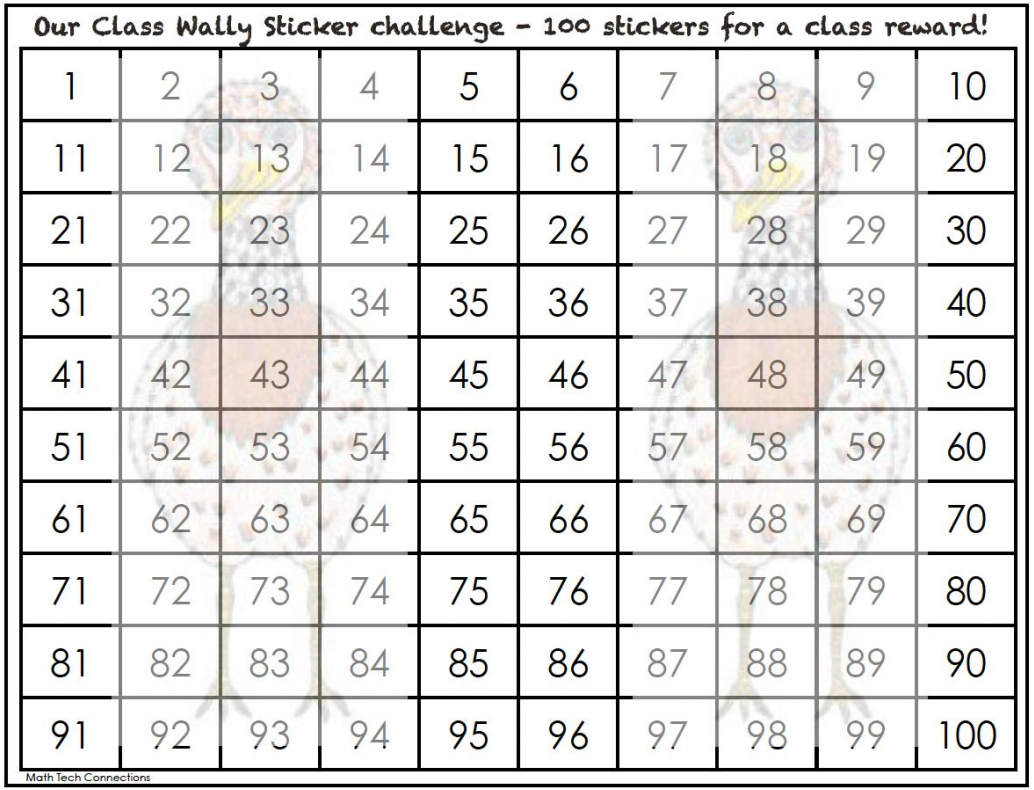
Students are able to ‘bank’ their Wally Stickers to earn a reward at 25, 50, 75 & 100 stickers. When they ‘spend’ their stickers students need to build up their tally again.

Positive acknowledgements are recorded on Sentral, included in the newsletter and students receive a certificate at Assembly when they have ‘spent’ and collected their reward.

Staff and students have also formulated the Wally Rewards chart as part of the acknowledgement system process.

Students can choose from a range of activities when they reach each Wally Sticker milestone.

The chart is revisited bi-annually through classroom discussions and feedback from staff.



Whole Class Celebration - 100 Wally stickers

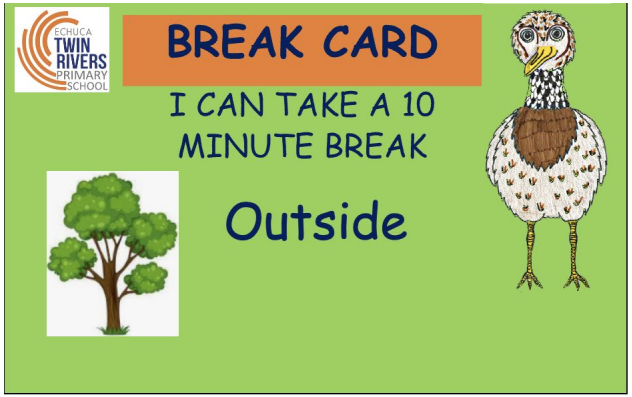
A class can accumulate Wally stickers, which are recorded by their SWPBS Classroom Leaders on a Wally Rewards 100 Chart, at the end of each week.

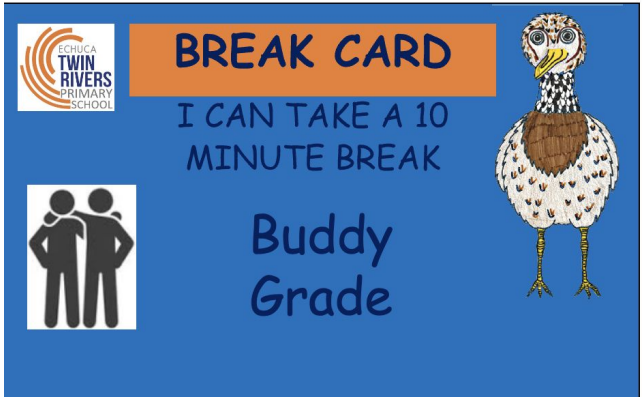
The class, or teacher, can choose from a range of activities when they reach 100 Wally stickers, something that all students in their grade can engage in.

When classes have reached their 100 Wally Celebration they must record it on Sentral.

This will add 100 positives to our school target.

Every classroom and/or learning area has a set of coloured Break Cards for students to use as part of their Behaviour Support Plan, Individual Education Plan and/or Wally Rewards.





Break Cards - Elaborations

Break cards can be used as part of the students Behaviour Support Plan (BSP) or Individual Education Plan (IEP), as well as Wally Rewards and/or as needed for a short break. Before use - staff and students need to have a conversation around the expectations for the use of the break card, as well as what the break is going to look like.

Expectations for students:

- demonstrate the school values of Respect, Responsibility, Resilience and Inclusion
- go to the designated space they discussed with the classroom teacher or staff member
- will have the break card with them
- will need to show the break card if asked
- break card is returned in good condition
- follow the time limit given.

Buddy Grade (agreed upon)

Students move to a designated classroom.
Students move to a specific staff member as per their IEP or BSP.
Students move to a specific classroom, as part of their Wally Rewards, after a discussion with both teachers.

Office

Students need to have a check in with Julie, Matt, Tegan, Nicole or Kimmie.
Students are helping to complete a job.
Students are using a Wally Reward.

Outside

Students have a designated break as per their IEP or BSP.
Students using their Wally Rewards - must be supervised or in line of sight of the classroom.

Dogs Connect

Students are able to take Bernie or Frankie for a walk (a staff member MUST supervise.)
Students are able to take the dogs for a toilet break (a staff member MUST supervise.)
Students are able to transition the dogs to the next classroom as per the dogs timetable (a staff member MUST supervise.)
Students are able to sit with the dogs and pat them (in the classroom or office.)
Students are able to rest with the dogs (in the classroom or office.)

Dogs Connect Program

What does the Dogs Connect program do?

The aim is to help create lifelong learners through improved wellbeing, awareness and connection. Main components covered in the program include empathy, awareness of others and self, self-regulation and reactivity.

Dogs are introduced as an assistant to work on various levels of wellbeing for students, staff and communities. Dogs Connect works closely with schools and workplaces to build a package for their specific needs to help improve culture around mental health and wellbeing within the organisation.

At Echuca Twin Rivers we have a Dogs in Education Policy and a Dogs in Education Agreed Practice which clearly states our mission, values and commitment to implementing the Dogs Connect program school-wide. Throughout the school staff and students are asked to refer to the 3 Expectations poster to help our well-being dogs to relax.

Several staff have undertaken further training with Dogs Connect to support the implementation of the program with staff and students. These staff members are able to provide support and more information to our school community..

At Echuca Twin Rivers we have Bernie (male standard poodle) and Frankie (female groodle) who attend our school according to a timetable, which evolves with training. Both dogs regularly spend time within classrooms and the office area.

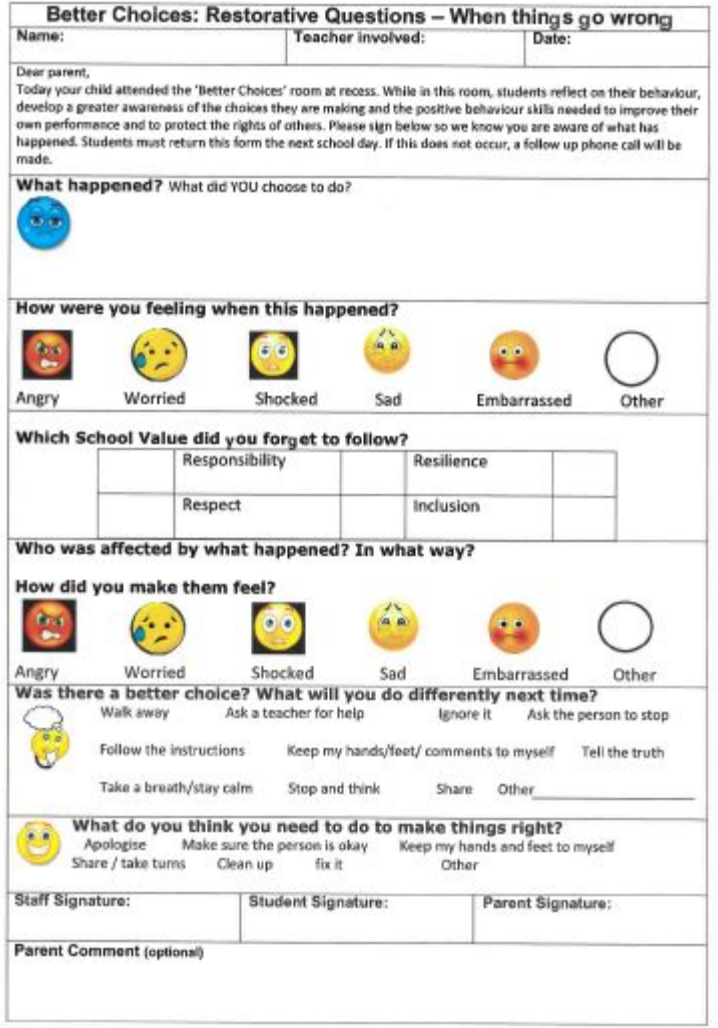
Dogs Connect Program

3 Expectations Poster

Better Choices Program

When necessary you may need to attend the Better Choices Program that takes place at eating times with either the Principal, Assistant Principal or a Wellbeing Team member in their offices.

This gives you the opportunity to speak freely with the staff and, when needed, other students, about the incident that has taken place.



Better Choices: Restorative Questions – When things go wrong

Name:	Teacher involved:	Date:

Dear parent,
Today your child attended the 'Better Choices' room at recess. While in this room, students reflect on their behaviour, develop a greater awareness of the choices they are making and the positive behaviour skills needed to improve their own performance and to protect the rights of others. Please sign below so we know you are aware of what has happened. Students must return this form the next school day. If this does not occur, a follow up phone call will be made.

What happened? What did YOU choose to do?

How were you feeling when this happened?

Angry Worried Shocked Sad Embarrassed Other

Which School Value did you forget to follow?

	Responsibility		Resilience		
	Respect		Inclusion		

Who was affected by what happened? In what way?

How did you make them feel?

Angry Worried Shocked Sad Embarrassed Other

Was there a better choice? What will you do differently next time?

Walk away Ask a teacher for help Ignore it Ask the person to stop
Follow the instructions Keep my hands/feet/ comments to myself Tell the truth
Take a breath/stay calm Stop and think Share Other_____

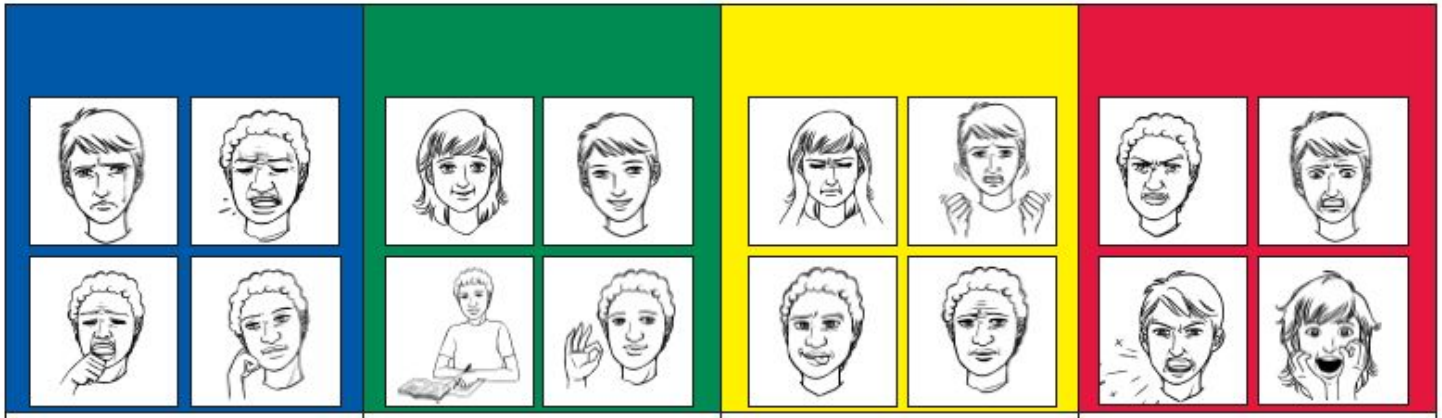
What do you think you need to do to make things right?

Apologise Make sure the person is okay Keep my hands and feet to myself
Share / take turns Clean up fix it Other

Staff Signature:	Student Signature:	Parent Signature:

Parent Comment (optional)

The ZONES of Regulation®



BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad	Happy	Frustrated	Mad/Angry
Sick	Calm	Worried	Terrified
Tired	Feeling Okay	Silly/Wiggly	Yelling/Hitting
Bored	Focused	Excited	Elated
Moving Slowly	Ready to Learn	Loss of Some Control	Out of Control

Posters with the Zones of Regulation are in use in all classrooms.

Sessions take place around the different zones and students are encouraged to identify which Zone they are in allowing for further support and guidance from staff and students.

Students at Echuca Twin Rivers are allocated a House when they begin at school.

Throughout the year we will have;

- House Swimming Sports for the Grade 3-6 students
- Whole School Cross Country, and
- Whole School Athletics.

Student have the opportunity to earn points for their House through participation and events points.

We also acknowledge the House with the most positives on Sentral at the end of each term, as well as students in each House, and year level, who have earned the most positives during the term.

Echuca Twin Rivers School

ICT INCIDENT REPORT

Scan the QR code on an iPad to open the form

If you have been involved in, or have witnessed a serious ICT incident that you feel you should report, then please complete the following form in the QR code so we can address the issue.

Please use this form responsibly
- Wally the Wanderer