

Creswick Primary School

Wellbeing Strategy and Behaviour Expectations



Vision, Mission and Values



Creswick Primary School's Vision is to create a respectful and welcoming environment where parents, teachers and community members nurture students to achieve their best on an academic, social and emotional level.

Creswick Primary School's objective is to provide an excellent education in a vibrant, safe and caring environment that challenges all students to be their personal best.

Our school values underpin everything that we do. Creswick Primary School's values are:

- **Resilience:** Able to manage emotions when facing challenges and dealing with disappointments.
- **Personal Best:** Applying myself fully in all tasks and situations.
- **Safety:** Moving and playing carefully in the school and the community.
- **Respect:** Treating people and property with consideration and manners.

Our values are important to us, as our values are the beliefs that motivate us to act in one way or another.

Wellbeing Approach

At Creswick Primary School we have a number of wellbeing pathways that provide supports to students, staff and families to ensure all students can reach their full potential.

Our Wellbeing Program is underpinned by our School Values, School Wide Positive Behaviour Supports and the teaching of Resilience, Rights and Respectful Relationships curriculum.

With a dedicated Leading Teacher in charge of wellbeing we are able to support all students at their point of need.

Teaching staff are well placed to ensure that students are supported and are the first contact for parents and carers when they need to speak about their child.



To complement our teaching staff, we also have a dedicated Chaplain on staff who provides support for individual and small groups of students.

At Creswick Primary School we believe that the Wellbeing of our students is important to ensure they can reach their full potential.

Behaviour Expectations

At Creswick Primary School, we will be in the right place, at the right time, doing the right thing.



Creswick Primary School has four school-wide behaviour expectations with an overarching statement to guide behaviour.

At Creswick Primary School, we are in the right place, at the right time, doing the right thing.

- Be a team player.
- Take pride in everything that you do.
- Keep your hands and feet to yourself.
- Respect yourself, others, equipment and spaces.

These expectations clearly outline what behaviour is expected of our students at all times.

Our behaviour expectations link closely to our school values of Resilience, Personal Best, Safety and Respect.

Our behaviour expectations are how we put our values into actions.

School Wide Positive Behaviour Supports

Bringing our Values and Behaviour Expectations together is our School Wide Positive Behaviour Supports (SWPBS).

SWPBS is a framework that we use to teach our students appropriate behaviours. Just like reading, writing and maths, we know that we need to explicitly teach our behaviour expectations throughout the school and SWPBS is how we do this.

Using our Behaviour Expectation Matrix, teachers teach students from Prep to Year 6 how to operate in all parts of our school, from classrooms to corridors to outside spaces and in the community.

The Behavior Expectation Matrix is used as a teaching tool during our Start-Up program, and throughout the year, as it sets out expectations in a clear manner for all students, staff and families to reference.

Like other curriculum areas, we know students are on a continuum of understanding. We use our explicit understanding of Minor and Major behaviours to help and guide students when they cannot meet our school behaviour expectations.



Behaviours Expectations - Matrix



Creswick Primary School Behaviour Expectations Matrix

	Toilet/Taps	Courtyard	Learning Spaces	Play Areas	Office Areas	Community	Digital
Resilience Able to manage emotions when facing challenges and dealing with disappointments.	<ul style="list-style-type: none"> Wait patiently 	<ul style="list-style-type: none"> Play by the rules Keep calm and self regulate Use the Problem Solving Wheel 	<ul style="list-style-type: none"> Keep calm and self-regulate Accept challenges Keep on trying Seek clarity and act on feedback Team work Focus on self 	<ul style="list-style-type: none"> Play by the rules Keep calm and self-regulate Use Problem Solving strategies 	<ul style="list-style-type: none"> Wait patiently for assistance 	<ul style="list-style-type: none"> Adapt to change 	<ul style="list-style-type: none"> Keep calm
Personal Best Applying myself fully in all tasks and situations.	<ul style="list-style-type: none"> Be hygienic 	<ul style="list-style-type: none"> Keep calm Keep it clean Own my behaviour and take responsibility 	<ul style="list-style-type: none"> Have a growth mindset Work on my learning goals Focus and use my time effectively Ask for help and be open to feedback Keep it clean Keep it organised 	<ul style="list-style-type: none"> Show sportsmanship Be a team player Look after the school environment Help and encourage others Make smart choices 	<ul style="list-style-type: none"> Walk 	<ul style="list-style-type: none"> Show sportsmanship Wear school uniform correctly and proudly 	<ul style="list-style-type: none"> Have a growth mindset Focus and finish my work Ask for help and be open to feedback Use the THINK acronym - Is it Truthful, Honest, Inspiring, Necessary, Kind?
Safety Moving and playing carefully in the school and community.	<ul style="list-style-type: none"> Walk Personal space Flush, wash, dry, goodbye Always take a partner 	<ul style="list-style-type: none"> Walk Keep feet on the ground Be careful of your surroundings Use equipment properly Keep hands and feet to yourself Be aware of others 	<ul style="list-style-type: none"> Walk Wait patiently Use equipment properly Personal space Ask permission to leave the classroom Give way to others 	<ul style="list-style-type: none"> Use equipment properly Keep hands and feet to yourself Share the space, share the game Stay in the school boundaries Speak only to those inside the school grounds 	<ul style="list-style-type: none"> Be patient and wait your turn 	<ul style="list-style-type: none"> Be careful around strangers Maintain your own personal space Stay with the group Follow teacher instructions Be aware of your surroundings 	<ul style="list-style-type: none"> Use the apps/websites/programs and devices as instructed Carry equipment with two hands Speak up if anything is inappropriate Report damages Keep your account and identify private
Respect Treating people and property with consideration and manners.	<ul style="list-style-type: none"> Use the toilets appropriately Be private When finished, leave Use the bins Save water 	<ul style="list-style-type: none"> Include others Use equipment as intended Use manners and speak kindly Pick up rubbish Give people space 	<ul style="list-style-type: none"> Accept different ideas, opinions and people Use manners and speak kindly Pick up rubbish Give people space 	<ul style="list-style-type: none"> Accept different ideas, opinions and people Use manners and speak kindly Borrow it, use it, return it Own your actions and take responsibility 	<ul style="list-style-type: none"> Use manners and speak kindly Knock and wait for the welcome Move around quietly 	<ul style="list-style-type: none"> Accept different ideas, opinions and people Use manners and speak kindly Be an active learner Look after belongings (what belongs to me, you, the school) 	<ul style="list-style-type: none"> Keep food and drink away from devices Use equipment as intended Use my own log in and password Log out

Major and Minor Behaviours

Our Minor and Major behaviours set out clearly for our students the types of behaviours that are unacceptable at our school.

For minor behaviours we use a teaching framework of Remind, Redirect, Reset and Reflect to help students learn our behaviour expectations at school.

While the steps are explicit for everyone, the way we move through the steps might be different for individual students.

Remind – Prompt, remind, and restate expectations.

Redirect – Move student, materials, and/or stimulus, walk with the yard duty teacher.

Reset – Re-teach with possible consequences, e.g. Buddy classroom, complete work, send inside from play. Record on Compass.

Reflect – Reflective sheet, restorative conversations, regulation strategies, leadership intervention and appropriate consequences.

Minor behaviours are managed by the classroom and specialist staff.

Major behaviours are serious and significantly impact student and staff wellbeing along with spaces and equipment within our school. The flow chart of major behaviours is linear and includes the following steps:

Assistance – From the Principal, Leading Teacher or PLC Leader.

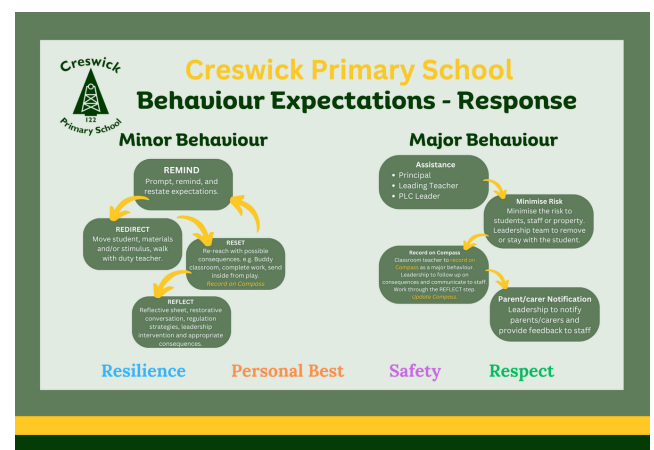
Minimise Risk – Minimise risk to students, staff or property.

Leadership to remove or stay with the student.

Record on Compass – Classroom teacher to record on Compass.

Leadership to follow up on consequences and communicate to staff. Work through the **Reflect** step with the student.

Parent/carer Notification – Leadership to notify parents/carers and provide feedback to staff.



Major and Minor Behaviours



Creswick Primary School

Behaviour Expectations

Minor Behaviours

- *lying*
- *refusal*
- *spitting*
- *hands/feet-on*
- *self-exiting*
- *bad manners*
- *out of bounds*
- *distracting others*
- *equipment misuse*
- *unsafe behaviours*

Teacher manages within the learning space.

Major Behaviours

- *When you continue to repeat minor behaviours.*
- *When you cross someone else's personal boundary and make them feel uncomfortable.*
- *When you take something that doesn't belong to you on purpose.*
- *When you damage the property and/or belongings of someone else on purpose.*
- *When you break the Digital ICT Agreement that you signed.*
- *When you are mean on purpose, again and again.*
- *When you use your words and or your body to hurt, disrespect, threaten or intimidate anyone.*

Externally managed by Leadership.

Resilience Personal Best Safety Respect

Wellbeing Supports

Creswick Primary School has a number of wellbeing pathways for our students. Some of these pathways are for all students within our school, while others are delivered in an individual or small group setting.

Resilience, Rights and Respectful Relationships

Respectful Relationships is a primary prevention program that builds social and emotional learning for students right across the school. The Respectful Relationships program promotes and models respect, positive attitudes and behaviours. It teaches our children how to build healthy relationships, resilience and confidence.

Wellbeing/Library Lessons

Our Leading Teacher takes weekly wellbeing lessons with all of our students. Lessons are developed based on the needs of students in the cohort.

Restorative Conversations

As part of our management of behaviour, we believe that students need to reflect on their actions through a restorative approach. Students will be asked a series of questions when things go wrong and to help those harmed by another's actions.

Behaviour Support Plans

We are able to work collaboratively with students, staff and families to build a behaviour support plan for students who are experiencing difficulties regulating their behaviours on an ongoing basis. These plans are designed to ensure students can experience success. The school works in partnership with families to develop, implement and review plans.

Student Support Group Meetings

We run student support group meetings for our students for a range of reasons. It may be to support learning difficulties or learning enrichment, to support student behaviour, and/or to support a medical diagnosis. These meetings are attended by the Leading Teacher, classroom teacher and parents. They may also include any health care professionals and external tutors. The school and/or families can initiate student support group meetings.

Wellbeing Supports

School Chaplain

Creswick Primary School has a school chaplain on staff who runs small social skills groups, including the BRAVE and Seasons for Growth programs. To access the Chaplaincy program, parents are required to fill out a referral form and return it to school.

BRAVE Program

While most children settle into school well, for some, heading back to school can be a worrying time. Anxiety is very common, and can cause problems in academic, emotional and social areas. The BRAVE program helps children with anxiety difficulties learn to manage their worries.

Seasons for Growth

Change and loss at any time can be challenging. We recognise that when changes occur in families through separation, divorce, bereavement or through any other life changes such as migration or change of school, children might benefit from learning skills to understand and make sense of these situations.

Wellbeing Concerns

Classroom teaching staff are your first point of contact if you have any concerns about your child's wellbeing. You can contact all staff via Compass email or leave a message via the office. Classroom teachers are best placed to work with you to support your child at school.

Our Leading Teacher – Ingrid Humm, and Principal – Helen Romeril, are responsible for the wellbeing of students and families at our school. There are many support pathways, including regional support throughout student support services. You are able to contact Ingrid or Helen if you have any concerns about your child at any time. You can contact them through the school office on 5345 2044 or via email at ingrid.humm@education.vic.gov.au or helen.romeril@education.vic.gov.au

Commitment to Child Safety

Creswick Primary School is a child safe organisation which welcomes all children, young people and their families.

We are committed to providing environments where our students are safe and feel safe, where their participation is valued, their views respected, and their voices are heard about decisions that affect their lives. Our child safe policies, strategies and practices are inclusive of the needs of all children and students.

We have no tolerance for child abuse and take proactive steps to identify and manage any risks of harm to students in our school environments.

We promote positive relationships between students and adults and between students and their peers. These relationships are based on trust and respect.

We take proactive steps to identify and manage any risk of harm to students in our school environment. When child safety concerns are raised or identified, we treat these seriously and respond promptly and thoroughly.

Particular attention is given to the child safety needs of Aboriginal students, those from culturally and linguistically diverse backgrounds, international students, students with disabilities, those unable to live at home, children and young people who identify as lesbian, gay, bisexual, trans and gender diverse, intersex and queer (LGBTIQ+) and other students experiencing risk or vulnerability. Inappropriate or harmful behaviour targeting students based on these or other characteristics, such as racism or homophobia, are not tolerated at our school, and any instances identified will be addressed with appropriate consequences.

Child safety is a shared responsibility. Every person involved in our school has an important role in promoting child safety and wellbeing and promptly raising any issues or concerns about a child's safety.

We are committed to regularly reviewing our child safe practices, and seeking input from our students, families, staff, and volunteers to inform our ongoing strategies.
