



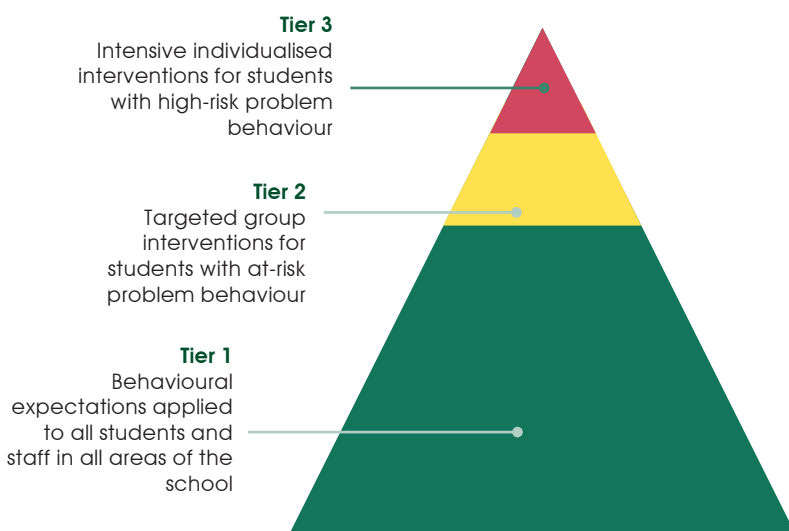
## CODE OF CO-OPERATION

*"If a child doesn't know how to read, we teach.  
If a child doesn't know how to swim, we teach.  
If a child doesn't know how to drive, we teach.  
If a child doesn't know how to behave,  
we ...teach? ...punish?  
Why can't we finish the last sentence  
as automatically as we do the others?"*

Tom Herner (NASDE President) Counterpoint 1998, p.2

Hurstbridge Primary follows the School Wide Positive Behaviour Support (SWPBS) approach. This is a whole school approach to creating an environment, which encourages effective learning through the development of a positive, calm and welcoming atmosphere. We encourage positive communication between our key stakeholders (adult to adult, adult to child, child to child) and strive to model effective communication and teach students how to behave appropriately. We recognise that learning social skills and socially acceptable behaviours is a process, which everybody moves through at a different pace. Learning appropriate social skills is seen in the same light as learning how to read or complete maths. Some students need more assistance in some areas and less in others.

A 3-tiered method underpins this approach and can be represented with the following graphic:



Along side SWPBS sits our Behaviour Management Policy and procedures in accordance with DET documentation and requirements, which can be accessed upon request. As research has shown that the implementation of punishment, in the absence of other positive strategies is ineffective, we believe that introducing, modeling, and reinforcing positive social behaviours is an important step in a student's educational experience.

At the 'green' level, a matrix has been developed for teachers, parents and students to identify the expected behaviours at Hurstbridge Primary School. The matrix includes appropriate behaviours in specific areas of the school and applies to child to child, child to adult and adult-to-adult interactions. This matrix is attached to this outline for your reference.

Teachers reward and recognise students who display our school values in a variety of ways. Each teacher designs and implements a positive reward system in their classroom, which is appropriate for the context of the class they teach. Rewards may include:

- » Verbal praise
- » Stickers/stamps
- » Spot awards
- » Raffle tickets
- » House points
- » Whole Class Reward system.

Teachers may also use other strategies such as writing a letter or making a phone call to parents/carers.

At the yellow level, we have support programs, which include targeted social skills programs, ILP goals and access to external agencies.

The final level, the red tier, is when we consider individual support programs and intensive consultation with external agencies, which specialise, in behavioural instruction.