

Positive Behaviour Support Guidelines



Department of Education Policy Statement

Creating safe, orderly, inclusive, supportive and culturally responsive environments that enable students to fulfil their learning potential is a responsibility shared by all members of the public schooling system and each school community.

Positive student behaviour is essential to promote engagement in learning and to maximise the impact of classroom teaching.

Policy Rules

The principal and staff will:

1. Engage the school community in building a culture of positive behaviour that values students' strengths, abilities and diversity.
2. Lead the development, implementation, and monitoring of a whole school approach to behaviour that:
 - Identifies and communicates the rights and responsibilities of all students and staff to engage in building positive behaviour.
 - Incorporates restorative approaches.
 - Utilises multi-tiered systems of support that are responsive to student needs builds staff capability through training and support to teach and sustain positive behaviour.
 - Uses available behaviour supports for students with complex needs.

Our AIMS

Coogee Primary School (CPS) aims to develop behaviour management approaches which:

- Are preventative in nature and focus on early intervention.
- Promote pro-social behaviour, student wellbeing and the development of self-discipline.
- Create a caring school environment where the rights and responsibilities of all individuals are recognised and respected.
- Recognise those members of the school community whose exemplary behaviour promotes a positive and caring school environment.
- Establish a set of whole school behaviour expectations.
- Establish individual classroom rules that support facilitate a safe and engaging learning environment for all.
- Establish procedures so that conflicts can be resolved in a positive and collaborative manner.

Code of Conduct

The code of conduct at CPS is shaped by our core values.



The expected behaviours outlined in the behaviour matrix (over the page) help us achieve our school vision and purpose.

To develop well-rounded individuals who possess the social and personal competencies to reach their potential and contribute to their communities.

We want our students to become independent and lifelong learners and to develop:

- Skills, knowledge and understanding in curriculum areas.
- Positive self-image and caring attitude.
- Skills for appropriate conflict resolution.
- An awareness and understanding of community expectations and values.

Our Behaviour Expectations

 Coogee Primary School Positive Behaviour Expectations						
	Kindness	Responsibility	Honesty	Respect	Courage	Excellence
Whole school all the time	- I am kind and caring towards others. - I understand that we are all different and accept that. - I am proud of my efforts and school.	- I move around the school safely. - I am on time. - I respond quickly to signals and instructions. - I am sun smart.	- I follow expectations. - I talk about things truthfully even when I have done the wrong thing.	- I use friendly greetings and manners like "please" and "thank you" - I walk quietly. - I return equipment to the right place.	- I own my actions. - I push myself and go above and beyond. - I will notify an adult of anything unsafe.	- I have a go and try my best at everything. - I hold myself to a high standard. - I persevere when faced with a challenge. - I am a good winner and a good loser.
Classroom and Learning Areas	- I assist my peers when I can. - I celebrate others' achievements.	- I show whole body listening. - I take pride in my work. - I am prepared for all activities. - I keep an organised and tidy working space.	- I reflect on and learn from my mistakes.	- I listen when others share their ideas. - I use all equipment safely.	- I ask for help when needed. - I share my ideas.	- I set goals and strive to achieve them. - I complete my work to the best of my ability. - I am ready to follow instructions.
Play Areas	- I speak politely to others. - I resolve disagreements with my words. - I am aware of others and check in with them.	- I play and eat in designated areas. - I walk on hard surfaces. - I use my break times to get a drink and go to the toilet.	- I am honest when I am playing and understand how to play.	- I follow game rules and play fairly. - I put my rubbish in the correct bin.	- I remove myself from situations I know are wrong. - I will stand up for others and myself. - I have a go at joining in.	- I model good behaviour without direct supervision.

Three Tier Continuum of Support

Tier 1: Universal Prevention

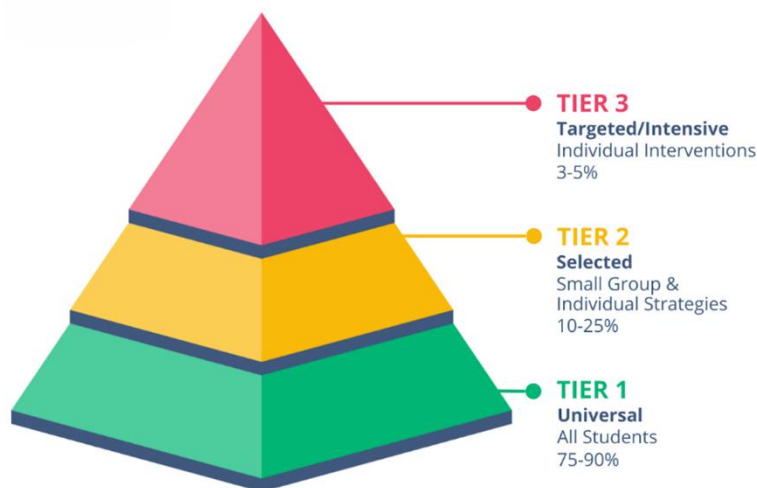
Practices and systems for all students, implemented across all school settings. A proactive and preventative approach is adopted, where strategies are implemented to encourage students to demonstrate positive behaviours.

Tier 2: Targeted Intervention

Some students require more encouragement to demonstrate positive behaviours. Tier 2 intervention comprises specialised practices and systems for students whose behaviours have been documented as not responsive at Tier 1. Students in this tier are provided with more support to demonstrate expectations, and the acknowledgement of positive behaviours is more specific.

Tier 3: Intensive Intervention

Intensive practices and systems for students whose behaviours have been documented as not responsive at Tiers 1 and 2. The strategies implemented for students are highly individualised and specific. Intervention programs for students in this tier may involve external agencies. These plans are developed in consultation with parents.



Roles and Responsibilities

School Leaders

- Support students, teachers and families with behaviour support.
- Support all teachers in implementing the Behaviour Matrix and whole school procedures.
- Ensure consistency in the implementation and maintenance of the *Positive Behaviour Support Guideline*.
- Assist teachers in developing effective behaviour support programs that align with our behaviour expectations.
- Support new staff and relief teachers in monitoring the effectiveness of the *Positive Behaviour Support Guideline*.
- Manage all issues related to major misbehaviours.
- Record major misbehaviours on school based system.
- Collect school behaviour data and respond to the data by implementing appropriate measures.

Teachers

- Establish and maintain a positive classroom/school environment by modelling the PBS expectations (and school values).
- Establish and maintain positive and culturally appropriate relationships with students, parents, other staff and the wider community.
- Explicitly teach, monitor and reinforce the expected behaviours as defined in the Behaviour Matrix.
- Follow established referral processes to support student behaviour.
- Communicate with stakeholders. Including informing parents/carers if their child has been sent to the Time Out class.

Students

- Follow expectations as defined in the Behaviour Matrix.

Parents/Caregivers

- Support school staff in reinforcing the expectations as defined in the Behaviour Matrix.
- Discuss concerns with their child's teacher.

Rights and Responsibilities

Every child, staff member and parent/caregiver have rights and responsibilities that enable each of these stakeholders to contribute to a positive climate for learning and wellbeing.

Students have the right to:	Students have the responsibility to:
• Learn in a purposeful and supportive environment • Play in a safe, secure, friendly and clean environment • Be treated with kindness and respect	• Communicate issues and concerns to parents and teachers • Value and respect the whole school community • Demonstrate the expectations and values of the school. • Demonstrate behaviours that protect the safety and well-being of others • Ensure that they are punctual and prepared for school • Accept the consequences for their choices • Support the school community in keeping the school environment neat, tidy and secure
Staff have the right to:	Staff have the responsibility to:
• Teach/work in a safe, secure and supportive environment • Receive cooperation and support from parents and school community • Be treated with kindness and respect	• Establish positive relationships with students • Model respectful and courteous behaviour • Provide purposeful, relevant and targeted programs for each student in their care • Report student progress to parents and students in a timely and professional manner • Implement, with fidelity, the school behaviour support plan • Know the school expectations and appreciation programs and show consistency when facilitating the explicit teaching/modelling of these values.
Parents/Caregivers have the right to:	Parents/Caregivers have the responsibility to:
• Be informed of learning areas and curriculum material, behaviour support procedures and decisions affecting their child's education and health and wellbeing • Be informed of their child's progress in a timely and professional manner • Access a purposeful and relevant education for their child • Be heard in an appropriate forum on matters related to the rights of their child's education • Be treated with kindness	• Model respectful behaviour • Support their child's attendance at school • Ensure that their child's health and well-being is at optimum for learning • Facilitate their child's learning by ensuring that their child is prepared for school and ready to participate in all learning activities • Support the school in the education of their child • Be respectful and courteous to all members of the school community • Monitor appropriate use of technology

Procedure for Behaviour Management

The following procedures are implemented by teachers. The purpose of this is to promote a consistent, whole school approach to behaviour management. Classroom teachers will establish their practices within their own class at the commencement of each school year.

Teaching Expected Behaviours

- Staff explicitly teach the Behaviour Expectations outlined in the Behaviour Matrix.
- Behavioural errors are viewed in the same manner as academic learning errors, as a skill deficit. When a skill deficit exists, the appropriate skill should be taught.
- Behavioural errors are responded to by reteaching, guided practice and followed by independent practice with frequent monitoring.
- Students are given encouragement, shown where errors are made, and told how to correct them. Given opportunities to practice and then provided immediate feedback.
- For students who continuously struggle to demonstrate the expected behaviours, a referral will be made to the Students at Educational Risk (SAER) and/or Chaplain.
- Staff at Coogee PS use a restorative approach when addressing students not demonstrating expected behaviours.

Acknowledging positive behaviour

Dojo points, pegs, wow charts and faction points (Free and frequent)

- Staff acknowledges positive behaviours using points in class and pegs in play areas
- Pegs earned outside of the classroom are taken to the class teacher, who will enter the point/s on Dojo.
- At the assemblies, students receive acknowledgement for earning points.
- 100 Points = Certificate
- 200 Points = Bronze Badge
- 300 Points = Silver Badge
- 400 Points = Gold Badge



Merit Certificates

- Staff award merit certificates to deserving students every fortnight.
- The citations on the merit certificates reflect Coogee Primary School values.

Responding to inappropriate behaviour

When responding our staff are:

- Calm:** Use a professional and composed voice tone and volume
- Respectful:** Polite response free of sarcasm, given in private
- Specific:** Identify the observable behaviour from the Behaviour Matrix that was violated
- Consistent:** Respond each time a behaviour error takes place
- Brief:** Short and concise response – disengage quickly
- Immediate:** Respond within a short time after the social learning error takes place

Low Key responses are:

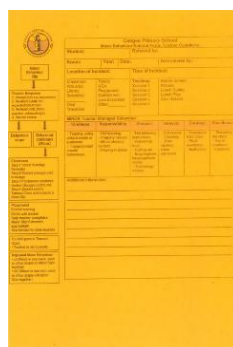
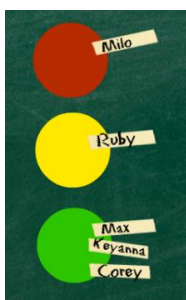
- Implemented to prevent and respond to inappropriate behaviours.
- Skills that a teacher employs when students are not demonstrating expected behaviours. The response is as short, or shorter than, the interruption so the classroom atmosphere remains positive or neutral.
- Non or minimal verbal.

These responses do not stop the flow of the lesson or invite escalation (there is a low emotional response from the teacher).

Classroom

The following procedures are implemented by teachers. The purpose of this is to promote a consistent, whole school approach to behaviour management. Classroom teachers will establish their practices within their own class at the commencement of each school year.

1. Proximity praise/reward
2. Rule reminder/warning
3. Traffic Lights - Orange
4. Traffic Lights – Red – send to time out class with orange slip (parent contacted by teacher).
5. Major behaviour pink slip - Sent to office (parent contacted by admin).
6. Three orange slips in one week = A pink slip and straight to the office. See flow chart on slip for more guidance.



Playground

1. Proximity praise/warning
2. Expectation reminder/warning
3. Loss of equipment/sit out of play/walk with teacher (shadowing)
4. Major behaviour referred to admin with pink slip.

School leaders (teaching administration)

Red card

- Administration intervention may be sought to address **major** behaviours.
- Emergency support from Administration is necessary when the safety of students or staff members are threatened, or if serious damage to equipment/resources are evident.
- During an emergency, a Red Card is sent to the office for immediate support.
- If needed, Team-Teach trained staff, Chaplain or relevant support staff will be called upon to support the Administration team in addressing severe inappropriate behaviours.



Major Behaviour Slip

- Should a student's inappropriate behaviour require administration intervention, staff complete a major behaviour slip (pink slip).
- Administration team determines appropriate consequences as required. Administration team follow school and department procedures to implement appropriate consequences. Communicate outcome(s) to relevant staff and families impacted/involved.

Major behaviour consequences (teaching administration)

Loss of Privilege to Play (Detention)

- *Loss of Privilege to Play* or detention will be supervised by the administration team either at lunch, recess or a suitable time.
- The administration team will decide on the duration and an appropriate location of the detention.
- Administration team records details in Integris and communicates to the student's parent and teacher as needed (this may include an interview with the parent/teacher, phone calls or letters sent home).

In School Withdrawal

- If necessary, a student who has not modified his/her behaviour, or whose behaviour has escalated, may be withdrawn to the Office area. This action is determined by Administration team members.
- The duration of the withdrawal is dependent on the behaviour with consideration of the student's cultural background, development level and any other relevant circumstances.
- Administration team records details in Integris and communicates to the student's parent and teacher as needed (this may include an interview with the parent/teacher, phone calls or letters sent home).
- Students in Withdrawal are supported by the administration team and will not have contact with other students or participate in classroom/whole school activities (unless otherwise arranged). The student may be conferenced by a member of the administration team, chaplain and if appropriate, the school psychologist.

Suspension

- Only the principal, as site manager, has the authority to manage suspension implementation. This does not mean the principal must personally undertake the duty.
- The principal is responsible for what must happen but has discretion over how it happens on site (i.e. if both the principal and the deputy principals are absent, a teacher relieving in an administrative role is authorised to suspend).
- The principal will assign a provisional suspension period and shorten or lengthen this period upon completing an investigation into the incident.
- The principal will notify students, caregivers/parents of the decision to suspend and the length of the provisional suspension. At this time the parent/caregivers can provide and give reasons against the decision to suspend. These reasons will be recorded.
- Upon returning to school or prior to return to school, a documented plan may be developed for the student.

Exclusion

- The principal may recommend to the Director General that a student be excluded from attending the school. Only the Director General may exclude a student.
- Full documentation of the school's efforts to effect behaviour modification will be submitted to the Regional Executive Director in support of such a recommendation.

Restorative Approaches

The school promotes a restorative approach to behaviour management. Restorative practice in schools aims to manage conflict by repairing any harm caused by behaviour and by focusing on strengthening relationships. Restorative practice values the individual and encourages learning from behaviour mistakes by taking responsibility for repairing any damage done by them. It is about redefining behaviour management as relationship management.

Restorative processes allow all those involved to have a say, think about what happened and suggest ways that the harm can be repaired. This allows the student the opportunity to learn from their mistakes by encouraging empathy with those who have been affected by the behaviour.

Good Standing

Coogee Primary School's Good Standing Policy is underpinned by the WA State Government 'Let's Take a Stand Together' action plan and the school's Positive Behaviour Policy. Good standing is a status all Coogee Primary School students are granted at the beginning of every school year. It is the responsibility of each student to maintain their Good Standing. Students with Good Standing are eligible to participate in rewards and other school activities.

This aspect of the guideline aims to acknowledge students who consistently exhibit exemplary behaviour and establish a set of consequences for individuals who do not accept their responsibilities and breach the school's *Positive Behaviour Support Guidelines*. It assists in ensuring that students engage in a positive manner in the school and recognise and respect the rights of others.

Students who lose their Good Standing will have these benefits removed until they have restored relationships and modified their behaviour through a negotiated agreement (restorative plan).

- School excursions/incursions and special school activities
- Camp
- Sporting events (in school and at other locations)
- Unrestricted access to the playground at recess and lunch
- PBS Faction Reward Days

Roles and Responsibilities regarding Good Standing

School Leaders

- Inform parents of exemplary behaviours and severe breaches of the school behaviour plan in a timely manner
- Communicate relevant behaviour information to staff and external agencies
- Teach and model desired behaviours expected of staff and students
- Support teachers with attendance/behaviour issues
- Support teachers in reflecting on behaviour data
- Provide support structures for staff to assist in the implementation of the whole school *Positive Behaviour Support Guideline*
- Induct new students, staff, relief teachers into class and school behaviour expectations and processes
- Access agencies to support students who do not meet behaviour expectations
- Maintain accurate attendance and behaviour records on school system.

Teachers

- Support school leaders in the acknowledgement of exemplary behaviour and management of breaches of school behaviour policy
- Record accurate behaviour information to enable valid data to be collected to inform school plans

Reasons for loss of Good Standing include (but are not limited to)

- Suspension from school
- Repeated office withdrawals/major referrals in a fortnight
- Repeated minor referrals in a week
- Breaches of 'Internet User Agreement'

Regaining Good Standing

Students will regain their Good Standing after a specified period of time of up to 15 days, after negotiation with Administration, on a case-by-case basis.

Parent Contact Regarding Good Standing

- All parents/guardians will be informed about Good Standing at the initial parent-teacher meeting in February.
- This policy is available to all parents/guardians via the CPS website.
- Students who lose their Good Standing will have their parents/guardians contacted to discuss their loss, how the student will regain it, and what events their child will miss out on, as a result.
- When a student regains their Good Standing, their parents /guardians will be notified.

Students must have Good Standing for the following:

- To hold student leadership positions
- To receive merit certificates
- To receive classroom-based rewards
- Participation in interschool events or school-based faction/sports events
- Graduation events
- To be a student councillor, having a leadership position
- Represent CPS in any activities
- Social based activities: disco, camp, school-based social incursions/excursions.

The CPS Good Standing Policy is provided to maintain consistency in our decision-making processes. It is important to note that these are guidelines, and if there are extenuating circumstances that have resulted in the negative behaviours, or there is a significant period of positive behaviour since the previous negative behaviour, then these factors will be considered. Any decision to withdraw or maintain Good Standing will be at the discretion of the principal.

Anti-bullying Guidelines

Understanding bullying

What is bullying?

Bullying can happen anywhere, at school, at home and at work. It can happen to anyone. Bullying is never okay.

The first step to address bullying is to understand exactly what bullying is. A formal definition of bullying for Australian schools has been developed by the safe and supportive school communities working group. This national group includes all state, territory and federal education departments, as well as national catholic and independent schooling representatives.

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening. Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records). Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Signs of bullying

Each individual student who has been bullied or is bullying others will respond and act differently. A student's behaviours and moods can also change for a variety of reasons. However, the following are some signs that may indicate a student is experiencing bullying:

Signs school staff may notice	Signs a parent or caregiver may report
- Becomes aggressive and unreasonable - Starts getting into fights - Refuses to talk about what is wrong - School grades begin to fall. Sometimes bullying can be less obvious. Other signs can include: - Student is often alone or excluded from friendship groups at school - Student is a frequent target for teasing, mimicking or ridicule at school - Change in the student's ability or willingness to speak up in class and appears insecure or frightened.	- Doesn't want to go to school - Changes their method, route to school or are frightened of walking to school - Changes in sleep patterns - Changes in eating patterns - Frequent tears, anger, mood swings - Unexplained bruises, cuts, scratches - Missing or damaged belongings or clothes - Arriving home hungry.

Student who are more likely to be bullied are also more likely to:

- Feel disconnected from school and not like school
- Lack quality friendships at school
- Display high levels of emotions that indicate vulnerability and low levels of resilience
- Be less well accepted by peers, avoid conflict and be socially withdrawn
- Have low self-esteem
- Be relatively non-assertive
- Be different in some way.

A student who bullies may:

- Repeatedly tease, imitate or make fun of the same targets
- Feel the need to dominate or control others
- Show no compassion for someone who's experiencing bullying
- Repeatedly exclude or ignore the same target
- Feel disconnected from school and dislike school
- Demonstrate good verbal skills and ability to talk themselves out of trouble.

Types of bullying

There are 3 types of bullying behaviour, but they alone don't define bullying:

- Verbal bullying which includes name calling or insulting someone about their physical characteristics such as weight or height, or other attributes including race, sexuality, culture, or religion.
- Physical bullying which includes hitting or otherwise hurting someone, shoving or intimidating another person, or damaging or stealing their belongings.
- Social bullying which includes consistently excluding another person or sharing information, images or other digital content that will have a harmful effect on the other person.

If any of these behaviours occur only once or are part of a conflict between equals (no matter how inappropriate) they are not bullying. It is important to note that when a behaviour occurs online and is published, distributed or shared to a wider audience, that this may be considered bullying.

Verbal, physical and social bullying can occur in person or online, directly or indirectly, overtly or covertly.

Preventing and Responding to Bullying in our school

The school will:

- Teach prosocial behaviours linked to our PBS Behaviours Expectations.
- Embed behaviour tracking practices to define and clarify type and function of behaviour(s).
- Look for the signs and liaise with parents.
- Increase students, parents and staff awareness of bullying. Establish and communicate home, the school communication process.
- Teach students about social problem solving.
- Teach Protective Behaviours using the Department of Education WA responses.
- Respond to all incidents of bullying, e.g. seek assistance from teachers, principal and school psychologist. Employ case management process to support behaviour adjustment(s).
- Contact parents and involve them in discussions where necessary.
- Use a range of strategies including 'SHARED CONCERN' and 'RESTORATIVE PRACTICES' behaviour management.
- Implement Values Education and Social and Emotional learning.
- Teach Positive Bystander Behaviour.