



# Positive Student Behaviour Policy

## Aim

The aim of this policy is to support a safe, orderly, inclusive and culturally responsive environment to enable every student to achieve their learning potential. Positive student behaviour is essential for promoting engagement in learning and maximising the impact of classroom teaching.

## Beliefs

The Positive Student Behaviour Policy is based on the following beliefs:

- Everyone has the right to learn, teach and feel safe.
- Students can learn, develop and practise skills needed to make positive behaviour choices and regulate their own behaviour.
- Everyone has a responsibility to engage in building a positive school culture to enable students to fulfil their learning potential.

## Key Principles

The key principles of our Positive Student Behaviour Policy are:

- Positive interpersonal relationships are a major influence on behaviour.
- A culture of care supports all individuals in our school.
- Cultural receptiveness and responsiveness is key to creating learning communities of mutual respect and inclusion.
- A restorative approach leads to individuals taking responsibility for their behaviour.
- Students need to feel valued and nurtured and have a voice in decisions that affect them.

## Positive Behaviour Support

Positive behaviour is based on the premise that inappropriate behaviour is viewed as a skill deficit. When a skill deficit exists, we must teach the appropriate skill. We view unproductive behaviour as errors requiring teaching, rather than character faults to be fixed by punishment.

## Our Core Beliefs About Behaviour:

- Behaviour is a form of communication.
- Behaviour is functional; it is not good or bad.
- Students do not learn better ways of behaving when given aversive consequences for their problem behaviours.

- Recurring misbehaviour happens for a reason (some students learn that problem behaviour is the best way to meet their needs).
- Identifying the function or purpose of the behaviour allows us to respond and intervene more effectively.

### **How We Change Behaviour at Our School:**

- We can create environments that increase the likelihood that students will learn and behave appropriately.
- Environments that increase this likelihood are guided by a core curriculum which is implemented with consistency and fidelity and give consideration to:
  - Design and layout of the physical environment.
  - Explicit teaching of appropriate behaviour.
  - Opportunity to regularly practise behaviour in the natural environment.
  - Fostering positive relationships with students.
  - Data driven classroom management practices.
  - The constant modification of our own behaviour to elicit the desired response from students.
  - Frequent, specific, skill focussed positive reinforcement.

## **Multi-tiered System of Support**

The school provides a multi-tiered system of support by considering students' needs and providing tiered and interconnected interventions, so students receive the appropriate level of support. The school:

- Regularly reviews a range of school level data to identify behaviour support needs that are responsive to students' needs.
- Develops targeted and intensive supports for students based on these needs to support a safe and orderly learning environment.
- Engages with parents and key stakeholders in the provision of behaviour support for individual students.
- Plans and implements reasonable adjustments to support and teach positive behaviours for all students, including students with complex needs.
- Seeks specialist services and support as required.

### **Tier 1: UNIVERSAL (Whole school approach)**

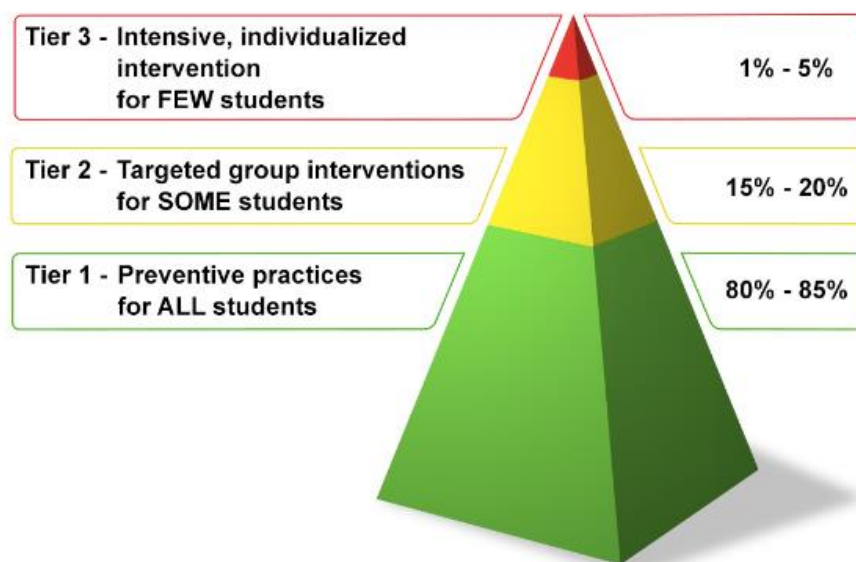
- Defining expected behaviours.
- Teaching expected behaviours.
- Encouragement of expected behaviour.
- Responding to unexpected behaviours.
- Ongoing monitoring.

## Tier 2: TARGETED (At Risk)

- Identify target behaviours.
- Implement strategies to support positive behaviour choices.
- Positive reinforcement provided when the desired behaviour is displayed.
- Ongoing review and monitoring.
- Parents informed.

## Tier 3: INTENSIVE (High Risk)

- A case management approach used to understand factors impacting on behaviour, function of the behaviour, and identify needs and expected behaviours.
- Parents consulted and informed.
- Liaison with external agencies as required.
- Regular monitoring and review.
- Risk management plans developed to support safety concerns for students and staff.



## **Restorative Practice**

Restorative Practice is a whole school approach for encouraging behaviour that is supportive and respectful. It encourages students to take ownership for their actions and repair any harm caused as a result of those actions. It focuses on building, maintaining, and restoring relationships in response to conflict.

Each student models active listening skills and mutual respect, while the perspectives of each of the students is heard. This process facilitates students coming to a timely solution for 'how to make things right'. School staff mediate the restorative process using questioning:

1. What happened?
2. What were you thinking at the time?
3. What have you thought about since?
4. Who has been harmed/ affected?
5. What do you think you need to do to make things right?

## School Expectations

Four overarching values guide positive behaviour expectations in our school:

- Respect for Self
- Respect for Others
- Respect for Learning
- Respect for Environment

## Positive Behaviour Expectations Matrix

	Respect for Learning	Respect for Self	Respect for Others	Respect for Environment
Eating Areas			<ul style="list-style-type: none"> <li>• We do not share food</li> <li>• We speak at a reasonable volume</li> <li>• We wait to be dismissed</li> </ul>	<ul style="list-style-type: none"> <li>• We pick up our rubbish</li> <li>• We sit down while we eat</li> </ul>
Library	<ul style="list-style-type: none"> <li>• We let others learn</li> <li>• We stay on task</li> </ul>	<ul style="list-style-type: none"> <li>• We come prepared</li> <li>• We focus on our own learning</li> </ul>	<ul style="list-style-type: none"> <li>• We speak at a reasonable volume</li> <li>• We use shelf markers</li> </ul>	<ul style="list-style-type: none"> <li>• We tidy before leaving</li> <li>• We are respectful with all equipment</li> </ul>
Play Areas	<ul style="list-style-type: none"> <li>• We follow game rules</li> <li>• We resolve conflict during play time</li> </ul>	<ul style="list-style-type: none"> <li>• We take safe risks</li> <li>• We wear a hat</li> <li>• We look after our equipment</li> <li>• We return to class on the bell</li> </ul>	<ul style="list-style-type: none"> <li>• We respect the play space of others</li> <li>• We use kind words</li> <li>• We keep our hands and feet to ourselves</li> <li>• We play in our designated areas</li> </ul>	<ul style="list-style-type: none"> <li>• We look after nature</li> <li>• We use equipment correctly</li> <li>• We return equipment to where it belongs</li> </ul>
Assembly	<ul style="list-style-type: none"> <li>• We give presenters our full attention</li> </ul>	<ul style="list-style-type: none"> <li>• We listen to learn</li> </ul>	<ul style="list-style-type: none"> <li>• We stand respectfully for the anthem and song</li> </ul>	<ul style="list-style-type: none"> <li>• We enter and exit quiet, orderly way</li> </ul>
Verandah	<ul style="list-style-type: none"> <li>• We move quietly during learning time</li> <li>• We walk in an orderly manner</li> </ul>	<ul style="list-style-type: none"> <li>• We keep our belongings safe and organised</li> </ul>	<ul style="list-style-type: none"> <li>• We move around others safely</li> </ul>	<ul style="list-style-type: none"> <li>• We stay on the paths</li> </ul>
Classroom	<ul style="list-style-type: none"> <li>• We enter and exit quietly</li> <li>• We follow instructions of all staff</li> </ul>	<ul style="list-style-type: none"> <li>• We strive to do our best</li> <li>• We stay focused on the task</li> <li>• We care for our belongings</li> </ul>	<ul style="list-style-type: none"> <li>• We let others learn</li> <li>• We use kind words</li> <li>• We keep hands and feet to ourselves</li> <li>• We speak at an appropriate volume</li> </ul>	<ul style="list-style-type: none"> <li>• We keep classrooms tidy</li> <li>• We use equipment correctly</li> </ul>

<b>Toilets</b>	<ul style="list-style-type: none"> <li>• We return to learning as quickly as possible</li> </ul>	<ul style="list-style-type: none"> <li>• We use toilets appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• We respect the privacy of others</li> <li>• We leave the bathroom clean and tidy for others</li> </ul>	<ul style="list-style-type: none"> <li>• We use equipment appropriately</li> </ul>
<b>Before and After School</b>	<ul style="list-style-type: none"> <li>• We wear our school uniform with pride</li> <li>• We attend activities we have volunteered for</li> <li>• We arrive at school on time</li> </ul>	<ul style="list-style-type: none"> <li>• Walk with wheels on school grounds</li> <li>• We sit quietly on the verandah</li> </ul>	<ul style="list-style-type: none"> <li>• We allow staff to work</li> <li>• We greet others</li> </ul>	<ul style="list-style-type: none"> <li>• We leave school grounds immediately unless with an adult</li> </ul>

## Teaching Expected Behaviours

- At the beginning of the year teachers develop classroom rules based around the four values and the *Positive Behaviour Expectations Matrix*. This is referred to constantly and explicitly reviewed each term.
- Positive behaviour reward systems are developed and negotiated with the class.
- Each term, focus behaviours are identified by staff in reference to data and identified issues.
- Each fortnight the focus behaviour is explicitly taught.
- Teachers consistently reinforce and reward focus behaviours using value vouchers.
- Teachers actively reteach any behaviour expectations that are identified as issues at the classroom level.

## Encouraging Expected Behaviours

Bayswater Primary School frequently recognises and acknowledges positive behaviour using a wide range of strategies at whole school and classroom level. When encouraging desired behaviours staff give immediate feedback that is clear and specific and use a ratio of four positives to one negative.

### WHOLE SCHOOL

- Merit Awards
- Value Voucher Raffles at assembly
- Visits to Admin to celebrate success

### CLASSROOM

Positive incentives vary from class to class. Below is a list (non-exhaustive) of some of the positive reinforcement that may be used within a class:

- Praise and encouragement

- Group/ Individual points/Dojos
- Individual positive reinforcement schedules (long term and short term)
- Call home to parent/s
- Whole class reward system

## PLAYGROUND

- Value vouchers are given at recess and lunch to reward expected behaviours.
- Duty staff ensure they have a supply of value vouchers in Duty Bags
- When giving value vouchers staff inform students of the expected behaviour they displayed.

## Effective Classroom Practice

Evidence based classroom management practice is used. There is a focus on low key responses to error correct. All staff are expected to use:

- Proximity
- Nonverbal cues as in a “pause” in the teaching, shake of head, gesture
- A quiet dialogue with the student

Classrooms will have clear and consistent routines and expectations. Response strategies and error corrections are calm, consistent, immediate, respectful and private.

## Levels of Behaviour Response

<b>MINOR</b> Teacher managed	<b>MAJOR</b> – Admin managed
Answering back (low level)	Arguing with the teacher
Calling out	
Ignoring instructions	Continued defiance/refusal
Work avoidance	
Disrupting others learning	Unsafe behaviours
Inappropriate comments (low level)	Bullying – physical/verbal
Being unkind	Discrimination
Swearing (low level, non-personal)	Swearing/verbal abuse
Touching/Annoying others	Physical assault
Late to class after recess/lunch	
Leaving class without permission	Leaving school grounds without permission
Using others property without permission Dishonesty	Stealing Illegal substances

## Classroom Behaviour Flow Chart

MINOR Classroom Teacher	MAJOR Admin
Identify the WHY (the student's need or feeling)	Direct student to the Office with a blue slip OR Send red card for Admin assistance
Choose low key responses: -Proximity -Redirect -State the expected behaviour	De-escalation process Identify the WHY Restorative conversation Parent contact Record on Integris
Give choices State expected behaviour Take 5 Reset Self-regulation strategies	20 Minute reflection time  Restorative action
Restorative conversation with teacher  Complete Restorative Conversation Sheet  Record on Integris Contact parents	Possible withdrawal, detention, suspension or loss of good standing
Repeated minor behaviours: Informal behaviour contract Involvement of parents	
Ongoing minor behaviours: Behaviour Support Plan in consultation with parents/Admin Possible withdrawal to be determined by Admin.	Repeated major behaviour: Case management with SAER Team and parents Development of documented plans

## Playground Behaviour Flow Chart

MINOR (Duty Teacher)	MAJOR (Admin)
Understand the WHY (student's feelings or needs)	Direct student to the Office with a yellow slip OR Send red card for Admin assistance
Redirect State expected behaviours.  Discuss with the student Stop, Think, Do approach.  <b>Stop:</b> Stop and calm down.	De-escalation process Identify the WHY Restorative conversation Parent contact Record on Integris

<p>-Clarify the problem with the child.</p> <p><b>Think:</b> Consider solutions with the child.</p> <p>-What do I need to do now?</p> <p><b>Do:</b> Choose the best solution.</p> <p>-What will you do now?</p>	<p>Possible withdrawal, detention, suspension or loss of good standing</p>
<p>Ongoing minor behaviours: Record on Playground Tracking Sheet</p>	<p>Repeated major behaviour: Case management with SAER Team and parents Development of documented plans</p>

## Good Standing

All students commence every term with Good Standing.

Loss of Good Standing may occur after suspension or series of behaviours within the term that are not aligned with our Positive Student Behaviour Policy.

Behaviours that will result in loss of good standing include:

- Starting a fight and/or fighting
- Making physical contact with the intention to harm
- Filming a fight

Students who lose their Good Standing may have privileges removed such as being withdrawn from non-curricular school activities. Parents will be informed and a plan to support the student's needs will be implemented. Good Standing is reinstated after a period of time as determined by the Principal.

## Suspension

Major behaviour incidents may result in suspension of a student for a period determined by the Principal. Suspension is used as an opportunity to allow time for calm and recovery as well as provide time to plan supports and adjustments that may be required.

The Principal will provide the student and parents a reasonable opportunity to provide reasons against the decision to suspend and/or length of the suspension. Parents will be provided with written notification of the suspension. A re-entry meeting is held with the student and parent/carer prior to return to school. The focus of the re-entry meeting is on restoring the harm to both the victim and school community, the accountability of the student and impact on the individual's good standing in the school.



## Addressing Bullying

Bullying is a learnt behaviour which is unacceptable. However, bullying behaviours can be changed. Bayswater PS takes an educative approach to managing and preventing bullying. Our processes and activities promote the values and behaviours that create and maintain inclusive, safe and supportive environments.

### Whole school prevention strategies

- Implementation of whole school positive student behaviour plan focussed on teaching and recognising respectful, pro-social behaviour
- Implementing the developmental, evidence based social-emotional learning program, Highway Heroes to develop a shared understanding of:
  - What behaviours constitute bullying
  - The impact of bullying
  - Safe and supportive bystander responses
  - Positive social problem solving skills
  - Highly visible and active approach to playground supervision
- Implementing identification of and supervision adjustments to high-risk situations and settings
- Developing and communicating whole school processes for responding to playground issues
- Use restorative approaches to resolve peer-based conflicts
- Implement strategies to promote cyber safety and positive digital citizenship.

### Identifying early intervention strategies

- Identifying and targeting early signs of problematic peer relationships issues within school community
- Identifying individuals and groups at risk that require targeted programs
- Teaching effective bystander behaviour to targeted groups or for specific situations
- Provide higher supervision for students with higher support needs
- Providing effective options for individual students experiencing safety issues (such as buddy systems, alternative play areas and transition routines)

### Procedures and actions to respond to bullying behaviours

- Provide school community with information regarding process for responding to bullying incidents
- Immediate referral to administration

- Restorative Practice conferencing
- Parent/Carer conference
- Individual behaviour management plan
- Referral to School Psychologist/Chaplain.

## Record Keeping

Staff will ensure that all records pertaining to parent contact, case conferences, individual behaviour support plans and risk management plans are stored and archived in accordance with *School Education Regulations 2000*.

## Supporting Documents

- Values Vouchers
- Playground tracking Sheet
- Yellow slip/Blue Slip
- Red card
- Restorative Reflection Sheet

- Values Voucher

Bayswater Primary  
Value Voucher



Respect for Learning  
 Respect for the Environment  
 Respect for Self  
 Respect for Others

Name \_\_\_\_\_ Room \_\_\_\_\_

- Playground tracking sheet

Oval

Date	People/person involved.	Recess/Lunch (R/L)	Teacher name	Behaviour (Describe what happened)	Event
					<input type="checkbox"/> Stop, Think, Do <input type="checkbox"/> Yellow Slip <input type="checkbox"/> Red Card
					<input type="checkbox"/> Stop, Think, Do <input type="checkbox"/> Yellow Slip <input type="checkbox"/> Red Card
					<input type="checkbox"/> Stop, Think, Do <input type="checkbox"/> Yellow Slip <input type="checkbox"/> Red Card
					<input type="checkbox"/> Stop, Think, Do <input type="checkbox"/> Yellow Slip <input type="checkbox"/> Red Card
					<input type="checkbox"/> Stop, Think, Do <input type="checkbox"/> Yellow Slip <input type="checkbox"/> Red Card
					<input type="checkbox"/> Stop, Think, Do <input type="checkbox"/> Yellow Slip <input type="checkbox"/> Red Card

c) c)  
c)



d) Red card



e) Restorative Reflection Sheet

**BAYSWATER Primary School**

**Restorative Reflection Sheet ¶**

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Teacher: \_\_\_\_\_ Date: \_\_\_\_\_ ¶

1. → What happened? ¶  
x  
¶  
x  
¶  
x  
¶  
x  
¶  
x  
¶

2. → What were you thinking at the time? ¶  
¶  
x  
¶  
x

3. → What have you thought about since? ¶  
¶  
x  
¶  
x

4. → Who has been harmed/affected? ¶  
¶  
x  
¶  
x

5. → What do you think you need to do to make things right? ¶  
¶  
x  
¶  
x

**Action-taken-by-Admin ¶**

Contact-Parents.....Actions: Restorative actions ¶  
Record on SIS.....20-min reflection-time ¶  
Details.....Withdrawal ¶  
.....Suspension ¶  
.....Other ¶  
¶  
Date:.....Signed: ¶  
x