



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 inappropriate 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 inappropriate 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 supports 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)

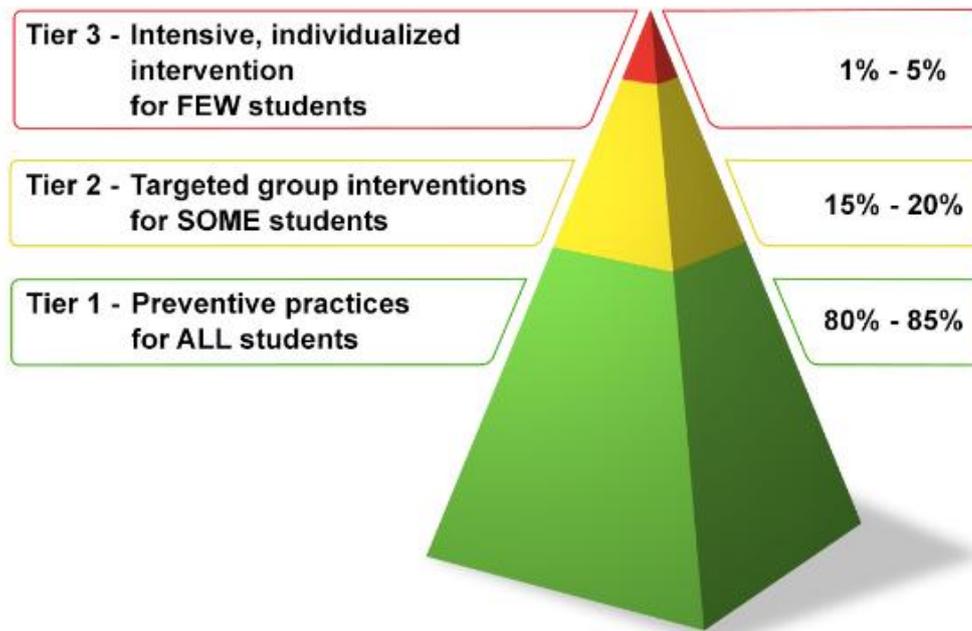
- Define expected behaviours.
- Teach expected behaviours.
- Encourage expected behaviour.
- Respond to inappropriate behaviours.
- Ongoing monitoring.

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 Positive Behaviour Expectations

School Values

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
Classroom	<ul style="list-style-type: none"> • We enter and exit quietly • We follow instructions of all staff 	<ul style="list-style-type: none"> • We strive to do our best • We stay focused on the task • We care for our belongings 	<ul style="list-style-type: none"> • We let others learn • We use kind words • We keep hands and feet to ourselves • We speak at an appropriate volume 	<ul style="list-style-type: none"> • We keep classrooms tidy • We use equipment correctly
Eating Areas			<ul style="list-style-type: none"> • We do not share food • We speak at a reasonable volume • We wait to be dismissed 	<ul style="list-style-type: none"> • We pick up our rubbish • We sit down while we eat
Library	<ul style="list-style-type: none"> • We let others learn • We stay on task 	<ul style="list-style-type: none"> • We come prepared • We focus on our own learning 	<ul style="list-style-type: none"> • We speak at a reasonable volume • We use shelf markers 	<ul style="list-style-type: none"> • We tidy before leaving • We are respectful with all equipment
Play Areas	<ul style="list-style-type: none"> • We follow game rules • We resolve conflict during play time 	<ul style="list-style-type: none"> • We take safe risks • We wear a hat • We look after our equipment • We return to class on the bell 	<ul style="list-style-type: none"> • We respect the play space of others • We use kind words • We keep our hands and feet to ourselves • We play in our designated areas 	<ul style="list-style-type: none"> • We look after nature • We use equipment correctly • We return equipment to where it belongs
Imagination	<ul style="list-style-type: none"> • We check with teachers about the safety of our play 	<ul style="list-style-type: none"> • We play safely with sticks • We climb trees up to the marker 	<ul style="list-style-type: none"> • We share equipment and spaces • We are kind with our words and actions 	<ul style="list-style-type: none"> • We play with equipment in the correct areas • We use water sensibly • We look after plants
Assembly	<ul style="list-style-type: none"> • We give presenters our full attention 	<ul style="list-style-type: none"> • We listen to learn 	<ul style="list-style-type: none"> • We stand respectfully for the anthem and song 	<ul style="list-style-type: none"> • We enter and exit quiet, orderly way
Verandah	<ul style="list-style-type: none"> • We move quietly during learning time • We walk in an orderly manner 	<ul style="list-style-type: none"> • We keep our belongings safe and organised 	<ul style="list-style-type: none"> • We move around others safely 	<ul style="list-style-type: none"> • We stay on the paths
Toilets	<ul style="list-style-type: none"> • We return to learning as quickly as possible 	<ul style="list-style-type: none"> • We use toilets appropriately 	<ul style="list-style-type: none"> • We respect the privacy of others • We leave the bathroom clean and tidy for others 	<ul style="list-style-type: none"> • We use equipment appropriately
Before and After School	<ul style="list-style-type: none"> • We wear our school uniform with pride • We attend activities we have volunteered for • We arrive at school on time 	<ul style="list-style-type: none"> • Walk with wheels on school grounds • We sit quietly on the verandah 	<ul style="list-style-type: none"> • We allow staff to work • We greet others 	<ul style="list-style-type: none"> • We leave school grounds immediately unless with an adult

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 faction tokens.
- 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
- Whole school faction token rewards
- 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
- Class reward system
- Individual positive reinforcement schedules (long term and short term)
- Email/call home to parent/s

PLAYGROUND

- Faction tokens are given at recess and lunch to reward expected behaviours.
- Duty staff ensure they have a supply of tokens in Duty Bags
- When giving faction tokens 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. Low key responses include:

-Proximity

-Nonverbal cues as in a “pause” in the teaching, shake of head, gesture

-A quiet dialogue with the student

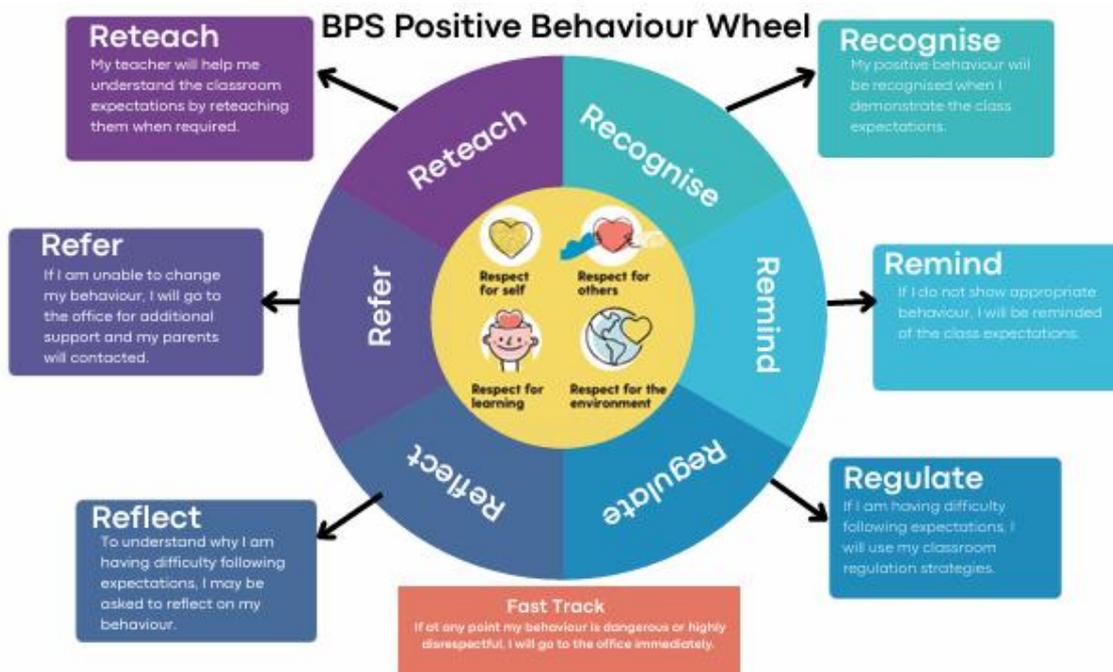
Classrooms will have clear and consistent routines and expectations. Response strategies and error corrections are calm, consistent, immediate, respectful and private.

Levels of Behaviour Response

MINOR Teacher managed	MAJOR Admin managed
Answering back (low level)	Arguing with the teacher
Calling out	Highly disruptive behaviour
Ignoring instructions	Continued defiance/refusal
Work avoidance	Continued work refusal
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	Continued lateness to class
Leaving class without permission	Leaving school grounds without permission
Using others property without permission Dishonesty	Stealing Illegal substances

Classroom Behaviour Procedures

MINOR Teacher Managed	MAJOR Admin Managed
<p>RECOGNISE/REMIND Recognise/reward positive behaviour often</p> <p>Choose low key responses:</p> <ul style="list-style-type: none"> • Remind expected behaviour • Redirect • Proximity • Nonverbal cues 	<p>MAJOR BEHAVIOUR (Fast Track – Blue slip or Red card)</p> <ul style="list-style-type: none"> • De-escalation process • Identify the WHY • Restorative conversation • Consequence • Parent contact • Record on Compass
<p>REGULATE</p> <ul style="list-style-type: none"> • State expected behaviour • Provide choice • In-class reset • Out of class reset • Self regulation strategies 	<p>ONGOING MINOR BEHAVIOURS</p> <ul style="list-style-type: none"> • Case management • Parent meeting • Formal behaviour plan
<p>REFLECT/RETEACH</p> <ul style="list-style-type: none"> • Student conference: Understand the why, re-teach, problem solving • Logical consequences • Informal behaviour plan • Inform parents • Record on Compass 	<p>REPEATED MAJOR BEHAVIOURS</p> <ul style="list-style-type: none"> • Case management with SAER Team and parents • Development of documented plans
<p>REFER</p> <ul style="list-style-type: none"> • Office referral (Blue slip) • Formal reset • Student conference • Inform parents • Record on Compass 	
<p>RESPOND</p> <ul style="list-style-type: none"> • Ongoing minor behaviours: • Behaviour Support Plan in consultation with parents/Admin • Possible consequences to be determined by Admin. 	



Playground Behaviour Procedures

MINOR (Duty Teacher)	MAJOR (Admin)
<p>IDENTIFY Understand the WHY (student's feelings or needs)</p>	<p>REFER Direct student to the Office with a yellow slip OR Send red card for Admin assistance</p>
<p>RESPOND State expected behaviours.</p> <p>Discuss with the student Stop, Think, Do approach.</p> <p>Stop: Stop and calm down.</p> <ul style="list-style-type: none"> Clarify the problem with the child. <p>Think: Consider solutions with the child.</p> <ul style="list-style-type: none"> What do I need to do? <p>Do: Choose the best solution.</p> <ul style="list-style-type: none"> What will you do now? 	<p>REFLECT/RESTORE De-escalation process Identify the WHY Restorative conversation Parent contact Record on Integris</p> <p>Possible consequences:</p> <ul style="list-style-type: none"> withdrawal detention suspension loss of good standing
<p>RECORD 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 clarifying the school's positive behaviour expectations.

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, Smiling Minds 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 the 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*.